

BORDÓN

Revista de Pedagogía



Volumen 77
Número, 1
2025

SOCIEDAD ESPAÑOLA DE PEDAGOGÍA

THE MEDIATING ROLE OF INDIVIDUAL CAPACITY IN THE IMPACT OF SPIRITUAL LEADERSHIP AND COLLABORATIVE CULTURE ON THE TEACHER'S PERFORMANCE

El papel mediador de la capacidad individual en el impacto del liderazgo espiritual y la cultura colaborativa en el desempeño docente

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DOI: 10.13042/Bordon.2025.109619

Fecha de recepción: 28/08/2024 • Fecha de aceptación: 04/02/2025

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Cómo citar este artículo: Kasmawati, Y., Noermijati, Wirawan Irawanto, D. & Moko, W. (2025). The mediating role of individual capacity in the impact of spiritual leadership and collaborative culture on the teacher's performance. *Bordón, Revista de Pedagogía*, 77(1), 67-86. <https://doi.org/10.13042/Bordon.2025.109619>

INTRODUCTION. This study addresses the ongoing debate surrounding the impact of spiritual leadership and collaborative culture on the teacher's performance. It aims to provide clarity by investigating their effects and elucidating the mediating role of individual capacity. **METHODS.** Conducted in a reference state high school in the Special Region of Yogyakarta, Indonesia, the research involved 192 certified teachers sampled from four districts and one municipality, employing a proportional random sampling technique. The sample offers contextual relevance, diversity, and alignment with regulations, enhancing the study applicability to educational settings. Data were analyzed using the Partial Least Square (PLS) method. **RESULTS.** The study findings indicate that spiritual leadership and collaborative culture influence performance. Moreover, the study emphasizes the crucial mediating role of the teacher's individual capacity in the relationship between spiritual leadership, collaborative culture, and the teacher's performance. Additionally, it highlights the significant impact of the teacher's individual capacity on the overall teacher's performance. **DISCUSSION.** This research makes a notable contribution to human resources by advancing the conceptualization of the teacher's individual capacity and linking it to standard human capital measures. The insights gained underscore the pivotal role of the teacher's individual capacities in influencing the performance, alongside the influences of spiritual leadership and collaborative culture. This study provides valuable insights into the existing literature, offering nuanced perspectives on the interplay among the teacher's individual capacities, spiritual leadership, and collaborative culture, with practical implications for enhancing the teacher's performance in educational settings. Expanding this model to include additional variables beyond human resources is recommended as a direction for future research to provide more comprehensive insights into the teacher's performance.

Keywords: *Leadership, Organizational culture, Individual characteristics, Performance, Human capital.*

Introduction

The profound impact of globalization has ushered in environmental changes necessitating the acquisition of new knowledge. In the organizational realm, knowledge becomes a vital asset for anticipating internal and external shifts, ultimately enhancing competitive capabilities (Azeem *et al.*, 2021; Grant, 1996; Haarhaus & Liening, 2020). Simultaneously, on an individual level, knowledge serves as a tool for self-development and professional competitiveness within the global workforce, obtained through formal, informal, and non-formal education (Sydorenko *et al.*, 2020).

The educational sector plays a pivotal role in equipping individuals with knowledge, contributing to workforce productivity and national development. However, despite the critical role of education, Indonesia faces challenges, as evidenced by its low rankings in global education assessments (Adiputri, 2023; Asadullah *et al.*, 2020; Reddy *et al.*, 2019; Tłuściak-Deliowska, 2017). Particularly alarming is teachers' suboptimal performance (Ingarianti *et al.*, 2023), who are fundamental for the educational system. Investment in enhancing the teacher's quality and professionalism is imperative for ensuring that educators possess the requisite knowledge, skills, and standards to effectively meet students' developmental and learning needs (Ingvarson & Rowe, 2008).

Despite the recognized importance of teachers, the reality in Indonesia reveals shortcomings in the teacher's quality and pedagogic competence. Academic qualifications, professional certification, and the teacher's overall performance fall below the desired level (de Ree *et al.*, 2018). Recognizing the knowledge possessed by teachers as a valuable asset, there is a pressing need for effective mechanisms to integrate and deploy this knowledge to maximize organizational goals. This integration requires leadership that fosters the creation, sharing, and integration of knowledge, such as spiritual leadership, which emphasizes intrinsic motivation and a sense of calling and membership (Fry, 2003; Gibson, 2014; Mohd & Mohamad, 2022; Sheikh *et al.*, 2019).

Additionally, the organizational structure, specifically a team-based approach, is highlighted as conducive to knowledge integration, fostering collaboration and communication (Grant, 1996). Team-based organizations facilitate collaboration and communication, emphasizing the crucial role of collaboration skills in knowledge transfer and creation. Effective communication is shaped by a culture that influences how knowledge is created, shared, and used within the organization (Chow, 2012). Collaborative culture, inherent in team-based structures, supports common goals, effective teamwork, adaptability to change, diverse perspectives, and open discussions of problems (Dinh & Salas, 2017; López *et al.*, 2004).

Exploring factors that influence the teacher's performance becomes crucial in the context of globalization where knowledge is a key asset. These explorations provide insights that can shape strategies for professional development and capacity-building among educators, ultimately enhancing the teacher's quality and the overall effectiveness of the educational system. In light of the crucial position teachers hold within the educational system, it is essential to tackle the issue of the teacher's suboptimal performance in Indonesia. This can be achieved by examining the interconnected influence of spiritual leadership, collaborative culture, and individual capacity on the teacher's performance. Such an examination is essential to improve the overall quality of education in the country.

Literature Review

The landscape of education is ever-evolving, shaped by a multitude of factors that influence teachers' performance. The possessive form can also be used to describe characteristics or features within educational institutions. Understanding these factors is paramount to improve the quality of education. In the pursuit of enhancing the teacher's performance, scholars have delved into various dimensions, including the impact of leadership styles, organizational culture, and individual capacities. This literature review seeks to explore these dimensions and their interconnectedness to provide a comprehensive understanding of the elements influencing the teacher's performance.

Spiritual leadership and collaborative culture have a significant impact on teacher performance in educational contexts. Spiritual leadership integrates values such as empathy and honesty, which create a positive work environment. This motivates teachers, increases job satisfaction, and fosters professional development and respectful relationships among them. In a collaborative culture, teachers work together and share best practices, which supports collective learning and innovation in teaching. The emotional support provided in a collaborative environment can reduce stress, improve teacher well-being, and in turn, their performance in the classroom. Spiritual leadership creates an atmosphere that supports a collaborative culture, while a collaborative culture reinforces the values of spiritual leadership. The combination of the two makes teachers feel valued and empowered, increasing their commitment and the quality of their teaching. Overall, spiritual leadership and collaborative culture not only have a positive impact on teacher performance, but also create a better educational environment, supporting professional and personal development. This contributes to a productive and sustainable educational ecosystem, where teachers are motivated to give their best to students.

In exploring the impact of spiritual leadership on the teacher's performance, scholars have provided valuable insights into the motivational aspects of leadership. Akbar *et al.* (2018) contend that elevated spiritual leadership, marked by a clear vision, hope/faith, and altruistic love, correlates with employees' improved performance. Fry (2003) emphasizes that spiritual leadership encompasses values, attitudes, and behaviors that intrinsically motivate individuals. This intrinsic motivation has been shown to foster a sense of connection with work and transform it into a calling in life. According to Fry *et al.* (2005), this sense of vocation is crucial for generating joy, peace, and serenity among employees, ultimately contributing to enhanced commitment and productivity. Bafadal *et al.* (2019) argue that spiritual leadership, with universal wisdom-based values, positively influences subordinates, enhances professional values, and motivates individuals, promoting improved performance and organizational success. Therefore, the previous studies collectively suggest a strong link between spiritual leadership and the motivational factors influencing the teacher's performance.

On the other hand, the implementation of the spiritual leadership model in educational settings serves as a powerful tool to uncover and understand an individual's untapped potential. Through intrinsic motivation cultivated by this leadership approach, teachers are empowered with the drive to pursue their aspirations and objectives (Musta'in *et al.*, 2014). This intrinsic motivation not only provides encouragement but also plays a pivotal role in facilitating the acquisition of essential attributes for goal attainment, such as heightened competence, expanded knowledge, and refined skills. Consequently, the application of spiritual leadership is anticipated to result in

a notable enhancement of teachers' overall competencies, knowledge base, and skill set (Nurabadi *et al.*, 2021). Furthermore, spiritual leadership goes beyond the professional realm, extending its influence to individuals' personal development (Wang *et al.*, 2019). By emphasizing values rooted in spirituality, this leadership model contributes to teachers' character development. It encourages the cultivation of virtues such as altruism, empathy, and integrity, fostering a holistic growth that extends beyond the acquisition of professional skills (Baykal & Zehir, 2018). Thus, the application of spiritual leadership is not only a catalyst for professional development but also a transformative force shaping educators' character in the educational context.

Turning that attention to collaborative culture within educational institutions, Kumar *et al.* (2022) offer valuable insights into the dynamics of collaboration as a form of cooperation. The study highlights that a collaborative culture, characterized by shared information, skills, and resources, serves as a crucial organizational resource to achieve a competitive advantage. Moreover, collaborative culture fosters an environment of mutual respect and support, stimulating knowledge-sharing behaviors among employees (Tłuściak-Deliowska, 2017). Blau's behavioral theory (1964) further supports the idea that social exchange within collaborative culture is a voluntary action initiated by the organization, with the expectation of reciprocal treatment from employees. This shared understanding promotes a sense of collective strength, mobilizing the involvement of all members to achieve common goals. In this way, scholars collectively shed light on the significance of collaborative culture as a determinant of the teacher's performance.

Dash *et al.* (2012) suggest that leadership support in fostering collaborative culture also plays a crucial role in enhancing educators' competence, knowledge, and skills. This support involves initiatives like facilitating and offering opportunities for professional development, creating an environment where teachers can continuously learn and grow (Polly *et al.*, 2015). By investing in these developmental opportunities, leaders contribute to the enrichment of teachers' expertise and capabilities, ultimately elevating the teaching staff's overall competence. Moreover, constructive dialogue within collaborative settings becomes a dynamic platform to exchange ideas among teachers (Roth *et al.*, 2018). Through these interactions, educators engage in meaningful discussions that go beyond routine tasks, offering diverse perspectives and insights. This exchange not only fosters a culture of continuous learning but also broadens the teaching community's collective insight (Samaranayake *et al.*, 2018). As teachers share experiences, strategies, and innovative approaches, they collectively contribute to a rich pool of knowledge within the collaborative culture. Therefore, leadership support in establishing and nurturing a collaborative environment not only promotes individual professional development but also facilitates a collaborative synergy that enriches the teaching community's collective wisdom (Supovitz & Turner, 2000; Voogt *et al.*, 2016).

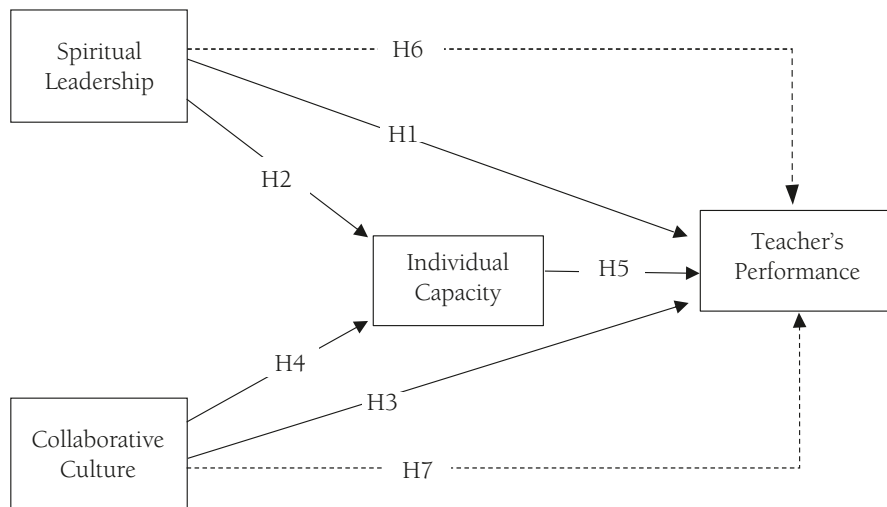
The applied spiritual leadership model emerges as a catalyst for intrinsic motivation, aligning seamlessly with the broader aim of this study to understand how spiritual leadership, collaborative culture, and the teacher's individual capacity collectively influence the teacher's performance in educational settings. It is consistent with the overarching goal of this study of comprehensively examining the intricate relationships among these factors to enhance the quality of education. By delving into the specifics of spiritual leadership and collaborative culture, this study aims to shed light on the mechanisms through which these variables impact the teacher's competence, knowledge, and skills, ultimately shaping the performance landscape. To systematically explore these dynamics, this study formulates hypotheses that guide this investigation into the interconnected pathways influencing educational outcomes, as follows:

- H₁: Spiritual leadership has a significant effect on the teacher's performance.
- H₂: Spiritual leadership has a significant effect on teachers' individual capacity.
- H₃: Collaborative culture has a significant effect on the teacher's performance.
- H₄: Collaborative culture has a significant effect on teachers' individual capacity.
- H₅: A teacher's capacity has a significant effect on the teacher's performance.
- H₆: Spiritual leadership has a significant effect on the teacher's performance, mediated by the teacher's capacity.
- H₇: Collaborative culture has a significant effect on the teacher's performance, mediated by the teacher's capacity.

Method

This section delineates the methodological framework underpinning the empirical inquiry conducted in the present study. It expounds upon the systematic and rigorous procedures governing the collection, measurement, processing, and analysis of data. The section meticulously details the criteria used in the selection of participants, explicates the methodologies employed for variable measurement, and underscores the comprehensive processes undertaken to ensure data reliability and validity.

FIGURE 1. Conceptual Framework



Sample and Data Collection

This study was conducted at a reference state high school (SMA) in the Special Region of Yogyakarta, Indonesia. A total of 192 certified teachers were sampled from four districts and one municipality, utilizing a proportional random sampling technique. The data collection process

involved the administration of a survey using Likert scale questionnaires to gauge respondents' perceptions of the research variables.

Participants

The selection of 192 certified teachers is crucial as they have undergone rigorous training and education, equipping them with superior qualifications and a deeper understanding of teaching standards. These educators are more likely to be influenced by spiritual leadership and collaborative culture due to their emphasis on personal and professional growth. Their comprehensive training allows them to appreciate the impact of spiritual and cooperative elements on performance. Yogyakarta is noted for its relatively advanced education system in Indonesia, with many schools focused on improving educational quality. Research in this area can provide rich insights into how educational policies and leadership strategies affect teacher effectiveness. Additionally, the presence of varied public and private schools in Yogyakarta enhances the diversity of the educational landscape, allowing examination of how spiritual leadership and collaborative culture manifest in different contexts. The choice of 192 certified teachers as participants is thus relevant for investigating the interplay between spiritual leadership, collaborative culture, and teacher performance, offering a substantial sample for statistical analysis and insights into Indonesia's educational dynamics.

Variable Measurement

The teacher's performance was measured in accordance with predefined indicators established by government regulations, including Ministry of Administrative and Bureaucratic Reform Number 16 of 2009, the Directorate of Education Personnel of Ministry of National Education in 2008, Regulation of the Ministry of National Education number 41 of 2007, and Ministry of National Education in 2010. The performance indicators encompassed lesson planning, implementation of learning, and learning evaluation. Spiritual leadership was measured using the three indicators proposed by Fry (2003) and Fry *et al.* (2005): vision, altruistic love, and hope/belief. Collaborative culture was assessed through seven indicators: collaborative leadership, teacher's collaboration, professional development, unity of purpose, peer support, learning partnerships, risk-taking, and encouragement of diversity. Teachers' Individual capacity was measured in alignment with Ministry of National Education No.16 of 2007 and Directorate of Education Personnel of the Ministry of National Education in 2008.

Data Processing and Analysis

Prior to analysis, an instrument validity test was conducted to ascertain the instrument adequacy to accurately measure the intended variables. Additionally, an instrument reliability test was performed to assess the stability of the instrument over time. Both validity and reliability tests confirmed that all research instruments met the predetermined criteria.

Descriptive statistical analysis was employed to provide a comprehensive overview of the respondents. The data processing phase involved the application of Structural Equation Modeling

(SEM) with the Partial Least Squares (PLS) approach. This included model specification and the evaluation of both outer and inner models. The outer model test encompassed convergent validity, discriminant validity, composite reliability, and Cronbach's alpha, while the inner model test involved assessing the coefficient of determination, Cross-validated redundancy (Q²), and path coefficients. Hypothesis testing was employed to analyze the structural model.

Results

The descriptive statistical analysis revealed that the majority of respondents (35.9%) fell within the age range of 50-54, with over 50% being aged 50 years and above. Additionally, 69.3% of the respondents held a bachelor's degree in Education, indicating teachers' need of a master's degree in Education, as expected by the government. In general, teachers demonstrated sufficient teaching experience, with more than 15 years on average. Convergent validity analysis involved assessing the outer loading value of each variable. The results indicated that the loading factor value for all indicators was not less than 0.5, categorizing them as valid (see Table 1). The discriminant validity test results revealed that the loading value of each intended item surpassed the loading value of other constructs, meeting discriminant validity requirements. Additionally, composite reliability and Cronbach Alpha tests showed a composite reliability value of not less than 0.7 and a Cronbach alpha value of not less than 0.6, categorizing the construct as reliable. Convergent validity of the construct measured by AVE. The test results show that AVE is greater than 0.5, this indicates that the construct being measured has a fairly strong relationship with its indicators. According to Sarstedt, Ringle & Hair (2021), AVE values greater than 0.50 are necessary to provide unequivocal evidence of convergent validity.

TABLE 1. Convergent Validity Test Results

Variable	Indicator	Outer Loading	AVE
Teacher's performance	Lesson plan	0.897*	0.751
	Implementation of learning	0.783*	
	Learning evaluation	0.895*	
Spiritual leadership	Vision	0.891*	0.659
	altruistic love	0.735*	
	Hope/belief	0.871*	
Collaborative culture	Leadership collaboration	0.825*	0.694
	Teacher collaboration	0.752*	
	Professional development	0.832*	
	Unity of purpose	0.811*	
	Colleague support	0.828*	
	Learning partnerships	0.714*	
	Risk-taking	0.685*	
Teacher's individual capacity	Diversity encouragement	0.730*	0.738
	Competence	0.895*	
	Knowledge	0.856*	
	Skills	0.872*	

Description: *Valid.

TABLE 2. An R² Value of Endogenous Variables

Endogenous variables	R ²
Teacher's performance	0.633
Teacher's capacity	0.670

The structural model is evaluated using the Goodness of Fit Index (GoIF) test, which involves calculating the coefficient of determination (R²) and predictive relevance (Q²) for each endogenous variable. Table 2 presents the R² values for the endogenous variables. For instance, the R² value for the teacher's performance variable is 0.633 (63.3%), indicating that the variables of spiritual leadership, collaborative culture, and the teacher's individual capacity collectively explain 63.3% of the diversity in the teacher's performance. The remaining 36.7% is explained by other variables.

Similarly, the R² value for the teacher's individual capacity variables is 0.67 (67.0%), suggesting that spiritual leadership and collaborative culture variables account for 67.0% of the diversity in the teacher's individual capacity. The remaining 33.0% is explained by other variables. Based on the R² values for the teacher's performance and the teacher's individual capacity, the predictive relevance value (Q²) is calculated to be 0.879. This result indicates that the model can explain 87.9% of variations in data related to the teacher's performance and the teacher's individual capacity, while other variables account for the remaining 12.1%. Thus, the built model is deemed feasible and exhibits significant predictive ability, and is relevant.

The results of hypothesis testing and path coefficients indicating direct influences among variables are presented in Table 3. This reveals that spiritual leadership significantly influences the teacher's performance (path coefficient = 0.483; p-value < 0.01), providing support for Hypothesis 1. Moreover, the direct impacts of both spiritual leadership (path coefficient = 0.238; p-value < 0.01) and collaborative culture (path coefficient = 0.627; p-value < 0.01) on teacher's individual capacity are statistically significant, indicating support for Hypotheses 2 and 4, respectively. Similarly, individual capacity demonstrates a significant effect on the teacher's performance (path coefficient = 0.509; p-value < 0.01), confirming support for Hypothesis 5. However, the direct effect of collaborative culture on the teacher's performance is deemed insignificant (path coefficient = -0.147; p-value > 0.01), providing evidence that does not support Hypothesis 3.

While the indirect effects among variables are detailed in Table 4, it is evident that the teacher's individual capacity fully mediates (complete mediation) the impact of collaborative culture on the teacher's performance, supporting Hypothesis 6. This is substantiated by the significant path coefficients *c* (path coefficient = 0.627; p-value < 0.01) and *d* (path coefficient = 0.509; p-value < 0.01), while the path coefficient *a* is deemed insignificant (path coefficient = -0.147; p-value > 0.01). Furthermore, the teacher's individual capacity partially mediates the influence of spiritual leadership on the teacher's performance, supporting Hypothesis 7. This is indicated by the significant path coefficients *c* (path coefficient = 0.238; p-value < 0.01), *d* (path coefficient = 0.509; p-value < 0.01), and *a* (path coefficient = 0.483; p-value < 0.01), with the path coefficient *a* being lower than the other path ones, specifically the path coefficient *d*.

TABLE 3. Results of The Direct Effect Hypothesis Test

Variable Relations	Path Coefficient	Hypothesis
Spiritual leadership → Teacher's performance	0.483**	H ₁ is supported
Spiritual leadership → Teacher's individual capacity	0.238**	H ₂ is supported
Collaborative culture → Teacher's performance	-0.147	H ₃ is not supported
Collaborative culture → Teacher's individual capacity	0.627**	H ₄ is supported
Teacher's individual capacity → Teacher's performance	0.509**	H ₅ is supported

Description: **p < 0.01

TABLE 4. Indirect Influence Path Coefficient

Effect of Mediation Variables			Path Coefficient			Nature of Mediation	Hypothesis
Exogenous	Mediation	Endogenous	c	d	a		
Spiritual leadership	Teacher's capacity	Teacher's performance	0.238**	0.509**	0.483**	Partial	H ₆ is supported
Collaborative culture	Teacher's capacity	Teacher's Performance	0.627**	0.509**	-0.147	Complete	H ₇ is supported

Description: **p < 0.01

Discussion

The findings of this study affirm the support for Hypothesis 1 (H₁). The implementation of spiritual leadership by the principal plays a pivotal role in cultivating an environment conducive to intrinsic motivation, fostering both individual and organizational goals. This is achieved through practical application of values, the establishment of organizational vision, and the cultivation of confidence, optimism, and altruistic love, encompassing care, concern, respect, and mutual trust among members. For instance, the courage displayed by leaders in defending subordinates, attention to work, and honesty in task execution contribute to fostering a sense of belonging and membership within the organization. The visionary goals set by leadership create hope and trust among subordinates, instilling a sense of purpose in their work. This sense of calling and membership generates positive energy, translating into positive behaviors such as a willingness to realize the established vision, commitment to excellence, and dutiful execution of responsibilities.

The importance of vision and hope/belief is underscored, serving as catalysts for the realization of institutional goals. Employees, driven by a sense of calling and belonging, exhibit selfless dedication to the vision, thereby contributing to the organizational objectives. Therefore, these findings emphasize the pivotal role of vision and hope/belief in propelling an organization towards its goals. Simultaneously, a culture grounded in altruistic love emerges as a powerful motivator, propelling employees towards fulfilling their spiritual quests. This aligns with existing research, supporting the conclusion that spiritual leadership significantly

influences organizational performance. This study corroborates and extends these findings, reinforcing the critical role of spiritual leadership to advance a positive work environment and influencing organizational outcomes positively. Moving forward, these results prompt further exploration into the nuanced dynamics of spiritual leadership, organizational culture, and their collective impact on employee's performance. Future research endeavors should delve into specific contextual factors influencing the effectiveness of spiritual leadership, providing valuable insights for organizational leadership and management practices (Akbar *et al.*, 2018; Bafadal *et al.*, 2019; Baykal & Zehir, 2018; Musta'in & Manan, 2014; Nurabadi *et al.*, 2021; Wang *et al.*, 2019).

This study also confirms the support for Hypothesis 2 (H₂). The application of spiritual leadership by the principal indeed yields a discernible impact on enhancing the teacher's individual capacity, encompassing areas such as competence, knowledge, and skills. The creation of a clear and compelling vision by a leader serves as a potent source of positive energy for subordinates. For instance, the belief held by subordinates in the realization of the vision cultivates a shared sense of accomplishment and success. The visionary goals set by leadership inspire hope among subordinates, fostering a willingness to establish ambitious objectives and exert maximum effort for the organization. The leader's genuine concern and attention further fortify subordinates' confidence and expectations, fostering a sense of belonging within the organization and motivating them to contribute with their best efforts. Moreover, this sense of belonging prompts subordinates to recognize the imperative of realizing the vision, leading to a proactive increase in capacities such as competence, knowledge, and skills. The results align seamlessly with existing research emphasizing spiritual leadership as an effective means of character development. In this context, the characters studied pertain specifically to teachers' social competence and personality.

This study, while consistent with prior research, offers additional insights into the specific facets of character development influenced by spiritual leadership within the educational setting. The observed positive impact on teachers' competence, knowledge, and skills underscores the broader effectiveness of spiritual leadership in nurturing professional growth and capacity building. Future research endeavors should explore the nuanced interplay between spiritual leadership and various dimensions of character development, with a particular focus on diverse organizational contexts. Additionally, investigating the sustained impact of spiritual leadership on long-term professional growth and its implications for organizational success would be a valuable venue for further exploration.

Contrary to the expectations of this study, Hypothesis 3 (H₃) is not supported, indicating that the application of collaborative culture does not result in a significant increase in performance. This unexpected outcome may be attributed to the nature of changes in the teacher's behavior associated with the adoption of a collaborative culture, such as engaging in professional development and collaborative efforts. These changes often necessitate an extended timeframe, as they are contingent on shifts in knowledge, beliefs, and the teacher's intention to implement new practices. Additionally, the success of such changes is closely linked to the level of trust and awareness among teachers, as well as the support from leadership in implementing and adapting teaching practices and professional development materials according to teachers' needs (Jacob, Hill & Corey, 2017; Soebari & Aldridge, 2015).

The findings are further corroborated by insights gathered through Focus Group Discussions (FGD), revealing obstacles to the effective implementation of collaborative culture. Notably, time constraints emerge as a significant hindrance, as teachers perceive their workload as excessive, leaving limited time for crucial aspects such as professional development, collaborative efforts, peer support, and collaborative learning partnerships. Consequently, these impediments hamper teachers in fulfilling their duties and obligations effectively.

These unexpected results underscore the complexity of implementing collaborative culture within the educational setting. While the immediate impact on performance may not be evident, it is crucial to recognize the multifaceted factors influencing the effectiveness of collaborative practices. Future research should explore further understanding the temporal dynamics of collaborative culture implementation, exploring strategies to overcome time constraints, and assessing the role of leadership support in facilitating the integration of collaborative practices into teachers' routines. By addressing these nuances, to comprehend the complex relationship between collaborative culture and performance can be refined, ultimately contributing to improved educational practice.

Hypothesis 4 (H₄) finds support in this study. Notably, professional development emerges as the predominant factor in gauging collaborative culture, reflected by the highest loading factor. The activities inherent in professional development serve as a powerful catalyst for the exchange of knowledge, experiences, and skills, thereby fostering capacity building among organizational members. Moreover, collaborative culture takes on various forms, including inter-member collaboration through discussions with a broader scope and cooperation in work evaluation. These activities contribute significantly to knowledge enhancement. Additionally, cooperation in the form of support and attention among members plays a crucial role in bolstering morale and, consequently, capacity-building efforts.

Leadership support is identified as another pivotal element in enhancing organizational members' capacity. Leaders, by actively participating in decision-making processes and facilitating various forms of collaborative activities within the organization, create an environment conducive to continuous learning and growth. This finding aligns with existing literature emphasizing the vital role of professional development and leadership support in cultivating a robust collaborative culture. Comparatively, this study provides nuanced perspectives on the multifaceted nature of collaborative culture, emphasizing the significance of diverse collaborative activities in augmenting organizational capacity.

Future research should explore specific mechanisms within professional development and collaborative activities that contribute most significantly to capacity building. Additionally, a comparative analysis across different organizational contexts could shed light on the generalizability of these findings. Understanding the specific leadership behaviors that foster collaborative culture and their impact on capacity building could provide valuable guidance for organizational leaders seeking to enhance their members' capabilities. (Dash *et al.*, 2012; Ingvarson *et al.*, 2005; Polly *et al.*, 2015; Roth *et al.*, 2018; Supovitz & Turner, 2000; Voogt, Pieters & Handelzalts, 2016).

Hypothesis 5 (H₅) is substantiated by these findings. The enhancement of competence, knowledge, and skills plays a pivotal role in improving the teacher's performance. Notably, competence

emerges as the most influential measure within individual capacity, evidenced by the highest loading factor. The teacher's competence, in this context, is exemplified by a comprehensive mastery of students' characteristics and learning principles, facilitating effective and accurate educational practices. Teachers exhibiting competence adhere to professional codes of ethics, embody noble character traits, and serve as exemplary role models for their students. Moreover, their adaptability to diverse conditions in the learning environment underscores their competence, ensuring the proper execution of tasks. Effective communication, coupled with innovative material development, allows teachers to facilitate a rapid understanding of educational content among students.

Continuous efforts towards professional development further highlight the teacher's competence. This ongoing commitment ensures teachers remain abreast of contemporary educational practices, reinforcing their effectiveness in the dynamic educational landscape. The demonstrated competence equips teachers to fulfill their duties and responsibilities adeptly, particularly evident in well-executed lesson planning. The meticulous preparation, coupled with a thorough grasp of teaching materials and strategies, sets the foundation for successful learning implementations.

These results consistent with previous studies emphasizing the significant role of the teacher's competence in fostering positive outcomes. In the future, future research could explore further deeper into specific competencies that have the most significant impact on the teacher's performance. Additionally, exploring the dynamics of ongoing professional development and its correlation with sustained competence could provide valuable insights into effective strategies for the teacher's capacity building. Understanding the nuances of how competence contributes to diverse aspects of the teacher's performance will contribute to more targeted interventions and improvements in educational practices.

Hypothesis 6 (H_6) finds support in this study. The teacher's individual capacity emerges as a partial mediator in the relationship between spiritual leadership and the teacher's performance. This suggests that spiritual leadership can exert a direct or indirect influence on the teacher's performance, mediated through the teacher's capacity. Values translated into practice, the creation of a compelling vision, and the cultivation of a culture grounded in altruistic love and hope/belief contribute to fostering a conducive work environment. This, in turn, stimulates intrinsic motivation among teachers. The intrinsic motivation generated by spiritual leadership heightens awareness among subordinates, prompting them to actualize goals and pursue organizational visions. This heightened awareness extends to recognizing the significance of enhancing competence, knowledge, and skills to achieve these goals. Moreover, the teacher's capacity, shaped by spiritual leadership, becomes instrumental in fulfilling their duties and responsibilities. This linkage illustrates how the influence of spiritual leadership permeates various facets of the teacher's performance.

These results consistent with previous research, emphasizing the multifaceted impact of spiritual leadership on organizational dynamics. In the future, future research could explore further the specific mechanisms through which spiritual leadership shapes the teacher's capacity, and subsequently, the teacher's performance. Additionally, exploring contextual factors that may influence the strength of this mediation relationship would provide valuable insights for educational leaders seeking to enhance their leadership practices. Understanding the nuanced interplay between

spiritual leadership, the teacher's capacity and performance will contribute to the refinement of leadership strategies in educational settings.

Hypothesis 7 (H₇) finds support in this study. Teachers' capacity serves as a perfect mediator in the relationship between collaborative culture and the teacher's performance. This implies that a collaborative culture can indeed enhance the teacher's performance by effectively elevating teachers' individual capacity. Various elements of collaborative culture, such as professional development, the teacher's collaboration, and the peer's support foster constructive dialogues, exchange of experiences, and the sharing of knowledge and skills. These collaborative practices, therefore, enhance significantly to the augmentation of the teacher's capacity. Additionally, the support provided by the principal in implementing a collaborative culture plays a crucial role in facilitating the teacher's capacity building. For instance, creating comprehensive opportunities for professional development becomes a pivotal aspect of this support.

These results consistent with previous research emphasizing the positive impact of collaborative cultures on organizational outcomes. Looking forward, future research explore further the specific components of collaborative culture that most significantly contribute to the teacher's capacity building and subsequent performance improvement. Exploring how contextual factors impact the effectiveness of collaborative practices would provide valuable insights for educational leaders seeking to enhance collaborative initiatives. Understanding the nuanced dynamics of collaborative culture and its impact on the teacher's capacity and performance will contribute to more targeted interventions and improvements in educational practices.

This study highlights the significant relationship between spiritual leadership, collaborative culture, and teacher performance, as well as the role of individual teacher capacity as an important mediator. Although both factors can improve teacher performance, individual teacher capacity—including managerial and communication skills—remains the dominant factor in determining outcomes. This study provides insight that individual capacity, including self-reflection and adaptation, can link spiritual leadership and collaborative culture to tutor performance. This understanding creates a new perspective that is rarely discussed in the education literature. However, it is important to consider that spiritual leadership does not always fit with the secular approach in Western education, making this study more relevant in Indonesia. Here, spiritual values play a significant role. Further research is needed to adapt these findings to diverse global education systems. Overall, this study emphasizes the importance of individual capacity in achieving optimal performance, as well as the positive impact of non-technical elements in education.

Spiritual leadership faces challenges in its application in non-Indonesian educational settings, given the diversity of cultures and different educational systems. Although beneficial in Indonesia, the application of this leadership in other countries can be more complicated for several reasons. First, the diversity of religions and beliefs can create tensions when spiritual values based on a particular religion are applied in a secular society. Second, many educational systems outside Indonesia are secular, separating the spiritual aspect from education, so the principles of spiritual leadership may be considered inappropriate. Third, cultural differences where the value of mutual cooperation in Indonesia may not be relevant in Western countries also pose obstacles. Finally, in an educational system that focuses on performance and results, spiritual leadership that emphasizes character development may be considered less important.

However, there is a possibility for adaptation by emphasizing universal values such as empathy and justice, and developing leadership based on local contexts without religious ties. Integrating leadership with professional development through spiritual values can also reach more educational systems.

The United States has a secular and diverse educational system, with many students from various backgrounds. Here, spiritual leadership based on religious values is not always accepted. Instead, a focus on human values such as empathy and integrity is applied, primarily through the concept of “servant leadership.” School leaders strive to empower teachers, listen to their needs, and provide the resources needed to support students. For example, principals who care about teachers’ emotional well-being create a collaborative culture. In Finland, the education system emphasizes teacher collaboration and their professional well-being. Although the country is not predominantly religious, effective leadership values such as fairness and empathy are thriving. Teachers are expected to collaborate on lesson planning and share best practices, which improves their performance. Principals and teachers often conduct group reflections to discuss challenges and solutions. Leadership in Finland prioritizes teacher well-being and involves them in decision-making, reflecting a form of spiritual leadership in a secular context. India has a strong cultural and spiritual tradition, with many schools integrating spiritual values into their teaching and leadership. Spiritual leadership in India is more accepted because religion and spirituality are important in everyday life. However, the country’s religious and cultural diversity requires that it be applied sensitively to these differences. Principals who practice this type of leadership will prioritize values such as mutual respect, patience, and character development. Spiritually oriented leaders encourage teachers to teach with compassion, creating a supportive environment for students. Faith-based schools often integrate spiritual values through communal prayer and spiritual reflection. In Australia, the education system is more secular but places a strong emphasis on emotional and social well-being. The concept of spiritual leadership here refers more to character development and social-emotional well-being. Educational leaders encourage collaboration between teachers and provide communication training. “Well-being” programs in Australian schools help teachers recognize signs of stress and burnout, encouraging mutual support in dealing with challenges in the workplace.

Conclusion

In conclusion, this study illuminates the profound impact of spiritual leadership and collaborative culture on the teacher’s performance and the teacher’s individual capacity. The findings underscore the crucial role of spiritual leadership in enhancing both the teacher’s performance and individual capacity. Particularly, the leader’s supportive, directive, achievement-oriented, and participatory behaviors consistent with the path-goal theory, motivating and influencing subordinates to achieve organizational goals. Conversely, collaborative culture emerges as a critical determinant of the teacher’s individual capacity, significantly shaping their skills and knowledge, albeit without a direct significant effect on the teacher’s performance. This underscores the centrality of collaborative culture in fostering teachers’ skills and competence rather than directly impacting their performance.

Crucially, the study reveals that teachers’ individual capacity acts as a mediator, bridging the influence of spiritual leadership on the teacher’s performance and collaborative culture on the

teacher's performance. In terms of impact, individual capacity emerges as a dominant factor, showcasing its pivotal role in both spiritual leadership and collaborative culture.

The theoretical contribution of this study lies in supporting the path-goal theory through the application of spiritual leadership principles and the social exchange theory in understanding collaborative culture. The findings reinforce the idea that a leader's behavior can motivate subordinates to achieve goals, and investments in collaborative culture can be rewarded through individuals' improved capacities and, consequently, performance.

From a practical standpoint, this study advocates for leaders to prioritize the implementation of spiritual leadership, emphasizing the creation of a compelling vision to instill hope and belief among employees. The leader's role as a model, motivator, and guide is crucial in supporting employees' performance. Additionally, fostering a collaborative culture, especially in terms of professional development, is essential to enhance employees' competence, knowledge, and skills, thereby supporting their overall performance.

As a direction for future research, expanding this model to include additional variables beyond human resources is recommended to provide more comprehensive insights into the teacher's performance. Furthermore, there is a need to explore the relationship between the teacher's performance and organizational performance, contributing to a more holistic understanding of organizational effectiveness.

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Resumen

El papel mediador de la capacidad individual en el impacto del liderazgo espiritual y la cultura colaborativa en el desempeño docente

INTRODUCCIÓN. Este estudio aborda el debate en curso en torno al impacto del liderazgo espiritual y la cultura colaborativa en el desempeño del docente. Su objetivo es aportar claridad investigando sus efectos y dilucidando el papel mediador de la capacidad individual. **MÉTODO.** La investigación, realizada en una escuela secundaria estatal de referencia en la Región Especial de Yogyakarta, Indonesia, involucró a 192 docentes certificados de cuatro distritos y un municipio, empleando una técnica de muestreo aleatorio proporcional. La muestra ofrece relevancia contextual, diversidad y alineamiento con las regulaciones, lo que mejora la aplicabilidad del estudio a los entornos educativos. Los datos se analizaron utilizando el método de mínimos cuadrados parciales (PLS). **RESULTADOS.** Los hallazgos del estudio indican que el liderazgo espiritual y la cultura colaborativa influyen en el desempeño. Además, el estudio enfatiza el papel mediador crucial de la capacidad individual del docente en la relación entre el liderazgo espiritual, la cultura colaborativa y el desempeño del docente. Además, destaca el impacto significativo de la capacidad individual del docente en el desempeño general del docente. **DISCUSIÓN.** Esta investigación supone una notable contribución a los recursos humanos al avanzar en la conceptualización de la capacidad individual del docente y vincularla con las medidas estándar de capital humano. Los conocimientos adquiridos subrayan el papel fundamental de las capacidades individuales del docente a la hora de influir en el desempeño, junto con las influencias del liderazgo espiritual y la cultura colaborativa. Este estudio proporciona información valiosa sobre la literatura existente, ofreciendo perspectivas matizadas sobre la interacción entre las capacidades individuales del docente, el liderazgo espiritual y la cultura colaborativa, con implicaciones prácticas para mejorar el desempeño del docente en entornos educativos. Se recomienda ampliar este modelo para incluir variables adicionales más allá de los recursos humanos como una dirección para futuras investigaciones que proporcionen conocimientos más completos sobre el desempeño del docente.

Palabras clave: *Liderazgo, Cultura organizacional, Características individuales, Desempeño, Capital humano.*

Résumé

Le rôle médiateur de la capacité individuelle dans l'impact du leadership spirituel et de la culture collaborative sur la performance de l'enseignant

INTRODUCTION. Cette étude aborde le débat en cours autour de l'impact du leadership spirituel et de la culture collaborative sur la performance de l'enseignant. Elle vise à apporter des éclaircissements en étudiant leurs effets et en élucidant le rôle médiateur de la capacité individuelle. **MÉTHODE.** Menée dans un lycée public de référence de la région spéciale de Yogyakarta, en Indonésie, la recherche a porté sur 192 enseignants certifiés échantillonnés dans quatre districts et une municipalité, en utilisant une technique d'échantillonnage aléatoire

proportionnel. L'échantillon offre une pertinence contextuelle, une diversité et un alignement avec les réglementations, améliorant l'applicabilité de l'étude aux milieux éducatifs. Les données ont été analysées à l'aide de la méthode des moindres carrés partiels (PLS). **RÉSULTATS.** Les résultats de l'étude indiquent que le leadership spirituel et la culture collaborative influencent la performance. De plus, l'étude souligne le rôle crucial de médiateur de la capacité individuelle de l'enseignant dans la relation entre le leadership spirituel, la culture collaborative et la performance de l'enseignant. De plus, elle met en évidence l'impact significatif de la capacité individuelle de l'enseignant sur la performance globale de l'enseignant. **DISCUSSION.** Cette recherche apporte une contribution notable aux ressources humaines en faisant progresser la conceptualisation de la capacité individuelle de l'enseignant et en la reliant aux mesures standard du capital humain. Les connaissances acquises soulignent le rôle central des capacités individuelles de l'enseignant pour influencer la performance, aux côtés des influences du leadership spirituel et de la culture collaborative. Cette étude fournit des informations précieuses sur la littérature existante, offrant des perspectives nuancées sur l'interaction entre les capacités individuelles de l'enseignant, le leadership spirituel et la culture collaborative, avec des implications pratiques pour améliorer la performance de l'enseignant dans les milieux éducatifs. L'élargissement de ce modèle pour inclure des variables supplémentaires au-delà des ressources humaines est recommandé comme orientation pour les recherches futures afin de fournir des informations plus complètes sur la performance de l'enseignant.

Mots-clés : *Leadership, Culture organisationnelle, Caractéristiques individuelles, Performance, Capital humain.*

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