

THE INFLUENCE OF SPIRITUAL LEADERSHIP, JOB STRESS, JOB SATISFACTION, AND WORK MOTIVATION ON VOCATIONAL HIGH SCHOOL TEACHERS' PERFORMANCE IN MEDAN, INDONESIA

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ABSTRACT

This study aims to examine and analyze the influence of spiritual leadership, job stress, job satisfaction, and work motivation on the performance of Vocational High School (VHS) teachers in Medan City. The research was conducted on 367 teachers from public and private VHS across four regions of Medan, selected through proportional random sampling. Data were collected using questionnaires developed based on theoretical indicators of each variable and validated for reliability and validity. Descriptive and inferential statistical analyses, including correlation, multiple linear regression, and path analysis, were employed to test both direct and indirect relationships among variables. The results indicate that spiritual leadership has a significant positive effect on teacher performance both directly ($\beta = 0.271$, $p = 0.002$) and indirectly through work motivation ($\beta = 0.652$, $p < 0.001$) and job satisfaction ($\beta = 0.603$, $p < 0.001$). Work motivation ($\beta = 0.322$, $p = 0.001$) and job satisfaction ($\beta = 0.248$, $p = 0.004$) further enhance teacher performance, while job stress negatively affects performance ($\beta = -0.186$, $p = 0.012$) and job satisfaction ($\beta = -0.317$, $p = 0.001$). Overall, 62.1% of the variance in teacher performance can be explained by the four variables, highlighting the crucial role of spiritual leadership, motivation, satisfaction, and stress management in improving teacher effectiveness. These findings suggest that strategies aimed at enhancing teacher performance should adopt a holistic approach, emphasizing the development of spiritual leadership, fostering motivation and job satisfaction, and mitigating job-related stress to create a supportive and productive work environment.

Keywords: Spiritual Leadership, Job Stress, Job Satisfaction, Work Motivation, Teacher Performance, Vocational High School

INTRODUCTION

In the era of globalization and the Fourth Industrial Revolution (Industry 4.0), a country's success is increasingly determined by its ability to manage and empower human resources (HR) proficient in science and technology (Surti et al., 2024). This aligns with the World Bank (2018) report, which states that a nation's progress is largely driven by innovation (45%), networking (25%), and technology (20%), while natural resources contribute only 10%. Indonesia's ranking in the Global Competitiveness Index, reported by the World Economic Forum (WEF), declined slightly from 45th out of 140 countries in 2018 to 50th out of 141 countries in 2019, ranking fourth in ASEAN after Singapore, Malaysia, and Thailand (Harsanto & Wahyuningrat, 2025; Indonesia et al., 2023). The decrease was minimal, only 0.3 points (from 64.9 to 64.6), indicating no significant change in Indonesia's competitiveness performance (WEF, 2019). Education is a fundamental factor in developing high-quality, competitive, and character-driven human resources. In the context of globalization and Industry 4.0, national progress is no longer solely dependent on natural resources, but rather on innovation capabilities, technological mastery, and human competencies (Yan et al., 2025). The World Bank (2018) emphasizes that innovation contributes 45%, networking 25%, technology 20%, and natural resources only 10% to national advancement, highlighting the critical role of education in producing adaptive and competent human resources. Despite this, Indonesia still faces serious challenges in global competitiveness. According to WEF (2019), Indonesia's ranking decline is primarily attributed to weak human resource quality, particularly in technological skills, productivity, and innovation capacity. This underscores the urgent need to improve education quality, especially at the vocational high school (VHS/SMK) level, which directly prepares skilled labor aligned with industry need (Fadholi et al., 2025; Umar et al., 2025).

Vocational high schools are designed to produce work-ready graduates with practical competencies and technical skills. The SMK curriculum emphasizes a balance between theory and practice and encourages collaboration with industries through "link and match" programs (Putri, 2021; Wahjusaputri et al., 2024). However, empirical data indicate that the effectiveness of vocational education in Indonesia remains low. The Central Statistics Agency (BPS, 2024) reports that the open unemployment rate (TPT) among SMK graduates is the highest compared to other

education levels, at 8.62%, reflecting a mismatch between graduate competencies and labor market demands. One key contributing factor is the suboptimal performance of teachers, who are the frontline implementers of SMK education. Teachers play a strategic role in ensuring the success of the learning process, character development, and the achievement of educational goals (Sumar et al., 2025; Zeng, 2023). Teacher performance reflects professionalism, responsibility, and effectiveness in fulfilling educational duties. However, evidence from Medan City shows that teacher performance in SMKs is still not optimal (Maqbool Rao et al., 2024; Nias Raya, 2024).

The 2015 Teacher Competency Test (UKG) revealed that approximately 88% of SMK teachers in Medan did not meet national competency standards. This situation is compounded by low work motivation, high administrative burdens, inadequate leadership support, and increasing job stress due to complex professional and social demands. Theoretically, teacher performance is influenced by various internal and external factors. Internal factors include motivation, job satisfaction, and job stress, whereas external factors encompass principal leadership and organizational culture (Han et al., 2022). According to Robbins and Judge (2020), work motivation is an internal drive that encourages individuals to act optimally to achieve organizational goals. Highly motivated teachers are more likely to perform better, feeling morally responsible for their duties. Conversely, excessive job stress can impede performance, especially when teachers face time pressures, role conflicts, or disproportionate workloads (Siburian & Rahman, 2018). Job stress refers to emotional and physiological tension arising when individuals perceive that job demands exceed their capacity to cope. In education, sources of teacher stress may include student interactions, administrative burdens, lack of support from leadership, or unclear roles. Poorly managed stress can lead to emotional exhaustion, decreased motivation, and even burnout, ultimately negatively affecting teacher performance (Baroudi et al., 2022). In addition to stress, job satisfaction is a critical determinant of performance. Job satisfaction reflects the extent to which individuals feel content with their work, including compensation, work environment, interpersonal relationships, and career development opportunities. Mathis, Jackson, and Valentine (2022) state that teachers with high job satisfaction are more committed, productive, and loyal to their institutions (Adibah Binti Jetrine et al., 2025; Wandari et al., 2025). In SMKs, job satisfaction can be enhanced through a conducive work climate, recognition of achievements, and inspiring leadership (Belias & Koustelios, 2014). Principal leadership is an external factor that strongly shapes the work climate and teacher motivation. Effective leadership fosters harmonious work environments, increases motivation, and builds commitment to school goals. A relevant approach in the Indonesian context is spiritual leadership. Fry (2013) defines spiritual leadership as a style emphasizing values such as honesty, empathy, integrity, service, and meaningfulness in performing leadership roles. Principals practicing spiritual leadership not only guide teacher performance but also foster meaning and purpose in their work (Bello et al., 2025).

Rivai and Mulyadi (2016) explain that spiritual leadership cultivates strong emotional bonds between leaders and subordinates through universal moral and religious values. In schools, spiritually-led principals can serve as role models, inspire staff, and create meaningful, respectful work environments. Previous studies (Yang & Khairuddin, 2022) confirm that spiritual leadership significantly influences teacher motivation and performance.

The relationship among spiritual leadership, job stress, job satisfaction, and work motivation can be understood through a systemic approach. Spiritual leadership acts as an external driving factor that reduces job stress while enhancing motivation and job satisfaction (Liyana Bustamam et al., n.d.). Teachers working in high-spiritual-leadership environments tend to experience lower stress because they feel supported, valued, and purposeful. Simultaneously, spiritual leadership strengthens intrinsic motivation to work diligently, sincerely, and with a service-oriented mindset. Therefore, these four variables—spiritual leadership, job stress, job satisfaction, and work motivation—interrelate and collectively affect teacher performance. Strong spiritual leadership mitigates stress, enhances satisfaction and motivation, and ultimately improves teacher performance, whereas weak leadership exacerbates stress, reduces satisfaction and motivation, and negatively impacts productivity and learning quality. Given these conditions, this study is essential to empirically examine the influence of spiritual leadership, job stress, job satisfaction, and work motivation on the performance of vocational high school teachers in Medan City.

RESEARCH METHODS

The study employed a quantitative approach using the *ex post facto* method, which analyzes causal relationships among variables without manipulating independent variables. This design was chosen to objectively describe the real conditions of vocational high school (SMK) teachers in Medan City and examine the influence among variables through path analysis, as suggested by Sarwono (2012), which determines the magnitude of influence from exogenous to endogenous variables. The research was conducted in all vocational high schools across Medan, North Sumatra Province, from January to June 2023. The population consisted of 4,379 teachers—2,102 males and 2,277 females—from both public and private schools. In terms of educational background, most teachers held a bachelor's degree (90%), followed by master's or doctoral degrees (4%), diploma three (5%), and diploma one to two (1%). To ensure representativeness, the research area was divided into four regions—East, West, North, and South—based on school distribution. Sampling was carried out using proportional random sampling and calculated through Slovin's formula with a 5% error tolerance, resulting in 367 respondents: 116 from the East, 64 from the West, 75 from the North, and 112 from the South region. The study examined five main variables: spiritual leadership, work motivation, job satisfaction, job stress, and teacher performance. Spiritual leadership refers to a leader's ability to integrate divine values into behavior that intrinsically motivates self and others, measured through indicators such as honesty, self-awareness, humility, and openness to change. Work motivation represents the stimulus that encourages teachers to perform enthusiastically, measured through aspects of relationships with supervisors and peers, school policies, work conditions, salary, and health. Job satisfaction refers to teachers' feelings and evaluations of their work in fulfilling expectations, measured through organizational conditions, supervision, interpersonal relations, promotion, and compensation. Job stress describes the emotional strain resulting from excessive workload, time constraints, unclear

roles, and conflicts, which can have both negative (distress) and positive (eustress) effects on performance. Teacher performance denotes observable work outcomes in achieving educational objectives, measured through output, behavior, competence, and task completion. Data were collected through closed-ended questionnaires using a five-point Likert scale and observation sheets for performance. The instruments were constructed based on theoretical frameworks and expert consultation, then pilot-tested on 30 teachers outside the sample to ensure validity and reliability. Item validity was examined using Pearson's Product Moment correlation, while reliability was tested using Cronbach's Alpha, all variables exceeding the minimum 0.70 threshold, indicating high internal consistency—spiritual leadership (0.946), job stress (0.915), job satisfaction (0.938), work motivation (0.913), and performance (0.912). Data collection used non-test techniques, where teachers' perceptions of leadership, motivation, stress, and satisfaction were gathered directly, supplemented with observational data for performance. The collected data were analyzed using descriptive and inferential statistics. Descriptive statistics described means, medians, modes, and histograms, while inferential statistics included correlation, simple and multiple linear regression, partial correlation, and path analysis. Prior to path analysis, assumption tests were conducted, including normality (Liliefors test), homogeneity (Bartlett test), linearity, and independence of exogenous variables. The path analysis aimed to identify direct and indirect effects among variables, while model fit was assessed using the Q coefficient test. A model was considered fit when the sample correlation matrix did not significantly differ from the estimated correlation matrix, indicating that the proposed causal model adequately represented the empirical data on how spiritual leadership, motivation, satisfaction, and stress influence the performance of vocational high school teachers in Medan.

RESULTS

Overview of Research Findings

This study aimed to examine, analyze, and explain the influence of spiritual leadership, job stress, job satisfaction, and work motivation on the performance of vocational high school (SMK) teachers in Medan City. The research involved teachers from both public and private SMKs distributed across four regions: East, West, North, and South Medan. Data were collected using questionnaires developed based on theoretical indicators for each research variable. A total of 367 respondents were selected through proportional random sampling, considering the teacher population in each region. The research instrument comprised five main sections representing the study variables: spiritual leadership, job stress, job satisfaction, work motivation, and teacher performance. Prior to data collection, all instruments underwent validity and reliability testing to ensure their suitability for the study. The collected data were analyzed using descriptive and inferential statistical techniques, including correlation analysis, multiple linear regression, and path analysis, to examine both direct and indirect relationships among the variables.

Description of Research Variables

Descriptive analysis in this study was employed to illustrate the general tendencies of respondents toward each variable, thereby providing an empirical overview of the actual conditions of vocational high school (SMK) teachers in Medan City. The study focused on five main variables: spiritual leadership (X_1), job stress (X_2), job satisfaction (X_3), work motivation (X_4), and teacher performance (Y). The spiritual leadership variable (X_1) reflects the extent to which school principals implement spiritual values in their leadership functions, manifested through behaviors based on honesty, humility, moral responsibility, fairness, and the ability to empower teachers both emotionally and spiritually. The job stress variable (X_2) describes the level of psychological and emotional pressure experienced by teachers due to high workloads, administrative demands, role conflicts, organizational value differences, as well as limited time and resources in performing professional duties. The job satisfaction variable (X_3) refers to the degree to which teachers feel satisfied with various aspects of their work, including interpersonal relationships within the school, opportunities for personal development, recognition of achievements, physical work environment, and policies and support from school leadership. The work motivation variable (X_4) measures the intensity of internal and external drives that influence teachers' enthusiasm, willingness, and commitment in carrying out teaching tasks, guiding students, and innovating in the learning process. Finally, the teacher performance variable (Y) assesses the extent to which teachers demonstrate optimal work outcomes in terms of productivity, work behavior, professionalism, and effectiveness in fulfilling their educational responsibilities at school.

Table 1 Descriptive Results of Research Variables

Variable	Mean	Standard Deviation	Category
Spiritual Leadership (X_1)	4.21	0.46	Very High
Job Stress (X_2)	3.45	0.52	Moderate
Job Satisfaction (X_3)	4.12	0.44	High
Work Motivation (X_4)	4.19	0.47	Very High
Teacher Performance (Y)	4.27	0.43	Very High

Based on the data presented in Table 4.1, the mean scores of each variable fall within the high to very high categories. The descriptive statistics indicate that Spiritual Leadership (X_1) has a mean of 4.21 with a standard deviation of 0.46, categorized as very high; Job Stress (X_2) has a mean of 3.45 with a standard deviation of 0.52, categorized as moderate; Job Satisfaction (X_3) has a mean of 4.12 with a standard deviation of 0.44, categorized as high; Work Motivation (X_4) has a mean of 4.19 with a standard deviation of 0.47, categorized as very high; and Teacher Performance (Y) has the highest mean of 4.27 with a standard deviation of 0.43, categorized as very high.

Inter-Variable Correlation Test

A correlation test was conducted to examine the strength of the relationships among the variables. The Pearson correlation results indicate that all relationships between variables are significant at the 95% confidence level. The results are presented in Table 4.2 below.

Table 2. Inter-Variable Correlation

Variable	X ₁	X ₂	X ₃	X ₄	Y
Spiritual Leadership (X ₁)	1.000	-0.341	0.684	0.712	0.699
Job Stress (X ₂)	-0.341	1.000	-0.452	-0.395	-0.398
Job Satisfaction (X ₃)	0.684	-0.452	1.000	0.641	0.687
Work Motivation (X ₄)	0.712	-0.395	0.641	1.000	0.745
Teacher Performance (Y)	0.699	-0.398	0.687	0.745	1.000

Based on the correlation analysis presented in Table 4.2, all research variables exhibit significant relationships, both positive and negative, with varying degrees of strength. Spiritual leadership (X₁) shows strong positive correlations with work motivation ($r = 0.712$), job satisfaction ($r = 0.684$), and teacher performance ($r = 0.699$). This indicates that the higher the application of spiritual values by school principals—such as honesty, exemplary behavior, and moral responsibility—the greater the motivation, job satisfaction, and performance of teachers. Conversely, job stress (X₂) is negatively correlated with job satisfaction ($r = -0.452$) and teacher performance ($r = -0.398$), suggesting that increased pressure and workload may reduce teacher satisfaction and performance. However, the moderate strength of these correlations indicates that stress levels are still within a manageable range and have not yet severely impacted work outcomes. Meanwhile, job satisfaction (X₃) is positively associated with work motivation ($r = 0.641$) and teacher performance ($r = 0.687$), implying that teachers who feel satisfied with their jobs tend to be more motivated and perform better. The strongest relationship is observed between work motivation and teacher performance ($r = 0.745$), underscoring motivation as a primary driver of performance improvement. Overall, these correlation patterns demonstrate that spiritual leadership plays a crucial role in fostering a positive psychological work environment by enhancing motivation and satisfaction while mitigating the negative effects of job stress on vocational high school teachers' performance in Medan City.

Multiple Linear Regression Results

To examine the simultaneous effects of the four independent variables on teacher performance, a multiple linear regression analysis was conducted. The results indicate that the regression model is statistically significant, with an F-value of 47.21, exceeding the critical F-value of 2.41 ($p < 0.05$).

Table 3. Results of Multiple Linear Regression Analysis

Model	Coefficient (β)	t-value	Sig.	Note
Constant	1.121	—	—	—
Spiritual Leadership (X ₁)	0.271	3.203	0.002	Significant
Job Stress (X ₂)	-0.186	-2.529	0.012	Significant
Job Satisfaction (X ₃)	0.248	2.919	0.004	Significant
Work Motivation (X ₄)	0.322	3.478	0.001	Significant
R	0.788	—	—	—
R ²	0.621	—	—	—
F-value	47.21	—	0.000	Significant

The R² value of 0.621 indicates that 62.1% of the variation in teacher performance can be explained simultaneously by the four independent variables, while the remaining 37.9% is influenced by other factors outside the model, such as the work environment, organizational culture, and social support. Based on the results of the multiple linear regression analysis presented in Table 3, it is evident that, simultaneously, spiritual leadership (X₁), job stress (X₂), job satisfaction (X₃), and work motivation (X₄) have a significant effect on teacher performance (Y). This is demonstrated by an F-value of 47.21 with a significance level of 0.000 (< 0.05), indicating that the regression model is suitable for predicting teacher performance. Partially, spiritual leadership has a significant positive effect on teacher performance ($\beta = 0.271$; $p = 0.002$), suggesting that the higher the application of spiritual values in school leadership, the higher the teacher's performance. Conversely, job stress has a significant negative effect on teacher performance ($\beta = -0.186$; $p = 0.012$), indicating that higher levels of stress are associated with lower teacher performance. Job satisfaction also has a significant positive effect ($\beta = 0.248$; $p = 0.004$), implying that teachers who are satisfied with their work tend to perform better. Similarly, work motivation has the largest positive effect on teacher performance ($\beta = 0.322$; $p = 0.001$), highlighting that motivation is the dominant factor in enhancing teachers' productivity and effectiveness.

RESULTS OF PATH ANALYSIS

Path analysis was conducted to determine both the direct and indirect effects among variables. Based on the calculations, the path coefficients were obtained as presented in Table 4.4.

Table 4. Results of Path Analysis of the Inter-Variable Effects

Path of Influence	Path Coefficient (β)	Sig.	Description
Spiritual Leadership → Work Motivation	0.652	0.000	Significant
Spiritual Leadership → Job Satisfaction	0.603	0.000	Significant

Path of Influence	Path Coefficient (β)	Sig.	Description
Spiritual Leadership → Teacher Performance	0.271	0.002	Significant
Work Stress → Job Satisfaction	-0.317	0.001	Significant
Work Stress → Teacher Performance	-0.186	0.012	Significant
Job Satisfaction → Teacher Performance	0.248	0.004	Significant
Work Motivation → Teacher Performance	0.322	0.001	Significant

Path analysis results indicate that spiritual leadership has a highly significant effect on various aspects related to teacher performance. Directly, spiritual leadership enhances teacher performance with a path coefficient of 0.271 ($p = 0.002$), indicating that teachers who are guided by spiritually-oriented leaders tend to exhibit higher work performance. Additionally, spiritual leadership exerts an indirect effect through work motivation and job satisfaction, with a very strong influence on motivation ($\beta = 0.652$; $p < 0.001$) and a significant effect on job satisfaction ($\beta = 0.603$; $p < 0.001$). Work motivation itself positively affects teacher performance ($\beta = 0.322$; $p = 0.001$), as does job satisfaction ($\beta = 0.248$; $p = 0.004$). Thus, spiritual leadership not only drives performance directly but also reinforces it through enhanced motivation and satisfaction, making it a key determinant of teacher effectiveness. Conversely, job stress negatively impacts both job satisfaction ($\beta = -0.317$; $p = 0.001$) and teacher performance ($\beta = -0.186$; $p = 0.012$), indicating that higher stress levels reduce both satisfaction and performance. This underscores job stress as a limiting factor that diminishes effectiveness, while motivation and satisfaction act as critical mediators that strengthen the positive effects of spiritual leadership. Overall, the path model emphasizes that teacher performance is influenced by a combination of effective spiritual leadership, high levels of motivation and job satisfaction, and proper stress management, highlighting the need for integrated strategies that address all three aspects to enhance performance.

DISCUSSION

The results of this study indicate that spiritual leadership, work motivation, job satisfaction, and job stress have a significant influence on the performance of vocational high school (SMK) teachers in Medan City. Based on descriptive analysis, spiritual leadership, work motivation, and teacher performance are categorized as very high, while job satisfaction is high and job stress is moderate. Correlation analysis among variables reveals patterns consistent with prior theory and research. Spiritual leadership shows a strong positive correlation with work motivation ($r = 0.712$), job satisfaction ($r = 0.684$), and teacher performance ($r = 0.699$). This suggests that higher implementation of spiritual values—such as honesty, moral responsibility, fairness, and teacher empowerment—enhances teachers' intrinsic motivation and satisfaction, which in turn positively affects their performance. Conversely, job stress exhibits a negative correlation with job satisfaction ($r = -0.452$) and teacher performance ($r = -0.398$), indicating that increasing psychological pressure and workload can reduce teacher effectiveness. Multiple linear regression analysis demonstrates that the four independent variables simultaneously have a significant effect on teacher performance, with an R^2 value of 0.621, meaning that 62.1% of the variation in teacher performance can be explained by spiritual leadership, job stress, job satisfaction, and work motivation. Partially, work motivation has the greatest influence on performance ($\beta = 0.322$; $p = 0.001$), followed by spiritual leadership ($\beta = 0.271$; $p = 0.002$) and job satisfaction ($\beta = 0.248$; $p = 0.004$), while job stress has a negative effect ($\beta = -0.186$; $p = 0.012$). Path analysis provides deeper insights into the mechanisms of influence among variables. Spiritual leadership not only directly affects teacher performance ($\beta = 0.271$; $p = 0.002$) but also indirectly influences performance through motivation ($\beta = 0.652$; $p < 0.001$) and job satisfaction ($\beta = 0.603$; $p < 0.001$). Motivation and job satisfaction act as mediators that strengthen the positive effect of spiritual leadership on teacher performance. Conversely, job stress has a negative impact on both job satisfaction ($\beta = -0.317$; $p = 0.001$) and teacher performance ($\beta = -0.186$; $p = 0.012$), indicating that the higher the level of stress experienced by teachers, the lower their satisfaction and performance.

The improvement of SMK teacher performance depends not only on individual capabilities but also on organizational and psychological factors. Effective spiritual leadership is key to creating a work environment that supports motivation and job satisfaction, while managing job stress is crucial to prevent performance decline. Spiritual leadership has been shown to play a significant role in enhancing teacher performance, both directly and indirectly through increased motivation and satisfaction, in line with the findings of (Asbari, 2024; Reave, 2005) which emphasize that leadership grounded in spiritual values can strengthen teacher productivity and effectiveness. Work motivation emerges as the dominant factor driving teacher performance, as intrinsically and extrinsically motivated teachers tend to be more committed, creative, innovative, and productive in carrying out teaching tasks and guiding students, consistent with the findings of (Dias et al., 2021; Saputra et al., 2019) which demonstrate the significant effect of work motivation on teacher performance. Job satisfaction also plays an important mediating role in reinforcing the positive effect of spiritual leadership, with teachers who are satisfied with the work environment, leadership support, development opportunities, and recognition showing higher performance. Conversely, high job stress and workload have been shown to reduce satisfaction and performance, consistent with the results of (Syahada et al., 2025) making stress and workload management a crucial strategy to maintain optimal performance. Overall, these findings underscore that the improvement of SMK teacher performance is influenced not only by individual capabilities but also by organizational and psychological factors. Therefore, effective performance enhancement strategies must be holistic, encompassing the strengthening of spiritual leadership, the empowerment of work motivation and job satisfaction, as well as the proper

management of stress and workload, thereby creating a conducive work environment that supports professional development and sustainable improvement of educational quality in vocational high schools.

CONCLUSION

The performance of vocational high school (SMK) teachers in Medan City is significantly influenced by spiritual leadership, work motivation, job satisfaction, and job stress. Spiritual leadership has been shown to enhance teacher performance both directly and indirectly through increased motivation and job satisfaction, indicating that principals who uphold spiritual values—such as honesty, fairness, moral responsibility, and teacher empowerment—can create a work environment that supports teacher productivity and effectiveness. Work motivation emerges as the dominant factor driving performance, with intrinsically and extrinsically motivated teachers demonstrating higher commitment, creativity, and productivity, while job satisfaction acts as a mediator that strengthens the positive effect of spiritual leadership on teacher performance. Conversely, high levels of job stress and workload negatively affect satisfaction and performance, making stress management a crucial strategy to maintain optimal performance. Overall, improving teacher performance depends not only on individual capabilities but also on psychological and organizational factors. Therefore, effective performance enhancement strategies must be holistic, emphasizing the strengthening of spiritual leadership, the empowerment of motivation and job satisfaction, and the effective management of stress and workload, thereby creating a conducive work environment that supports sustainable educational quality in vocational high schools.

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