



## **The effects of Gratitude, Spiritual Intelligence, and Organizational Citizenship behavior on Speaker performance (a case study of higher education in Lubuklinggau town)**

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### **ABSTRAK**

*Hasil penelitian menunjukkan bahwa Syukur berpengaruh secara parsial terhadap kinerja dosen, hasil uji t menunjukkan nilai t hitung lebih signifikan dibandingkan tablet ( $2,477 > 1,984$ ) dan nilai signifikansi sebesar 0,002; Kecerdasan Spiritual berpengaruh secara parsial terhadap kinerja dosen, hasil uji t menunjukkan nilai t hitung lebih signifikan dibandingkan tablet ( $3,667 > 1,984$ ) dan nilai signifikansi sebesar 0,001; OCB berpengaruh secara parsial terhadap kinerja dosen, hasil uji t menunjukkan nilai t hitung lebih signifikan dibandingkan tablet ( $2,889 > 1,984$ ) dan nilai signifikansi sebesar 0,000; Selanjutnya Syukur, Kecerdasan Spiritual, dan OCB secara bersama-sama (simultan) berpengaruh terhadap kinerja dosen, dimana nilai f hitung lebih besar dari f tabel ( $26,997 > 2,696$ ).*

*Kata kunci : Syukur; Kinerja Dosen; Kecerdasan Spiritual; Perilaku Kewarganegaraan Organisasi (OCB)*

### **ABSTRACT**

*The results showed that Gratitude had a partial effect on lecturer performance, the results of the t-test showed a calculated t value more significant than the tablet ( $2.477 > 1.984$ ) and a significance value of 0.002; Spiritual Intelligence partially affects the performance of lecturers, the results of the t-test show a calculated t value more significant than the tablet ( $3.667 > 1.984$ ) and a significance value of 0.001; OCB has a partial effect on lecturer performance, the results of the t-test show a calculated t value more significant than the tablet ( $2.889 > 1.984$ ) and a significance value of 0.000; Furthermore, Gratitude, Spiritual Intelligence, and OCB together (simultaneously) affect lecturer performance, where the calculated f value is greater than the table f ( $26,997 > 2,696$ ).*

*Keywords : Gratitude, Lecturer Performance; Spiritual Intelligence; Organizational Citizenship Behavior (OCB)*

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## INTRODUCTION

Planning and readiness of human resources are essential in achieving organizational goals (Dona, 2017; Farr-Wharton, 2018). Likewise, in higher education, higher education is a readiness, and the role of lecturers is to support the realization of the vision of higher education (Sagsoz, 2017), which includes the tri dharma of higher education, including educational activities, research, and community service (Halberstadt, 2019; Iwu, 2021). Educational and teaching activities are realistically carried out through learning activities carried out by lecturers and students (Hallewell, 2017; Karbownik et al., 2016). Research activities are the second element that aims to obtain the truth through scientific methods and principles (Mulligan & Kirkpatrick, 2000; O'Callaghan, 2017). Research is carried out to complete administrative requirements, and ideally, the research results are helpful for policy-making purposes (policy research) (Sailer, 2021). The third point is community service, a concrete manifestation of the work of the academic community in each university to provide education (Harini, 2020; Ismail, 2019), training, and services, as well as applying the results of science and technology aimed at the community (Costouros, 2020; Pachler, 2019).

The quality of its teachers primarily determines the existence and development of a higher education institution (Boyle, 2015; Kaya, 2018). Therefore, factors

influencing teacher performance must be considered (Ariza, 2018; Wood, 2017). The contribution of universities to improving teacher quality is substantial (Seifert, 2015; Wei, 2020). Faculties are essential in providing quality education to produce quality graduates who can fulfill national interests and increase the country's competitiveness. As a forum for preparing the nation's next generation, every university must remain open and develop for the better. This is important so that every university can be part of the country's development in the future. Developing competent professors in line with the university's vision and mission requires a lot of continuous and measurable efforts (Hernández-López, 2016).

Research conducted by (Dewanti et al., 2020) and (H. B. Santoso, 2018) stated that lecturers must demonstrate exemplary performance. Improving lecturer performance requires several things, such as high motivation, adequate competence, good leadership, and a work environment that supports lecturers to improve their performance. Performance is a particular achievement related to job duties and responsibilities (Fenton-Smith, 2017). Performance is an action carried out over a certain period to help achieve organizational goals (Lauridsen, 2017; A. Santoso, 2019). Meanwhile, lecturer performance is the performance shown by the lecturer, both in terms of quality and quantity, in carrying out their duties by the responsibilities given to them, which is measured based

on discipline, cooperation, obedience, attendance, professional competence, and quantity of work, (Holmström, 2018). The urgency of a lecturer's actions lies in their impact on both the institution and other parties. For universities, lecturer performance, in general, dramatically influences many areas, including accreditation and the quality of education provided. In a broader context, it can create a positive image in society. Gratitude is an individual's tendency to feel grateful for everything (Green, 2015). (Oleksiyenko, 2019) explains, conceptually, that gratitude has two levels, including circumstances and traits. Gratitude as a condition is interpreted as a subjective feeling related to admiration, gratitude, and appreciation for something an individual receives. In the context of performance, applying gratitude makes an employee, in this case, a lecturer, pay close attention to the benefits and enjoyable aspects of their work and responsibilities. This will reduce a lecturer's desire to leave and choose to remain at the university that houses him.

Spiritual intelligence brings behavior and life into a deeper, meaningful aspect to assess that a person's way of life and actions are valuable and meaningful compared to others (Hei, 2015). Spiritual intelligence in a lecturer can enable him to see when love and understanding have reached their limits, as well as relate to the good and bad of a performance that has been carried out. A lecturer with spiritual intelligence in the workplace has three

main components: life values from within oneself, meaning and purpose in work, and a sense of being connected to the community (Candela, 2018; Wali, 2020). (Ganieva, 2015) states that four leading indicators can be used as a reference for measuring spiritual intelligence in a lecturer's performance: Existential critical thinking, building personal meaning, transcendental awareness, and expanding the level of consciousness.

On the other hand, Organizational Citizenship Behavior (OCB) for a lecturer is related to the culture in higher education. OCB is the positive behavior of a lecturer. Positive behavior is a willingness to work and contribute to the university that houses it. OCB is also the loyalty, love, and sense of belonging of a lecturer to a higher education institution (Sorg, 2016). Research (Kenny, 2015) stated that organizational climate factors can influence OCB.

Furthermore, the research results (Karjuni et al., 2022) concluded that apart from organizational climate, motivation also influences OCB. Several research results show that organizational climate has a powerful influence on performance. (Baist et al., 2019) Moreover, work motivation influences lecturer performance. This research aims to determine the influence of gratitude, spiritual intelligence, and Organizational Citizenship Behavior (OCB) on the performance of lecturers at universities in Lubuklinggau, South Sumatra

## LITERATUR REVIEW

### Lecturer Performance

Williams & Davis (2021) defines performance as a translation of “performance,” meaning: 1) Actions, carrying out work, work performance, carrying out practical work. 2) A person’s achievements/accomplishments regarding the tasks assigned (Goltz, 2017). 3) The results of the work of a worker, a management process, or an organization as a whole, where the results of this work must be shown in concrete and measurable ways (compared to predetermined standards). 4) Performance is defined as a record of the outcomes of a particular activity during a specific period. 5) Work results can be achieved by a person or group of people in an organization by their respective authority and responsibilities to achieve the goals of the organization concerned legally, without violating the law, and by morals or ethics.

Lecturers are an essential factor in creating quality higher education institutions. Quality educators are an absolute requirement for the presence of quality education systems and practices (Vitarani et al., 2021; Wong, 2019). Meanwhile, lecturer performance in a higher education institution is the concrete behavior displayed by each lecturer in the work performance obtained by each lecturer according to their role. Lecturer performance assessment is a process of evaluating lecturer performance and evaluating lecturer work output. There are many ways to assess lecturer performance evaluations, for example, education,

research, community service, and other support.

Regarding lecturer performance, it includes three main things, as stated in the law on teachers and lecturers: 1. Teaching performance 2. Research performance 3. Community service performance (Song et al., 2016). (Shi, 2022) stated that a lecturer’s achievements could be seen with the naked eye; in education, it can be shown with a diploma; in teaching, it can be shown by class attendance; in research, it can be shown with a journal; and in service, it can be proven with a report. However, all that will only be true if the speaker chooses to perceive it. Whatever happens, the urgency of a lecturer’s action is its impact. For example, a good teacher’s way of teaching can influence students’ emotions, and indirectly, students will become a good advertising vehicle for educational institutions. Therefore, (Barbosa, 2022) states that knowledge and a mature soul are requirements to become a lecturer. as an educator (competency).

Apart from that, lecturers’ achievements in the field of research make a significant contribution to the reputation of higher education, especially in the form of accreditation (Brito-Henriques, 2018). This can significantly increase the popularity of educational institutions. In addition, adequate research can help higher education institutions to be recognized by national and international organizations, thus strengthening the position of higher education institutions in the world of

education (Codjia, 2017; Goebel, 2001). The impact can increase public confidence in the quality of education provided. In a study, it was explained that the most visible achievement of professors is results-based work, where the evidence can be consulted in prestigious national or international journals, thus strengthening the image of the university and the lecturers concerned (Abdulwahid, 2021; Tarchella, 2021).

Another essential thing in lecturer performance is the implementation of community service activities. This activity consists of a systematic final series where the speaker is asked to demonstrate his knowledge, especially by carrying out an action and carrying out specific actions that might help improve people's standard of living (Humaidi et al., 2022; Sugianto et al., 2023; Vidyastuti et al., 2018). For example, by providing training in various activities with economic value, business or business development, becoming an advisor to a company or activity, and becoming a pioneer in other humanitarian activities, such as activating social and religious activities, legal aid, etc., (Latipun et al., 2022; Riono et al., 2023).

### **Gratitude**

According to (Widodo et al., 2023), gratitude comes from Latin, namely gratis or gratitude, which means thanks or praise. In Arabic terminology, the word gratitude has two primary words of gratitude. Includes: 1) praise for the goodness obtained, shown by feelings of pleasure and satisfaction, even if

only a little. 2) a feeling of having fulfilled all needs accompanied by fortitude. The concept of gratitude in Islam is explained as an attitude of acknowledgment of the blessings that Allah SWT has bestowed upon him, accompanied by an attitude of submission and using His blessings by the will of Allah SWT (Jans-Beken, 2015). According to (O'Connell, 2016), gratitude manifests positive emotions. Gratitude is a unique, pleasant feeling which manifests itself in the form of gratitude or thankfulness. This arises when someone receives kindness (kindness, compassion, love), benefits, or altruistic assistance from other parties.

### **Spiritual Intelligence**

Spiritual intelligence is the intelligence to face and solve problems of meaning and value, namely placing human behavior and life in a broader and richer context of meaning and assessing one's actions or way of life are more meaningful than others (Büssing, 2018; Cortini, 2019). Indications of well-developed spiritual intelligence (SQ) include: 1. The ability to be flexible, namely being able to position oneself and accept other people's opinions openly. 2. The presence of high self-intelligence, such as autocriticism and knowing the purpose and vision of life. 3. The ability to face and take advantage of suffering, such as having no regrets, keeping smiling, calm, and praying. 4. The ability to face and overcome hurt feelings is sincere and forgiving. 5. Quality of life



that is inspired by vision and values, such as principles and guidelines for life, and is based on truth. 6. Reluctance to cause unnecessary losses, such as not delaying work and thinking before acting. 7. The tendency to see the relationship between various things, namely taking a holistic view, such as the ability to think logically and act according to social norms. 8. The tendency to ask “why” or “what if” and try to find basic answers, such as the ability to imagine and be very curious. 9. Has the ease of working against conventions, such as being willing to give and not wanting to take (Bono, 2019).

### **Organizational Citizen Behavior (OCB)**

Organizational Citizenship Behavior (OCB) or organizational citizenship is part of organizational behavior science. While the essential attitude identifies that employees are involved in OCB to retaliate against organizational actions (Kumar, 2018; Morgan, 2015). Organizational citizenship behavior is individual choice and initiative, not related to the organization’s formal reward system but, in aggregate, increases organizational effectiveness. According to (Dusen, 2015), OCB is a selected behavior that is not part of an employee’s formal work obligations but supports the effective functioning of the organization. In the last three decades, OCB has received increasing attention from academics and practitioners in further examining and analyzing this behavior and its impact on organizational behavior (Zhou, 2020). OCB dimensions, according

to (Krause, 2015), are a) Altruism, b) Conscientiousness, c) Sportsmanship, d) Courtesy, and e) Civic Virtue.

### **RESEARCH METHOD**

In this research, the researcher used explanatory research, which used a quantitative approach. According to (Sugiyono, 2018), the explanatory research method is a research method that aims to explain the position of the variables studied and the influence between one variable and another (Hassan, 2019). Based on the explanatory research type, this type of research is associative research, which aims to determine the relationship between two or more variables through hypothesis testing.

In this study, the researcher tried to explain the relationship between the variables Gratitude (X1), Spiritual Intelligence (X2), OCB (X3), and Performance (Y). This research uses a descriptive research method that uses a quantitative approach, with a causal associative design to find and test the relationship between variables, namely Gratitude (X1), Spiritual Intelligence (X2), OCB (X3), and Performance (Y). The population in the study amounted to 99 respondents

### **RESULTS AND DISCUSSION**

From the data processing that has been carried out, the results of the partial t-test are obtained as follows:

The calculated t value for the

**Table 1.**  
**Partial t-test**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.378	3.465		3.284	.001
	Gratitude	.342	.128	.316	2.477	.002
	Kecerdasan Spiritual	.417	.133	.401	3.667	.001
	OCB	.483	.106	.351	2.889	.000

Gratitude variable (X1) is 2.477, so the calculated t value is more excellent than the t table value ( $2.477 > 1.984$ ), and the significance value is 0.002, so it can be stated that the Gratitude variable (X1) partially influences performance. Furthermore, the calculated t value for the Spiritual Intelligence variable (X2) is 3.667, so the calculated t value is greater than the t table value ( $3.667 > 1.984$ ), and the significance value is 0.001, so it can be stated that the Spiritual Intelligence variable (X2) partially influences performance. Then the calculated t value for the OCB variable (X3) is 2.889 so that the calculated t value is greater than the t table value ( $2.889 > 1.984$ ), and the significance value is 0.000, so it can be stated that the OCB variable (X3) partially influences performance.

**Table 2.**  
**Simultaneous f test**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.378	3.465		3.284	.001
	Gratitude	.342	.128	.316	2.477	.002
	Kecerdasan Spiritual	.417	.133	.401	3.667	.001
	OCB	.483	.106	.351	2.889	.000

Based on the data processing results in the table above, the calculated F value is 26.997 with a significance of 0.000. So  $F_{count} > F_{table}$  ( $26.997 > 2.696$ ), it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means that the variables Gratitude (X1), Spiritual Intelligence (X2), and OCB (X3) jointly influence performance (Y).

Based on the analysis that has been carried out, the results show that partial Gratitude (X1) has a significant effect on

performance, the calculated t value is more excellent than the t table value ( $2.477 > 1.984$ ), and the significance value is 0.002, so it can be stated that the Gratitude variable (X1) is partially influence on performance. These results show that if each dimension and indicator of Gratitude is improved, it will positively influence lecturer performance (Israel-Cohen, 2015; Kong, 2017).

Furthermore, the Spiritual Intelligence variable (X2) partially has a significant effect on performance; the calculated t value for the Spiritual Intelligence variable (X2) is 3.667, so the calculated t value is greater than the t table value ( $3.667 > 1.984$ ). The significance value is 0.001, so it can be stated that the Spiritual Intelligence variable (X2) partially influences performance (Converso, 2015; Jin, 2019). These results show that if each dimension and indicator of Spiritual Intelligence is improved, it will positively influence employee performance (Bono, 2020; Langer, 2016).

Then, the OCB variable (X3) partially also has a significant effect on performance; the calculated t value for the OCB variable (X3) is 2.889, so the calculated t value is greater than the t table value ( $2.889 > 1.984$ ). The significance value is 0.000, so it can be stated that the OCB variable (X3) partially influences performance. These results show that if each dimension and indicator of OCB is improved, it will positively influence employee performance (Kong, 2021).

Gratitude always includes the presence of another party who provides something of value. The other party could be another person, God, or the universe. (Yu, 2018) shows the results of their research that gratitude can reduce negative emotions in individuals. Research (Gabbana, 2019) also stated that grateful people would quickly achieve happiness and peace and escape stressful life problems (complete stress). (Wolfe, 2017) also shows the results

of a study that explains that gratitude can prevent someone from feeling depressed and pathological disorders. Gratitude is a trait, so individuals usually tend to remain stable in responding to conditions that give rise to negative emotions (Karns, 2017). They have substantial control over their environment, have good personal growth, set life goals, and have positive self-acceptance. Gratitude can also be a positive coping tool in facing difficulties, seeking social support, and interpreting experiences from different (Dunaev, 2018).

## CONCLUSION

From the analysis carried out, it can be concluded as follows:

1. Gratitude has a partial effect on lecturer performance, the t-test results show that the calculated t value is greater than the t table ( $2,477 > 1.984$ ) and the significance value is 0.002.
2. Spiritual Intelligence partially influences lecturer performance, the t-test results show the calculated t value is greater than the t table ( $3,667 > 1.984$ ) and the significance value is 0.001.
3. OCB has a partial effect on lecturer performance, the t-test results show the calculated t value is greater than the t table ( $2,889 > 1.984$ ) and the significance value is 0.000.

Gratitude, Spiritual Intelligence, and OCB together (simultaneously) influence lecturer performance, where the calculated f value is greater than the f table ( $26.997 > 2.696$ ).



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