

## Workplace Spirituality and Organization Citizenship Behavior (OCB): Employee Engagement Mediation

Lila Bismala<sup>1\*</sup>, Hafsa<sup>1</sup>, Susi Handayani<sup>1</sup> & Ayu Indari<sup>2</sup>

<sup>1</sup>Faculty of Economic and Business, Universitas Muhammadiyah Sumatera Utara, Indonesia

<sup>2</sup>English Language Education Study Program STKIP Budidaya, Indonesia

\*Corresponding email: [lilabismala@umsu.ac.id](mailto:lilabismala@umsu.ac.id)

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**Abstract: Workplace Spirituality and Organization Citizenship Behavior (OCB): Employee Engagement Mediation. Objective:** The study aimed to analyze the role of employee engagement as a mediating variable in the relationship that occurs between workplace spirituality and organizational citizenship behavior (OCB). **Methods:** This research is explanatory, using structural equation modeling as a data analysis technique. Data were collected from teachers of state elementary schools in Langkat District, Deli Serdang District, and Medan City, where the total population was 19,096. By using the Slovin method, a sample was determined to be 391 people, from which the researchers selected teachers with the status of civil servant and government employees with employment agreements. Data collection was carried out by distributing questionnaires to research respondents, where the number of questionnaires declared valid was 247. **Findings:** The results showed that workplace spirituality and employee engagement have a positive effect on OCB; workplace spirituality has a positive effect on employee engagement; and employee engagement acts as a mediating variable in the relationship between workplace spirituality and OCB. **Conclusion:** Teachers, as an important element in the world of education, are required to always be engaged and show OCB, both towards students, colleagues and the school where they work. With this, teachers will enjoy their work and feel that their work is like educating their own children.

**Keywords:** workplace spirituality, organizational citizenship behavior, employee engagement.

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### ■ INTRODUCTION

OCB represents informal modes of cooperation and contributions made by employees as a function of job satisfaction and perceived fairness (Organ, 2017). OCB is positively correlated with job satisfaction, subjective well-being (Yurcu & Akinci, 2017), organizational performance (Kizilos et al., 2013; Alhashedi et al., 2021), organizational commitment (Hasani et al., 2013), and innovative work behavior (Khan et al., 2020), so this makes

OCB very important for any organization. The results of the study by Podsakoff et al. (1997) show that helping behavior and sportsmanship have a valuable outcome on the quantity of completion, and helping behavior has a significant impact on the quality of completion; however, civic virtue has no effect on any of the completion measures. On the other hand, citizenship behavior in supporting colleagues includes helping them as needed and taking the time to listen to coworkers' concerns (Ma et al., 2013). In addition, Ma et

al. (2013) emphasized that customer-focused OCB includes activities such as maintaining a positive attitude at work and accomplishing tasks carefully and thoroughly. School as a service institution treats students as customers who receive services and are involved in the service delivery process, in this case the learning process, so that student activity in learning is also considered important.

Recently, there has been an increasing demand for commitment and contribution to school goals from teachers, outside of formal job requirements (Runhaar et al., 2013). This can be interpreted by, that when the teachers involved show beneficial behavior towards their co-workers or towards the organization. The more teachers are involved, the more they show helpful behavior towards individuals/peers (individual OCB) and this only occurs under conditions of low autonomy (weak situation). Engaged teachers are important to schools, as they are more willing to take on additional tasks that are not part of their job description, such as helping colleagues or volunteering to support extracurricular activities, all of which enhance school performance (Runhaar et al., 2013). This is also emphasized by Reijseger et al. (2017), which states that work engagement is positively correlated with in-role and extra-role performance, in addition, engaged employees are more open-minded than their co-workers who are not engaged., consequently leading to more extra roles and job behaviors and behaviors that are less counterproductive. In addition, positive personal and environmental factors increase work engagement, which in turn increases certain positive behaviors such as extra-role performance (Salanova et al., 2011). Several studies have found that engagement has a positive valuable outcome on OCB (Tufail et al., 2016; Bruce Louise Rich et al., 2010; Sugianingrat et al., 2019; Alshaabani et al., 2021; Saks, 2006; Sun & Yoon,

2020; Bismala et al., 2023); Bismala, Syaifuddin and Sembiring, 2024).

Job engagement describes the extent to which a person is engaged with his work alone, whereas employee engagement focuses on the fuller experience of an employee's active role in their work experience, including their job, work, team, and organization (Shuck et al., 2017). Work engagement has a significant impact on organizational commitment (Mitonga-Monga, 2019), team performance (Uddin et al., 2018), individual performance (Bakker & Bal, 2010; Kašpárková et al., 2018), and service quality (Chen & Peng, 2021). Engaged workers tend to display high levels of energy and persistence, experience enthusiasm and pride in their work, and feel that time flies due to their full immersion in it (Noesgaard & Hansen, 2018).

Shantz et al. (2013) revealed that employees who hold jobs that offer high levels of autonomy, task variety, task significance, and feedback are more engaged and, as a consequence, receive higher performance ratings from their superiors and enact more behaviors. Organizational citizenship and engage in fewer deviant behaviors. It can be said that work can be designed not only to enable the acquisition of certain knowledge, skills, and abilities related to work but also to satisfy the development of the basic needs of employees (Fairlie, 2011). Meaningful work is not just about meaningful work that employees are paid to do; it is also related to the way employees live their lives, which is the alignment of goals, values, and integrity (Chalofsky & Krishna, 2009).

Employees who view themselves as spiritual seek meaning and purpose in their work and seek alignment with the values and goals of their organization (Devendhiran & Wesley, 2017). Spiritual organizations instill a deep sense of meaning and purpose in work, and employees feel committed to and connected to the goals and

values of the organization's work engagement, which in turn enhances the level of their job performance (Grobelna, 2019). The results of the study by Rashidin et al. (2020) show that when spirituality increases, engagement and job satisfaction also increase. WPS has a positive effect on organizational commitment, a negative effect on intention to quit, a positive effect on intrinsic motivation, a positive effect on job involvement (Crawford et al., 2009), increases job satisfaction and commitment, increases customer satisfaction and loyalty (Lee et al., 2013), increases employee engagement (Petchsawang & McLean, 2017; Milliman et al., 2018), and increases intention to stay (Milliman et al., 2018). Workplace spirituality significantly and positively influences employee engagement (Petchsawang & McLean, 2017; Rashidin et al., 2020; Sharma & Kumra, 2020; Iqbal et al., 2020).

Meaningfulness is an important psychological condition for employee engagement (Saks, 2011). Meaningful experiences at work are also more likely to occur when employees feel that they are part of and connected to the care and support of society and when their organization is driven by spiritual values that influence the way employees are treated and their well-being (Saks, 2011).

Workplace spirituality within employees affects OCB (Kazemipour & Mohd Amin, 2012; Mahipalan et al., 2019; Sholikhah et al., 2019; Garg et al., 2019; Dubey et al., 2022). With workplace spirituality, employees feel greater meaning and purpose from their experiences at work, so they will show OCB, where the connectedness with employees that arises with increased spirituality in the workplace fosters a sense of the need to focus on the needs of others and, finally, intensify the behavior of helping others. Spiritual employees, who have meaning and purpose that are greater than their experience at work, often engage in OCB actions, where

the connection with employees that comes with increased workplace spirituality fosters a sense of the need to focus on the needs of others and ultimately intensifies helping behavior (Kazemipour & Mohd Amin, 2012).

In Indonesia, teachers are given the title of *unsung heroes*. Teachers have an important role in educating the nation's children, shaping the character and personality of students so that they have good morals and behavior even after graduating from school. The important role of the teacher in the world of education is caused by the teacher's willingness to play an extra role outside of his job description, which is known as Organizational Citizenship Behavior (OCB). Teachers, who assist students in overcoming difficulties in learning, assist colleagues in the learning process and administrative activities, and advice and provide additional lessons to students outside of working hours indicate that the teacher has OCB. The OCB is shown by this teacher really helped to carry out the education process well, especially in the post-pandemic period, where the teacher felt that students did not achieve the expected competencies during the past pandemic. Institutions whose employees show OCB have many advantages, such as greater operating efficiency, superior productivity, higher customer satisfaction, and better financial results, compared to companies whose employees show less OCB (Organ, 2017).

The problem in this research is that during the past pandemic, there were gaps in learning outcomes, which required teachers to play an extra role in helping students to overcome these gaps. Teachers cannot always play extra roles, due to time constraints and changes in students' characteristics during the past pandemic. There are many benefits that teachers can derive from OCB, so it is important to conduct research on OCB. Differences in OCB among elementary school teachers, especially in helping students and colleague deal with learning lags, are the basis

for the importance of this research. OCB differences are triggered by different engagement and workplace spirituality among teachers. The teacher is not fully engaged with their work, due to the large workload they have to carry out. For this reason, the researcher deems it necessary to conduct research on the influence of workplace spirituality on OCB mediated by employee engagement. The novelty in this research is that there has never been research on the influence of Workplace Spirituality on OCB mediated by Employee Engagement, with state elementary school teachers in 3 districts in North Sumatra as research subjects. So this study aims to examine the mediating role of employee engagement in the relationship that occurs between workplace spirituality and organizational citizenship behavior. The urgency of this research

is that it is important for elementary school teachers to have OCB which is supported by workplace spirituality and employee engagement, where this research has never been conducted before on public elementary school teachers in Indonesia.

## ■ METHOD

### Participants

The subjects of this study were state elementary school teachers, in 3 districts in North Sumatra, who had the status of civil servant and government employees with employment agreements, the total was 19,096, which the researcher determined the sample using the Slovin formula, with an e-value of 5%, it was obtained the number of samples was 391 respondent. The number of samples determined was as follows:

**Table 1.** Number of samples per district

District/City	Number of State Elementary School Teachers	Number of Samples	Participants
Langkat Regency	6.091	109	87
Deli Serdang Regency	7.716	124	97
Medan City	5.289	158	63
Amount	19.096	391	247

In the regencies or municipalities that were selected as the population, the researcher chose state elementary schools to be used as a random sample. The teachers who were selected as respondents were teachers with the status of civil servants and government employees with work agreements. A total of 247 questionnaires have been declared complete. The number of female teachers is 211 (85%), more than male teachers, who are 36 (15%). This shows that there are more female teachers than male teachers. The age of the respondents consisted of 26 people: 21 to 30 years (10%), 31 to 40 years 57 people (23%), 41 to 50 years 51 people (21%), and 114 people (46%) over 51 years old. Meanwhile,

the majority of people are over 51 years old, which means teachers are almost retired.

### Research Design and Procedures

This research is explanatory research, with the aim of analyzing the relationship between variables, using mediating variables. This study used a quantitative approach with data analysis methods using structural equation modeling, which aimed to examine the relationship between variables in the research model. Researchers used questionnaires as data collection instrument, with closed questions, where the researcher developed the questionnaire themselves. Authors used the variable workplace spirituality as an independent

variable, OCB as a dependent variable and employee engagement as a mediating variable, followed by determining the dimensions that would be used to prepare the questionnaire. Then the authors determined the schools that would be the research sample. After the author determined the school to be the research sample, the author chose the school randomly and immediately met with teachers who had state civil servant status to ask for their willingness to become research respondents and filled out a questionnaire. Researchers distributed questionnaires to selected respondents and gave them 2 weeks to fill out and return the questionnaires. The instrument was developed with a total of 31 questions using a Likert scale of five alternative answers on a scale of five, which includes: very agree (5) agree (4), less agree (3), not agree (2), and strongly disagree (1).

### **Instruments**

The variables in this study are the dependent variable (OCB), mediating variable (employee engagement) and independent variable (workplace spirituality), with the following dimensions

Workplace spirituality as an independent variable is a workplace that recognizes that employees have inner lives that nurture and are nourished by meaningful work that occurs in a community context (Duchon & Plowman, 2005) with the dimensions Meaningful work, Alignment with organization values, Sense of community, where workplace spirituality is represented by 10 question. Employee Engagement as a mediating variable is a constructive emotional and intellectual environment that brings employees to exert their efforts passionately for their organization (Tufail et al., 2016), with the dimensions Vigor, Dedication, Absorption, where Employee Engagement is represented by 10 question. Organizational Citizenship Behavior as dependent variable is extra role behavior that is voluntary effort on the part of employees that is

not described in the job description, directed at other people in the organization—either for their personal benefit or for the organization, with dimensions of Altruism, Civic Virtue, Conscientiousness, Sportsmanship, Courtesy, where OCB is represented by 11 question.

### **Data Analysis**

Hypothesis testing was carried out with the help of the SmartPLS3 program by conducting measurement model tests, namely testing the construct validity and reliability of each indicator. To assess validity, it can be done by assessing the loading factor of all instruments, where the instrument will be declared valid if the loading factor value is greater than 0.5. Convergent validity can also be assessed from the average variance extracted (AVE) value, where the variable will be declared valid if the AVE value is greater than 0.5. Reliability is assessed from Cronbach's alpha and composite reliability, where the value of Cronbach's alpha and composite reliability must be greater than 0.7. The research conceptual model can be described as follows:

After that, do a structural model test, which aims to determine the effect that occurs between the variables in this study. Next is to test the validity and reliability, which are carried out on all research instruments, namely with convergence validity, which consists of loading factors, Cronbach's alpha, composite reliability, and average variance extracted. Table 2 presents the results of the validity and reliability tests of the research instrument.

The proposed research hypothesis is: (H1) workplace spirituality has a positive effect on employee engagement; (H2) employee engagement has a positive effect on organizational citizenship behavior; (H3) workplace spirituality has a positive effect on organizational citizenship behavior; and (H4) workplace spirituality has a positive effect on organizational citizenship behavior mediated by employee engagement.

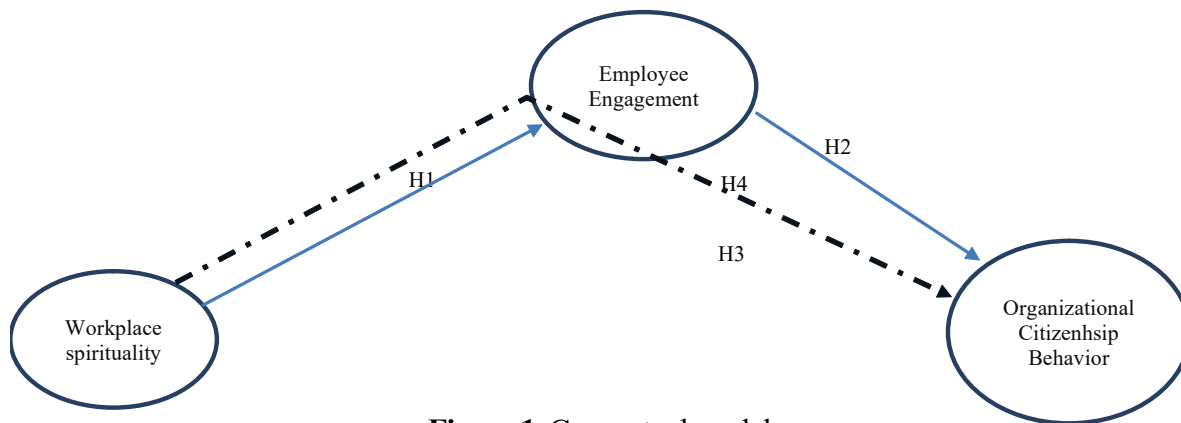


Figure 1. Conceptual model

Table 2. The results of the validity and reliability tests of the research instrument

Instruments	Loading Factors	Composite Reliability	Average Variance Extracted
<b>Organizational Citizenship Behaviour</b>		0.954	0.654
I volunteered to help students outside of school hours during the pandemic.	0.729		
I voluntarily provided assistance to fellow teachers regarding subject matter outside of school hours during the pandemic.	0.859		
I provided assistance to fellow teachers regarding learning strategies for dealing with distance learning during a pandemic.	0.849		
I also provided suggestions to improve the quality of the learning process, especially during this pandemic.	0.867		
I helped to provide advice regarding administrative activities at school.	0.895		
I replaced other teachers' hours to teach outside of my teaching schedule.	0.820		
I submitted assessments related to students to their parents voluntarily during a pandemic so that they could help expedite learning.	0.823		
I was willing to help with administrative tasks when asked.	0.809		
I treated my students as I treated my children, with love, not just teaching.	0.672		
I was willing to answer parents' questions regarding online learning even outside of school.	0.818		
I provided special assistance to students who did not have internet devices that support online learning.	0.723		
<b>Employee Engagement</b>		0.941	0.615
I was working hard to teach students during the pandemic.	0.855		

I worked smart when teaching students during a pandemic by using learning methods that were easy for students to understand.	0.821		
I was actively involved in the learning process of my students, even during a pandemic.	0.811		
I was actively involved in administrative activities at school.	0.799		
I was actively involved in helping colleagues who had difficulty implementing online learning.	0.823		
I was involved in advancing the school.	0.764		
I was involved in compiling a school work program.	0.727		
I taught with a happy heart, whether online or offline.	0.801		
I taught happily, so students felt comfortable.	0.648		
I tried to keep the atmosphere positive so that students could learn happily.	0.774		
<b>Workplace Spirituality</b>		0.925	0.551
Being a teacher had meaning in my life.	0.778		
A teacher's job not only made money but also produced good deeds.	0.704		
Being a teacher was meaningful to others.	0.726		
The sense of togetherness among fellow teachers increased during the pandemic.	0.820		
A sense of togetherness was the reason teachers helped each other when facing difficulties during a pandemic.	0.763		
This sense of togetherness had enabled me to deal with e-learning, which consumed my energy and time.	0.726		
Organizational valued direct teachers to be willing to help students outside of school hours.	0.655		
Organizational valued direct teachers to be willing to help colleagues outside of school hours.	0.768		
Helping others (co-teachers and students) was an organizational value that must be maintained.	0.740		
Commendable behavior was an organizational value that must be maintained.	0.733		

Validity and reliability tests were carried out on all research instruments, namely convergence validity consisting of loading factors, composite reliability, and average variance extracted. Based on the processing results, the loading factor values for all instruments are greater than 0.6, so it can be said that all instruments are valid and can be used to test hypotheses. The average variance extracted (AVE) value from organizational

citizenship behavior is 0.654, employee engagement is 0.615, and workplace spirituality is 0.551. The average variance extracted (AVE) value of all variables is greater than 0.5, so it can be stated that all variables have met good convergent validity. The composite reliability value of organizational citizenship behavior is 0.954, employee engagement is 0.941, and workplace spirituality is 0.925. The composite reliability

value of all research variables is greater than 0.7, so it can be concluded that all research variables have good reliability.

Hypothesis testing is done by comparing  $t_{table}$  values with  $t_{statistic}$ , where the hypothesis will be accepted if the  $t_{statistic}$  value is greater than the  $t_{table}$  value. While the significance of the relationship between variables will be assessed from the p value, where the hypothesis is stated to be significant if the p value is less than 0.05

The proposed research hypothesis is: (H1) workplace spirituality has a positive effect on employee engagement; (H2) employee

engagement has a positive effect on organizational citizenship behavior; (H3) workplace spirituality has a positive effect on organizational citizenship behavior; and (H4) workplace spirituality has a positive effect on organizational citizenship behavior mediated by employee engagement.

## RESULT AND DISCUSSION

### Hypothesis Testing

After all instruments were declared valid and reliable, the researcher carried out bootstrapping to test the research hypothesis. SmartPLS bootstrapping results are presented in the following figure 2:

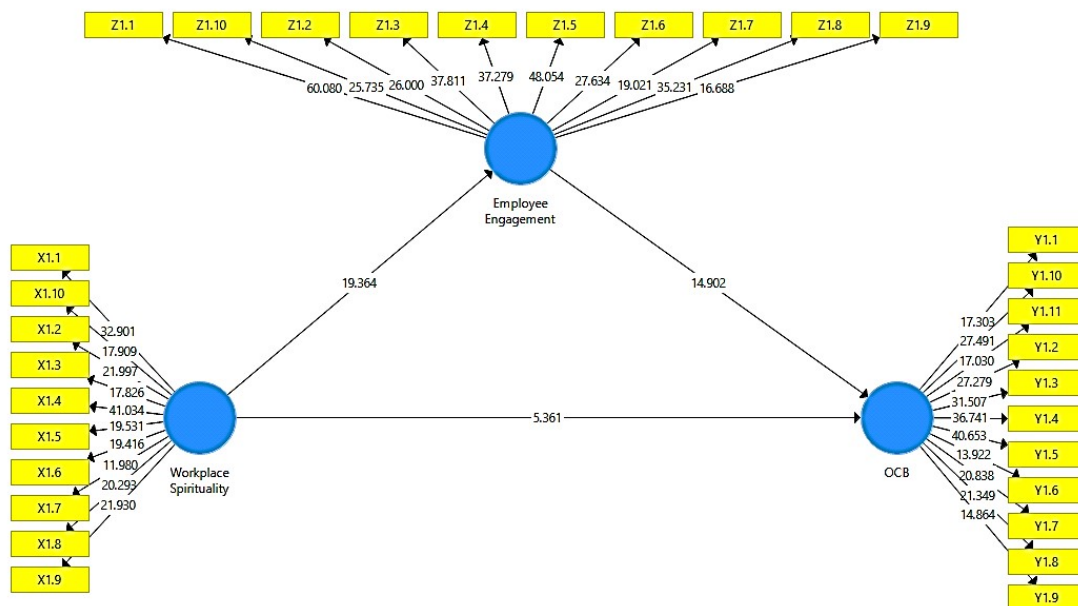


Figure 2. Smart PLS bootstrapping results

This study aims to analyze the influence of employee engagement mediation in workplace spirituality on OCB. Table 3, the following is a summary of the proposed hypothesis testing.

Table 3 shows that all proposed research hypotheses are accepted. Meanwhile, the indirect effect that occurs between the research variables is presented in Table 4 below:

Table 3. Summary of hypothesis testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values	Decision
Employee Engagement → OCB	0.637	0.633	0.043	14.902	0.000	Accepted



Workplace Spirituality → Employee Engagement	0.713	0.717	0.035	19.364	0.000	Accepted
Workplace Spirituality → OCB	0.263	0.269	0.049	5.361	0.000	Accepted

**Table 4.** Indirect effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values	Decision
Workplace Spirituality → Employee Engagement → OCB	0.454	0.454	0.039	11.700	0.000	Accepted

The results show that employee engagement plays a role as a mediating variable in the workplace spirituality relationship with OCB.

(H1) workplace spirituality has a positive effect on employee engagement. The results of the study showed that workplace spirituality has a positive impact on employee engagement. The results of this study support previous research (Petchsawang & McLean, 2017; Rashidin et al., 2020; Sharma & Kumra, 2020; Iqbal et al., 2020). The results of this study indicate that the higher the workplace spirituality equals that the higher the employee engagement. As explained earlier, the meaningfulness of work is very important, especially for teachers, who have a role in educating their students. The sense of togetherness felt by the teacher, both towards students and colleagues will encourage teachers to be engaged with their work. This is done in the context of the teacher's job description, where the teacher already has learning objectives to be achieved. In addition, the suitability of values in the school where they work encourages teachers to be engaged with their work as well as with the school where they work. Workplace spirituality is not always shown by the teacher's persistence in worship, but how to implement the results of his worship at work.

(H2) employee engagement has a positive effect on organizational citizenship behavior. The results of the study showed that employee engagement influences OCB positively and

significantly, as in previous studies conducted by Tufail et al. (2016); Bruce Louise Rich et al. (2010); Sugianingrat et al. (2019); Alshaabani et al. (2021), Saks (2006); Sun & Yoon (2020); Bismala et al., 2024). This research is different from previous studies, where the Tufail et al. (2016) research subjects were academic staff of universities including professors, associate professors, assistant professors, lecturers, program officers/assistant program officers, research associates, and lab engineers at Pakistani universities, Rich et al. (2010) research subjects were firefighters and their supervisors, Sugianingrat et al. (2019) research subjects were employees of non-star hotels in Sarbagita area of Bali, Saks (2006) used employees working in a variety of jobs and organizations, and (Alshaabani et al., 2021) using foreign employees working in different private companies in the service sector located in Hungary. Meanwhile, this research takes elementary school teachers as research subjects, and this has never been researched before. This shows that the higher the employee engagement can be the higher the OCB.

When the teacher is engaged with the organization, the teacher also voluntarily shows OCB, which is outside the job description. Assisting students in catching up on learning during the past pandemic became a voluntary role for the teacher. The teacher does this because he/she feels that there is a lack of learning outcomes. Helping co-workers, who also provide additional

study hours, is a form of voluntary role, which is felt because the teacher feels an attachment to the school where he works, an attachment to students as students who are his responsibility, and an attachment to co-workers as a form of sense of community at work. The existence of this attitude is certainly able to provide greater motivation, both to students and co-workers, so that they are able to complete their responsibilities as a whole. Teacher engagement also has an impact on student engagement (Siregar et al., 2023). The teacher certainly hopes that students show their engagement in learning, so that the achievement of learning objectives can be known.

(H3) workplace spirituality has a positive effect on organizational citizenship behavior. The results of the study showed that workplace spirituality has a positive valuable outcome on OCB, which supports the results of previous studies (Kazemipour & Mohd Amin, 2012; Mahipalan et al., 2019; Sholikhah et al., 2019; Garg et al., 2019; Dubey et al., 2022). In contrast to previous research, where (Kazemipour et al., 2012) used nurses as research subjects, (Mahipalan & Sheena S., 2018) research subjects were professional consultants working in different sectors, (Sholikhah et al., 2019) used teachers and educational staff of an Islamic based education institution in Indonesia, (Garg et al., 2019) used junior- and middle-level managers working in insurance companies as respondents and (Dubey et al., 2022) used employees working at managerial positions at different private manufacturing firms of Chhattisgarh state. This research examines state elementary school teachers, where this has never been done before, and is novelty in this research. The results of this study indicate that companies that focus on happy and satisfied employees, by encouraging experiences of meaning, purpose, and a sense of community in the workplace, encourage employees to demonstrate OCB. A spiritual

workplace can direct employees to be more collaborative and responsible. As stated by Dubey et al. (2022), employees' sense of significance and purpose at work instills positive sentiments in them, which leads them to achieve organizational efficiency by doing what is above and beyond their job responsibilities. Good relationships with co-workers reflect how the workplace spirituality is implemented, because in religion, spirituality is not only related to God. Meanwhile, a good relationship with students and parents is a support for student progress, because students feel the support of the teacher and will certainly be motivated to improve their learning outcomes.

(H4) workplace spirituality has a positive effect on organizational citizenship behavior mediated by employee engagement. The results showed that employee engagement plays a role as a mediating variable in the workplace spirituality relationship with OCB. The results of this study indicate that employees who have a strong sense of transcendence are more connected to their job and workplace, which results in engagement and ultimately leads to demonstrating extra-role behaviors within the organization. Employees must have a mindfulness component as it helps them to be aware of their environment and to be positively involved in certain jobs to achieve organizational success by demonstrating civic behavior. On the other hand, employees with a strong sense of belonging at work are more likely to complete certain tasks with help from the community, which encourages them to embrace citizenship behaviors.

## ■ CONCLUSION

OCB is an important behavior that the company expects to be shown by its employees; it is engagement. If engagement is an extra-role behavior in the job description, OCB is an extra-role behavior outside the job description. The results showed that workplace spirituality has a

positive effect on OCB, mediated by employee engagement. Companies must be able to create a spiritual workplace that is able to increase a sense of transcendence, significance, and alignment of employee goals with organizational goals.

Teachers, as an important element in the world of education, are highly demanded to always be engaged and show OCB, both towards students, colleagues, and the school where they work. With this, the teacher will enjoy his work and feel that it is like educating his own biological child. Research on the topics of workplace spirituality, employee engagement, and OCB is very important to do, especially in the service sector because it relates to customer service. Students in the education industry are consumers who need to be satisfied in the process. So having teachers with high workplace spirituality, employee engagement, and high OCB is very important. The researcher suggests that for future research, private school teachers can be used at various levels to make comparisons between workplace spirituality, employee engagement, and OCB between public school teachers and private school teachers.

The implication of this research is that researchers see that the teachers are very important to have a workplace spirituality, engagement, and OCB, because of their role in setting an example to students. Having workplace spirituality, engagement, and OCB workplace is a good example, which is needed to support successful learning. This also shows that inculcating noble values in learning gives good results. The results provide a novelty, which is employee engagement acts as a mediating variable in the influence of workplace spirituality on OCB, among public elementary school teachers.

The limitation of this research is that the subjects were only public elementary school teachers, and did not include private elementary schools. Future research could be carried out on

private elementary school teachers and at higher levels of education.

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