

The Influence of Emotional and Spiritual Intelligence on Lecturer Performance Through Organisational Citizenship Behaviour in Private Universities

Mochamad Vrans Romi^{1*}

¹Universitas Jenderal Achmad Yani, Cimahi, Indonesia

*Corresponding Author E-mail: vransromi@gmail.com

Abstract

This study aims to explore the influence of emotional and spiritual intelligence on lecturer performance, with organisational citizenship behaviour (OCB) acting as a mediating variable. The research focuses on lecturers at private universities in Bandung City, where performance is critical to institutional success in a competitive educational landscape. The study employs a quantitative explanatory survey design, utilising data from 371 respondents, all permanent lecturers at private universities in Bandung. Data was collected through structured questionnaires and analysed using the Structural Equation Model (SEM) via the AMOS application. This model allowed for the measurement of both direct and indirect effects of emotional and spiritual intelligence on performance, with OCB as the mediator. The results show that both emotional and spiritual intelligence have significant direct and indirect effects on lecturer performance. Emotional intelligence directly improves performance and also contributes to increased OCB, which further enhances performance. Similarly, spiritual intelligence is a strong predictor of lecturer performance, and its positive impact is amplified through the mediating role of OCB. The study highlights the importance of emotional and spiritual dimensions in fostering positive citizenship behaviours, which, in turn, enhance lecturer effectiveness and institutional success. The findings suggest that educational institutions should prioritise the development of emotional and spiritual intelligence alongside technical skills in lecturer training programmes. By fostering a supportive work environment through OCB, institutions can improve lecturer performance and, ultimately, the quality of education provided to students. This study provides a comprehensive model integrating emotional intelligence, spiritual intelligence, OCB, and performance in the context of higher education, offering valuable insights into the role of personal and organisational factors in lecturer effectiveness.

Keywords: Emotional Intelligence; Higher Education; Lecturer Performance; Organisational Citizenship Behaviour (OCB); Spiritual Intelligence.

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi pengaruh kecerdasan emosional dan spiritual terhadap kinerja dosen, dengan perilaku kewargaan organisasi (Organisational Citizenship Behaviour/OCB) sebagai variabel mediasi. Penelitian ini berfokus pada dosen di perguruan tinggi swasta di Kota Bandung, di mana kinerja sangat penting untuk keberhasilan institusi dalam lanskap pendidikan yang kompetitif. Penelitian ini menggunakan desain survei eksplanatori kuantitatif, dengan data yang diperoleh dari 371 responden yang merupakan dosen tetap di perguruan tinggi swasta di Bandung. Data dikumpulkan melalui kuesioner terstruktur dan dianalisis menggunakan Model Persamaan Struktural (SEM) melalui aplikasi AMOS. Model ini memungkinkan pengukuran efek langsung dan tidak langsung kecerdasan emosional dan spiritual terhadap kinerja, dengan OCB sebagai mediator. Hasil penelitian menunjukkan bahwa kecerdasan emosional dan spiritual memiliki pengaruh signifikan baik secara langsung maupun tidak langsung terhadap kinerja dosen. Kecerdasan emosional secara langsung meningkatkan kinerja dan juga berkontribusi pada peningkatan OCB, yang selanjutnya meningkatkan kinerja. Begitu pula, kecerdasan spiritual merupakan prediktor kuat kinerja dosen, dengan dampaknya yang diperkuat melalui peran mediasi OCB. Studi ini menekankan pentingnya dimensi emosional dan spiritual dalam mendorong perilaku kewargaan positif yang pada gilirannya meningkatkan efektivitas dosen dan kesuksesan institusi. Temuan ini menyarankan agar institusi pendidikan memprioritaskan pengembangan kecerdasan emosional dan spiritual di samping keterampilan teknis dalam program pelatihan dosen. Dengan

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membangun lingkungan kerja yang mendukung melalui OCB, institusi dapat meningkatkan kinerja dosen dan, pada akhirnya, kualitas pendidikan yang diberikan kepada mahasiswa. Penelitian ini memberikan model komprehensif yang mengintegrasikan kecerdasan emosional, kecerdasan spiritual, OCB, dan kinerja dalam konteks pendidikan tinggi, menawarkan wawasan berharga tentang peran faktor personal dan organisasi dalam efektivitas dosen.

Kata Kunci: Kecerdasan Emosional; Pendidikan Tinggi; Kinerja Dosen; Perilaku Kewarganegaraan Organisasi (OCB); Kecerdasan Spiritual.

INTRODUCTION

The rapid development of information technology, particularly in the education sector, has become inevitable. In this modern era, where technology is continuously advancing, educators play a pivotal role in addressing the challenges of Industry 4.0. Teachers are now required to integrate digital technology into their pedagogical practices to enhance student learning and teacher effectiveness (Ben-David Kolikant, Martinovic, & Milner-Bolotin, 2020; Nurhidayat, Mujiyanto, Yuliasri, & Hartono, 2024; Sedivy-Benton & Leland, 2014). This includes the use of multimedia content, social media, robots, and subject-based software (Ben-David Kolikant et al., 2020). Teachers are expected to possess not only a high level of enthusiasm for learning but also advanced technological skills. These abilities are crucial in preparing future generations to navigate an era where artificial intelligence and automation are increasingly replacing traditional human roles.

Additionally, the introduction of Smart Society 5.0 has called for critical thinking, problem-solving abilities, and resilience in the face of global changes driven by technology. Educators, therefore, must acquire fundamental teaching skills alongside technological proficiency to foster these traits in their students (Siahaan, 2022). Within this context, human resources in education have emerged as valuable assets. They play a central role in the sustainable management of educational institutions, helping to bridge technological gaps and promote organisational efficiency in both public and private universities (Radiany & Radiany, 2021).

In the context of higher education in Indonesia, lecturer performance significantly impacts not only student academic achievement but also the overall reputation of educational institutions. This is particularly crucial for private universities, where competition and quality are key factors in attracting prospective students (Pertiwi et al., 2024). While there are regulations governing lecturer performance, such as the Law of the Republic of Indonesia Number 14 of 2005 and the Decree of the Coordinating Minister for Development Supervision and Administrative Reform Number: 38/KEP/MKWASPAN/8/1999, the actual effectiveness of lecturers remains suboptimal. Despite systematic assessments and incentives through certification, Indonesian universities have struggled to rank among the top global institutions, according to data from Ristekdikti (Nadeak, 2020). Consequently, further research is needed to explore other factors, such as emotional and spiritual intelligence, which may contribute to improving lecturer performance beyond the standard Tri Dharma activities.

Despite the efforts to improve lecturer performance through certification and systematic assessments, challenges remain in enhancing their effectiveness in teaching. Nadeak (2020) highlighted that Indonesian universities were only able to reach the top 300 in global rankings between 2017 and 2018, revealing a gap in international competitiveness. The Ministry of Research, Technology, and Higher Education has implemented lecturer certification and workload reporting through the BKD system, where lecturers are required to document their performance in the Tri Dharma of Higher Education. While those

who meet the criteria receive government incentives, the improvements in performance have not been sufficient to elevate the global standing of Indonesian universities. This suggests that factors beyond the Tri Dharma, such as organizational citizenship behavior (Robbins & Judge, 2013), emotional intelligence (Goleman, 1995; Stein & Book, 2004), and spiritual intelligence (Zohar & Marshall, 2000), may play a crucial role in improving lecturer effectiveness. These factors, which involve voluntary positive behaviors, emotional regulation, and inner awareness, could provide a more holistic approach to enhancing performance and should be further explored in future research.

Research on spiritual intelligence and its influence on organisational citizenship behaviour (OCB) and employee performance has garnered significant attention from scholars. Previous studies can be categorised into three main areas: the effect of spiritual intelligence on OCB, the relationship between emotional and spiritual intelligence with performance, and inconsistencies in the research findings regarding spiritual intelligence's impact on OCB. Studies such as those by Anwar, Gani, and Rahman (2020), Khuzaini (2019), and Moghadam and Makvandi (2019) demonstrate a positive correlation between spiritual intelligence and OCB, indicating that individuals with higher spiritual intelligence tend to exhibit more caring and integrative behaviours in the workplace. However, these findings remain general and do not fully explain the specific mechanisms by which spiritual intelligence affects OCB. Additionally, other research, including Mauladi (2019) and Sharma et al. (2019), has explored the combined effects of emotional and spiritual intelligence on employee performance, showing that both types of intelligence can enhance work effectiveness, particularly by improving stress management and interpersonal relations. Nevertheless, these studies are often limited to specific contexts and fail to integrate both forms of intelligence in a comprehensive framework. Furthermore, some researchers, such as Niri and Astuti (2019), and Supriyanto, Ekowati, and Masyhuri (2019), have reported conflicting results regarding the impact of spiritual intelligence on OCB, highlighting discrepancies in methodology and cultural contexts that require further investigation. Despite these contributions, gaps remain in the literature, particularly the lack of research examining the combined influence of emotional and spiritual intelligence on both OCB and performance across diverse organisational settings. This study aims to address these gaps by developing an integrative model that considers the interaction of emotional and spiritual intelligence in improving lecturer performance at private universities.

Building on the insights from previous studies, it is clear that multiple factors contribute to employee performance, yet there remains a gap in integrating these factors into a comprehensive model. Research has shown a positive relationship between emotional intelligence, organisational citizenship behaviour (OCB), and employee performance (Ariesta, 2017; Dai, Hou, Chen, & Zhuang, 2016; Doostar, Abadi, & R., 2012; Harris, Lavelle, & McMahan, 2018). However, the majority of these studies examine these variables in isolation, providing only a fragmented understanding of how they interact. While emotional intelligence is linked to better interpersonal relationships and stress management, and OCB enhances organisational effectiveness, the lack of an integrated model limits the ability to fully grasp the combined influence of both individual and organisational factors on performance. This study seeks to address this gap by developing a model that connects emotional intelligence, spiritual intelligence, and OCB, offering a holistic approach to understanding and improving employee performance. By doing so, it aims to provide a more complete picture of the dynamics at play, ultimately contributing to more effective performance management strategies within organisations.

This study aims to address the identified gaps in previous research by developing an integrated model that evaluates the impact of emotional intelligence, spiritual intelligence, and organisational citizenship behaviour (OCB) on lecturer performance in private universities in Bandung. By examining

these variables collectively, this research seeks to contribute to a more holistic understanding of how both individual factors, such as emotional and spiritual intelligence, and organisational factors, such as OCB, interact to influence lecturer performance. The objective of this study is to provide fresh insights into how these variables can be leveraged to improve lecturer performance, particularly in the context of private higher education, which has been under-explored in previous studies.

Based on the research gaps identified in the literature, this study proposes several hypotheses to test the relationships between emotional intelligence, spiritual intelligence, OCB, and lecturer performance. The first hypothesis (H1) argues that emotional intelligence has a positive impact on OCB, suggesting that lecturers with high emotional intelligence are more likely to engage in supportive and altruistic behaviours within the organisation. The second hypothesis (H2) posits that spiritual intelligence similarly enhances OCB by enabling lecturers to find deeper meaning in their roles. Furthermore, the third hypothesis (H3) suggests that emotional intelligence directly improves lecturer performance, while the fourth hypothesis (H4) asserts that spiritual intelligence contributes to enhanced lecturer performance. Additionally, the fifth hypothesis (H5) predicts that OCB positively influences lecturer performance, creating a more collaborative and productive academic environment. Finally, the study introduces two mediating hypotheses: H6 and H7, which propose that emotional intelligence (H6) and spiritual intelligence (H7) indirectly impact lecturer performance through the mediating role of OCB. These hypotheses aim to offer a comprehensive framework for understanding how emotional and spiritual intelligence, alongside OCB, shape lecturer performance in the academic setting.

RESEARCH METHOD

This research employs an explanatory survey design with quantitative methods, as this approach is most suitable for measuring and analysing numerical data from large populations. The choice of an explanatory survey design is grounded in the research objectives, specifically to explain the relationship between the variables under study and to identify the influence of one variable on another. This design was selected because it provides clarity regarding the correlation and causal influence between variables, which is crucial in social research, particularly when examining lecturer performance. The method used is quantitative, which involves analysing the entire population and the samples taken in the study (Sugiyono, 2012).

Data collection for this study utilised both primary and secondary data. Primary data was gathered through questionnaires distributed to a sample of permanent lecturers at private universities in Bandung City. The questionnaire was designed to measure variables such as emotional intelligence, spiritual intelligence, organisational citizenship behaviour (OCB), and lecturer performance. In addition to the questionnaires, interviews were conducted as a supplementary tool to confirm and deepen the understanding of the quantitative data. Secondary data for this study includes relevant literature, such as books, journal articles, and official reports, which provide a theoretical foundation and assist in interpreting the primary data.

The research was conducted at private universities in Bandung City, with lecturers from these universities serving as the unit of observation. Bandung was chosen as the research location due to the unique characteristics of its private universities (*Perguruan Tinggi Swasta/PTS*). As one of Indonesia's major educational cities, Bandung is home to various private universities with strong reputations and competitiveness. The city is also renowned for its innovation and creativity, and thus lecturers in private universities in Bandung are expected to reflect the demands of industrial development.

This study was conducted on lecturers in private universities (PTS) in Bandung City, which are recorded in the Higher Education Database (PDPT). The population used from the data obtained was 5191 lecturers at private universities in Bandung City. Given the large population of permanent lecturers, the authors used a research sample due to the limited time and money the authors had, but the sample used could represent the population that had been determined.

The study focused on lecturers from private universities in Bandung, as recorded in the Higher Education Database (PDPT). The population used for this study consisted of 5191 lecturers at private universities in Bandung City. Given the large population, a research sample was utilised due to time and financial constraints, but the sample was designed to adequately represent the population. The minimum number of research samples was determined using a proportional random sampling technique, with the sample size calculated using the Slovin formula: $n = N / (1 + N * e^2)$.

Description:

n = Number of Samples

N = Number of Population

e = Critical value with a 5% margin of error

Given that the characteristics of the population are not homogeneous: $n = 4060 / (1 + 4060 * 0.1 * 0.1)$, n = 371

Data was collected through several methods, including questionnaires (surveys), observations, interviews, and a literature review. The questionnaire was distributed online via a digital survey platform, facilitating quick and efficient distribution and increasing response rates. The online survey was designed with clear instructions and was accessed through a link sent directly to participants. Observations were carried out throughout the study to record behavioural patterns and interactions within the lecturers' work environment. Face-to-face interviews were conducted to gain deeper insights into lecturers' views on the factors influencing their performance and organisational citizenship behaviours. These interviews were scheduled over a period of one to two weeks, with each session lasting approximately 30-45 minutes. The literature review was used to support the analysis, incorporating secondary data from relevant sources.

Data collection was carried out over approximately two months, starting with the questionnaire distribution, followed by interviews and direct observation. The online questionnaire employed a closed format to facilitate data analysis. The data was then processed using the AMOS (Analysis of Moment Structures) application for statistical analysis. AMOS was chosen for its ability to test structural equation models (SEM), which can analyse complex relationships between variables, both direct and indirect. SEM is particularly well-suited for this study due to the heterogeneous nature of the lecturer population, with its varied characteristics that could influence their performance and organisational behaviours.

The data processing steps included an initial stage of data validation from the questionnaire, ensuring the consistency and completeness of the data before conducting statistical analysis. Model validation was performed using confirmatory factor analysis (CFA) to ensure that each construct in the model was adequately measured by relevant indicators. Following model validation, SEM was used to test the research hypotheses through path analysis and assess the goodness-of-fit of the structural model. The results were then used to statistically test the hypotheses and interpret the relationships between emotional intelligence, spiritual intelligence, organisational citizenship behaviour, and lecturer performance. AMOS also facilitated the visual representation of the structural model, enabling the researcher to identify the pathways and influences between variables with greater clarity.

RESULTS AND DISCUSSION

Respondent Characteristics

Based on the research data, the characteristics of the respondents used are shown based on gender, age, latest education history, and academic position of Private Lecturers in Bandung City, with the following Figure 1.

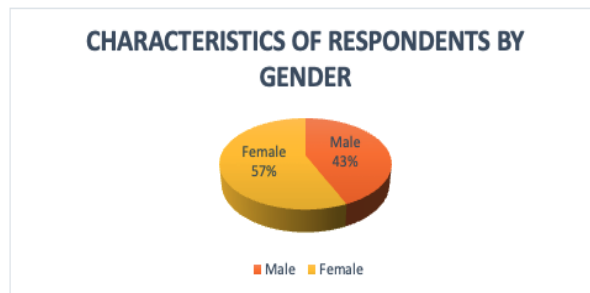


Figure 1 Characteristics of Respondents Based on Gender

Source: Data Processing (2023)

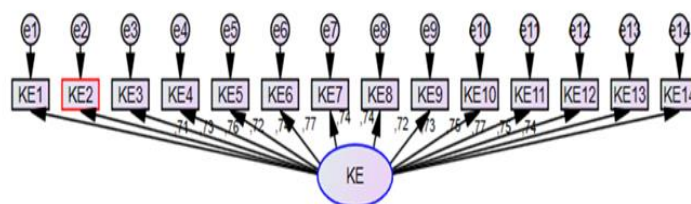
Based on the results of distributing questionnaires, data on the characteristics of respondents seen from gender, showing 161 or 43% of respondents were male and 210 or 57% of respondents were female from a total of 371 respondents.

Construct Validity and Reliability Test

Research instruments that have been distributed to respondents and collected back will then undergo validity testing to ensure that the measuring instrument can function effectively in the research context. A construct is considered valid if the Average Variance Extracted (AVE) value reaches ≥ 0.50 . On the other hand, reliability testing is carried out using the construct reliability coefficient (CR), which must reach a minimum value of ≥ 0.7 , in accordance with the reference from Hair et al. (1988). This test was conducted using AMOS version 22 software, which was used to analyze 58 questionnaire items that had been distributed to 371 respondents.

Emotional intelligence variable (EI)

The results of testing the validity and reliability of emotional intelligence (EI) variables measured by 5 dimensions and 14 indicators, the self-awareness dimension measured by indicators KE1 - KE3, the self-regulation dimension measured by indicators KE4 - KE5, the self-motivation dimension measured by indicators KE6 - KE8, the empathy dimension measured by indicators KE9 - KE11, the relationship management dimension measured by indicators KE12 - KE14. The results of the analysis are presented in the figure below.



chi square = 90,922; df = 77; p value = ,133
;RMSEA = ,022; GFI = ,968; CFI = ,995; TLI = ,995

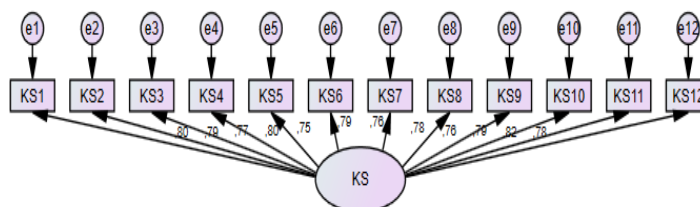
Figure 2 Validity and Reliability Test Results of Emotional Intelligence (EI) Variables

Source: Data Processing (2023)

Based on Figure 2, the validity and reliability tests show that all constructs in this study meet the necessary criteria. The chi-square result of 90.922 with a degree of freedom (df) of 77 results in a p-value of 0.133, indicating no significant difference between the proposed model and the data obtained. All indicators indicate that the constructs in this study are valid and reliable, with a reliability coefficient greater than 0.7 and an Average Variance Extracted (AVE) greater than 0.5. Thus, it can be concluded that all the constructs studied can be used properly in this study.

Spiritual intelligence variable

The validity and reliability testing results for the spiritual intelligence variable were carried out by measuring 12 indicators. The findings of the analysis are presented in the figure 3.



chi square = 39,660; df = 54; p value = ,928;
RMSEA = ,000; GFI = ,983; CFI = 1,000; TLI = 1,006

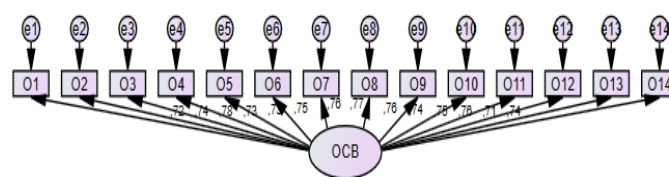
Figure 3 Results of the Validity and Reliability Test of the Spiritual Intelligence Variable (KS)

Source: Data Processing (2023)

Figure 3 shows a chi-square value of 39.660 with a degree of freedom (df) of 54 and a p-value of 0.928. From the validity and reliability tests presented in the figure above, it can be seen that all constructs in this study have met the criteria set for validity and reliability. Specifically, the coefficient values obtained are ≥ 0.7 for reliability and ≥ 0.5 for validity. Thus, it can be concluded that all constructs can be used properly in this study.

Organizational Citizenship Behavior Variables

The results of validity and reliability testing for the Organizational Citizenship variable, which is measured through 14 indicators, have been analyzed and are presented in the figure below.



chi square = 121,037; df = 77; p value = ,001;
RMSEA = ,039; GFI = ,957; CFI = ,986; TLI = ,984

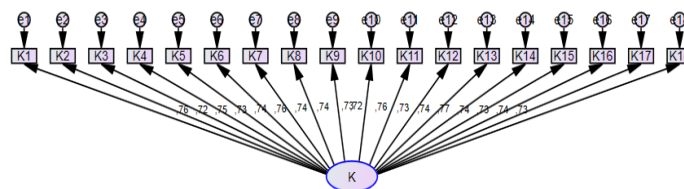
Figure 4 Results of Validity and Reliability Tests for Organizational Citizenship Behavior Variables

Source: Data Processing (2023)

Figure 4 shows a chi-square value of 121.037 with a degree of freedom (df) of 77 and a p-value of 0.001. Based on the validity and reliability analysis presented in the figure, it can be seen that all constructs in this study have met the validity and reliability criteria. These criteria include the coefficient value which must be greater than or equal to 0.7, as well as the coefficient value for validity which must reach 0.5 or more. Thus, it can be concluded that all constructs tested in this study can be used validly and reliably.

Lecturer Performance Variable

The results of validity and reliability testing for the lecturer performance variable, which is measured through 18 indicators, show the findings presented in the figure below.



chi square = 147,356; df = 135; p value = ,221;
RMSEA = ,016; GFI = ,959; CFI = ,997; TLI = ,997

Figure 5 Results of Validity and Reliability Test of Lecturer Performance Variables

Source: Data Processing (2023)

Figure 5 show a chi-square value of 147.356 with 135 degrees of freedom (df) and a p-value of 0.221. This finding indicates that all constructs in this study have met the established validity and reliability criteria. With the coefficient obtained reaching a value ≥ 0.7 and the average value of the variance extracted (AVE) ≥ 0.5 , it can be concluded that the instruments used in this study are reliable. Therefore, all the constructs are feasible to be applied in this study, ensuring accuracy and consistency in the measurement of lecturer performance.

Full Model Structural Analysis

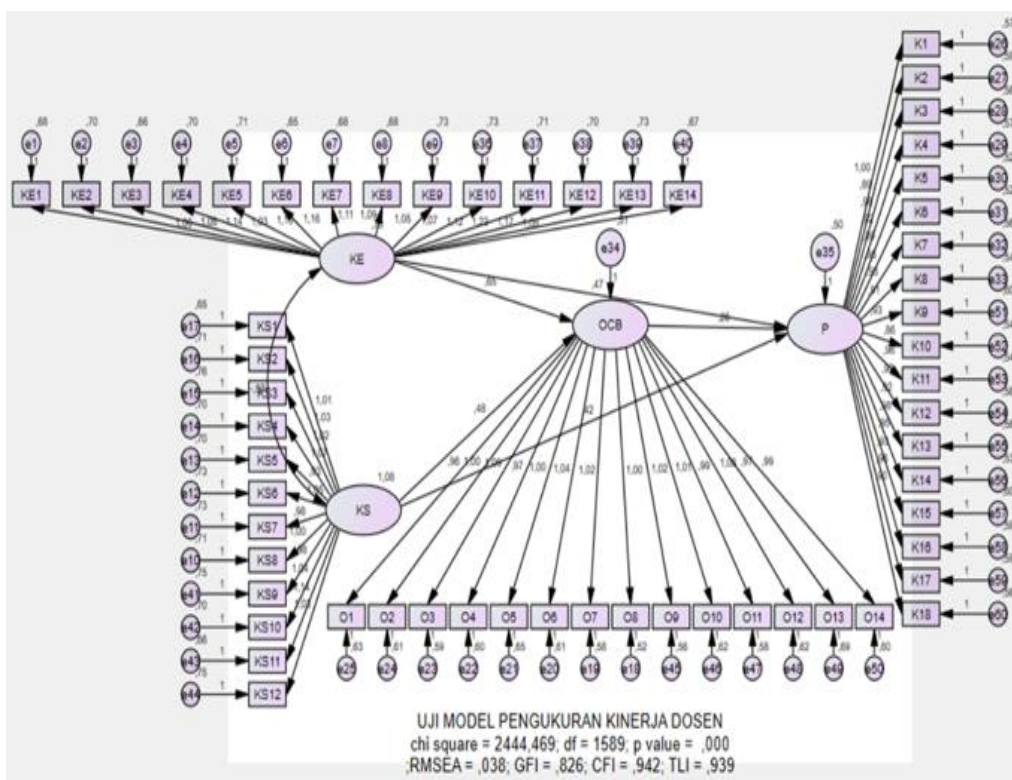


Figure 6 Full Structural Model of the Influence Between Research Variables
Source: Data Processing (2023)

Hypothesis Testing

The hypothesis is a temporary statement or conjecture regarding the temporary state of the population, in order to answer these questions related to the structural relationship in this research model, the hypothesis is shown based on the standardized regression weight value by testing the effect coefficient between variables, in detail the calculation results are in the table 1.

Table 1 Results of Testing the Influence Between Variables

Variable Test	Estimate	S.E.	C.R	P	Hypothesis
KE → OCB	0,646	0,076	8,546	<0,05	Positively Significant
KS → OCB	0,483	0,058	8,396	<0,05	Positively Significant
KE → Performance	0,471	0,080	5,906	<0,05	Positively Significant
KS → Performance	0,422	0,063	6,711	<0,05	Positively Significant
OCB → Performance	0,261	0,060	4,354	<0,05	Positively Significant

Source: Data Processing (2023)

KE (*Keccerdasan Emosional*): Spiritual intelligence

KS (*Kecerdasan Spiritual*): Spiritual intelligence

Based on the results of hypothesis testing among the variables of emotional intelligence, spiritual intelligence, organizational citizenship behaviour, and lecturer performance in the table above, the results of hypothesis testing can be interpreted with the following explanation.

H1: Emotional intelligence has a positive effect on organizational citizenship behaviour.

The estimated value obtained is 0.646, the CR value is 8.546 (> 1.96), greater than 1.96 and the p-value is < 0.05 . So it can be concluded that the first hypothesis (H1) is accepted: emotional intelligence positively affects organizational citizenship behaviour. Emotional intelligence has a positive impact on organizational citizenship behaviour (OCB). The higher a person's emotional intelligence, the better they are at understanding and managing emotions, both their own and those of others, which drives positive workplace behaviour. In the context of lecturers, lecturers with high emotional intelligence are likelier to demonstrate behaviours such as helping coworkers, taking initiatives outside of their main duties, and maintaining a harmonious work environment, all of which contribute to increased OCB.

H2: Spiritual intelligence has a positive effect on organizational citizenship behaviour.

The estimated value obtained is 0.483, the CR value is 8.396 (> 1.96), greater than 1.96, and the p-value is < 0.05 . So it can be concluded that the second hypothesis (H2) is accepted: spiritual intelligence positively affects organizational citizenship behaviour. Spiritual intelligence has a positive influence on organizational citizenship behaviour (OCB). Lecturers who have high spiritual intelligence tend to be more able to find deeper meaning and purpose in their work and have strong values, such as integrity, empathy, and a sense of responsibility. This encourages them to engage in positive behaviours in the workplace, such as helping colleagues, contributing to the organizational community, and being proactive, all of which increase OCB.

H3: Emotional intelligence has a positive effect on lecturer performance.

The estimated value obtained is 0.471, the CR value is 5.906 (> 1.96), greater than 1.96, and the p-value is < 0.05 . So it can be concluded that the third hypothesis (H3) is accepted: Emotional intelligence positively affects Lecturer performance. This means that emotional intelligence has a positive effect on lecturer performance, namely, the higher the emotional intelligence of a lecturer, the better their performance. Lecturers who can manage their emotions well, both in dealing with pressure and in social interactions, tend to be more effective in teaching, interacting with students, and collaborating with colleagues. Emotional intelligence helps lecturers to stay focused, motivated, and more flexible in dealing with challenges, which ultimately increases their productivity and quality of performance.

H4: Spiritual intelligence has a positive effect on lecturer performance.

The estimated value obtained is 0.422, the CR value is 6.711 (> 1.96), greater than 1.96 and the p-value is < 0.05 . So it can be concluded that the fourth hypothesis (H4) is accepted: Spiritual intelligence positively affects Lecturer performance. Spiritual intelligence positively affects lecturer performance, namely, the higher the spiritual intelligence of a lecturer, the better his/her performance. Lecturers with high spiritual intelligence tend to have a deeper understanding of their life and work goals, as well as values such as integrity, a sense of responsibility, and a strong commitment. This helps them face challenges more wisely, provide meaningful teaching, and demonstrate higher dedication to their duties, ultimately improving overall performance.

H5: Organizational citizenship behaviour has a positive effect on lecturer performance.

The estimated value obtained is 0.261, the CR value is 4.354 (>1.96), greater than 1.96 and the p-value is <0.05 . So it can be concluded that the fifth hypothesis (H5) is accepted: Organizational citizenship behaviour positively affects lecturer performance. Organizational Citizenship Behavior (OCB) has a positive influence on lecturer performance. Lecturers who demonstrate OCB, such as helping colleagues, being proactive, and going beyond their primary responsibilities, tend to perform better. OCB encourages a more harmonious and collaborative work atmosphere, contributing to increased productivity, teaching quality, and efficiency in carrying out academic and administrative tasks. In other words, active lecturers in OCB are more likely to achieve higher work outcomes.

H6: Emotional intelligence positively affects lecturer performance through organizational citizenship behaviour as a mediating variable.

Based on the Sobel test results, the estimated value obtained is 3.872 (> 1.96), greater than 1.96 and the p-value < 0.05 . So it can be concluded that the sixth hypothesis (H6) is accepted: Emotional intelligence positively affects lecturer performance through organizational citizenship behaviour as a mediating variable. Emotional intelligence positively affects lecturer performance through Organizational Citizenship Behavior (OCB) as a mediating variable. This means that lecturers' emotional intelligence directly increases positive behaviour in the workplace, such as helping colleagues, being proactive, and exceeding primary responsibilities (OCB). This OCB contributes to improving lecturer performance. In other words, OCB is a bridge between emotional intelligence and lecturer performance, where high emotional intelligence drives OCB, ultimately improving lecturer performance.

H7: Spiritual intelligence positively affects lecturer performance through organizational citizenship behaviour as a mediating variable.

Based on the test results using the Sobel test, the estimated value obtained is 3.855 (> 1.96), greater than 1.96, and the p-value is $0.00 < 0.05$. So it can be concluded that the seventh hypothesis (H7) is accepted: Spiritual intelligence positively affects lecturer performance through organizational citizenship behaviour as a mediating variable. Spiritual intelligence positively affects lecturer performance through Organizational Citizenship Behavior (OCB) as a mediating variable. This shows that lecturers' spiritual intelligence, such as finding meaning, purpose, and value in their work, encourages positive workplace behaviour (OCB). These behaviours, such as helping coworkers and showing extra dedication, improve lecturer performance. In other words, spiritual intelligence affects lecturer performance indirectly through increased OCB.

Discussion

The effect of emotional intelligence on organizational citizenship behavior

Based on the analysis of the parameter estimates measuring the effect of emotional intelligence on organisational citizenship behaviour (OCB) among lecturers at private universities in Bandung City, the test results yielded a probability value of 0.000 ($p < 0.05$). Consequently, the first hypothesis, which posits that "emotional intelligence has a positive effect on organisational citizenship behaviour," is accepted. This demonstrates a direct influence of emotional intelligence on organisational citizenship behaviour. The findings suggest that the higher the level of emotional intelligence among lecturers, the higher their OCB within private universities in Bandung City.

These results align with previous research, such as that by Romi, Ahman, Disman, Suryadi, and Riswanto (2020), which found that, among the three variables studied, emotional intelligence had the most significant influence on OCB in Indonesian universities. Similarly, Widiani (2019) showed that OCB increases significantly when accompanied by improvements in emotional intelligence, as observed in Rural Bank employees in Bali, Indonesia.

Additional studies support these findings, including research by Ahmad, Rahim, Chulan, Ab Wahab, and Mat Noor (2019), who, through online surveys of educational staff in Malaysian institutions, found that emotional intelligence—particularly self-motivation—had a significant impact on enhancing OCB. This conclusion is further corroborated by Khalili (2017), Tan, Cham, Zawawi, and Aziz (2019), Dixit and Singh (2019), and others, whose studies demonstrate a positive and significant relationship between emotional intelligence and OCB. The consensus is that higher levels of emotional intelligence lead to higher levels of OCB, and conversely, lower emotional intelligence results in reduced OCB.

The findings of this study affirm that lecturers' emotional intelligence has a positive and significant impact on OCB in private universities in Bandung City. Several factors explain this positive relationship. First, emotional intelligence enables individuals to better manage their own emotions and those of others, leading to more effective social interactions. Lecturers with high emotional intelligence are better equipped to manage stress, show empathy, and engage cooperatively with colleagues. Secondly, individuals with high emotional intelligence are more likely to exhibit supportive behaviours in the workplace, such as assisting colleagues, fostering a positive work environment, and contributing beyond their formal responsibilities.

The importance of these results lies in their implications for human resource development within the education sector. Enhancing emotional intelligence not only benefits individual lecturers but also fosters a more positive working environment, which could, in turn, improve the quality of education and institutional performance. These findings can be applied practically by developing training and development programmes aimed at improving emotional intelligence among lecturers. Such programmes could include training in emotional management, empathy development, and interpersonal communication skills. This development is expected to increase lecturers' proactivity and encourage positive contributions beyond their formal roles. Ultimately, this would promote a more collaborative and harmonious work environment, contributing to enhanced teaching and learning quality.

The effect of spiritual intelligence on organizational citizenship behaviour

Based on the analysis of the parameter estimates measuring the effect of spiritual intelligence on organisational citizenship behaviour (OCB) among lecturers at private universities in Bandung City, the test results revealed a probability value of 0.000 ($p < 0.05$). Consequently, the second hypothesis—"spiritual intelligence has a positive effect on organisational citizenship behaviour"—is accepted, indicating a direct influence of spiritual intelligence on OCB. Spiritual intelligence was shown to be a significant factor influencing lecturers' OCB. With such a low p-value, the study confirms that increased spiritual intelligence encourages lecturers to engage in behaviours that support the work environment actively.

The analysis suggests that the higher the level of spiritual intelligence among lecturers, the higher their level of OCB at private universities in Bandung City. These findings are consistent with previous studies, such as the research conducted by Wea, Fakhrudin, Sukestiyarno, and Prihatin (2020) on teachers in South Papua. Their research demonstrated that obedience to God, as an indicator of spiritual intelligence, positively affects the level of OCB.

This study's results are further supported by other research, including those by Adlin (2002), Ahmed, Arshad, Mahmood, and Akhtar (2019), Anwar, Gani, and Rahman (2020), and others (Din, 2019; Feng, Xiong, & Li, 2019; Hasan, 2006; Khuzaini, 2019; Niri & Astuti, 2019; Supriyanto, Ekowati, & Maghfuroh, 2019; Zohar & Marshall, 2001) all suggest a positive relationship between spiritual intelligence and OCB. This collective evidence supports the notion that the higher the spiritual intelligence of a lecturer, the greater their OCB. Conversely, lecturers with lower levels of spiritual intelligence tend to exhibit lower OCB.

The findings indicate that spiritual intelligence has a positive influence on OCB in private universities in Bandung City. Several factors explain this relationship. Lecturers with high spiritual intelligence are often able to connect their work to deeper values and broader meanings, which helps them find purpose in teaching and contributing to the academic environment. This motivates them to engage proactively and participate in activities that support colleagues and the institution. Additionally, spiritual intelligence fosters stronger interpersonal relationships. Lecturers who appreciate the importance of harmonious relationships tend to display empathy and understanding towards others, thereby creating a positive work atmosphere. These positive interactions not only enhance collaboration but also promote an environment of mutual support, encouraging more lecturers to exhibit OCB.

The implications of these findings are substantial. High spiritual intelligence among lecturers not only benefits individuals but also has a broader positive impact on the institution. Lecturers who actively engage in OCB contribute to a more collaborative and productive academic environment, ultimately improving the quality of education delivered to students. Practically, this underscores the importance of institutions developing self-improvement programmes that focus on spiritual aspects, in addition to the technical skills commonly emphasised.

Focusing on the development of spiritual intelligence within educational institutions not only enhances lecturers' professional competencies but also fosters a deeper awareness of the meaning of their work. This can lead to long-term positive outcomes, such as increased engagement, loyalty, and teaching quality. Moreover, these findings add to the theoretical understanding of how the spiritual dimension influences workplace behaviour, thereby expanding the existing literature on OCB and offering new perspectives for human resource management research.

Based on these findings, educational institutions are encouraged to implement policies that reward or recognise lecturers who demonstrate high levels of OCB. This could include formal awards, training programmes, or other initiatives that promote and support the development of spiritual intelligence among lecturers. By doing so, more lecturers will be motivated to enhance and apply their spiritual intelligence, ultimately benefiting the institution, students, and the educational environment as a whole.

The effect of emotional intelligence on lecturer performance

Based on the analysis of parameter estimates measuring the effect of emotional intelligence on the performance of lecturers at private universities in Bandung City, the test results yielded a probability value of 0.000 ($p < 0.05$). Consequently, the third hypothesis—"emotional intelligence has a positive effect on performance"—is accepted, indicating a direct influence of emotional intelligence on performance.

The analysis suggests that the higher the level of emotional intelligence among lecturers, the better their performance at private universities in Bandung City. These findings are consistent with previous studies, such as those conducted by Romi et al. (2020) on 78 education personnel at the Islamic University of Bandung. Their study demonstrated that emotional intelligence positively influences performance, along with factors like role conflict and organisational commitment. Similarly, research by Kuncoro and

Putra (2020) showed that emotional intelligence, motivation, and leadership had a positive impact on the performance of 100 employees at Sultan Agung Hospital. This is further corroborated by studies conducted by Dewi Sanjaya and Martono (2018), Wea et al. (2020), Hamid et al. (2020), Koc and Boz (2020), Miao, Humphrey, and Qian (2017), and Dai et al. (2016). All these studies conclude that emotional intelligence has a positive and significant effect on performance. Thus, it can be inferred that lecturers with higher emotional intelligence exhibit better performance, whereas those with lower emotional intelligence show a corresponding decline in performance.

The findings of this study emphasise that emotional intelligence has a positive and significant influence on the performance of lecturers in private universities in Bandung City. Several factors underpin this relationship, including lecturers' ability to recognise, understand, and manage both their own emotions and those of others. Lecturers with high emotional intelligence are generally better equipped to handle challenging situations, remain composed under pressure, and foster strong relationships with students and colleagues. As a result, lecturers with high emotional intelligence facilitate effective communication and collaboration within the academic environment, contributing to successful outcomes.

These results are significant because they highlight how non-technical skills, such as emotional intelligence, can impact educational performance. In practical terms, these findings can be applied by integrating emotional intelligence development into lecturer training programmes. With appropriate training, lecturers can learn to manage their emotions more effectively and build stronger relationships with students and colleagues, which, in turn, enhances the learning atmosphere and teaching quality. From a theoretical perspective, these findings contribute to the growing body of literature on the relationship between emotional intelligence and performance. They underscore the fact that effective emotional management not only benefits individual well-being but also leads to improved work outcomes.

Based on these research findings, educational institutions are encouraged to incorporate emotional intelligence development into their lecturer development policies. Such policies should not only aim to improve academic competencies but also focus on developing emotional skills, which can have a widespread positive impact on teaching and learning performance.

The effect of spiritual intelligence on Lecturer performance

Based on the analysis of parameter estimates measuring the effect of spiritual intelligence on the performance of lecturers at private universities in Bandung City, the test results indicate a probability value of 0.000 ($p < 0.05$). This confirms the acceptance of the fourth hypothesis, namely that "spiritual intelligence has a positive effect on performance," and shows a direct influence of spiritual intelligence on performance.

The analysis suggests that the higher the level of spiritual intelligence among lecturers, the better their performance at private universities in Bandung City. These findings are consistent with previous studies, such as those conducted by Sancoko et al. (2019) on 189 permanent employees at PLN Persero Bali-Indonesia, which demonstrated a positive influence of spiritual intelligence on employee performance. Similarly, Tilova (2019) found that spiritual intelligence was the most influential variable affecting the performance of 120 teachers at Madinah Islamic School in Cibinong. Likewise, Khuzaini (2019) reported that both spiritual intelligence and organisational citizenship behaviour positively affected the performance of 180 private employees in South Kalimantan. Other studies also support the results of this research, including those by Afni and Amar (2019), Anwar et al. (2020), Dewi Sanjaya and Martono (2018), Din (2019), Kumar and Rose (2009), Niri and Astuti (2019), Romi et al. (2020), and Skrzypińska (2020). All of these studies indicate a positive influence of spiritual intelligence on

performance. This reinforces the interpretation that the higher the level of spiritual intelligence possessed by a lecturer, the higher their performance. Conversely, if a lecturer's spiritual intelligence is low, their performance will also be lower.

The findings of this study indicate that spiritual intelligence has a significant positive impact on the performance of lecturers at private universities in Bandung City. This relationship can be attributed to several key factors. Firstly, spiritual intelligence is closely linked to intrinsic motivation and a strong commitment to one's work. Lecturers who possess higher levels of spiritual intelligence are more likely to feel a deep sense of responsibility and are driven to contribute positively and meaningfully to their roles. Secondly, spiritual intelligence instils a greater sense of purpose and meaning in their work, encouraging lecturers to remain dedicated and to strive for higher levels of output. Finally, spiritual intelligence plays an essential role in helping lecturers manage stress and navigate challenges with greater ease, fostering emotional and psychological balance. This, in turn, supports better overall performance, as lecturers are able to maintain their composure, remain focused, and deliver higher-quality work under pressure. These factors combined demonstrate the vital role spiritual intelligence plays in enhancing lecturer performance in the academic environment.

These findings contribute to the growing body of literature in education and psychology, demonstrating that the spiritual dimension is a critical factor influencing professional performance. They challenge the traditional view that focuses solely on technical and academic skills in education and open up further avenues for research into the influence of spiritual intelligence in various professions. The practical implications of this study are also significant. Educational institutions should consider integrating spiritual intelligence development into their lecturer training programmes. By providing resources and time for such programmes, universities can help lecturers develop their motivation, commitment, and emotional well-being.

As a follow-up step, universities can design training programmes that specifically focus on developing spiritual intelligence. These programmes could include techniques to increase self-awareness through reflective exercises, group discussions, and mindfulness training. Moreover, training that addresses work-related spiritual values can help lecturers find deeper meaning in their work, ultimately improving their performance in the academic environment. Providing space for lecturers to explore and develop their spiritual intelligence not only improves the quality of teaching and learning but also aligns with the broader mission of education—to produce graduates who are not only academically competent but also possess strong values and integrity.

The effect of organizational citizenship behavior on lecturer performance

Based on the analysis of the parameter estimates regarding the effect of organisational citizenship behaviour (OCB) on the performance of lecturers at private universities in Bandung City, the probability value is 0.000 ($p < 0.05$). This confirms the acceptance of the fifth hypothesis, namely that "organisational citizenship behaviour has a positive effect on performance" and demonstrates a direct influence of OCB on performance.

The analysis results suggest that the higher the level of organisational citizenship behaviour exhibited by lecturers, the higher their performance at private universities in Bandung City. These findings are consistent with previous studies that also report a positive relationship between OCB and performance. For example, Khuzaini (2019) found that both spiritual intelligence and OCB positively influence the performance of 180 private employees in South Kalimantan. Similarly, Ticoalu (2013)

demonstrated that OCB and organisational commitment significantly impacted the performance of 50 employees at the Manado Branch of the National Pension Bank (BTPN).

Additional studies further support these conclusions. Research by Ariesta (2017), Ocampo et al. (2018), and Skrzypińska (2020) all indicate a positive correlation between OCB and performance. This suggests that lecturers with higher levels of OCB tend to exhibit better performance, while those with lower OCB levels tend to perform less effectively.

The findings of this study reveal that OCB has a positive and significant impact on lecturer performance in Bandung City's private universities. Several factors may explain this relationship. Firstly, lecturers who engage in OCB are often more motivated and committed to their institutions, which can enhance the quality and effectiveness of their performance. Secondly, OCB fosters a more collaborative and positive work environment, where a supportive and harmonious atmosphere can boost faculty morale and productivity. Thirdly, lecturers who actively demonstrate OCB tend to provide greater support to their colleagues and collaborate more effectively, which collectively contributes to improved work outcomes.

These findings contribute significantly to the broader field of higher education by expanding the understanding of how various dimensions of citizenship behaviour can influence performance. The study highlights the importance of collective behaviour, such as OCB, in improving academic productivity, not just individual efforts.

The implications of this study are clear. Lecturers who display high levels of OCB, such as assisting colleagues or participating in extracurricular activities, tend to perform better. Consequently, educational institutions should develop policies and programmes that promote OCB among lecturers. This can be achieved through tailored training sessions, reward systems, and fostering a work culture that values collaboration and mutual support among staff.

Recommendations for future research include exploring the internal and external factors that may influence OCB and performance. Future studies could examine how organisational culture, leadership styles, and institutional policies shape the development of OCB within academic environments. Moreover, it is essential to investigate the role of institutions in either facilitating or hindering OCB. In-depth research in this area could offer valuable insights for crafting effective strategies to enhance lecturer performance in higher education. By integrating these findings into educational practice, institutions will improve overall lecturer performance and foster a more positive and supportive environment, ultimately enhancing the learning experience for students.

The effect of emotional intelligence on lecturer performance through organizational citizenship behaviour as an intervening variable

In measuring the direct, indirect, and total effects of emotional intelligence on performance through organisational citizenship behaviour (OCB), standardised direct and indirect effects was compared. The detailed results are as follows in Table 2.

Based on table 2, the analysis results show that the standardised direct effect of emotional intelligence on lecturer performance is 0.493, while the indirect effect of emotional intelligence on performance, mediated by organisational citizenship behaviour, is 0.147. This indicates that emotional intelligence has both direct and indirect effects on performance, with the direct effect being greater than the indirect effect mediated by OCB.

Table 2 Standardised Direct Effects

	Emotional Intelligence	Spiritual Intelligence	OCB	Lecturer Performance
OCB	0,582	0,627	0,000	0,000
Lecturer Performance	0,493	0,443	0,253	0,000
OCB	0,000	0,000	0,000	0,000
Lecturer Performance	0,147	0,159	0,000	0,000
OCB	0,582	0,627	0,000	0,000
Lecturer Performance	0,641	0,602	0,253	0,000

These findings align with previous studies, such as Romi et al. (2020), which examined 78 education personnel at the Islamic University of Bandung. Their research demonstrated that improving employee performance can be driven by emotional intelligence through OCB, with a determination coefficient of 0.342. Another study conducted by Wea et al. (2020), involving teachers at the Catholic Academy of Saint James Merauke in Papua, Indonesia, found that teacher performance improved alongside an increase in emotional intelligence, particularly through altruistic professional behaviour, which is a key indicator of OCB. Similarly, Widiani (2019) showed that higher emotional intelligence in employees of Rural Banks (BPR) in Bali led to performance improvement via OCB and other variables, such as "love of money".

The findings of this study suggest that emotional intelligence has both direct and indirect effects on lecturer performance, with OCB serving as the mediator. Several factors help explain this relationship. Firstly, the direct effect of emotional intelligence is significant. Lecturers with high emotional intelligence are better equipped to manage their emotions, adapt to stress, and communicate effectively. These skills help them navigate challenges in the workplace, improve their interactions with students and colleagues, and ultimately enhance their performance.

Secondly, OCB plays a crucial role in strengthening the relationship between emotional intelligence and performance. While its influence is smaller, OCB fosters a collaborative and supportive work environment, allowing lecturers to assist and collaborate with one another in achieving academic goals. Positive citizenship behaviour, in turn, improves both individual and team performance. Thirdly, the positive correlation between emotional intelligence and OCB indicates that lecturers with strong emotional capabilities are more likely to engage in supportive and altruistic behaviours, such as helping colleagues and participating in extracurricular activities. This creates a virtuous cycle, where OCB improves lecturers' performance and enhances the overall academic environment.

The implications of these findings are significant. Improving lecturers' emotional intelligence can have a substantial direct impact on their performance. Additionally, understanding the role of OCB in this relationship allows educational institutions to design strategies that integrate both aspects. Training programmes that focus on developing emotional intelligence can also contribute to the development of OCB, leading to more optimal outcomes.

Furthermore, these findings enrich the existing literature on the relationship between emotional intelligence, OCB, and performance in higher education. By highlighting the importance of emotional dimensions and citizenship behaviours, this research provides new insights into how a supportive work environment can be cultivated to maximise lecturers' potential.

Actionable recommendations include designing and implementing comprehensive training programmes focused on developing emotional intelligence and OCB. Such programmes should encompass

stress management, effective communication techniques, and the development of social skills, such as empathy and collaboration. By applying these recommendations, educational institutions can foster a culture that encourages engagement, support, and high performance among lecturers, while also contributing positively to the student learning experience.

The effect of spiritual intelligence on lecturer performance through organizational citizenship behaviour as an intervening variable

The analysis of the standardised direct effects, as shown in Table 2, indicates that the effect of spiritual intelligence on lecturer performance is 0.443, while the indirect effect of spiritual intelligence on performance, mediated by organisational citizenship behaviour (OCB), is 0.159. These results suggest that there is both a direct and indirect effect of spiritual intelligence on performance through OCB as a mediating variable, with the indirect effect being smaller than the direct effect.

These findings are consistent with previous studies, such as that by Khuzaini (2019), which involved a sample of 180 respondents. This research demonstrated that spiritual values, driven by spiritual intelligence, positively influence employee performance through OCB. Further research by Wea et al. (2020), focusing on teachers at the Catholic Academy of Saint James Merauke, Papua, Indonesia, also showed that teacher performance improved in line with increases in both emotional and spiritual intelligence. This improvement was facilitated through altruistic professional behaviour, which is an indicator of OCB.

The findings of this study reveal that spiritual intelligence has both direct and indirect effects on lecturer performance, with organisational citizenship behaviour (OCB) playing a crucial mediating role. While the direct influence of spiritual intelligence on performance is more prominent, the indirect effect, mediated by OCB, remains significant and contributes to the overall impact. This relationship can be attributed to several factors. First, spiritual intelligence provides lecturers with strong intrinsic motivation, driving them to perform better by instilling a deeper sense of purpose and direction in their work. Secondly, OCB behaviours, such as assisting colleagues and engaging in activities beyond their formal responsibilities, enhance the positive influence of spiritual intelligence by creating a more collaborative and supportive working environment. Lastly, lecturers with high levels of spiritual intelligence are more inclined to exhibit positive citizenship behaviours, as they feel a stronger connection to the values and objectives of their institutions. These factors collectively highlight the importance of spiritual intelligence in improving lecturer performance, both directly and indirectly through OCB.

These results confirm that developing spiritual intelligence can directly enhance lecturer performance. However, to fully maximise this positive impact, it is also important to foster OCB among lecturers. The findings suggest that educational institutions should consider integrating both spiritual intelligence and OCB development into their professional development strategies.

From a theoretical perspective, this study supports the notion that spiritual intelligence functions not only as a stand-alone factor but also as a driver that enhances OCB, which ultimately impacts performance. It expands our understanding of how the spiritual dimension influences social interactions and collaboration within an academic environment.

Based on these findings, universities are encouraged to design training programmes that integrate the development of both spiritual intelligence and OCB. These programmes could include self-awareness exercises, spiritual reflection, and social skills training, such as empathy and effective communication. Through such training, lecturers can develop a better understanding of themselves and their values, enabling them to contribute positively to the work environment. In this way, educational institutions can

enhance lecturer performance while fostering a more collaborative and supportive work culture, ultimately contributing to the smooth running of the academic community.

CONCLUSION

The most significant finding of this research is the dual influence of emotional and spiritual intelligence on lecturer performance, both directly and indirectly through organisational citizenship behaviour (OCB). Emotional intelligence helps lecturers manage their emotions and maintain effective social interactions and encourage positive workplace behaviours that contribute to better performance. Spiritual intelligence similarly fosters a deeper sense of purpose, motivating lecturers to engage more meaningfully in their roles, and also promotes OCB, which enhances performance further.

This study's key contribution is demonstrating that emotional and spiritual intelligence, along with OCB, are critical factors in improving lecturer performance. This holistic approach to understanding lecturer effectiveness goes beyond the traditional focus on technical skills and academic competencies, showing that personal and organisational factors are equally important.

However, the study is not without limitations. The research focuses on lecturers in private universities in Bandung City, which may limit the generalisability of the findings to other educational contexts or regions. Future research could expand on this by exploring similar models in different educational environments or examining additional variables that may influence lecturer performance, such as leadership styles or institutional culture.

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