

The Role of Workplace Spirituality in Enhancing Teacher's Psychological Empowerment in the Digital Era

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ABSTRACT

This study aims to determine the Influence of Workforce Agility and Workplace Spirituality on Psychological Empowerment of School Teachers in Digital Era. This study uses a quantitative correlational method with a total sample of 170 samples selected using the simple random sampling method. This study used three measuring instruments, namely the Psychological Empowerment Scale, Workforce Agility Scale, and Workplace Spirituality Scale. The results show that there is an influence between workforce agility and psychological empowerment with a sig. value of 0.027 <0.05. Furthermore, it shows that there is an influence of workplace spirituality on psychological empowerment with a sig. value of 0.00 > 0.05. Then simultaneously the results obtained are that there is an influence between workforce agility and workplace spirituality on the psychological empowerment of school teachers in digital era with a sig. value of 0.000 <0.05. In this study, workforce agility provides an effective contribution of 5.9%. Meanwhile, the workplace spirituality variable provides an effective contribution of 37%, which means that both variables have a positive influence on psychological empowerment of school teachers in digital era.

Keywords : Psychological Empowerment, Workforce Agility, Workplace Spirituality

Introduction

The Covid-19 pandemic came shortly after Indonesia entered the era of the industrial revolution 4.0, which if examined has challenges as well as opportunities in the world of Indonesian education (Kahar et al., 2021; Zulaiha et al., 2023) . This era has very rapid progress in the development of digital technology (Subandowo, 2022) . Improvements in sectors in this era can be seen if they can innovate and collaborate with the development of digital technology (Alimuddin et al., 2023) . The efforts of the education sector are to leave behind the habits of the old education system and collaborate and align them with the development of the times (Budiharto et al., 2019; Windayanti et al., 2023) . This effort was taken to prevent the occurrence of a lag in the learning and education process in Indonesia with education in other countries.

In line with the development of the times, the use of old curriculum methods in the new education system is said to be less relevant to the rapid development of digital technology. (Veirissa, 2021). Updates to the curriculum method have an impact, especially in making the learning system more effective (Risdiyani, 2021) . The curriculum has also been updated in accordance with the times. Not only that, it also includes the formation of student character in improving the quality of education (Rini, 2023) . Mr. Nadiem Makarim as Minister of Education, Culture, Research and Technology explained that the curriculum in Indonesia often experiences changes, one of which is the independent learning curriculum (Mbato, 2022) . However, he admitted that there is still an inequality in education in Indonesia with other countries.

The education sector is entering a period of crisis, one of which is the low psychological empowerment of teachers. As Aris Agustin uploaded on the Kumparan page, in Indonesia the

discussion about teacher psychology is still widely discussed. Aris said that there are still many things behind the psychological condition of teachers, one of which is a salary below the minimum wage, psychological services for teachers that do not exist, technological advances that are all digital and the current education system does not support teachers in carrying out their duties (Agustin, 2024) . Helifah Sjaifudian as Commission X of the Indonesian House of Representatives stated that psychological problems in teachers also affect the condition of teacher temperament when teaching (Wulandari, 2024) . This explains the importance of the psychological condition of teachers, especially psychological empowerment in teachers to overcome the phenomena that occur in the education sector.

Curriculum renewal, which is considered to be the first step in educational progress, actually has a different reality from the field (Rini, 2023) . Teachers as an important element in education are responsible for all student competencies professionally (Fitriah & Mirianda, 2019) . The role of teachers is very important as facilitators and character builders of students because they are considered to have the most interaction with students (Retnaningsih, 2019) . The renewal that occurs in education, especially the independent learning curriculum and the era of revolution 4.0, requires teachers to be more innovative, creative, responsive, skilled, and professional and to be able to collaborate education with digital (Nuryani & Handayani, 2020) .

Teacher competence refers to the teacher's ability to carry out tasks and functions with pedagogical, social and personality competencies (Rohman, 2020) . This competence has a significant influence on the success of the teaching and learning process for students (Sirait, 2021) . So it is not surprising that today teachers are in the spotlight in the world of education. The teaching profession is also a challenge because their innovation is expected to be a breakthrough for students for better quality education (Utomo, 2019) . Teachers who do not have sufficient competence will have an impact on success in the teaching and learning process where this can be measured by the absorption received by students in learning activities.

When teachers are faced with changes in their environment, especially in digital technology and curriculum changes, the demands for teachers to remain professional but sensitive and able to find solutions quickly become greater (Widiyati, 2023) . On the other hand, teachers also need to be empowered. This empowerment will encourage teachers to want to learn more about the competencies that need to be improved. When teachers are empowered, it will increase confidence in their skills and empowerment in educational institutions. So this is where psychological empowerment *needs to be instilled* in the education sector, especially in teachers as teachers.

According to Spreitzer (1995), psychological empowerment is defined as a motivational construct that is manifested in four cognitions: meaning, competence, impact, and self-determination (Bantha & Nayak, 2020) . Psychological empowerment according to Thomas and Welthouse is an inherent inspiration to improve work and the four cognitions formulated by Speitzer (Paul et al., 2020) . Employees who are psychologically empowered tend to have self-confidence and consider themselves more effective (Cyfert et al., 2022) . High psychological empowerment will motivate individuals to work by giving authority according to their abilities (Herbayu Latukismo et al., 2023)

There are several previous studies that show a relationship between psychological empowerment. Herbayu Latukismo (2023) in his research looked at the influence of psychological empowerment on workforce agility for supervisors in logistics and *forwarding companies*. The

results showed that there was a positive influence of workforce agility on psychological empowerment. Furthermore, Paul's research (2020) also showed a relationship between workforce agility and psychological empowerment. The results showed that workforce agility was significantly related to psychological empowerment. Workforce agility plays a role in making teachers more flexible in accepting and adapting to the dynamic changes that occur in the world of education in this digital era.

In addition, the study (Bantha & Nayak, 2020) explains that when someone has self-confidence, it will have a positive effect on psychological empowerment. Individual confidence is considered as an acknowledgment that the individual is spiritually maintained and nurtured by the work in the organization. The meaning of the individual and work, life goals, and relationships between relationships and superiors is what will later influence *the* psychological empowerment of *teachers*. This shows the importance of harmony between workforce agility and workplace spirituality in increasing psychological empowerment for teachers.

Thus, in a study conducted by (Hidayati & Suryadi, 2020) it was shown that the fact was found that in school teachers in digital era, the results showed that the demands of work on elementary school teachers resulted in low psychological empowerment. This is explained by the lack of teacher motivation to develop abilities and adapt to developments in the world of education. This shows the lack of workforce agility in teachers in digital era, where workforce agility plays a major role for teachers to be able to adapt according to technological developments, challenges, and threats that occur in the workplace (Cyfert et al., 2022). Furthermore, the factor that plays a role in influencing the low psychological empowerment of teachers is the environment in the organization where workplace spirituality plays a role in forming meaningfulness in work and social relationships between superiors, coworkers, and work relations (Bantha & Nayak, 2020). So the efforts that can be made to increase psychological empowerment in teachers are by increasing workforce agility and workplace spirituality.

Previous studies have looked at the relationship between variables separately, but this study will look at the relationship between variables simultaneously. Not only that, previous studies have focused on the industrial sector, but this study focuses on the education sector with school teachers as the subject of research. Against the backdrop of this statement, the study of psychological empowerment is still hot to discuss. This makes this study interesting because there is still a lack of research related to the phenomenon of psychological empowerment of school teachers. Based on this description, this study will see whether workforce agility and workplace spirituality have an effect on psychological empowerment of school teachers in digital era so that it is hoped that the results will provide an overview of the contribution of the two variables to psychological empowerment of school teachers.

Literature Review

Workplace spirituality

Ashmos & Duchon, (2000) defines workplace spirituality as the recognition that employees have an "inner life" that requires "food" or intake in their workplace. According to Suciariani et al, (2023) workplace spirituality is a person's effort regarding the workplace, this can help to gain meaning in life, establish good relationships with coworkers and others through work participation and alignment between their beliefs and the agency where they work. According to Chang, (2016)

in (Widiyati, 2023) stated that workplace spirituality is a person's effort to find what the individual wants to achieve in his life by building close and good relationships with coworkers and others related to work, as well as the similarity between beliefs in a person and the values of the organization where they work.

Workforce agility

According to Sherehiy & Karwowski (2019) workforce agility is considered as the performance or behavior of agility that can be observed in the workplace, not personality, predisposition, or agility attributes. Workforce agility was previously explained from a behavioral perspective, (Dyer 2003). Saeed, Khan (2007) defines agile individuals as people who are proactive, adaptive, and resilient in their actions and decisions (Herbayu Latukismo et al., 2023) . A person with workforce agility is expected to be able to adapt to the responsibilities, roles and dynamic changes that occur in the organization where they work (Widiyati, 2023) . Meanwhile, according to Khairunnisa & Setiasih (2023) , workforce agility refers to the ability of a company to adopt existing changes agilely, develop resources in the organization to be more adaptive and efficient and facilitate collaboration and *organizational learning*.

Psychological empowerment

Spreitzer (1995) explains psychological empowerment as motivation within an individual towards the task at hand (Cyfert et al., 2022; Ihsan & Zona, 2024; Pamungkas, 2019; Paul et al., 2020) . Luthans (2011) in Rahmat & Handayani (2022) defines empowerment as a condition when a person is able to use their knowledge and motivation into the strength of the organization they have. According to Sunyoto Munandar (2023), psychological empowerment is when individuals can increase their knowledge to be empowered (Baruno, 2024) . Meanwhile, according to Banan (2017), psychological empowerment is the emergence of a collection of ideas, innovations, ideas and thoughts from individuals in the workplace that represent how individuals are actively involved in working (Ihsan & Zona, 2024) . According to Kilic et al. (2020) Psychological empowerment is the process of forming cognitive abilities within an individual through employee perceptions of empowerment management.

Research Hypothesis

1. There is an influence *of* workforce agility on psychological empowerment.
2. There is an influence of workplace spirituality on psychological empowerment.
3. There is an influence *of* workforce agility and workplace spirituality on psychological empowerment.

Method (Times New Roman, bold, 12)

This study uses a quantitative research method. Quantitative methods involve a certain population or sample, data collection is carried out using quantitative or statistical research instruments and data analysis to test predetermined hypotheses (Sugiyono, 2021) . The research design applied is quantitative correlational which is a type of research with the aim of seeing whether or not there is a relationship between two or more variables (Azwar, 2021) . The population in this study were school teachers in digital era, which totaled 265 school teachers from 26 schools that would be the research site. To determine a representative sample size, this study used the

Slovin formula. By setting an error rate of 10% ($e = 0.1$), the number of samples used was 159 respondents. The sampling technique used in this study was *simple random sampling* by selecting schools with the largest number of samples.

In this study, the researcher applied data collection techniques using the Likert scale. The Likert scale is used to assess the perception, attitude, or opinion of individuals or groups related to an event or social phenomenon. There are 3 scales used in this study, *the Psychological empowerment Scale* proposed by Spreitzer; *Workforce agility Scale* proposed by Sherehiy & Karwowski; and *Workplace spirituality Scale* proposed by Ashmos & Duchon.

The data processing method in this study uses IBM SPSS Statistics 25. While the data analysis technique in this study is by using validity and reliability tests. The assumption test in this study uses normality tests, heteroscedasticity tests and multicollinearity tests. While for hypothesis testing in this study using multiple regression analysis techniques.

Results

Based on research data that has been conducted, most of the subjects in this study have moderate psychological empowerment with a percentage of 80%. Meanwhile, in workforce agility, the majority of respondents in this study showed moderate workforce agility, with a percentage reaching 63.5 %. While in workplace spirituality, the majority of respondents in the workplace spirituality study were included in the moderate category with a percentage of 78.2%.

Psychological Empowerment Categorization Score

	Amount	Presentation	Score range
Low	-	-	$X < 20.5$
Currently	136	80%	$21 \leq X < 32.5$
Tall	34	20%	$33 \leq X$
Total	170	100%	

Workforce Agility Categorization Score

	Amount	Presentation	Score range
Low	-	-	$X < 20.5$
Currently	108	63.5%	$21 \leq X < 32.5$
Tall	62	36.5%	$33 \leq X$
Total	170	100%	

Workplace Spirituality Categorization Score			
	Amount	Presentation	Score range
Low	-	-	$X < 20.5$
Currently	133	78.2%	$21 \leq X < 32.5$
Tall	37	21.8%	$33 \leq X$
Total	170	100%	

1. Assumption Test

1) Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		170
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	3.46962814
Most Extreme Differences	Absolute	,044
	Positive	,026
	Negative	-,044
Test Statistics		,044
Asymp. Sig. (2-tailed)		,200 ^{c,d}

Based on the normality test table, the Asymp. Sig (2-tailed) value shows a value of $0.200 > 0.05$. So the results indicate that the data in this study are normally distributed.

2) Heteroscedasticity Test

Model	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	2,344	1,033		2,268	,025		
X1	,003	,030	,007	,086	,932	,797	1,255
X2	,013	,034	,034	,397	,692	,797	1,255

a. Dependent Variable: ABS_RES

Based on the results of the heteroscedasticity test in the table above, it shows that the significance value for the workforce agility variable is $0.932 > 0.05$, while the significance value for the workplace spirituality variable is $0.692 > 0.05$. So the results show that both variables have a significance value above 0.05. It can be concluded that

the two independent variables, namely workforce agility and workplace spirituality, do not experience heteroscedasticity.

3) Multicollinearity Test

Model	Coefficients ^a					Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
	B	Std. Error	Beta				
1 (Constant)	10,657	1,792		5,946	,000		
X1	,114	,051	,146	2,224	,027	,797	1,255
X2	,518	,059	,576	8,799	,000	,797	1,255

a. Dependent Variable: Y

Based on the table above, both variables have a tolerance value of $0.797 > 0.10$ and a VIF value of $1.255 < 10$. This indicates that the two variables do not experience multicollinearity symptoms.

2. Hypothesis Testing

1) T-test

Model	Unstandardized Coefficients		Standardized Coefficient		Sig
	B	St.Error	Beta	T	
(Constant)	10,657	1,792		5.946	.000
Workforce agility	.114	.051	.146	2.224	.027
Workplace spirituality	.518	.059	.576	8.799	.000

The results of the test in table 4.20 show that the significance value of the psychological empowerment *variable* is $0.027 < 0.05$, and the t-count is positive at $2.224 > t \text{ table } 1.974$. This shows that the workforce agility hypothesis is accepted which shows that there is a positive influence between workforce agility on teacher psychological empowerment. Furthermore, *the* workplace spirituality *variable* shows a significance value of $0.000 > 0.05$ and a t-count of $8.799 > 1.984$. This shows that *the* workplace spirituality hypothesis is accepted which means that there is an influence of workplace spirituality on teacher psychological empowerment.

2) F Test

Model	Sum Of Squares	Df	Mean Square	F	Sig.
Regression	1528.400	2	764.200	62.729	.000 ^b
Residual	2034.476	167	12.182		
Total	3562.876	169			

Based on table 4.21, there is an F test result of 62,729 with a significance value of $0.000 < 0.05$ and an F-count value of $62,729 > F$ table 3.05. So this shows that there is an influence of workforce agility and workplace spirituality *variables* simultaneously on the psychological empowerment *variable*.

3) Coefficient of Determination (R-Square)

Model	R	R Square	Adjust R Square	Std. Error of the Estimate
1	.655 ^a	.429	.422	3,490

Based on table 4.22, the R-square value is 0.429. This shows that the two independent variables, namely workforce agility and workplace spirituality, contribute 42.9% to teacher psychological empowerment. The remaining 57.1% is influenced by other variables.

4) Effective Contribution of Independent Variable

Variables	Effective Contribution (SE)
Workforce agility	5.9%
Workplace spirituality	37%
Total	42.90

Table 4.23 shows that the effective contribution *of* workforce agility to psychological empowerment is 5.9%, while workplace spirituality has a value of 37%. The results are adjusted to the research approach. If the quantitative research approach consists of descriptive statistics, the results of the assumption test and the results of hypothesis testing are then analyzed critically. If the qualitative approach is in the form of themes from the results of the qualitative analysis carried out.

Discussion

This study aims to examine whether there is an influence between workforce agility and psychological empowerment, the influence between workplace spirituality and psychological empowerment, and the influence of both, workforce agility and workplace spirituality, on *the* psychological empowerment of school teachers.

H1: Workforce Agility has a positive effect on Psychological Empowerment

The results of the first hypothesis test show that the t-value for *the* workforce agility and psychological empowerment variables is $2.224 > t_{table} 1.974$, with a significance value of $0.027 < 0.05$. This shows that the workforce agility hypothesis is accepted, which shows that there is a positive influence between workforce agility and *the* psychological empowerment of school teachers. This is supported by research (Muduli & Pandya, 2018) which reveals that workforce agility is positively oriented with psychological empowerment. When individuals have proactive, adaptive and resilient behavior, the intrinsic motivation and self-efficacy of teachers are said to be psychologically empowered. Teachers who are able to vary their behavior towards students are a form of effort to adapt affectively according to the needs of the institution, in which case the teacher has been intrinsically motivated. This is supported by research conducted by (Putri & Mangundjaya, 2020) which shows that they are able to be more open to new ideas, adapt and respond to changes quickly, be responsible for the needs of the institution and become more competitive. By increasing agility in learning, psychological empowerment *can be increased*.

Workforce agility also plays an important role in psychological empowerment, namely as a driver of a sense of competence in teachers to fulfill their responsibilities. Workforce agility encourages teachers to be able to balance between responsibility and the social environment. In line with research (Paul et al., 2020) which revealed that workforce agility in academic institutions is impossible without intrinsically motivated teachers. Teacher performance will increase when they get inner satisfaction in the workplace. Through workforce agility, teachers can become more active by being ready to accept new teaching assignments and other challenges (Herbayu Latukismo et al., 2023). More specifically, workforce agility is associated with how effective and efficient the competence is in every teacher's action to adapt to teaching pressures and changes which are one of the determinants of psychological empowerment.

H2: Workplace Spirituality has a positive effect on Psychological Empowerment

The workplace spirituality variable on psychological empowerment shows a value of $8.799 > 1.984$ with a significance value of $0.000 < 0.05$. This shows that *the* workplace spirituality hypothesis is accepted, which means that there is a positive influence of workplace spirituality on teacher psychological empowerment. This shows that when *the* workplace spirituality shown by teachers is high, it will increase psychological empowerment. The results of this study are in line with previous research conducted by (Bantha & Nayak, 2020) that spirituality is treated as a foundation for institutions to overcome issues surrounding institutions such as conflict, ethics and human rights. Workplace spirituality as a builder of meaningful goals and values for teachers and with co-workers and forms positive relationships and has the same values and goals as the institution. According to (Whitaker & Westerman, 2014) when a person's sense of purpose grows beyond himself, it can lead to the instillation of spiritual values in the workplace which has a positive effect on psychological empowerment.

This finding is in line with research (Yusof et al., 2018) which has established a positive correlation between workplace spirituality and psychological empowerment along with other building factors such as “*organizational citizen behavior*” and “*leader member exchange*”. As when workplace spirituality is promoted, teachers feel empowered and demonstrate autonomy and competence in their efforts that lead to psychological empowerment. This statement is supported by

research conducted by (Paul et al., 2020) which revealed that various dimensions of workplace spirituality which has been proposed to have a positive relationship with psychological empowerment in the context of educational science. This states that the higher the teacher's workplace spirituality, the higher the teacher's psychological empowerment (Rathee & Rajain, 2020). More specifically, Workplace spirituality is associated with how much value and meaning an individual has and how actively the individual establishes positive relationships with groups which is one of the determinants of psychological empowerment.

H3: Workforce Agility and Workplace Spirituality have an effect on Psychological Empowerment

Based on the results of multiple regression analysis, it shows that the variables of workforce agility and workplace spirituality simultaneously have an influence on psychological empowerment. This is indicated by a significance value of $0.000 < 0.05$ and an F-count value of $62.729 > F\text{-table } 3.05$. The amount of contribution of workforce agility and workplace spirituality is 42.9% to the psychological empowerment of school teachers, the remaining 57.1% is influenced by other variables. Then the workforce agility variable provides an effective contribution of 5.9%, which means that workforce agility provides a positive contribution in increasing psychological empowerment. While the workplace spirituality variable has an effective contribution of 37%, which means that workplace spirituality provides a positive contribution in increasing psychological empowerment.

When viewed from the results of effective contributions, workplace spirituality provides a greater contribution to psychological empowerment. These results indicate that the environment where teachers work is more supportive of increasing psychological empowerment. This finding is in line with research (Suciariani et al, 2023) which states that the higher the workplace spirituality, the stronger the psychological empowerment. The need for workplace spirituality in the work environment of an institution, where workplace spirituality can be in the form of a supportive work environment and a good work culture. The realization of this work culture is what supports the motivation in teachers to continue to be empowered. However, it is still inevitable that workforce agility also contributes to compiling teacher psychological empowerment.

The importance of workforce agility for teachers has a role in behaving flexibly, adaptively, and responsively in viewing changes that occur within the institution. In a rapidly and continuously changing learning environment, institutions need to strive to ensure workforce agility in teachers while still paying attention to teacher psychological empowerment (Cyfert et al., 2022). Therefore, workforce agility also plays an important role in achieving the institution's vision and mission, creating a productive work environment, and producing innovative ideas in a competitive era (Rezki Amaliah et al., 2023). Workforce agility can be explained through the theory of *self-determination* which is one of the components of psychological empowerment which states that individuals who have workforce agility display proactive, adaptive and resilient behavior to increase self-motivation so that the individual's psychological empowerment increases (Petermann & Zacher, 2022). This shows that individuals who have positive behavior in institutions are individuals who are psychologically empowered.

Research (Saeed et al., 2022) concluded that individuals who are positively oriented in workforce agility and workplace spirituality mostly have more psychological empowerment than

other colleagues. Professional teachers inherit their positions spiritually can overcome any difficulties and see them as more amazing opportunities to advance their careers with intrinsic motivation within themselves that continues to grow. Likewise, meaningful work, a sense of belonging, alignment of values within the institution can contribute to making the workplace a lively and enjoyable place (Hussien Kamel et al., 2023) . This inner awareness affects people's attitudes in doing their jobs well and creates intrinsic motivation within individuals so that psychological empowerment also increases.

Conclusion

The results of data collection conducted on 170 respondents showed that there was an influence of workforce agility and workplace spirituality on psychological empowerment of school teachers in digital era. This means that workforce agility and workplace spirituality contribute to increasing the psychological empowerment of school teachers in digital era, where the higher the workforce agility and workplace spirituality, the stronger the psychological empowerment of school teachers in digital era. There is a significant influence between workforce agility and psychological empowerment with a significance value of $0.027 < 0.05$. There is a significant influence between workplace spirituality and psychological empowerment with a significance value of $0.000 < 0.05$. There is an influence between workforce agility and workplace spirituality simultaneously on psychological empowerment with a significance value of $0.000 < 0.05$. Then also obtained an effective contribution of R-square of 0.429. This shows that the two independent variables, namely workforce agility and workplace spirituality, contribute 42.9% to teacher psychological empowerment. The remaining 57.1% is influenced by other variables.

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