

Impact of Spiritual and Social Competence Development on Teachers' Professional Performance

Yundri Akhyar^{1*}, Eli Sutrawati², Wirda Ningsih³

¹Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

^{2,3}STAI Al-Kifayah Riau, Indonesia

*yundri.akhyar@uin-suska.ac.id

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Abstract

This study aims to analyze the levels of spiritual competence, social competence, and professional performance among teachers and to examine the contribution of spiritual and social competencies to professional performance. A quantitative survey design was employed involving 120 teachers as research participants. Data were collected using structured questionnaires and analyzed through descriptive statistical techniques to identify trends across variables. The findings reveal that teachers demonstrate high levels of spiritual and social competence, which positively support their professional performance. The results indicate that professional performance is not solely determined by pedagogical expertise but is also influenced by internal dimensions such as meaning, ethical integrity, and value orientation, as well as relational dimensions including communication and collaboration. This study contributes to the development of educational science by reinforcing a multidimensional competency framework that integrates spiritual and social competencies as strategic determinants of sustainable teacher effectiveness. The findings provide empirical support for holistic teacher development models that combine character-based formation with collaborative professional growth to enhance educational quality.

Keywords: Spiritual Competence, Social Competence, Profesional Performance, Teacher Education

Abstrak

Penelitian ini bertujuan untuk menganalisis tingkat kompetensi spiritual, kompetensi sosial, dan kinerja profesional guru serta menguji kontribusi kompetensi spiritual dan sosial terhadap kinerja profesional. Penelitian ini menggunakan pendekatan kuantitatif dengan desain survei terhadap 120 guru sebagai subjek penelitian. Data dikumpulkan melalui kuesioner terstruktur dan dianalisis menggunakan statistik deskriptif untuk mengidentifikasi kecenderungan tingkat masing-masing variabel. Hasil penelitian menunjukkan bahwa guru memiliki tingkat kompetensi spiritual dan kompetensi sosial yang tinggi, yang secara positif mendukung kinerja profesional mereka. Temuan ini menegaskan bahwa kinerja profesional tidak hanya dipengaruhi oleh kemampuan pedagogik, tetapi juga oleh dimensi internal berupa nilai, makna, dan integritas serta dimensi relasional berupa komunikasi dan kolaborasi. Kontribusi penelitian ini terletak pada penguatan kerangka kompetensi multidimensional dalam pendidikan dengan menempatkan kompetensi spiritual dan sosial sebagai faktor strategis dalam pengembangan profesional guru. Implikasi penelitian ini mendorong pengembangan program pelatihan guru yang integratif, berbasis karakter dan kolaboratif untuk meningkatkan mutu pendidikan secara berkelanjutan.

Kata Kunci: Kompetensi Spiritual, Kompetensi Sosial, Kinerja Profesional

INTRODUCTION

Education in the twenty-first century is no longer confined to the transmission of knowledge and technical skills. It increasingly emphasizes the holistic formation of teachers as intellectual, moral, social, and spiritual agents who shape not only students' academic achievement but also their character and social development. In this broader paradigm of education, teachers' professional performance cannot be understood solely through pedagogical

mastery or subject expertise (Jennings et al., 2017). Instead, it must also be examined through the lens of spiritual and social competence, which influence how teachers interpret their professional roles, interact with others, and construct meaningful learning environments.

Spiritual competence refers to a teacher's capacity to internalize and actualize transcendent values, ethical principles, self-awareness, compassion, and a sense of purpose in professional practice. The concept is closely related to theories of spiritual intelligence developed by scholars such as Danah Zohar and Ian Marshall, who argue that spirituality enables individuals to act with deeper meaning, integrity, and value-based reflection. In the educational context, spiritual competence includes elements such as mindfulness, sincerity, responsibility, compassion, and meaningful engagement with work (Hartwick, 2025). Teachers who possess high spiritual competence are more likely to connect deeply with their profession and their students, thereby fostering supportive, ethical, and inspiring classroom climates.

Empirical studies indicate that spiritual competence significantly contributes to teaching effectiveness. Research shows that teachers who demonstrate workplace spirituality manifested through compassion, meaningful work orientation, and mindfulness tend to create more engaging and purposeful learning experiences. However, spirituality alone does not automatically predict professional competence; it becomes more effective when integrated with leadership capacity and ethical conduct (Collie & Perry, 2019). In specific contexts such as Christian Religious Education, spiritual competence has been found to significantly enhance the quality of teaching and learning processes, strengthening teachers' ability to interpret and deliver content meaningfully (Martín et al., 2017). These findings suggest that spiritual competence provides a moral and existential foundation for professional performance.

Alongside spiritual competence, social competence plays a crucial role in shaping teachers' professional effectiveness. Social competence refers to the ability to communicate effectively, collaborate constructively, demonstrate empathy, and interact objectively and non-discriminatively with students, parents, and colleagues. Social learning theory, particularly the work of Albert Bandura, emphasizes that professional behavior is developed through interaction, modeling, and reciprocal relationships (Palomera et al., 2017). Thus, teachers' ability to build positive interpersonal relationships directly influences classroom management, collegial cooperation, and institutional climate.

Research consistently shows that social competence significantly affects teacher performance. Studies highlight that teachers with strong social skills are better able to maintain constructive communication with students and parents and collaborate effectively with colleagues (Damon-Tao et al., 2023; Lozano-Peña et al., 2021; Schonert-Reichl, 2017; Shodipe & Ogbuanya, 2024). Furthermore, emotional and spiritual intelligence are positively correlated with social competence (Puluhulawa, 2013), suggesting that teachers who cultivate inner awareness and emotional regulation are better equipped to manage classroom dynamics and nurture supportive learning environments. In this sense, social competence operationalizes spiritual values in relational contexts, translating internal convictions into observable professional behavior.

Recent studies on teacher performance in Indonesia have begun to incorporate leadership and spiritual dimensions, particularly within contemporary educational contexts (Kasmawati et al., 2025; Muslihah et al., 2025; Roesminingsih & Windasari, 2025; Santika et al., 2025). However, these studies consistently position spirituality and ethics as predictive or mediating variables that enhance teacher performance, rather than as intrinsic components of professionalism itself. Even when spiritual or prophetic leadership frameworks are introduced, teacher performance continues to be evaluated primarily through competency-based, technical, and pedagogical indicators.

The studies have demonstrated that factors such as transformational leadership, spiritual leadership, individual capacity, and pedagogical competence significantly contribute to improving teacher performance (Roesminingsih & Windasari, 2025; Kasmawati & Noermijati, 2025; Santika et al., 2025; Muslihah & Ma'mur, 2025). However, these studies consistently position spiritual and moral dimensions as external variables serving as predictors, mediators, or enhancers of performance rather than as intrinsic elements of professionalism itself. Even within frameworks of spiritual and prophetic leadership, teacher performance continues to be

assessed primarily through technical and competency-based indicators, such as effectiveness, productivity, and pedagogical skills.

Consequently, the existing literature has not yet reconceptualized teacher performance as a fundamentally moral-spiritual construct, leaving a critical gap in understanding whether professional excellence should be grounded in a normative moral compass rooted in spiritual values.

Importantly, the combined development of spiritual and social competencies produces a more comprehensive impact on teachers' professional performance. When integrated with pedagogical and professional competencies, these dimensions significantly enhance overall teacher effectiveness (Lee, 2024). Spiritual competence strengthens ethical consistency and commitment, while social competence enhances communication, collaboration, and adaptability (Kuhn et al., 2024; Llorent et al., 2019). They contribute to holistic professional growth and improved student outcomes. However, despite growing recognition of their importance, empirical research that simultaneously examines the impact of spiritual and social competence development on teachers' professional performance remains limited. Many professional development programs still prioritize technical and pedagogical training, with insufficient systematic attention to spiritual and social dimensions.

Therefore, this study aims to investigate the impact of spiritual and social competence development on teachers' professional performance. Specifically, the research seeks to: (1) analyze the level of teachers' spiritual and social competencies; (2) examine the relationship between these competencies and professional performance; and (3) determine the extent to which integrated competence development contributes to improved teaching effectiveness. The motivation for conducting this research arises from the urgent need to design teacher development programs that are not merely skill-oriented but also value-oriented and relationship-oriented, ensuring that teachers are well-rounded professionals capable of addressing complex educational challenges.

This study employs a quantitative correlational research design. Statistical analysis is applied to examine the strength and significance of the relationships among variables. The findings indicate that both spiritual and social competence development significantly contribute to teachers' professional performance. Social competence shows a strong influence on collaborative and communicative aspects of performance, while spiritual competence significantly predicts ethical commitment, instructional sincerity, and professional responsibility.

The contribution of this article lies in presenting an integrative framework of teacher professionalism that positions spiritual and social competencies as central components rather than peripheral attributes. By demonstrating their combined and complementary effects, this study offers theoretical enrichment and practical guidance for policymakers and educational institutions seeking to implement balanced, holistic professional development programs. Ultimately, the balanced cultivation of spiritual, social, pedagogical, and professional competencies is essential for maximizing teacher performance and enhancing student learning outcomes in contemporary education.

METHOD

This study employed a quantitative correlational research design to examine the impact of spiritual and social competence development on teachers' professional performance. A correlational approach was selected because the primary objective of the study was to determine the strength and significance of the relationships among variables rather than to manipulate experimental conditions. The design allows for empirical measurement of the contribution of spiritual and social competencies to professional performance in a natural educational setting.

The study was conducted between January and April 2025 in several secondary schools located in Pekanbaru, Indonesia. These schools were selected because they had implemented structured professional development programs that included character-building and collaborative training components.

The participants in this study consisted of 120 teachers from selected secondary schools in Pekanbaru, Indonesia. The sample was selected using purposive sampling to ensure

representation across subject areas, years of teaching experience, and educational backgrounds. This approach was intended to enhance data variability and ensure that the findings reflect diverse professional contexts.

The sampling criteria in this study were determined purposively by considering the relevance of respondents to the research objectives, including teachers who are actively teaching in private Madrasah Aliyah in Pekanbaru, have a minimum of two years of teaching experience, are directly involved in the teaching and learning process, and are willing to participate as respondents. The sample size of 120 teachers is considered adequate to represent the population, as it meets the minimum requirements for quantitative analysis as suggested by Sugiyono, and substantively reflects the diversity of population characteristics such as educational background, years of service, and school distribution. Therefore, although purposive sampling was employed, the sample demonstrates a reasonable level of representativeness in terms of analytical generalization to the broader population of Madrasah Aliyah teachers in Pekanbaru.

Table 1. Demographic Characteristics of Research Participants (N = 120)

Category	Sub-Category	Frequency (n)	Percentage (%)
Educational Level	S1 (Bachelor's Degree)	70	58.30%
	S2 (Master's Degree)	15	12.50%
	Other Qualifications	35	29.20%
	Total	120	100%
Teaching Experience	2–5 years	30	25%
	6–10 years	40	33.30%
	11–15 years	28	23.30%
	>15 years	22	18.40%
	Total	120	100%
Subject Areas	Religious Education	25	20.80%
	Social Sciences	28	23.30%
	Natural Sciences	32	26.70%
	Languages	20	16.70%
	Others	15	12.50%
	Total	120	100%

The table demonstrates that the participants represented a broad range of academic qualifications, professional experience, and subject specializations. This diversity supports the generalizability of the findings and strengthens the representativeness of the study sample. Data were collected using structured questionnaires developed based on established theoretical frameworks and previous empirical studies. All items were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Although this study did not explicitly examine the influence of demographic variables such as educational level, teaching experience, and subject area on the main research variables, these factors may still have implicitly contributed to variations in respondents' perceptions and responses. Differences in educational background could shape teachers' understanding of institutional goals and professional responsibilities, while varying lengths of teaching experience may influence levels of participation, commitment, and work performance. Similarly, subject area specialization might affect pedagogical approaches and engagement with institutional policies. However, since these variables were not included as control or moderating variables in the statistical analysis, their potential effects were not empirically tested and therefore should be interpreted cautiously. Future research is recommended to incorporate these demographic factors more explicitly to better understand their role in influencing the relationships among the studied variables.

Prior to the main data collection, the instruments were validated through expert judgment involving three educational experts. A pilot test was conducted with 30 teachers outside the research sample to examine item validity and reliability. Items with corrected item-

total correlations below the acceptable threshold ($r < 0.30$) were revised or removed. Reliability testing was conducted using internal consistency analysis (Cronbach's Alpha). The validity of each item was assessed using corrected item-total correlation analysis. The results are summarized in the following table:

Table 2. Summary of Item Validity Test Results by Variable and Indicator

Variable	Indicator	Number of Items	Valid Items	Range of Corrected Item-Total Correlation
Spiritual Competence	Sense of meaning and purpose in teaching	5	5	0.41 – 0.72
	Ethical consistency and integrity	5	5	0.33 – 0.69
	Compassion toward students	5	5	0.34 – 0.70
	Reflective and mindful practice	5	5	0.38 – 0.68
	Total Spiritual Competence	20	20	0.34 – 0.72
Social Competence	Effective communication skills	5	5	0.44 – 0.75
	Collaboration with colleagues	5	5	0.39 – 0.71
	Empathy and respect for diversity	5	4	0.36 – 0.68
	Objective and non-discriminative behavior	5	5	0.42 – 0.73
	Total Social Competence	20	19	0.36 – 0.75
Professional Performance	Instructional planning and delivery	5	5	0.40 – 0.70
	Classroom management	5	4	0.31 – 0.67
	Professional responsibility	5	4	0.35 – 0.69
	Participation in institutional activities	5	5	0.37 – 0.66
	Total Professional Performance	20	18	0.31 – 0.70
Grand Total	—	60	55	—

The results indicate that the majority of items met the minimum validity requirement ($r \geq 0.30$). The reliability coefficients for all variables exceeded the acceptable threshold of 0.70, indicating high internal consistency. Therefore, the instruments were considered reliable and appropriate for use in the main study involving 120 teachers. These validity and reliability results confirm that the research instruments were psychometrically sound and suitable for measuring spiritual competence, social competence, and teachers' professional performance in this study.

The impact of social competence is stronger compared to spiritual competence can be understood from the practical and contextual demands of the teaching profession. Social competence is directly manifested in teachers' daily interactions with students, colleagues, and the broader school community, making it more immediately observable and measurable in influencing work performance. Effective communication, collaboration, empathy, and adaptability enable teachers to create a conducive learning environment, manage classrooms efficiently, and build positive institutional relationships, all of which have a direct bearing on performance outcomes. In contrast, spiritual competence, while fundamentally important in shaping values, ethics, and personal integrity, tends to operate at a more internal and reflective level. Its influence is often indirect, serving as a moral foundation rather than a directly observable driver of performance. Additionally, variations in the interpretation and internalization of spiritual values among individuals may lead to less consistent measurable effects compared to the more standardized and behaviorally expressed aspects of social competence. Therefore, within the context of this study, social competence demonstrates a stronger impact because it aligns more closely with the external, interaction-based indicators used to assess teachers' work performance.

The implementation of this study was carried out systematically in three main stages: preparation, data collection, and data verification. In the preparation stage, the researcher first obtained formal research permission from the school principals of the selected secondary schools. After securing approval, preliminary observations and coordination meetings were conducted to explain the objectives of the study and arrange an appropriate schedule for data collection. At this stage, the research instruments were also finalized through expert validation

and pilot testing with 30 teachers outside the main research sample to ensure clarity, validity, and reliability.

The data collection stage was conducted during scheduled teacher meetings to ensure maximum participation. The questionnaires were distributed directly to the respondents in printed form. Before completing the instruments, participants were given clear instructions regarding the purpose of the study, procedures for answering the items, and assurances of anonymity and confidentiality. Teachers were informed that their participation was voluntary and that their responses would be used solely for academic research purposes. Respondents were given sufficient time to complete the questionnaires independently to minimize response bias and external influence. The final stage involved data verification. After the questionnaires were collected, each response sheet was carefully checked to ensure completeness. Questionnaires with more than 10% incomplete responses were excluded from analysis. The valid data were then coded and tabulated systematically for statistical analysis. Throughout the entire process, ethical considerations were strictly observed. Participants provided informed consent prior to completing the questionnaire, and their identities were kept confidential to protect privacy and professional integrity.

The collected data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics were employed to determine the mean, standard deviation, frequency distribution, and overall trends of each variable; spiritual competence, social competence, and professional performance. These analyses provided a general overview of the level of each variable among the participating teachers.

Inferential statistical analysis was conducted to examine the relationships among the variables and to test the research hypotheses. Multiple regression analysis was applied to determine the extent to which spiritual competence and social competence simultaneously predict teachers' professional performance. Prior to conducting regression analysis, several classical assumption tests were performed, including tests of normality, linearity, and multicollinearity, to ensure that the data met the necessary statistical requirements.

In accordance with standard quantitative research methodology, commonly known statistical formulas are not presented in this section. Instead, the analysis procedures followed established guidelines in educational research methodology literature. All hypothesis testing was conducted at a significance level of 0.05.

RESULTS AND DISCUSSION

This section presents the empirical findings of the study and integrates them directly with theoretical perspectives and previous research. The presentation combines statistical results and interpretation in a unified discussion to highlight the meaning, implications, and contributions of the findings. The focus is not merely on reporting numerical outcomes but on explaining how spiritual and social competence development shapes teachers' professional performance in meaningful ways.

1. Descriptive Results of Research Variables

To provide an initial overview of the data distribution and general tendencies of the measured variables, descriptive statistical analysis was conducted. This analysis aims to illustrate the overall condition of teachers' spiritual competence, social competence, and professional performance before examining the predictive relationships among these variables. By presenting mean scores and standard deviations, this section offers a foundational understanding of how respondents perceive their internal values, interpersonal capacities, and professional effectiveness. Descriptive statistics were calculated to determine the overall level of spiritual competence, social competence, and professional performance among the 120 participating teachers.

Table 3. Descriptive Statistics of Research Variables

Variable	Mean	Standard Deviation	Category
Spiritual Competence	4.12	0.48	High
Social Competence	4.18	0.45	High
Professional Performance	4.09	0.5	High

The results indicate that all three variables fall within the high category, suggesting that teachers generally perceive themselves as having strong spiritual awareness, effective interpersonal skills, and satisfactory professional performance. The relatively low standard deviation values also indicate that responses were fairly consistent across participants, reflecting homogeneity in perceptions among teachers.

2. Regression Analysis

To examine the predictive power of spiritual competence and social competence on professional performance, multiple regression analysis was conducted using 120 teacher respondents. The analysis aimed to determine both partial and simultaneous effects of the independent variables on the dependent variable.

Based on the unstandardized coefficients (B), the regression equation can be formulated as:

$$Y = 1.215 + 0.328X_1 + 0.401X_2$$

Where:

Y = Professional Performance

X₁ = Spiritual Competence

X₂ = Social Competence

Table 4. Multiple Regression Analysis Results

Variable	Beta (β)	t-value	Sig. (p)	Conclusion
Spiritual Competence	0.36	4.21	0	Significant
Social Competence	0.42	5.03	0	Significant
R	0.76			
R ²	0.58			
F-value	80.45		0	Model Significant

The regression model is statistically significant ($F = 80.45$, $p < 0.05$), indicating that spiritual and social competencies together significantly predict teachers' professional performance. The correlation coefficient ($R = 0.76$) shows a strong relationship between the predictor variables and professional performance. Furthermore, the coefficient of determination ($R^2 = 0.58$) reveals that 58% of the variance in professional performance can be explained by spiritual and social competence, while the remaining 42% is influenced by other factors not examined in this study, such as pedagogical competence, leadership climate, or institutional support.

These findings demonstrate that professional performance is not solely a technical outcome but is deeply rooted in personal and relational competencies. The relatively high R^2 value suggests that internal character formation and interpersonal skills are central components in shaping teacher effectiveness.

The regression results show that spiritual competence has a significant positive effect on professional performance ($\beta = 0.36$, $p < 0.001$). This indicates that an increase in spiritual competence corresponds to an increase in professional performance. The beta coefficient (0.36) suggests a moderate but meaningful contribution. Teachers who internalize spiritual values such as integrity, sincerity, discipline, and compassion tend to demonstrate greater responsibility in lesson preparation, student guidance, and institutional participation. Spiritual awareness also fosters intrinsic motivation, which strengthens perseverance and ethical decision-making in complex classroom situations.

These findings support previous research by Timpal and Moku (2022), which found that spiritual competence enhances teaching quality, particularly in value-based educational contexts. Their study emphasized that teachers with strong spiritual foundations show higher levels of professional commitment and moral responsibility.

However, the moderate beta value indicates that spiritual competence alone is insufficient to maximize professional performance. It functions more effectively when supported by other competencies, especially those related to social interaction and communication. Thus, spiritual competence serves as an internal driving force that requires external behavioral expression through social competence.

The analysis further reveals that social competence has a stronger predictive effect on

professional performance ($\beta = 0.42, p < 0.001$). This means that social competence contributes more dominantly than spiritual competence in this regression model. The higher beta coefficient (0.42) indicates that interpersonal effectiveness plays a central role in shaping professional outcomes. Teachers who communicate clearly, collaborate effectively with colleagues, and demonstrate empathy toward students are more successful in managing classrooms and participating in school development initiatives.

This result aligns with findings by Mu'Arif (2023) and Mukarromah et al. (2025), which show that social competence significantly improves teacher effectiveness and student engagement. Their studies highlight that teaching is fundamentally relational, requiring strong interpersonal communication and adaptive interaction skills.

The stronger effect of social competence may be explained by the observable nature of professional performance. Since performance is evaluated through visible behaviors—such as classroom management, collaboration, and participation in institutional programs—social competence directly influences these measurable aspects. In contrast, spiritual competence operates internally and indirectly shapes professional outcomes through values and motivation.

The simultaneous contribution of spiritual and social competence produces a substantial combined effect, as reflected in $R^2 = 0.58$. This indicates that more than half of professional performance variation is explained by these two variables. This integrated influence reinforces the argument that teacher professionalism should be developed holistically. Spiritual competence provides moral direction and intrinsic motivation, while social competence ensures effective behavioral implementation of those values in educational settings.

These findings support earlier theoretical perspectives presented by Álvarez et al., (2023), who emphasized that competence integration is more effective than isolated skill training. Similarly, the study argues that professional effectiveness emerges from the synergy between internal character and external performance skills.

The results of this study confirm that when teachers integrate spiritual awareness with strong interpersonal abilities, they demonstrate greater consistency in ethical conduct, collaborative engagement, and professional responsibility. This synergy enhances both individual effectiveness and institutional performance. In conclusion, the linear regression results confirm that both spiritual competence and social competence significantly influence teachers' professional performance. Social competence demonstrates a slightly stronger predictive effect, but both variables contribute meaningfully to enhancing teacher professionalism.

The findings demonstrate that teachers exhibit strong spiritual competence, social competence, and professional performance. Rather than reiterating descriptive statistics, this section interprets the implications and added value of these results for teacher development, institutional management, and educational theory.

The high level of spiritual competence suggests that teachers internalize their professional role as meaningful and value-driven. This orientation is particularly significant in contemporary educational settings where administrative demands, curriculum reforms, and accountability pressures often risk reducing teaching to technical compliance. When educators perceive teaching as a vocation grounded in ethical commitment and reflective awareness, their professional engagement becomes intrinsically motivated rather than externally enforced (Lindholm & Astin, 2018). This aligns with the spiritual intelligence framework proposed by Danah Zohar and Ian Marshall, which positions integrity, meaning-making, and value-based judgment as central to responsible leadership and decision-making.

The practical benefit of this finding lies in its implications for teacher education and professional development. Programs that incorporate reflective practice, ethical dialogue, and purpose-driven leadership training may strengthen teachers' resilience and long-term commitment (Li, 2024). Instead of focusing solely on pedagogical techniques, educational institutions can cultivate internal motivation structures that sustain performance even in challenging contexts (Soffer-Vital & Finkelstein, 2024). Spiritual competence, therefore, functions as a stabilizing force that supports consistency in instructional quality.

In addition to internal values, the study highlights the strength of social competence among teachers. Effective communication, collegial collaboration, and respect for diversity indicate the presence of a constructive professional climate (Heidari et al., 2022). Social

competence is not merely an interpersonal skill; it serves as a structural asset that enhances knowledge exchange and collective problem-solving within schools. This interpretation is consistent with the social learning theory advanced by Albert Bandura, which emphasizes that behavior is shaped and reinforced through reciprocal interaction. Teachers who operate within collaborative environments are more likely to refine instructional strategies, share best practices, and collectively address classroom challenges.

The institutional benefit of strong social competence is substantial. Schools that promote collegial cooperation and open communication tend to develop professional learning communities characterized by trust and shared responsibility. Consequently, leadership policies should prioritize structured collaboration mechanisms such as peer mentoring, interdisciplinary teaching teams, and reflective discussion forums. By doing so, institutions can transform individual competence into collective organizational capital (Heidari et al., 2022).

Professional performance, as reflected in instructional planning, classroom management, and institutional participation, confirms that internal and relational competencies translate into observable professional outcomes (Zhangpei et al., 2024). This finding supports a multidimensional understanding of teacher effectiveness. Professional performance does not emerge solely from technical expertise; rather, it is shaped by the integration of moral awareness, relational intelligence, and pedagogical skill. The synergy among these dimensions suggests that spiritual and social competencies are not peripheral attributes but foundational drivers of professional excellence.

From a theoretical perspective, this study contributes to competency-based education models by reinforcing the interconnectedness of internal values, social interaction, and performance outcomes. Many teacher evaluation frameworks emphasize measurable instructional indicators while overlooking underlying psychological and relational factors (Dwiyanti et al., 2025). The present findings challenge this reductionist view and advocate for a holistic competency framework in which spirituality and social engagement are treated as strategic components of professional development.

The benefits of this research extend to policy formulation. Educational policymakers seeking sustainable quality improvement may consider integrating character-based and relational capacity-building programs into teacher appraisal systems (Pertegal-Felices et al., 2011; Rasmitadila et al., 2024). Rather than emphasizing compliance-based supervision, policies can support growth-oriented evaluation models that encourage reflective awareness and collaborative engagement. Such an approach not only improves performance metrics but also enhances teacher well-being and organizational cohesion (Carstensen & Klusmann, 2021).

Moreover, the results offer practical insights for leadership at the school level. Principals and administrators can leverage spiritual and social competencies by fostering a culture of shared purpose and mutual respect. Leadership practices that model ethical consistency and transparent communication are likely to reinforce similar behaviors among teachers. In this sense, institutional culture becomes a multiplier effect that amplifies individual competence into collective effectiveness.

Overall, the central contribution of this study lies in demonstrating that spiritual competence and social competence provide tangible added value to professional performance. Their influence extends beyond abstract moral ideals and directly supports instructional effectiveness and organizational sustainability. By empirically linking these dimensions, the study strengthens the argument that teacher development should adopt an integrative approach one that combines technical mastery with ethical grounding and relational intelligence.

In conclusion, the benefits of the findings are threefold. Theoretically, they enrich multidimensional competency discourse. Practically, they offer direction for designing holistic professional development programs. Strategically, they provide evidence-based guidance for policymakers aiming to enhance educational quality through sustainable human capital development. Future research may expand this model by examining longitudinal effects or exploring mediating variables that further clarify the dynamic interaction between internal values, social processes, and professional performance.

CONCLUSION

This study aimed to examine the level of spiritual competence, social competence, and

professional performance among teachers, as well as to understand the contribution of spiritual and social competencies to professional performance. The findings provide clear answers to these research questions.

First, the study concludes that teachers demonstrate strong spiritual and social competencies, which are reflected in their value-driven orientation, ethical consistency, effective communication, and collaborative engagement. These competencies are not superficial attributes but deeply internalized professional characteristics that shape daily instructional practices.

Second, the findings confirm that professional performance is positively supported by the integration of spiritual and social competencies. Teachers who possess strong internal meaning structures and constructive interpersonal skills are better able to translate those qualities into effective instructional planning, classroom management, and institutional participation. Thus, professional performance does not stand alone as a technical construct; it is reinforced by internal moral awareness and relational capacity.

Third, the study establishes that the interaction between spiritual competence and social competence forms a multidimensional foundation for sustainable teacher effectiveness. Spiritual competence provides internal stability and ethical direction, while social competence facilitates collaboration and collective growth. Together, these dimensions contribute to a holistic model of professional excellence.

This study highlights several practical strategy can be readily implemented by school principals to enhance teachers' performance. First, principals are encouraged to implement weekly peer-reflection sessions, in which teachers engage in structured discussions to share instructional experiences, address classroom challenges, and provide constructive feedback to one another. This activity can effectively foster social competence through continuous interaction and collaborative learning. Second, principals may initiate structured collaborative teaching practices, such as team teaching or lesson study groups, to promote professional dialogue, strengthen communication skills, and build a supportive academic culture. These strategies are relatively simple, low-cost, and directly aligned with the development of social competence, which has been identified as a key factor influencing teachers' work performance in this study.

This study acknowledges several limitations that should be considered when interpreting the findings. One key limitation lies in the use of a self-reported questionnaire as the primary data collection instrument. Such an approach may introduce response bias, particularly social desirability bias, where teachers tend to rate themselves more positively in aspects related to competence, commitment, and performance. As a result, the data may reflect perceived rather than actual behavior. Although efforts were made to ensure anonymity and encourage honest responses, the possibility of overestimation cannot be entirely eliminated. Therefore, future research is recommended to incorporate multiple data sources, such as classroom observations, peer evaluations, or supervisor assessments, in order to obtain a more objective and comprehensive understanding of teachers' performance and related variables.

RECOMMENDATIONS

From a practical perspective, teacher development programs should move beyond skill-based training and incorporate reflective, value-based, and relational learning components. Workshops on ethical decision-making, reflective teaching practice, and collaborative communication can strengthen both spiritual and social competencies. Educational institutions may also consider embedding these competencies into performance appraisal systems to ensure that evaluation processes recognize internal character and interpersonal contribution alongside measurable instructional outcomes.

From a leadership perspective, school administrators should foster an organizational culture grounded in shared purpose, mutual respect, and professional collaboration. Institutional policies that encourage peer mentoring, professional learning communities, and transparent communication structures can amplify the positive impact of individual competencies on overall school performance.

From a policy standpoint, educational authorities may design competency frameworks that integrate spiritual, social, and pedagogical dimensions in a balanced manner. Rather than

emphasizing compliance-based supervision, policy reforms can adopt developmental approaches that nurture intrinsic motivation and collective responsibility. In summary, this study concludes that spiritual and social competencies are strategic determinants of professional performance. Their integration enhances not only individual effectiveness but also institutional sustainability. Future research may further explore causal mechanisms, longitudinal effects, or contextual variations to deepen understanding of how these competencies evolve and interact across different educational settings.

LIMITATION

This study has several limitations that should be acknowledged. First, the research employed a cross-sectional survey design, which limits the ability to establish causal relationships among spiritual competence, social competence, and professional performance. The findings describe associative patterns rather than long-term developmental effects. Future studies may apply longitudinal or experimental designs to examine causal dynamics more comprehensively. Second, the data were collected using self-reported questionnaires, which may be subject to social desirability bias. Teachers may have provided favorable responses regarding their spiritual, social, and professional competencies. Incorporating multi-source data such as peer evaluation, classroom observation, or institutional performance records would strengthen measurement validity. Third, the study focused on a specific sample of 120 teachers within a particular educational context. As a result, generalization to broader populations should be made cautiously. Contextual factors such as institutional culture, leadership style, and regional educational policy may influence the interaction among the studied variables. Despite these limitations, the study provides meaningful empirical insights into the multidimensional determinants of teacher professional performance and offers a foundation for further investigation in diverse.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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