

# The Impact Of Spiritual Global Leadership On Innovation And Organizational Performance: An Examination Of Leadership Integration Models In Islamic Higher Education Institutions

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## ABSTRACT

The construction of global leadership and spiritual leadership are still a matter of debate. So far, global leaders have focused more on global competencies, while moral competencies have not received much attention. "Global spiritual leadership (SGL)" is an integrative leadership model between global leadership and spiritual leadership which is an alternative leadership model in responding to globalization. Therefore, the aim of this study is the impact of SGL on innovation and organizational performance (OP). Survey data were collected from employees of internationalization-oriented Islamic higher education (IHE). Correlational and structural equation modeling techniques were used for data analysis. The results show that SGL affects innovation and OP, whereas innovation affects OP. Moreover, it is said that SGL has not only a direct effect on OP but an indirect effect through Innovation. This study focuses on discussing global leadership competencies based on spiritual values that play a role in innovation and OP. Developing alternative leadership models, in which SGL can respond to global demands with multiple roles and moral complexities. This study presents the concept of SGL, where SGL plays a central role in innovation and OP at IHE.

**Keywords:** : Spiritual Global Leadership, Innovation, Organizational Performance, Islamic Higher Education.

## INTRODUCTION

Globalization gives birth to new trends for higher education with cross-country implications, including the global market for students, curriculum, faculty, staff, and technology (Altbach 2015), and has experienced rapid dynamics of change (Tjahjadi et al. 2019). The World University Ranking (WUR) is the standard used to assess higher education, whether the university is of quality or global reputation (de Wit & Altbach, 2020; Altbach & Salmi, 2011). Sidorenko and Gorbatova, (2015) confirmed that

WUR has a relationship with university performance. Recently, there has been pressure for public organizations including higher education to reform and improve OP (Angiola et al., 2018).

In Indonesia, IHE institutions are part of the national education system that is still faced with the quality of education. Safriadi, (2016) stated that only a few universities with Islamic identities were included in the list of favorite universities at the national level. Meanwhile, the study of Junusi et al., (2019) showed that not

even one IHE was included in the global universities ranking. It can be concluded that the quality and performance of IHE are not as expected. Therefore, to improve the performance of IHE, global leaders who are responsible for implementing quality higher education management practices are needed. Global leaders are expected to support organizational strategies to respond to global demands and develop professional competencies required by higher education institutions (Arends 2017).

Today's leaders face constant change and chaos across cultures and globalization. Thompson, (2010) asserts that globalization also presents complex moral challenges that global leaders cannot avoid. This means that globalization requires leaders with extraordinary abilities so that sustainable organizations can operate in a dynamic and interconnected global environmental system that requires conscious moral decision-making and complex problem-solving (Fry and Egel 2017). Meanwhile, spiritual leadership has a strong moral character by bringing a moral voice (Pio and Lengkong 2020).

Recently, unethical practices have emerged and are now prevalent in the modern workplace, organizations are looking for alternative ways to help address issues such as distrust, lack of morality, and rudeness in the workplace (Gardner et al. 2011; Dinh et al. 2014; Oh and Wang 2020). The presence of spirituality has increased in corporate America. Major changes are taking place in the personal and professional lives of many CEOs and global leaders who aspire to integrate spirituality with their work. This change is very positive in the interpersonal relationships of leaders at work and in organizational effectiveness. In addition, there is evidence that workplace spirituality programs not only lead to beneficial personal outcomes, such as increased positive human health and psychological well-being, but also provide increased commitment, productivity, and reduced absenteeism and employee turnover (Fry and Egel 2017).

Spiritual leadership is currently an alternative approach in leadership practice, in both public and private organizations where employees come from different backgrounds (eg culture, religion, and ethnicity). While the concept of spiritual leadership also experiences the same thing as global leadership, namely there is no mutual agreement to define the construction of spiritual leadership (Mubasher et al. 2017). To fill this gap, we propose "SGL" as an alternative leadership model that integrates global leadership with spiritual leadership. Reiche et al. (2015; 2017) describe global leadership in a context characterized by a significant level of task and relationship complexity. Meanwhile, moral complexity is not discussed in global leadership, because globalization causes moral complexity faced by leaders. Therefore moral complexity uses a spiritual leadership approach.

Despite recent theoretical and empirical work linking global leadership (expatriates) and spiritual leadership to outcomes (eg, Nguyen et al. 2018; Selmer and Luring 2012), there is still a need to open the "black box" of leadership and outcome (Hunt, Boal, and Sorenson 1990). This means that it is still necessary to review the influence of leadership on performance, and the potential variables to mediate it. We offer a mediating variable, namely innovation that can be a predictor of OP. Previous research (YuSheng & Ibrahim, 2020) show that innovation has an effect on OP at IHE.

In future research, Rickley and Stackhouse (2022) state that there is limited research on the global competencies of global leaders tasked with influencing OP. So far, global leadership studies have focused more on global competence in cultural diversity, while spiritual competence has not received much attention in the global leadership literature. SGL is a leading model whose competence is balanced between competence in a global context and spiritual competence, which is an important element that can encourage innovation in improving OP at

IHE. Therefore, this study examines the relationship between SGL, innovation, and OP at IHE.

## LITERATURE REVIEW

### SGL and Innovation

Global leadership studies are now developing (Vijayakumar et al., 2018), the increasing research interest not only reflects the importance of global leadership in a contemporary, rapidly changing, and increasingly global workplace, but also because of the increasing clarity of the definition of global leadership. Reiche et al. (2017) define global leadership as “the processes and actions through which an individual influences a range of internal and external constituents from multiple national cultures and jurisdictions in a context characterized by significant levels of task and relationship complexity.”

Criticism of existing global leadership studies First, the literature on global leadership is largely conceptual and still lacks empirical studies (Mendenhall, 2018, Bird, 2018; Mullen, 2018; Reiche et al., 2017; Bird & Mendenhall, 2016; Osland, 2017; Osland et al., 2012). Second, studies on global leadership depart from leadership in business organizations, while studies on global leadership in higher education organizations are very limited. Third, Identify key competencies, which play an important role in effective global leadership (Bird & Stevens, 2018; Bird, 2018; Mendenhall et al., 2017; Caligiuri & Tarique, 2012; Jokinen, 2005). Global leadership competence focuses more on global competence, while moral competence has never been discussed in global leadership competencies. Meanwhile, globalization has an impact on moral challenges and the increasing role of spiritual leadership in the global work environment.

Globalization has shifted the demands of the competencies needed to lead in the twenty-first century, organizations are in dire need of

leaders with the right additional competencies, but hard to find (Maznevski et al., 2013). Caligiuri & Tarique, (2012) confirms the ability of global leaders to operate effectively in a cross-cultural and multicultural environment. The unique competencies for leadership in a global or multicultural context are: (1) reducing ethnocentrism or respecting cultural differences, (2) flexibility or cultural adaptation, and (3) tolerance for ambiguity (Caligiuri & Tarique, 2012). To measure the multicultural competence of Global leaders, we use the “Multicultural Personality Questionnaire (MPQ)” from Van Der Zee et al., (2013) with dimensions of cultural empathy, flexibility, social initiative, openness, and emotional stability as a multidimensional instrument that aims to measure global leadership competence.

Recently a new paradigm has emerged in leadership theory that leads to spiritual leadership (Fry, Vitucci, and Cedillo 2005; Fry and Matherly 2006; Oh and Wang 2020). According to Fry (2003), the previous leadership theory only touched one side or several sides of the leadership dimension. There is not even a theory that touches the human soul (spirit). The changing global environment, technology, and a very diverse workplace have increased the need for spirituality at the personal and organizational levels. Today's leadership characteristics are guided by dedication, vision, and spirituality (Fairholm 1996; Korac-Kakabadse, Kouzmin, and Kakabadse 2002).

Values-based spiritual leadership has been introduced and adopted to address moral issues in the workplace (Copeland 2014; Oh and Wang 2020). Spiritual leaders focus primarily on inspiring employees to embrace the organization's vision and values by providing support, showing appreciation, and fostering a sense of belonging. Fry (2003) defines “spiritual leadership as the values, attitudes, and behaviors necessary to intrinsically motivate one's self and others so that they have a sense of spiritual survival through

calling and membership. Spiritual leadership is a causal leadership theory for organizational transformation. The theory of spiritual leadership is developed within an intrinsic motivation model that incorporates vision, hope/faith, altruistic love, theories of workplace spirituality, and spiritual survival. The purpose of spiritual leadership is to tap into the fundamental needs of both leader and follower for spiritual survival through calling and membership, to create vision and value congruence across the individual, an empowered team, and organization levels, and, ultimately, to foster higher levels of organizational commitment and productivity.”

The Spiritual leadership theory model contains three main dimensions that form the basic framework of this theory, namely: (1) leader values, attitudes, and behaviors dimensions, which include: vision (vision), hope/faith (belief), and altruistic love; (2) the spiritual dimension of survival, which includes: calling and membership; and (3) dimensions of organizational outcomes, namely organizational commitment (Fry, Vitucci, and Cedillo 2005). This is seen as being able to help create satisfaction from human resources for their need for spirituality through calling (feeling of the meaning) and membership (feeling valued and understood), which in turn can improve employee performance and OP.

Innovation can be seen as a cross-disciplinary knowledge transfer (Jakovljevic 2018), innovation is the creation of new ideas or behaviors (Jia et al., 2018; Damanpour, 2014; 1996), the application of new organizational methods (OECD, 2005), changes in organizational structures and processes (De Mello, Marx, and Salerno 2012), new management practices (Mol & Birkinshaw, 2009), knowledge management (Plessis 2007), innovations in organizations practices, marketing concepts and strategies (Battisti & Stoneman, 2010), new approaches to management functions and new processes (Damanpour & Aravind,

(2011), and new administrative ideas, behaviors, products, services, technologies, and practices (Sutanto, (2017).

Studies by Jaskyte, (2004); Chen & Chen, (2012); Rehman & Iqbal, (2020) show that product and process innovation affect the OP of educational institutions. While according to Chen & Chen, (2012) university innovation includes the level of academic interaction, financial support, publications, conferences, number of professors, and results-oriented organizational culture. While Sciarelli et al., (2020) HE organizational innovation focuses on products, processes, and administration. Product innovation in the form of courses, teaching materials, methodologies, academic programs, and research. Process innovation is the development and application of new systems, technologies, and equipment for education (Rehman & Iqbal, 2020). While administrative innovation is related to managerial practices which include new structures, procedures, systems, or processes (Jaskyte, 2004). To measure the OP at IHE we use product innovation, process innovation, and administrative innovation from Sciarelli et al., (2020).

Leaders are an important element in the promotion of organizational innovation (Denti and Hemlin 2012). Erny et al. (2022) concluded that leadership has an effect on innovation and performance. While Hunsaker (2020) found that spiritual leadership has effects on employee innovation. The study by Salehi, Dronkolaei, and Rekabi (2018) shows that spiritual leadership had a meaningful and positive relationship with future study and organizational innovation among the staff of fisheries administration. Meanwhile, Tubbs et al. (2006) assert that global leadership competencies are related to developing an organizational climate that supports innovation, enhances creative decision making, uses odd ideas successfully, avoids doubts based on old paradigms, learns the art of reframing, and continues to encourage individuals to use and

develop their creative abilities. Therefore, we put forward the following hypothesis:

H1: SGL effect on innovation

### SGL and OP

The research results of Tucker et al., (2014) show that global leadership competencies is related to the success of global leadership so that it can ensure that successful global leadership is a leader who can increase OP. Global leaders who understand cultural norms across multiple cultural contexts can increase the cross-cultural intelligence of leaders leading to better performance in the global arena for leaders and their organizations (Caligiuri and Tarique 2009).

Cultural intelligence is the domain of global leadership competencies. Charoensukmongkol (2015) found that greater leader cultural intelligence enhances the quality of relationships with foreign firm competitors or suppliers, and of Magnusson et al. (2013), who showed that cultural intelligence enhances export performance. While Fry and Matherly (2006) state that “the effect of spiritual leadership in establishing this sense of leader and follower spiritual well-being is to create value congruence across the strategic, empowered team, and individual levels too, ultimately, foster higher levels of employee positive human health, psychological and spiritual well-being, organizational commitment, productivity and, ultimately OP.” Darawsha et al. (2022) found a relationship between spiritual leadership and organizational ambidexterity. Therefore, we put forward the following hypothesis:

H2: SGL effect on OP

### Innovation and OP

OP is a set of financial and non-financial indicators (Kaplan and Norton, 1992) of how well

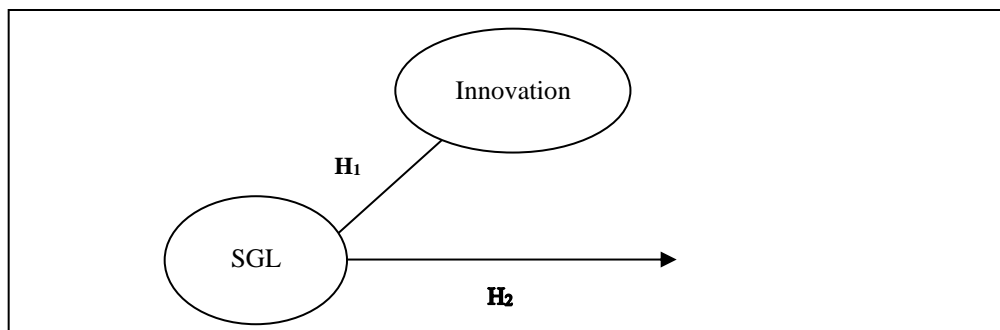
an organization achieves its goals Li et al., (2006); comparing goals and objectives (Cho and Dansereau, 2010); comparing the expected results with the actual Ngah and Ibrahim, (2010) the organization's ability to achieve goals by using resources efficiently and effectively (Tseng and Lee, 2014); the actual results or outputs of an organization as measured against the desired outputs of the organization (Tomal and Jones, 2015); realization of organizational goals Abubakar et al., (2019).

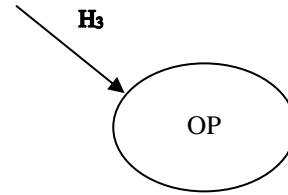
Most of the measurement of higher education performance is focused on academic excellence (Tjahjadi et al., 2019). The organizational structure of higher education institutions has a specific organizational structure, namely the academic and administrative fields, so this study uses the OP measure from Sciarelli et al., (2020) to accommodate the academic and administrative fields. The measure measures OP using the following four dimensions: student outcomes, faculty/staff outcomes, institutional outcomes, and perceived community outcomes from Calvo-Mora, Leal, and Roldán (2005); Sciarelli, Gheith, and Tani (2020).

Organizations that have greater innovation will help organizations to improve OP (Crone and Roper 2001). Innovation has a role in OP and company success (Hult, Ketchen, and Slater 2004). Singh et al., (2021); Najib & Kiminami, (2011) found that innovation affects the performance of SMEs. Studies from Hou et al., (2019); Kocak et al., (2017), and Mitrega et al., (2017) concluded that innovation has effects on OP. While the study on HE, Sciarelli et al., (2020); Rehman & Iqbal, (2020) innovation affects OP in IHE. Therefore, we put forward the following hypothesis:

H3: Innovation effect on OP

The research framework is explained in figure 1





## RESEARCH METHODS

### Participants

This research was conducted on employees (lecturers and academic staff) at Walisongo State Islamic University and Sultan Agung Islamic University, Central Java, Indonesia. The reason is, that IHE received the title "A" or "superior" from the National Accreditation Board for Higher Education, and internationalization orientation. The research method uses a survey, and the sampling technique uses convenience sampling. Participants were asked to provide their comments or perceptions about SGL, innovation, and OP. In all, 350 questionnaires were distributed online, this was roughly 34% of the total target population. 290 participants responded to the survey, with a response rate of 83%. Participants in this study were 55% employees were male and 45% were female. 46% of participants were aged 41 - 50 years, and 36% worked for more than 15 years. 67% of participants were lecturers, 44% were Master's degrees and 37% are Doctoral degrees.

### Measures

Questionnaires were designed and distributed to IHE employees (lecturers and academic staff). As for the validation of the model measurement scale using exploratory factor analysis and confirmation after data collection. The researcher uses the Structured Equation Model (SEM). Five-point Likert scale (1 = "strongly disagree" or "strongly not applicable"; 5 = "strongly agree" or "completely applicable").

SGL was measured using the MPQ-SF from Van Der Zee et al. (2013) for 40 items and spiritual leadership from fry with 17 items. The MPQ-SF subscale has the following alpha coefficients: Cultural Empathy 0.81, Flexibility 0.81, Social Initiative 0.81, Open-mindedness 0.72, and Emotional Stability 0.82. Sample items are "Consider other people's emotions", "Work according to strict rules", "Often being the driving force behind things", "Trying a different approach", and "Easily angered". While spiritual leadership with a 17-item scale developed by Fry, Vitucci, and Cedillo (2005), there are three dimensions in this scale: vision, hope/ belief, and altruistic love (Cronbach's alpha 0.860, 0.808, 0.855, and the whole scale's Cronbach's alpha 0.926). Sample items are "My organization's vision inspires my best performance," "I always do my best in my work because I have faith in my organization and its leaders" and "My organization truly cares about its people."

Innovation is measured using 10 items from Wang and Ahmed (2004); Al-Husseini and Elbeltagi (2016); Sciarelli, Gheith, and Tani (2020) consisting of administrative innovation; process innovation, and product innovation (Cronbach's alpha 0.858, 0.843, 0.883). Sample items are "Our department implemented new or improved existing structures such as project team or departmental structures, within or in-between existing structures", "Our institution often develops new programs/services for members of staff and students" and " Our institution often develops new technology (Internet, databases, etc.) to improve the educational processes".

OP was measured using Calvo-Mora, Leal, and Roldán (2005); Sciarelli, Gheith, and Tani (2020) with 14 items for four dimensions: student outcomes, people outcomes, community outcomes, and institutional outcomes (Cronbach's alpha 0.866, 0.888, 0.905 and 0.840). Sample items are “There is a significant increase in several high merit students opting to our institute”, and “The overall performance of teaching and research staff has significantly improved over the last three years Institute results”, “The number of research projects obtained from public institutions has increased over the past three years” and “There is an active involvement of the department in social events.”

### Validity and reliability

Structural equation modeling (SEM) uses the help of SEM software AMOS 22. This helps to test the

causality relationship model and analyze the direct and indirect effects (Hair et al. 2016). To evaluate the validity of the measurement model, the construct validity was tested which consisted of discriminant convergent validity through Confirmatory Factor Analysis (CFA). While Indicators with loading values  $> 0.5$  were included in the model test (Hair et al. 2016), and the AVE (Average Variance Extracted) measure was set  $>0,5$ . Reliability is assessed based on Composite Reliability (CR) each of which must exceed ( $>0,70$ ). while the analysis based on covariance, validity, and reliability analysis was carried out if the Cronbach value was greater than 0.70, it was considered consistent (Nunnally 1978). Table I shows that the results of convergent validity and reliability are satisfactory, because the factor loading, CR, AVE and Cronbach alpha values are significant.

Table I. Construct, reliability, and validity analysis

Construct	Loading	CR	AVE	Cronbach $\alpha$
<b>Spiritual global Leadership (SGL)</b>		0,9423	0,6741	0,903
SGL1: Cultural Empathy	0,8365			
SGL2: Flexibility	0,8368			
SGL3: Social initiative	0,6956			
SGL4: Open-mindedness	0,7865			
SGL5: Emotional stability	0,7382			
SGL6: Vision	0,5985			
SGL7: Altruistic love	0,7698			
SGL8: Hope/faith	0,6195			
<b>Innovation (INO)</b>		0,8437	0,6447	0,783
INO1: Product innovation	,77633			
INO2: Process innovation	,74684			
INO3: Administrative innovation	,62329			
<b>Organizational Performance (OP)</b>		0,8795	0,6515	0,802
OP1: Student results	,82262			
OP2: People's results	,83321			
OP3: Society results	,60336			
OP4: Institute results	,61220			

### Structured equation model

SEM capabilities of AMOS were used to assess the study hypotheses. Figure II and table II shows

the results showed that the overall fit of the model was acceptable (chi-square=101.844; p= 0.132; CMIN/DF=1.171; RMSEA=0.24; GFI= 0.956;

AGFI= 0.939; TLI=0.991; CFI = .993; NFI = 0.953).

Relationship of Spiritual Global Leadership, Innovation, and Organizational Performance

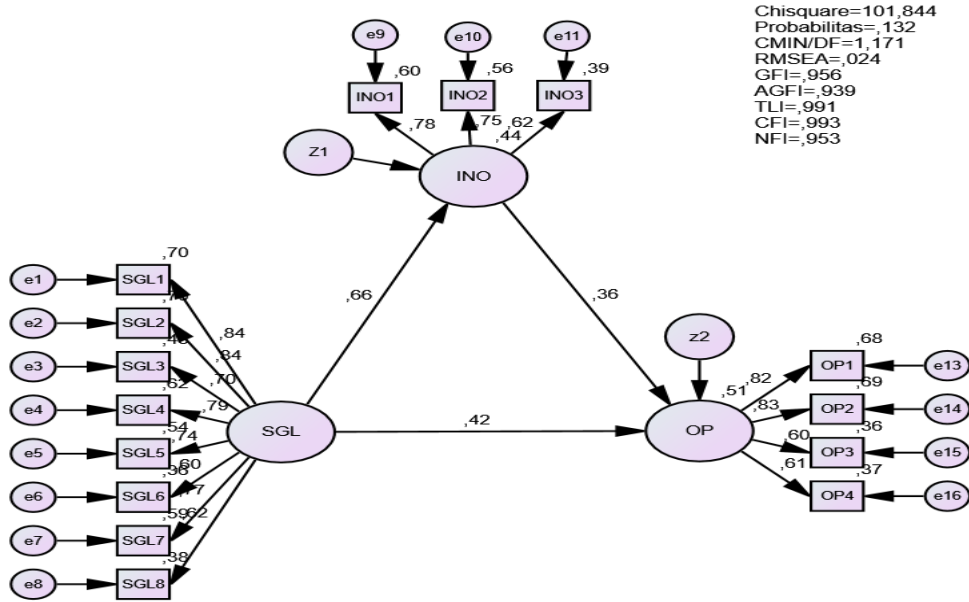


Figure 2. Full Model

Table II Model fit coefficients

Fit Indices	Test Result	Cut-Off Value	References	Information
Chi-Square	101.844	Low $\chi^2$ value		Good
Probabilitas	0.132	> 0.05	Hooper, Coughlan, and Mullen (2008)	Good
CMIN/DF	1.171	< 2	Kline (2016)	Good
RMSEA	0.024	<0.05	Hu and Bentler (1999)	Good
GFI	0.956	$0.90 \leq GFI$	Miles and Shevlin (2007)	Good
AGFI	0.939	$0.90 \leq AGFI$	Miles and Shevlin (2007)	Good
TLI	0.991	> 0.95	Fan, Thompson, and Wang (1999)	Good
CFI	0.993	$0.95 \leq CFI \leq 1.00$	Hu and Bentler (1999)	Good
NFI	0.953	> 0.90	Fan, Thompson, and Wang (1999)	Good

Notes:  $\chi^2$  Discrepancy Chi-Square; CMIN/DF (Chi Square/Degrees of Freedom); RMSEA (Root Mean Square of Error Approximation); GFI (Goodness of Fit Index); AGFI (Adjusted Goodness of Fit); TLI (Tucker-Lewis Index); CFI (Comparative Fit Index); NFI (Normed Fit Index).

The results of structural path estimation are displayed in Figure II. Model shows that SGL significantly affects innovation ( $\beta = 0.66$ ;  $t = 9.393$ ;  $p < 0.001$ ) which supports H1. SGL significantly affects OP with positive standard path coefficients ( $\beta = 0.42$ ;  $t = 5.169$ ;  $p < 0.01$ ) which supports H2. Innovation significantly



affects OP ( $\beta = 0.36$ ;  $t = 4.044$ ;  $p < 0.01$ ) which supports H3

Table III SEM results

Hypothesis	Path	Direct effects	Indirect effects	Total effects	Conclusion
H1:	SGL $\longrightarrow$ INO	0.66072*	-	0.66072*	H1 accepted
H2:	SGL $\longrightarrow$ OP	0.42208*	0.2382*	0.66028*	H2 accepted
H3:	INO $\longrightarrow$ OP	0.36051*	-	0.36051*	H3 accepted

Notes: \*  $p < 0.01$ ; SGL: Spiritual global leadership; INO: Innovation OP: Organizational performance

## DISCUSSION AND RESULT

Table III shows that SGL has a direct and significant effect on innovation with a coefficient of 0.66072, and SGL has a significant direct effect on OP with a coefficient of 0.42208. While innovation has a direct and significant effect on OP with a coefficient of 0.36051. Indirectly, SGL has a significant effect on OP with a coefficient of 0.2382. In total, SGL has a significant effect on innovation and OP because the probability is  $< 0.01$ . Before mediation, the effect of SGL on OP is significant with a coefficient of 0.42208, after mediation the coefficient becomes 0.66028. This shows that the magnitude of the effect of mediation and innovation on the effect of SGL on OP is 0.2382 and is significant with probability  $< 0.01$ . Thus, hypotheses H1, H2, and H3 for the direct effect are supported, while the indirect effect between SGL and OP is significant.

Inner model path analysis shows that SGL has a direct and significant influence on innovation. The results of this study are consistent with Oke et al., (2009) assertion that leadership plays an important role in driving innovation processes and activities in organizations. Leaders not only serve as behavioral role models for innovative ideas, but they also serve as an important means of enhancing innovative behavior and modifying attitudes that are beneficial to innovative activities. While Wellsfry (1993) found that global leaders build work communities within organizations that lead to innovation, action, and change. Osland (2018)

further states that to be effective change agents, global leaders need knowledge of future trends and knowledge of change and innovation management, cultural impact, and a deep understanding of organizations. Global leaders can align various organizational components to support change and innovation to anticipate future needs. Because innovation and change go hand in hand, global leaders can promote and lead innovation. Adaptability and innovation are one of the global leadership skills that can generate a company's reputation capital, an intangible resource for sustainable competitive advantage (Petrick et al. 1999).

The results of our study also support the results of Hunsaker's (2020) research which found that employees' innovative work behavior is positively influenced by the influence of spiritual leadership. Furthermore, the influence of spiritual well-being intervenes in explaining how spiritual leadership affects employee innovation. Employees' innovative behavior can be enhanced through initiating spiritual leadership practices that enable a spiritual workplace, which, in turn, can help organizations to more effectively cope with competitive market pressures to continuously innovate. Furthermore, the study of Ghaedi et al., (2021) concluded that spiritual leadership has an effect on individual and group innovation in organizations. SGL is an open-minded and flexible leader who is based on spiritual values. While openness is related to curiosity, innovation, willingness to consider new

ideas, and being ready to take risks. Openness will encourage greater acceptance to learn and seek new experiences from the global environment so that they tend to be creative and innovative. So it can be said that SGL is expected to be able to encourage innovation at the individual and organizational levels.

Our other research findings show that SGL has a significant influence on OP. The results of research by Ahmad and Saidalavi (2019) show that cultural intelligence is a major factor in determining the success of global leaders in the cross-cultural workplace. Alon and Higgins (2005) assert that cultural intelligence is highly relevant to the development of successful global leaders: The cultural intelligence of team leaders has been shown to influence team members' perceptions of leader performance and team performance (Groves and Feyerherm 2011). Naturally, leaders who can communicate better with their global followers will be better able to influence the motivation of their team members to exploit, explore, and transfer knowledge within the team. While the results of research from Nosratabadi et al. (2020) showed that the leader's cultural intelligence directly and indirectly (ie through the organizational structure) had a positive and significant effect on OP. Furthermore, Fry et al. (2017) examine the dynamic relationship between spiritual leadership models and organizational outcomes receiving the Baldrige Performance Excellence Program. The Malcolm Baldrige Criteria for Performance Excellence (MBCfPE) is a tool that can be used to diagnose and implement OP, including the quality of higher education. The results showed that there was a significant relationship between spiritual leadership and performance excellence. Likewise, the study of Salehzadeh et al., (2015) shows that spiritual leadership has a significant effect on OP. So from this description, it can be concluded that SGL is a leader who has global competencies and spiritual competencies that can encourage OP in higher education institutions.

Finally, this study found that innovation affects OP. This supports the study of Sciarelli et al., (2020); Rehman & Iqbal, (2020) empirically proves that innovation improves organizational performance in higher education. Jaskyte, (2004) asserts that if an organization cannot continue to innovate, then the organization will fail. Therefore, IHE needs to create an atmosphere that focuses on developing or implementing new ideas, knowledge, methods, and skills that can generate unique capabilities and improve OP. To increase innovation, it is suggested that IHE appreciates creativity and new ideas more than ever. Lecturers and academic staff are given the freedom to convey their innovative ideas. They must create organizational networks to share information and present innovative ideas in a written and coherent form and keep a formal record of the results obtained in IHE as innovative knowledge that is very useful for IHE so that they always have an effective role in improving OP.

## CONCLUSION

The results showed that the influence of SGL on innovation, and OP was positive and significant. Meanwhile, SGL plays a role in increasing the relationship between innovation and OP. SGL is a task-oriented leadership style and interaction (relationship) between leaders and employees. SGL will energize, guide, empower, and a broader global vision of academic faculty and staff, and how organizations work with more responsibility based on the spiritual values they believe in and will be the best for the organization. This condition will make lecturers and academics more involved, creative and innovative in their work which in turn will increase the OP at IHE to a higher level.

This research shows that innovation and SGL are very important factors in improving OP. The results of this study emphasize that the behavior of SGL and innovation play a central role so that they are managed optimally to ensure better organizational results. SGL plays a very

important role in improving OP, through innovation. Therefore, SGL must always encourage, empower, energize, and global insight to make employees feel meaningful for individuals and organizations. Employees who feel empowered will be more involved in every organizational activity which will lead to creative and innovative behavior. This positive result will increase organizational innovation and OP. SGL must provide sufficient impetus to employees to initiate actions relevant to innovation and OP. So innovation and SGL are conditions that can contribute to organizational goals.

This study measures SGL based on the perception of subordinates (employees) not on self-assessment. Likewise, the study was cross-sectional, and data were collected from a convenient random sample and therefore minimizing our ability to generalize the findings to other contexts. Finally, the relationship between SGL, and innovation which is stated in the research, still has limited literature so that it can enrich studies on this topic. For further research, it is necessary to review it in the context of other organizations, because there is still limited research on the role of global leadership in improving OP.

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