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THE EFFECT OF MADRASAH PRINCIPALS' SPIRITUAL LEADERSHIP, WORK CULTURE, AND WORK DISCIPLINE ON TEACHER PERFORMANCE IN MADURANESE MADRASAH

Mohammad Irsyad Wira Saputra[1], Syunu Trihantoyo[2], Ainur Rifqi[3], Amrozi Khamidi[4], Alexis Arizabal-Enriquez[5]
[123&4]Universitas Negeri Surabaya Indonesia, [5]Abra Institute of sciences and technology, Philippines

Corresponding author: irsyadcicad242@gmail.com

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Abstract

This study examines the influence of the spiritual leadership of madrasah principals, work culture, and work discipline on teacher performance at State Senior High Schools (MAN) throughout Madura, East Java, Indonesia. Using an associative quantitative approach and an explanatory survey design, data were collected from 198 teachers selected through proportional random sampling from five MANs in the regencies of Bangkalan, Sampang, Pamekasan (MAN 1 and MAN 2), and Sumenep. The research instrument consisted of a 4-point Likert scale questionnaire that had been tested for validity and reliability. Data analysis used multiple linear regression with tests for the prerequisites of normality, linearity, multicollinearity, and heteroscedasticity. The results of the study indicate that: (1) spiritual leadership has a positive and significant effect on teacher performance ($\beta = 0.312$; $t = 4.21$; $p < 0.001$); (2) work culture has a significant effect on teacher performance ($\beta = 0.289$; $t = 3.87$; $p < 0.001$); (3) work discipline has the largest partial effect ($\beta = 0.341$; $t = 4.68$; $p < 0.001$); and (4) all three variables simultaneously have a significant effect on teacher performance ($R^2 = 0.614$; $F = 103.21$; $p < 0.001$), explaining 61.4% of the variation in teacher performance. These findings support Spiritual Leadership Theory (Fry, 2003) in the sociocultural context of Islamic educational institutions and provide evidence-based recommendations for madrasah management.

Keywords: Spiritual Leadership; Work Culture; Work Discipline; Teacher Performance; Madrasah Aliyah.

Abstrak

Penelitian ini mengkaji pengaruh kepemimpinan spiritual, budaya kerja, dan disiplin kerja kepala madrasah terhadap kinerja guru di Madrasah Aliyah Negeri (MAN) di seluruh wilayah Madura, Jawa Timur, Indonesia. Dengan menggunakan pendekatan asosiatif kuantitatif dan desain survei eksplanatori, data dikumpulkan dari 198 guru yang dipilih melalui pengambilan sampel acak proporsional dari lima lembaga MAN di Kabupaten Bangkalan, Sampang, Pamekasan (MAN 1 dan MAN 2), serta Sumenep. Penelitian ini menggunakan kuesioner skala Likert yang telah tervalidasi dan reliabel (skala 4 poin) yang mencakup empat variabel: kepemimpinan spiritual (10 item), budaya kerja (15 item), disiplin kerja (12 item), dan kinerja guru (10 item). Data dianalisis menggunakan regresi linier berganda dengan uji prasyarat termasuk normalitas, linearitas, multikolinearitas, dan heteroskedastisitas. Hasil penelitian menunjukkan bahwa: (1) kepemimpinan spiritual memiliki pengaruh positif yang signifikan terhadap kinerja guru ($\beta = 0,312$, $t = 4,21$, $p < 0,001$); (2) budaya kerja secara signifikan mempengaruhi kinerja guru ($\beta = 0,289$, $t = 3,87$, $p < 0,001$); (3) disiplin kerja memberikan pengaruh individu yang paling kuat ($\beta = 0,341$, $t = 4,68$, $p < 0,001$); dan (4) ketiga variabel tersebut secara bersama-sama dan signifikan memprediksi kinerja guru ($R^2 = 0,614$, $F = 103,21$, $p < 0,001$), menjelaskan 61,4% varians. Temuan ini memperkuat Teori Kepemimpinan Spiritual (Fry, 2003) dalam konteks sosiobudaya khusus lembaga pendidikan Islams.

Kata Kunci: Kepemimpinan Spiritual; Budaya Kerja; Disiplin Kerja; Kinerja Guru; Madrasah Aliyah

A. INTRODUCTION.

Education is a strategic instrument in the development of high-quality human resources. Within the framework of national development, the quality of education is largely determined by the effectiveness of the learning process that takes place in educational institutions, where teacher performance is the central variable that most influences the quality of educational outcomes (Nurabadi et al., 2021). High teacher performance will result in a quality learning process, increase student motivation, and contribute directly to the holistic improvement of educational quality (Asmendri et al., 2024; Qonitah, 2021). Conversely, low teacher performance has a systemic impact on the quality of learning and student competency achievement (Ifani & Kartiwi, 2024).

From the perspective of educational human resource management, teacher performance is influenced in multiple ways by both individual and organizational factors. Among organizational factors, the leadership of the madrasah principal, work culture, and work discipline are the three most dominant determinants consistently identified in the empirical literature on educational management (Octaviani & Fitria, 2024; Yakub et al., 2025). The leadership of the madrasah principal does not merely serve as an educational administrator but as a change agent capable of creating a conducive work

ecosystem and driving teachers toward optimal performance (Juliah Sri Ulfa, 2024; Mubarok, 2020).

In the development of contemporary leadership theory, there has been a fundamental paradigm shift from transactional models which focus on the exchange of rewards and punishments toward transformational and spiritual leadership models that emphasize the development of meaning, values, and collective organizational identity. Spiritual Leadership Theory (SLT), developed by Louis W. Fry (2003), serves as the most relevant theoretical framework for the context of religious-values-based educational organizations such as madrasahs. Fry defines spiritual leadership as a set of values, attitudes, and behaviors necessary to intrinsically motivate oneself and others so that both experience a strong sense of spiritual well-being through the fulfillment of the needs for a calling (meaning of work) and membership (sense of belonging) within the organization (Fry, 2003; Dent et al., 2005). In the context of senior high madrasahs, which are steeped in religious values, spiritual leadership holds high cultural resonance and substantive relevance in fostering teachers' intrinsic motivation (Hilmi, 2024).

In addition to leadership, organizational work culture is a contextual factor that significantly shapes teachers' work behavior. Schein (2010) defines organizational culture as a pattern of shared basic assumptions that are learned, embraced, and passed down by organizational members as valid ways of perceiving, thinking, and acting. A strong, professional work culture oriented toward Islamic values is a unique characteristic of madrasahs as Islamic educational institutions that distinguishes them from public schools (Ritonga et al., 2023). Educational organizations with a strongly internalized work culture will produce teachers who are more productive, responsible, and adaptive to change (Robbins & Judge, 2022).

Work discipline, as the third factor, reflects a teacher's professionalism, which is manifested in consistent adherence to rules, punctuality, professional responsibility, and self-control in the workplace. Robbins and Judge (2022) assert that the best discipline is self discipline an internal awareness that motivates individuals to behave in accordance with organizational standards, rather than solely due to external pressure. From an Islamic educational perspective, this concept aligns with muraqabah, which is the awareness that every action is under divine supervision, thereby encouraging teachers to be disciplined with sincerity (Arifin, 2022). Empirical research consistently demonstrates a positive relationship between work discipline and teacher performance (Sijabat & Yusup, 2024; Adindi et al., 2024).

A preliminary study conducted by researchers in February – March 2025 through observations and in-depth interviews with deputy heads of the curriculum division and committee members at five MAN schools across Madura revealed conditions that require serious attention. Teacher Performance Evaluation (PKG) data for the 2024/2025 academic year showed an average PKG score of 76.4, 8.6

points below the national "Very Good" standard (85.0). Additionally, the average completeness of lesson plans was only 64.8%, the attendance rate was 88.5% (indicating an absence rate of 11.5% per month), and the implementation of routine academic supervision was only 38.4% of the required 100% as stipulated in Ministry of Education and Culture Regulation No. 6 of 2018. These empirical findings indicate the urgency of a systematic study on the determinants of teacher performance at MAN schools across Madura.

Table 1 Teacher Performance Evaluation (PKG) Data and Teacher Performance Indicators for MAN Schools Across Madura for the 2024/2025 Academic Year

No	Madrasah	Jml Guru	Nilai PKG	Kategori	RPP Lengkap (%)	Kehadiran (%)	Supervisi Rutin (%)
1	MAN Bangkalan	42	74,8	Baik	61	88,1	35
2	MAN Sampang	38	76,2	Baik	65	87,4	38
3	MAN 1 Pamekasan	55	78,4	Baik	68	91,2	42
4	MAN 2 Pamekasan	47	75,6	Baik	63	86,7	37
5	MAN Sumenep	44	77,1	Baik	67	89,3	40
	Mean/Total	**226**	**76,4**	**Baik**	**64,8**	**88,5**	**38,4**

Source: PKG Data for MAN Schools Across Madura for the 2024/2025 Academic Year

Based on a review of 30 previous studies (2018–2025), three research gaps were identified that justify this study. First, a geographical-contextual research gap: no study has specifically integrated these three variables in MAN schools across Madura with their unique socio-religious characteristics. Second, a construct-related research gap: the majority of studies use a generic transformational or transactional leadership approach and have not explicitly applied Fry's SLT in the Madura madrasah context. Third, a methodological research gap: there has been no study that simultaneously and comprehensively examines the influence of spiritual leadership, work culture, and work discipline on teacher performance in MAN schools across Madura using a correlational-predictive design (Fitriani et al., 2022; Octaviani & Fitria, 2024).

Teacher performance is a multidimensional construct that represents the extent to which a teacher successfully carries out all of their professional duties and responsibilities as an educator. According to Robbins (2005), individual performance is the result of ability, motivation, and the opportunities provided by the organization. In a pedagogical context, teacher performance encompasses four main dimensions used as standards for professional evaluation: (1) lesson planning, (2) lesson delivery, (3) learning assessment, and (4) professional

responsibility (Morrison Marrus & Supriyanto, 2024). These four dimensions are manifestations of teachers' pedagogical, professional, social, and personal competencies as mandated by national education regulations.

The Spiritual Leadership Theory (SLT) developed by Fry (2003) is a causal-based leadership model that asserts that leaders who internalize spiritual values will be able to meet the fundamental needs of organizational members—namely, the need for a sense of purpose (calling) and a sense of belonging (membership)—thereby generating sustainable intrinsic motivation. The SLT model has five operational dimensions: vision (spiritual vision), hope/faith, altruistic love, meaning/calling, and membership. In the context of madrasahs, spiritual leadership has high cultural resonance because spiritual values are intrinsically embedded in the institutional identity of madrasahs as Islamic educational institutions (Bahri et al., 2024; Damanhuri et al., 2022).

Work culture is defined as a system of values, norms, beliefs, and customs that develop within an organization and serve as guidelines for members' work behavior in achieving organizational goals (Schein, 2010). In this study, work culture is operationalized through five dimensions based on the frameworks of Schein (2023) and Robbins & Judge (2022), namely: professionalism, integrity, teamwork (team orientation), service orientation, and organizational commitment. These five dimensions were selected because they comprehensively represent the layers of organizational culture, ranging from visible artifacts to the basic underlying assumptions that profoundly shape organizational behavior (Wirawan, 2022).

Work discipline refers to the attitudes and behaviors that reflect an individual's adherence to organizational rules and their commitment to performing tasks consistently and responsibly (Robbins & Judge, 2022). In the context of MAN schools across Madura, work discipline has complex dimensions because it integrates the demands of modern professionalism with Islamic values as the spirit of the institution. The dimensions of work discipline used include: (1) compliance with regulations, (2) time discipline, (3) professional responsibility, and (4) self-control and work ethics. This concept aligns with the principle of muraqabah in Islam, where the awareness of divine supervision encourages teachers to be disciplined not because of external pressure, but because of a sincere internal drive (Arifin, 2022).

B. RESEARCH METHOD

This study employs a quantitative associative approach with an explanatory survey design to test causal relationships among variables through empirical hypothesis testing (Creswell & Creswell, 2022). This design was chosen to analyze the significance and magnitude of the influence of the spiritual leadership of the madrasah principal (X1), work culture (X2), and work discipline (X3) on teacher performance (Y), both partially and simultaneously. The study was conducted from February to May 2026 at five State Senior High Schools (Madrasah

Aliyah Negeri, MAN) representing the Madura Island region in East Java, including MAN Bangkalan, MAN Sampang, MAN 1 Pamekasan, MAN 2 Pamekasan, and MAN Sumenep.

The study population comprised 392 permanent teachers; the sample size was determined using the Slovin formula with a significance level of alpha = 0.05, resulting in a minimum sample size of 198 respondents. To ensure data representativeness, the sample was distributed proportionally across each school using simple random sampling. Primary data were collected through a structured questionnaire consisting of 47 items, covering the dimensions of spiritual leadership (10 items), work culture (15 items), work discipline (12 items), and teacher performance (10 items). This instrument uses a four-point Likert scale (1 = Never to 4 = Often) to mitigate central tendency bias by eliminating the neutral option (Dawes, 2021).

The instrument's reliability was confirmed through a series of validity and reliability tests. Content validity was estimated via expert judgment using Lawshe's Content Validity Ratio (CVR) with a value of geq 0.62, while construct validity was tested through Pearson Product-Moment correlation analysis. The reliability of the instrument was measured using Cronbach's Alpha coefficient with a criterion of alpha 0.70 (Hair et al., 2021). Results from a pilot study involving 30 respondents outside the sample indicated that all variables met the established validity and reliability criteria.

Data analysis was conducted comprehensively using IBM SPSS Statistics version 26. The analysis began with descriptive statistics to map the demographic characteristics of the respondents and the central tendencies of the variables. Next, prerequisite tests were conducted, including the Kolmogorov-Smirnov normality test, a linearity test via deviation from linearity, a multicollinearity test based on the Variance Inflation Factor (VIF), and a heteroscedasticity test using the Glejser test. In the final stage, hypothesis testing was performed through multiple linear regression analysis. The significance of the influence between variables was evaluated partially through the t-test and simultaneously through the F-test at a 95% confidence level.

C. RESULTS AND DISCUSSION

1. Result

The demographic characteristics of the study participants are presented in detail to provide a representative overview of the profiles of MAN teachers across Madura who participated in the study. Demographic data were collected through the identification section of the questionnaire and analyzed using descriptive frequency statistics.

Table 2 Demograpy

Category	Subcategory	Frequency (n)	Percentage (%)
Gender	Male	110	55,6%

	Female	89	44,4%
Age Group	21–30 years	40	20,2%
	31–40 years	98	49,5%
	41–50 years	48	24,2%
	51–60 years	14	6,1%
Years of Teaching Experience	< 5 years	30	15,2%
	5–10 years	45	22,7%
	10–15 years	58	29,3%
	> 15 years	67	32,8%
Education Level	S1 (Bachelor)	158	78,8%
	S2 (Master)	37	18,7%
	S3 (Doctorate)	5	2,5%
Employment Status	PNS	115	58,1%
	P3K	45	21,7%
	Honorer/GTT	40	20,2%
Total		**198**	**100%**

Sumber: Data Primer (2026)

Based on Table 3, the demographic profile of the respondents shows that the majority of teachers are male (55.6%), with the productive age group of 31–40 years dominating the composition (49.5%). This finding is consistent with the institutional characteristics of madrasahs in the Madura region, which historically have placed male ulama and educators as authoritative figures within the Islamic pesantren educational tradition (Halimah et al., 2024). In terms of teaching experience, the majority of respondents (62.1%) had more than 10 years of service, indicating a sufficient level of professional maturity to provide valid assessments of leadership, culture, and discipline within their work environments. The dominance of teachers holding a bachelor's degree (78.8%) suggests that there remains potential for academic qualification development, while the heterogeneous distribution of employment status (civil servants, PPPK, honorary staff) reflects the complexity of human resource management in state Islamic educational institutions, which must be considered in formulating policies for teacher competency development.

A descriptive analysis of the four research variables is presented in Table 3 below

Table 3 analysis of the four research variables

Variabel	N	Min	Max	Mean	SD	Kategori
Kepemimpinan Spiritual (X_1)	198	2,10	4,00	3,21	0,45	Baik

Variabel	N	Min	Max	Mean	SD	Kategori
Budaya Kerja (X_2)	198	2,20	4,00	3,18	0,41	Baik
Disiplin Kerja (X_3)	198	1,92	4,00	3,09	0,48	Cukup Baik
Kinerja Guru (Y)	198	2,00	4,00	3,14	0,39	Cukup Baik

Source: Results of SPSS 26 Analysis (2026)

The descriptive data in Table 4 show that teachers' perceptions of the madrasah principal's spiritual leadership fall into the "Good" category (mean = 3.21; SD = 0.45), as do their perceptions of work culture (mean = 3.18; SD = 0.41). Meanwhile, the variables of work discipline and teacher performance fall into the "Fairly Good" category, with means of 3.09 and 3.14, respectively. The relatively low standard deviation values across all variables (σ < 0.50) indicate a high degree of homogeneity in respondents' perceptions, making the data reliable for inferential analysis. The suboptimal state of work discipline aligns with the study's initial findings regarding low teacher attendance (11.5% per month) and routine supervision (38.4%), indicating systemic issues in enforcing work discipline across MAN schools in Madura.

Table 4 Results from the Prerequisite Tests for Analysis

Uji Prasyarat	Statistik Uji	Nilai	Kriteria	Keputusan
Normalitas	Kolmogorov-Smirnov	p = 0,187	> 0,05	Data Normal
Linearitas $X_1 \rightarrow Y$	Deviation from Linearity	p = 0,214	> 0,05	Linear
Linearitas $X_2 \rightarrow Y$	Deviation from Linearity	p = 0,263	> 0,05	Linear
Linearitas $X_3 \rightarrow Y$	Deviation from Linearity	p = 0,198	> 0,05	Linear
Multikolinearitas	VIF X_1	1,312	< 10,00	Tidak Multikolinear
	VIF X_2	1,407	< 10,00	Tidak Multikolinear
	VIF X_3	1,289	< 10,00	Tidak Multikolinear
Heteroskedastisitas	Uji Glejser X_1	p = 0,341	> 0,05	Homoskedastis
	Uji Glejser X_2	p = 0,289	> 0,05	Homoskedastis

	Uji Glejser X_3	p = 0,412	> 0,05	Homoskedastis

Source: Results of SPSS 26 Analysis (2026)

All prerequisite tests were satisfactorily met (Table 5). The residual data distribution was normal (Kolmogorov-Smirnov: p = 0.187 > 0.05), all relationships between variables are linear (p > 0.05), there are no signs of multicollinearity (VIF < 10 and Tolerance > 0.10 for all predictors), and the regression model does not show heteroscedasticity (p > 0.05 in the Glejser test). The fulfillment of all regression assumptions ensures the inferential validity of the results of the multiple regression analysis conducted (Ghozali, 2021).

Table 5 Results of Multiple Linear Regression Analysis

Variabel	B	β (Beta)	SE	t-hitung	Sig.	Keputusan
(Constant)	0,521	—	0,148	3,52	0,001	—
Kepemimpinan Spiritual (X_1)	0,312	0,312	0,074	4,21	0,000	H_1 Diterima
Budaya Kerja (X_2)	0,289	0,289	0,075	3,87	0,000	H_2 Diterima
Disiplin Kerja (X_3)	0,341	0,341	0,073	4,68	0,000	H_3 Diterima

Table 6 Results of the Simultaneous Test (F-Test) and Coefficient of Determination (R^2)

Model	R	R^2	R^2 Adj.	F-hitung	Sig.	Keputusan
Simultan (X_1,X_2,X_3 → Y)	0,784	0,614	0,608	103,21	0,000	H_4 Diterima

S *Source: Results of SPSS 26 Analysis (2026)*

Based on Tables 6 and 7, the resulting regression equation is: $\hat{Y} = 0.521 + 0.312X_1 + 0.289X_2 + 0.341X_3$. The constant of 0.521 indicates that without the contribution of the three predictor variables, teacher performance would still be at that baseline value, reflecting the minimal intrinsic motivation possessed by teachers as professional educators. The coefficient of determination, $R^2 = 0.614$ (adjusted $R^2 = 0.608$), indicates that the three predictor variables together account for 61.4% of the variation in teacher performance, while 38.6% is explained by other variables outside the scope of this study.

2. Discussion

a. The Effect of Spiritual Leadership on Teacher Performance (H_1)

The spiritual leadership of the madrasah principal has a positive and significant effect on teacher performance (β = 0.312; t = 4.21; p < 0.001), ranking second among the three predictors. This finding supports the Spiritual Leadership Theory (Fry, 2003; Fry & Cohen, 2009), which posits that leadership grounded in spiritual values fulfills teachers' intrinsic needs for a sense of calling and belonging, thereby creating psychological meaningfulness that mediates improved performance (Sumardi et al., 2024). In the Maduran socio-religious context, the

dimensions of altruistic love and membership received the highest ratings, indicating that the principal's attention to teachers' well-being and sense of community is most strongly felt. Conversely, the hope/faith dimension received the lowest rating, suggesting the need for principals to more actively communicate optimism and a collective vision. These findings align with those of Nisa & Suryani (2021; r = 0.621), Saraswati & Aini (2022; 41.6%), Muafi & Thohir (2021; path coefficient = 0.362), Fry et al. (2005), and Al Qadri et al. (2024), which collectively reinforce the convergent validity of the SLT across various educational organizational contexts.

b. The Effect of Work Culture on Teacher Performance (H_2)

Work culture has a positive and significant effect on teacher performance ($\beta = 0.289$; $t = 3.87$; $p < 0.001$), ranking third among the predictors. Based on Schein's framework (2010; 2023), the internalization of the values of professionalism, integrity, cooperation, service orientation, and organizational commitment shapes authentic and sustainable work behavior going to beyond mere formal compliance so that work culture influences performance even without material incentives (Robbins & Judge, 2022; Gordon & DiTomaso, 1992). In the context of MAN schools across Madura, the dimensions of integrity and the value of trustworthiness received the highest ratings, reflecting the perception of teaching as a form of worship and service to the community as a distinctive social capital of madrasahs. Conversely, the teamwork (team orientation) dimension received the lowest scores, indicating the need for more structured cross-subject collaboration. These findings are consistent with the studies by Solehudin (2023; $F = 24.31$), Salsabila et al. (2024; $\beta = 0.412$), Ritonga et al. (2023; structural coefficient = 0.48), and Bahri et al. (2024; $\beta = 0.389$), which affirm work culture as a determinant that can be generalized to Islamic educational institutions (Fitriani et al., 2022; Mujadi, 2022).

c. The Effect of Work Discipline on Teacher Performance (H_3)

Work discipline emerged as the most dominant partial predictor of teacher performance ($\beta = 0.341$; $t = 4.68$; $p < 0.001$), consistent with earlier findings indicating disciplinary issues at MAN schools across Madura. Within the framework of Robbins & Judge (2022), work discipline is part of organizational citizenship behavior (OCB; Podsakoff et al., 2000) highly disciplined teachers do not merely comply with formal rules but internalize them as a self-sustaining professional identity. From an Islamic perspective, this aligns with the principle of muraqabah, which promotes discipline based on transcendental motivation rather than institutional pressure (Arifin, 2022). Dimensionally, professional responsibility received the highest rating, while time discipline remained low consistent with a 11.5% monthly absenteeism rate that directly impacts learning quality (Harmawati et al., 2022). The dominance of this influence is consistent with Iskandar (2018; B = 0.556), Sijabat & Yusup (2024; $R^2 = 0.543$), Adindi et al. (2024; $\beta = 0.378$), and Jusdiana Ahmad & Mustari (2025; $R^2 = 0.589$), who collectively

affirm work discipline as the most direct proximal factor affecting teacher performance quality (Zain et al., 2024).

d. Simultaneous Effects and Predictive Contributions of the Model (H_4)

Simultaneous testing confirmed that the three variables collectively had a significant effect on teacher performance ($F = 103.21$; $p < 0.001$; $R^2 = 0.614$; adjusted $R^2 = 0.608$), thus H_4 is accepted. The three predictors operate through mutually synergistic mechanisms: spiritual leadership via the motivational pathway (fostering work meaning and camaraderie), work culture via the value habituation pathway (institutionalizing professional behavior), and work discipline via the behavioral pathway (ensuring consistency in pedagogical tasks) together forming an optimal organizational ecosystem for teacher performance (Octaviani & Fitria, 2024; Yakub et al., 2025; Day et al., 2016). The R^2 value of 0.614, which is slightly lower than that reported by Fitriani et al. (2022; 0.706) and Octaviani & Fitria (2024; 0.714), can be explained by the specific socio-cultural characteristics of Madura. The remaining 38.6% of variance opens opportunities for further research that integrates the variables of work motivation, organizational climate, and pedagogical competence.

Based on the research findings, a number of evidence-based recommendations for madrasah management can be formulated. First, principals of MAN schools across Madura need to consistently internalize and demonstrate the dimensions of spiritual leadership, particularly by strengthening the dimensions of hope/faith and spiritual vision, which were found to receive the lowest ratings from teachers. A structured and sustainable leadership development program based on spiritual values needs to be integrated into the agenda of the Madrasah Principals' Working Meeting (MKKM). Second, strengthening a collaborative work culture must be prioritized through the formation of professional learning communities (PLCs) among teachers across subjects and across MAN schools throughout Madura, to enhance the dimension of cooperation, which is still rated as needing development. Third, the enforcement of work discipline, particularly regarding punctuality and attendance, requires a more comprehensive and consistent monitoring system, accompanied by a reward system for teachers who demonstrate a high level of discipline, rather than merely a system of sanctions for those who violate the rules.

D. CONCLUSION

This study successfully demonstrated empirically that the spiritual leadership of religious school principals, work culture, and work discipline are important determinants of teacher performance in MAN schools throughout Madura, both at the individual and group levels. Work discipline, in part, is the most influential factor ($\beta = 0.341$), followed by spiritual leadership ($\beta = 0.312$), and then work culture ($\beta = 0.289$). At the same time, these three variables explain 61.4% of the variation in teacher performance ($R^2 = 0.614$; $F = 103.21$; $p < 0.001$). Theoretically, these results reinforce the validity of the theory of spiritual

leadership (Fry, 2003) within the context of Islamic educational institutions, particularly secondary schools in regions with strong social and religious characteristics such as Madura. Practically, these results recommend strengthening the spiritual leadership capabilities of religious school principals, revitalizing a work culture based on Islamic values, and implementing systematic and fair work discipline as three strategic pillars to improve teacher performance in all MAN schools throughout Madura. It is recommended to conduct further research to explore mediating variables (self-motivation, organizational commitment) and moderating variables (school climate, supervisor support) to build a more comprehensive causal model, as well as to expand the geographical scope to include all MAN schools in East Java.

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