


# The Influence of the Spiritual Leadership Style of the Principal and the Organizational Climate on the Psychological Welfare of State Elementary School Teachers in North Penajam Paser Regency

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## ABSTRACT

This study aims to empirically analyze the influence of the principal's spiritual leadership style and organizational climate on the psychological well-being of elementary school teachers in Penajam Paser Utara Regency in the context of transformation towards the Capital City of the Archipelago. The approach used is quantitative with an associative causal type Explanatory Survey design. The study population was 1,128 teachers, with a sample of 296 respondents determined using the Slovin formula and Stratified Random Sampling technique. Data were collected through a structured questionnaire using a 4-point Likert Scale, then analyzed by multiple linear regression through SPSS, including classical assumption tests, partial tests, simultaneous tests, and coefficients of determination. The results showed that spiritual leadership style had a positive and significant effect on teachers' psychological well-being ( $\beta = 0.786$ ;  $p < 0.05$ ), as did organizational climate ( $\beta = 0.681$ ;  $p < 0.05$ ). Simultaneously, both variables had a significant effect with an F value of 156.761 ( $p < 0.05$ ). An R-square value of 0.515 indicates that 51.5% of the variation in teacher psychological well-being can be explained by these two variables. This finding underscores the importance of value-oriented leadership and a conducive work climate in improving teacher psychological well-being amidst the dynamics of regional change.

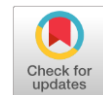
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## INTRODUCTION

Regional transformation due to the development of the Nusantara Capital City (IKN) has wide implications for various development sectors, including the education sector. The designation of North Penajam Paser Regency as part of the IKN area through Law Number 3 of 2022 concerning the State Capital City is not only an administrative relocation, but also a comprehensive transformation of the social, economic, and educational ecosystem (Nugraha et al., 2023). In this context, elementary schools as the foundation of education face new expectations in the form of improving the quality of learning, accelerating the digitization of education, and strengthening the professional capacity of teachers. Teachers as the main actors in the education process are required to be able to adapt to these structural changes, so that the condition of teachers' psychological well-being is an important factor in ensuring the sustainability of the quality of education in areas that are undergoing major transformations.

In the past decade, the psychological well-being of teachers has developed into a global concern in the study of educational management and organizational psychology. Various international reports show that the teaching profession is at a high level of work pressure, especially post-pandemic and in the midst of accelerating the digital transformation of education. A survey conducted by the RAND Corporation through the *State of the American Teacher Survey* in 2022 noted that more than 70% of teachers reported significant levels of stress and more than half experienced symptoms of *burnout*. In Indonesia, similar conditions are also

seen, where teachers are faced with curriculum changes, the integration of learning technology, digital-based reporting systems, and the demands of sustainable competency development (Rahmawati et al., 2023; Suhandi & Robi'ah, 2022). The imbalance between work demands and organizational support can trigger emotional fatigue and reduce teachers' job satisfaction (Triwahyuni & Prasetyo, 2021). This is also seen in a preliminary study conducted in January 2026 on 20 State Elementary School teachers in North Penajam Paser Regency, where around 80% of respondents reported increased work pressure and emotional fatigue during the transition period to the IKN area. The 2025 Education Report Data also shows that the index of reflection and improvement of teacher learning is still in the "adequate" category, with the participation rate of independent professional development below 45%.

Theoretically, psychological well-being in this study refers to the concept developed by Ryff (1989), which views psychological well-being as an optimal condition of the individual which is reflected through the dimensions of self-acceptance, positive relationships with others, autonomy, mastery of the environment, life goals, and personal growth. In the context of educational organizations, the psychological well-being of teachers is not only influenced by individual factors, but also by organizational factors such as leadership and work climate. One relevant leadership approach is spiritual leadership developed by Fry (2003), which emphasizes the importance of the value of work meaning (*calling*) and a sense of belonging as a source of intrinsic motivation in organizations. In addition, the organizational climate is also an important factor that affects the behavior and well-being of the organization's members. Litwin and Stringer explain that the organizational climate reflects members' collective perception of the work environment, including aspects of support, structure, and clarity of roles that can affect an individual's motivation and psychological well-being in the organization.

Although various studies have examined the relationship between leadership, organizational climate, and various aspects of teacher performance or job satisfaction, there are still limitations of studies that specifically examine teachers' psychological well-being as a multidimensional construct as formulated by Ryff (1989). In addition, most of the previous research was conducted in the context of relatively socially and organizationally stable regions. Until now, there is still very limited research that simultaneously examines the influence of the spiritual leadership style of school principals and the organizational climate on the psychological well-being of teachers in areas that are undergoing major transformations, such as North Penajam Paser Regency as a transition area to the capital city of the archipelago. Therefore, there is a *research gap* that shows the need for an empirical study that integrates these three variables in one contextual research model.

Based on this description, this study aims to analyze the influence of the spiritual leadership style of school principals and the organizational climate on the psychological well-being of State Elementary School teachers in North Penajam Paser Regency. In particular, this study tested three main hypotheses, namely: (H1) the spiritual leadership style of school principals has a positive effect on the psychological well-being of teachers; (H2) the organizational climate has a positive effect on the psychological well-being of teachers; and (H3) the spiritual leadership style of the principal and the organizational climate simultaneously have a significant effect on the psychological well-being of State Elementary School teachers in North Penajam Paser Regency.

## METHOD

This study uses a quantitative approach. The research design applied is an explanatory survey with a causal-associative type. This design was chosen because the research aims to identify and analyze the influence of the principal's spiritual leadership style and organizational climate on the psychological well-being of State Elementary School teachers in North Penajam Paser Regency. The research was carried out in North Penajam Paser Regency, East Kalimantan Province, which is one of the buffer areas for the development of the Nusantara Capital City (IKN).

The population in this study is all State Elementary School (SD) teachers who are actively teaching in North Penajam Paser Regency, both Civil Servants (PNS) and honorary, with a total population of 1,128 teachers. The sampling technique used is Stratified Random Sampling, which is random sampling based on a specific strata so that each population group has a proportional chance of being represented in the sample. The number of samples was determined using the Slovin formula with an error rate of 5% (0.05), so that a sample of 296 respondents was obtained, which was calculated as follows:

$$n = \frac{N}{1 + N \cdot e^2}$$

$$n = \frac{1128}{(1 + 1128 \cdot (0,05)^2)}$$

$$n = 295,29 \approx 296 \text{ Sample}$$

The data collection technique was carried out through the distribution of questionnaires (questionnaires) to respondents. The research instrument was prepared in the form of a structured questionnaire using a four-point Likert Scale, namely strongly disagree (1), disagree (2), agree (3), and strongly agree (4). The research instrument measured three main variables, namely the spiritual leadership style of the principal, the organizational climate, and the psychological well-being of the teachers. The spiritual leadership variable is adapted from the concept of Spiritual Leadership Theory developed by Fry (2003), which includes the dimensions of vision, hope/faith, and altruistic love. This instrument consists of 12 statements. The organizational climate variable refers to the concept developed by Litwin and Stringer, which includes the dimensions of organizational structure, responsibility, support, work standards, as well as role clarity, with a total of 10 statement items. Meanwhile, the psychological well-being variable was measured using the Psychological Well-Being (PWB) model developed by Ryff (1989), which included six main dimensions, namely self-acceptance, positive relationships with others, autonomy, environmental mastery, life goals, and personal growth, with a total of 18 statements.

Before being used in research, the instrument is first tested through validity and reliability tests. The validity test was carried out using Pearson Product Moment correlation, with the criterion that the item is declared valid if the value of  $r$  is calculated  $> r$  of the table at a significance level of 0.05. The results of the validity test showed that all items in the three research variables had a correlation coefficient value above the  $r$ -value of the table so that it was declared valid. Next, reliability tests were carried out using Cronbach's Alpha. The test results showed that the spiritual leadership variable had a Cronbach's Alpha value of 0.89, the organizational climate variable of 0.87, and the psychological well-being variable of 0.91, so that all instruments were declared reliable because they had a reliability coefficient value above 0.70.

Data analysis is carried out using the help of SPSS software. The analysis stages include classical assumption test, multiple linear regression analysis, partial hypothesis test (t-test), simultaneous hypothesis test (F test), and determination coefficient ( $R^2$ ) to determine the amount of contribution of independent variables to dependent variables in this study.

## FINDINGS AND DISCUSSION

### Research Results

#### Instrument Testing

The quality test of the instrument was carried out to determine the level of reliability and validity of each statement item in the questionnaire, which was carried out through a validity test and a reliability test on each variable. Validity is defined as a measure that shows the level of accuracy of an instrument in measuring the variables being studied. Instruments that have a high level of validity are declared valid, while instruments with a low level of validity are declared inappropriate in measuring research constructs. The determination of whether an item is valid or not is done by comparing the total score correlation value ( $r$  calculated) in each item with the  $r$ -value of the table at a significance level of 5%. An item is

declared valid if the value  $r$  is calculated to be greater than the  $r$  of the table ( $r$  count  $>$   $r$  table). Meanwhile, reliability is defined as the level of consistency or reliability of an instrument in producing data. In this study, the basis for reliability decision-making was determined based on Cronbach's Alpha value. The questionnaire is declared reliable or consistent if the Cronbach's Alpha value obtained is greater than 0.6 ( $\alpha > 0.6$ ).

Table 1. Testing the Validity of Questionnaire Instruments

No	Item	R-count	R Table	Verdict
<b>Leadership Style (X1)</b>				
1	Vision_1	.864	.113	Valid
2	Vision_2	.871	.113	Valid
3	Vision_3	.873	.113	Valid
4	Hope_1	.863	.113	Valid
5	Hope_2	.873	.113	Valid
6	Hope_3	.869	.113	Valid
7	Altruistic_1	.860	.113	Valid
8	Altruistic_2	.868	.113	Valid
9	Altruistic_3	.874	.113	Valid
<b>Organizational Climate (X2)</b>				
1	Structure_1	.883	.113	Valid
2	Structure_2	.871	.113	Valid
3	Structure_3	.868	.113	Valid
4	Responsibility_1	.884	.113	Valid
5	Responsibility_2	.894	.113	Valid
6	Responsibility_3	.877	.113	Valid
7	Reward_1	.882	.113	Valid
8	Reward_2	.860	.113	Valid
9	Reward_3	.866	.113	Valid
10	Support_1	.871	.113	Valid
11	Support_2	.884	.113	Valid
12	Support_3	.868	.113	Valid
<b>Psychological Well-Being of Teachers (Y)</b>				
1	Self_1	.887	.113	Valid
2	Self_2	.891	.113	Valid
3	Self_3	.902	.113	Valid
4	Positif_1	.899	.113	Valid
5	Positif_2	.892	.113	Valid
6	Positif_3	.890	.113	Valid
7	Autonomy_1	.891	.113	Valid
8	Autonomy_2	.894	.113	Valid
9	Autonomy_3	.897	.113	Valid
10	Environmental_1	.894	.113	Valid
11	Environmental_2	.883	.113	Valid
12	Environmental_3	.886	.113	Valid
13	Purpose_1	.899	.113	Valid
14	Purpose_2	.884	.113	Valid
15	Purpose_3	.893	.113	Valid
16	Personal_1	.910	.113	Valid
17	Personal_2	.889	.113	Valid
18	Personal_3	.898	.113	Valid

Source: SPSS Analysis 22 (2026)

Based on the results of the validity test in the study "The Influence of Spiritual Leadership Style of School Principals and Organizational Climate on the Psychological Welfare of State Elementary School Teachers in North Penajam Paser Regency", it was obtained that all items in the Spiritual Leadership Style variable (X1) had a calculated  $r$  value ranging from 0.854–0.873, which was larger than the table  $r$  of 0.113. The calculated  $R$ -value obtained is in the range of 0.862–0.894, and all of them also show a value greater than the  $R$  of the table 0.113. Furthermore, in the Teacher Psychological Well-being variable (Y), the calculated  $r$  value was recorded in the range of 0.879–0.910, so that all items in this variable were declared to meet the validity criteria.

Table 2. Analysis of Questionnaire Instrument Reliability

Variabel	Cronbach's Alpha	Kritas Numbers	Verdict
Spiritual Leadership Style (X1)	.959	.600	Reliabel
Organizational Climate (X2)	.972	.600	Reliabel
Teacher Psychological Well-Being (Y)	.985	.600	Reliabel

Source: SPSS Analysis 22 (2026)

Based on the results of the reliability test, Cronbach's Alpha value was obtained on the Spiritual Leadership Style (X1) variable of 0.977, on the Organizational Climate variable (X2) of 0.972, and on the Teacher's Psychological Well-being variable (Y) of 0.975. All of these values were recorded higher than the minimum reliability limit set, which was 0.60. Thus, it can be stated that the research instrument has a very high level of internal consistency. Therefore, the questionnaire in this study was declared reliable and worthy of being trusted as a measuring tool in collecting research data.

### Classic Assumption Testing

Before regression analysis is carried out, a classical assumption test is first carried out to ensure that the resulting regression model meets the BLUE (Best Linear Unbiased Estimator) criteria. The results of the classical assumption testing that have been carried out can be described in the following explanation.

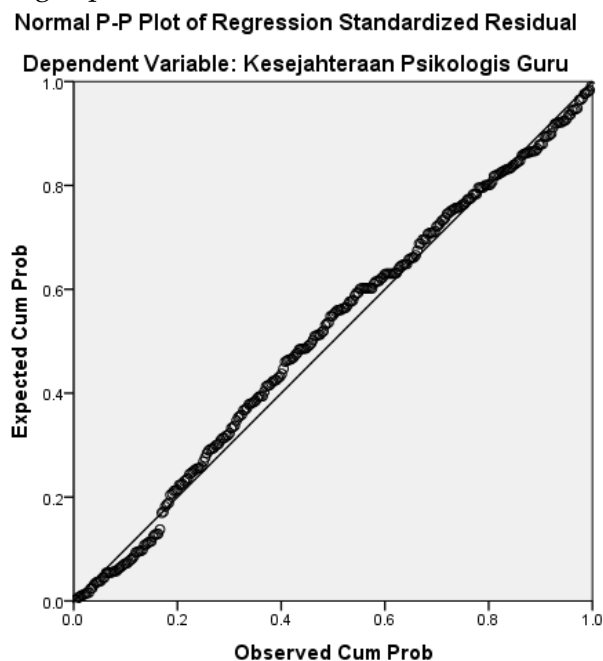


Image 1. Normality Analysis

Source: SPSS Analysis 22 (2026)

Based on the Normal P-P Plot graph, the distribution of residual points is seen around the diagonal line and follows the direction of the line. In addition, from the results of the Kolmogorov-Smirnov test, a significance value greater than 0.05 was obtained, so that the data was declared to be normally distributed. No extreme deviations were found in the residual regression model used. Thus, the assumption of normality in this study is stated to have been met.

Table 3. Linearity Analysis

Variabel	Sig. Deviation from Linearity
Teacher Psychological Well-Being (Y)*Spiritual Leadership Style (X1)	.315
Teacher Psychological Well-Being (Y)*Organizational Climate (X2)	.109

Source: SPSS Analysis 22 (2026)

Based on the results of the linearity test, the significance value of Deviation from Linearity for the relationship X1 to Y was 0.315, while for the relationship between X2 to Y was 0.109. Both values are recorded to be greater than 0.05, so the relationship between variables is stated to be linear. This shows that an improvement in the Spiritual Leadership Style and Organizational Climate is followed by a proportionate improvement in the Teacher's

Psychological Well-Being. Thus, the linear regression model was declared feasible for use in the research analysis.

Table 4. Multicollinearity Analysis

Model	Collinearity Statistics	
	Tolerance	LIVE
1 (Constant)		
Spiritual Leadership Style (X1)	.765	1.308
Organizational Climate (X2)	.765	1.308

Source: SPSS Analysis 22 (2026)

Based on the results of the multicollinearity test, the Tolerance value for the X1 and X2 variables was 0.765, while the VIF value was 1.308 each. The Tolerance value was recorded to be greater than 0.10 and the VIF value was less than 10, so that the symptoms of multicollinearity were declared not to occur. This shows that the two independent variables do not have a high degree of correlation with each other in the regression model. Thus, the regression model is declared free from the problem of multicollinearity.

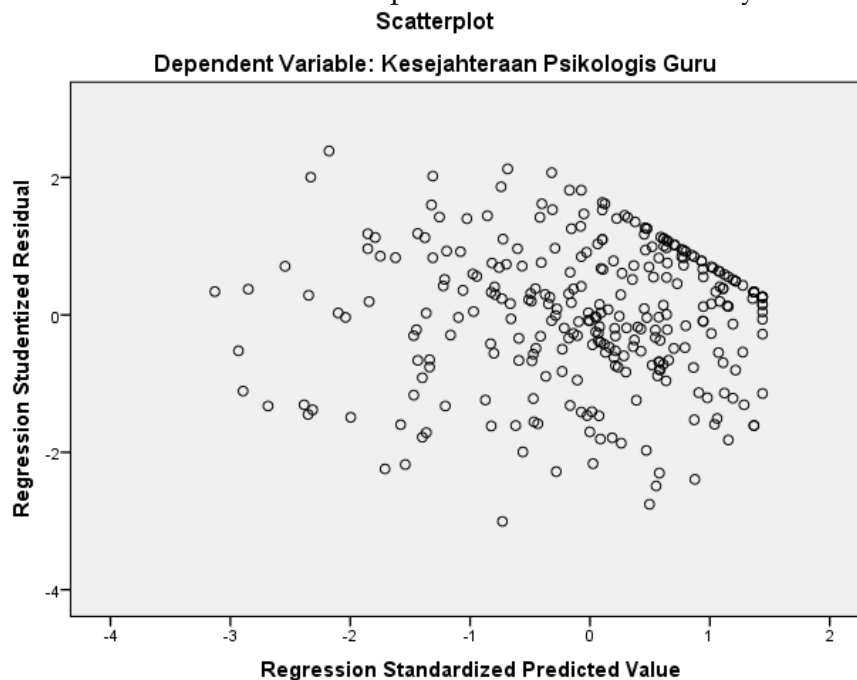


Image 2. Heteroscedasticity Analysis

Source: SPSS Analysis 22 (2026)

Based on the scatterplot results, the scattering of residual points was randomly seen above and below the zero on the Y-axis. This condition indicates that residual variance is constant. Thus, the regression model was declared to have no symptoms of heteroscedasticity.

### Pengujian Hypothesis

Hypothesis testing was carried out through multiple linear regression analysis with an inferential analysis approach. This analysis was used to determine the magnitude of the influence of independent variables, namely Spiritual Leadership Style (X1), Organizational Climate (X2), and Teacher Competence (X3), on the dependent variable, namely Teacher's Psychological Well-Being (Y). The results of the hypothesis testing that have been carried out can be described as follows.

Table 5. Regression Line Equation Analysis

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	8.612	2.725	
Spiritual Leadership Style	.786	.095	.384
Organizational Climate	.681	.070	.448

Source: SPSS Analysis 22 (2026)

Based on the results of multiple linear regression analysis, the equation  $Y = 8.562 + 0.786X1 + 0.681X2$  was obtained. A constant value of 8.562 indicates that if the Spiritual

Leadership Style (X1) and Organizational Climate (X2) are assumed to be zero, then the Teacher's Psychological Well-Being (Y) still has a value of 8.562. This indicates that there are still other factors outside the research model that contribute to the psychological well-being of teachers. The regression coefficient of Spiritual Leadership Style (X1) of 0.786 with a positive value indicates that every one unit increase in the variable will be followed by an increase in the Teacher's Psychological Well-being of 0.786 units, assuming the other variables are in a constant condition. On the other hand, if there is a decrease in the Spiritual Leadership Style, then the decrease in the Teacher's Psychological Well-being will also occur in the same amount. Thus, the relationship between the Spiritual Leadership Style and the Teacher's Psychological Well-Being is stated to be positive and unidirectional. Meanwhile, the regression coefficient of Organizational Climate (X2) of 0.681 which is also a positive value indicates that every one unit increase in Organizational Climate will be followed by an increase in Teachers' Psychological Well-being of 0.681 units, assuming other variables remain the same. On the other hand, if there is a decrease in the Organizational Climate, then the Psychological Well-being of Teachers will decrease in the same amount. Thus, the relationship between the Organizational Climate and the Psychological Well-Being of Teachers was also stated to be positive and unidirectional.

Table 6. Partial Analysis (t)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Say.
	B	Std. Error	Beta		
1 (Constant)	8.612	2.725		3.161	.002
Spiritual Leadership Style	.786	.095	.384	8.285	.000
Organizational Climate	.681	.070	.448	9.662	.000

Source: SPSS Analysis 22 (2026)

Based on the results of the partial test, it was obtained that the Spiritual Leadership Style (X1) had a calculated t-value of 8.285 with a significance level of 0.000 which was smaller than 0.05. In the Organizational Climate variable (X2), a calculated t-value of 9.662 was obtained with a significance level of 0.000 which is also smaller than 0.05. Both variables have a regression coefficient with a positive value, which is 0.786 for X1 and 0.681 for X2. Thus, partially the two variables were declared to have a positive and significant effect on the Psychological Well-Being of Teachers.

Table 7. Simultaneous Analysis (F)

Model	Sum of Squares	df	Mean Square	F	Say.
1 Regression	27160.099	2	13580.049	156.761	.000b
Residual	25555.512	295	86.629		
Total	52715.611	297			

Source: SPSS Analysis 22 (2026)

Meanwhile, based on the results of the simultaneous test, an F-value of 156.761 was obtained with a significance level of 0.000 which is smaller than 0.05. This shows that Spiritual Leadership Style and Organizational Climate together are stated to have a significant effect on the Psychological Well-Being of Teachers. The regression model used was declared feasible and statistically significant. Thus, the simultaneous hypothesis in this study is declared accepted.

Table 8. Coherence Determination Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.718a	.515	.512	9.30746

Source: SPSS Analysis 22 (2026)

Based on the results of the determination coefficient, an R Square value of 0.515 was obtained, which shows that 51.5% variation in Teachers' Psychological Well-being can be explained by Spiritual Leadership Style and Organizational Climate. Meanwhile, the remaining 48.5% were stated to be influenced by other variables outside the research model used. This value indicates that the model has a fairly strong explanatory ability. Thus, the contribution of the two independent variables to the dependent variables is declared to be substantial.

**Discussion****The Influence of the Principal's Spiritual Leadership Style on the Psychological Well-Being of Teachers**

The results of the study show that the spiritual leadership style of school principals has a positive and significant effect on the psychological well-being of State Elementary School teachers in North Penajam Paser Regency. Value *t count* 8.285 with a significance of 0.000 (< 0.05) confirms that this influence is not just a statistical coincidence, but has real empirical force. The regression coefficient of 0.786 with a positive value shows that any improvement in the quality of spiritual leadership will be followed by an improvement in the teacher's psychological well-being in a direct and relatively strong way. These findings are in line with the framework of the eudaimonic psychological well-being theory developed by Carol D. Ryff, which emphasizes that true well-being is not only determined by feelings of happiness, but rather by the meaning of life, mastery of the environment, personal growth, autonomy, positive relationships, and self-acceptance. In the context of schools, these dimensions do not grow in a vacuum; It is influenced by the leadership atmosphere that frames the meaning of the teacher's daily work. When the principal presents a clear vision, consistent moral values, and authentic concern for the teacher, the teacher does not just carry out administrative duties, but feels a meaningful professional calling (Haryani & Prasetya, 2026; Scott, 2022).

Conceptually, spiritual leadership as formulated by Louis W. Fry (2003) rests on three core elements: *vision*, *hope/faith*, and *altruistic love*. The vision provides a common direction and purpose; hope fosters collective confidence in the future; Meanwhile, altruistic love brings a sense of appreciation and acceptance in the work community. These three elements resonate directly with the dimension *purpose in life* and *self-acceptance* in the Ryff model (Fry, n.d.; Maharani & Saputri, 2025; Wijaya et al., 2025). Teachers who feel their work has transcendental meaning and are supported by caring leaders tend to have stronger self-acceptance and clearer professional life goals. In the context of North Penajam Paser Regency which is undergoing transformation as part of the archipelago's capital city, spiritual leadership has gained a deeper relevance. Structural changes and increased expectations of the quality of education have the potential to cause psychological pressure. In situations like this, leadership that only emphasizes administrative targets and control can actually exacerbate work stress. On the other hand, leadership that prioritizes value, empathy, and meaning of work serves as a psychological buffer (*psychological buffer*). Teachers feel that they do not walk alone to face the demands of change, but rather become part of a community that strengthens each other.

The regression coefficient of 0.786 shows the substantive contribution of spiritual leadership style in improving psychological well-being. Interpretively, this figure indicates that changes in the leadership dimension have direct implications for the teacher's mental state. This means that intervention at the school leadership level has the potential to be an effective strategy in improving the quality of professional life of teachers without always having to rely on external factors such as financial compensation. These findings also reinforce the results of previous research that stated that leadership based on values and work meaning is positively correlated with teacher engagement and job satisfaction. For example, Beruh et al., (2024) that the application of spiritual leadership in MTsN 1 and MTsN 2 Southeast Aceh through various religious activities and the integration of Islamic values in school culture is able to create a work environment that supports the psychological well-being of teachers and increases motivation, commitment, learning innovation, and quality of interaction with students, although they are still faced with challenges in balancing academic and spiritual demands (Beruh et al., 2024). Wijaya et al., (2025) that the spiritual leadership style of school principals has a positive and significant effect on teacher performance, while transformational leadership has a positive but insignificant influence, and simultaneously the combination of the two has been proven to have a stronger impact on improving teacher performance at At-Tibyan Integrated Islamic Elementary School (Wijaya et al., 2025). However, this study contributes further by placing psychological well-being as a multidimensional construct, not

just job satisfaction. Thus, the influence of spiritual leadership not only has an impact on the short-term affective aspect, but also on the overall psychological development of the teacher.

From a practical point of view, these results confirm that the principal holds a strategic role as the architect of the inner climate of the school organization. Simple practices such as collective reflection, acknowledgment of teachers' contributions, empathetic communication, and consistency between speech and actions can strengthen a sense of meaning and togetherness. When teachers feel valued as individuals as well as professionals, the dimensions of *environmental mastery* and *positive relationships with others* will develop naturally. Reflectively, it can be said that the psychological well-being of teachers is not only an individual problem, but a reflection of the quality of leadership in schools. School principals who are able to lead with value awareness and meaning orientation are actually building a solid psychological foundation for the sustainability of education quality. In the context of State Elementary Schools in North Penajam Paser Regency, spiritual leadership has proven to be one of the important determinants that can strengthen the resilience of teachers in the midst of the dynamics of major changes in the IKN area.

### **The Influence of Organizational Climate on Teachers' Psychological Well-Being**

The results of the study showed that the organizational climate has a positive and significant influence on the psychological well-being of State Elementary School teachers in North Penajam Paser Regency. Value *t count* 9.662 with a significance of 0.000 ( $< 0.05$ ) confirms that this variable statistically contributes significantly to the improvement of psychological well-being. The regression coefficient of 0.681 with a positive value shows that any improvement in the quality of the organizational climate will be followed by an improvement in the psychological well-being of teachers in unidirection. This figure shows the strength of substantial relationships, while at the same time confirming that the work environment is not just an administrative setting, but a psychological space that shapes the professional experience of teachers. Conceptually, the organizational climate refers to the collective perception of members towards the work atmosphere, structure, reward system, communication patterns, and forms of support available. The framework developed by George H. Litwin and Robert A. Stringer (1968) places dimensions such as *structure*, *Reward*, and *Support* as a key determinant of individual behavior and motivation in an organization (Rahmadani et al., 2023; Tebay, 2021; Wicaksono, 2022). In the context of schools, a clear structure provides role certainty, a reward system fosters a sense of appreciation, and social support creates a sense of emotional security. These three aspects are directly related to the mental condition of teachers in carrying out their professional duties.

When linked to the eudamonic model of psychological well-being put forward by Carol D. Ryff, a positive organizational climate plays a role as an external factor that allows the development of dimensions *environmental mastery* and *positive relations with others* (Haryani & Prasetya, 2026; Scott, 2022). Teachers who work in a collaborative and supportive environment tend to feel better able to manage the demands of work and build healthy interpersonal relationships with colleagues and leaders. This sense of being able to control the work environment is what strengthens psychological stability and fosters self-confidence (Aslam, 2024; Khoiri et al., 2024; Lisbet et al., 2024; Rohaini & Fathoni, 2025).

This finding has special relevance in the context of North Penajam Paser Regency as an area that is being transformed into the Capital City of the archipelago. System changes, improved quality standards, and demands for technological adaptation can be a source of pressure if not balanced with a conducive organizational climate. In a transition situation, an unclear structure and minimal communication have the potential to increase anxiety. On the other hand, when schools are able to present an open, participatory, and supportive atmosphere, teachers gain psychological space to adapt without losing confidence. The regression coefficient of 0.681 shows that improvements in the aspects of communication, appreciation, and internal support of schools have a real impact on improving teachers' psychological well-being. Substantively, this means that simple but consistent school policies such as regular reflection forums, proportional division of tasks, and appreciation of teachers'

achievements can be strategic interventions to strengthen psychological well-being. A harmonious environment makes teachers feel part of a meaningful professional community, not just an administrative taskmaster.

These findings are in line with various cutting-edge studies showing that a positive school climate serves as a buffer against work stress and burnout. For example, Rochma & Prameswari, (2023) that the organizational climate has a significant effect on the psychological well-being of outsourced employees at PT. INALUM (Persero) with a contribution of 24%, so that improving the work climate can be a strategy to improve the psychological condition of employees (Rochma & Prameswari, 2023). However, this study expands that understanding by placing psychological well-being as a multidimensional construct, not just job satisfaction or motivation. This means that the impact of the organizational climate does not stop at temporary comfort, but rather contributes to the personal growth and meaning of the teacher's professional life. Reflectively, it can be understood that schools are not just formal institutions, but relational ecosystems. The way individuals interact, appreciate, and cooperate with each other shapes the quality of each member's psychological experience. Teachers who feel supported and valued will find meaning in their work more easily, are more resilient in the face of challenges, and are better prepared to contribute optimally to students.

### **The Influence of the Principal's Spiritual Leadership Style and Organizational Climate on the Psychological Well-Being of Teachers**

The results of the simultaneous test showed that the spiritual leadership style of the principal and the organizational climate together had a positive and significant effect on the psychological well-being of State Elementary School teachers in North Penajam Paser Regency. An *F-value* of 156.761 with a significance level of 0.000 ( $< 0.05$ ) confirms that the regression model constructed has strong empirical validity. This means that the two independent variables not only work separately, but also interact with each other in shaping the psychological condition of teachers in the school environment. A determination coefficient value (R Square) of 0.515 indicates that 51.5% variation in teachers' psychological well-being can be explained by a combination of spiritual leadership style and organizational climate. This figure is relatively strong in social research, because more than half of the changes in teachers' psychological well-being conditions are influenced by leadership factors and the work environment. Meanwhile, the remaining 48.5% were influenced by factors outside the model, such as individual characteristics, workload, family conditions, and broader social support. These findings confirm that teachers' psychological well-being is not a stand-alone variable, but the result of the dynamics of the school organizational system.

Theoretically, this result can be explained through the integration of Carol D. Ryff's eudaimonic model of psychological well-being with the theory of spiritual leadership developed by Louis W. Fry as well as the theory of organizational climate of George H. Litwin and Robert A. Stringer (Fry, n.d.; Haryani & Prasetya, 2026; Maharani & Saputri, 2025; Scott, 2022; Wijaya et al., 2025). In Ryff's perspective, psychological well-being is reflected through the individual's ability to accept themselves, have a purpose in life, master the environment, establish positive relationships, maintain autonomy, and continue to grow. Spiritual leadership provides the foundation of meaning (*A Meaning of*) and objectives (*Purpose*) work, while the organizational climate provides structural and emotional support that allows the meaning to be actualized in everyday practice. Spiritual leadership plays a role in the internal dimension of the teacher evoking a sense of professional vocation, moral values, and transcendental commitment to work (Akbar, n.d.; Fathoni, 2025; Gaus et al., 2025; Safii, 2024). On the other hand, the organizational climate acts as an external mechanism that provides structure, rewards, and social support. When these two factors are present simultaneously, a balance is created between intrinsic motivation and environmental support. Teachers not only understand why they work, but also feel that the work environment allows them to work optimally. This synergy explains the large contribution of the two variables to psychological well-being.

In the context of North Penajam Paser Regency, which is being transformed as the capital city of the archipelago, this finding has strategic significance. Social change and increasing professional demands can be a source of stress if not managed with value-oriented leadership and a supportive work climate. Spiritual leadership without the support of a conducive organizational climate risks becoming purely symbolic. Conversely, a good organizational climate without a clear value direction can lose the dimension of meaning. Therefore, the combination of the two is an important prerequisite in maintaining the psychological stability of teachers in the midst of rapid structural changes.

Empirically, these results also enrich the findings of previous studies that generally tested both variables partially. This study shows that simultaneous effects provide greater explainability than separate analyses. Thus, an integrative approach in school management becomes more relevant than interventions that are fragmentary. From a practical point of view, the implications of this finding are quite clear. Efforts to improve the psychological well-being of teachers are not enough to be done through individual training alone. Principals need to internalize the values of spiritual leadership in real practice through shared vision, empathic communication, and moral exemplary and simultaneously build a transparent, supportive, and participatory organizational system. A healthy work environment will strengthen the impact of leadership, and meaningful leadership will give direction to the organization's culture. Reflectively, the psychological well-being of teachers is a reflection of the quality of the school ecosystem. When leadership provides meaning and the organizational climate provides support, teachers have room to grow as individuals and professionals. In such conditions, school is not only a place to work, but also a space for self-actualization. The findings of this study confirm that the integration between spiritual leadership and the organizational climate is an important foundation in building sustainable psychological well-being of teachers, especially in the midst of the dynamics of educational development in the IKN area.

## CONCLUSION

This study shows that the psychological well-being of teachers is greatly influenced by the leadership quality of the principal and the school organizational climate. The spiritual leadership of the principal plays an important role in creating a sense of work, togetherness, and emotional support, thereby increasing the teacher's intrinsic motivation and ability to cope with work pressure. In addition, a conducive work environment—characterized by support, clarity of roles, and harmonious relationships—helps teachers work more comfortably, productively, and maintains psychological balance and commitment to learning. These findings confirm that the welfare of teachers is not only determined by individual factors, but also by organizational factors, so that strengthening value-based leadership and creating a supportive school climate is an important strategy, especially in North Penajam Paser Regency, to improve the quality of education and teacher professionalism in a sustainable manner.

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