

Exploring the Impact of Islamic Leadership, Work Ethic, and Discipline on Job Satisfaction and Teacher Performance in Madrasah

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Abstract:

This study aims to analyze the influence of Islamic leadership, Islamic work ethic, work discipline, and job satisfaction on the success of teacher performance. The approach used is quantitative with a correlational type. The study population consisted of 185 teachers, with a sample of 126 teachers selected through a simple random sampling technique using Google Forms distribution. Data were analyzed using SmartPLS V.3.29. The results showed that Islamic leadership did not significantly affect teacher performance. However, Islamic work ethic, work discipline, and job satisfaction positively and significantly affected teacher performance. Islamic leadership and work ethic significantly affected job satisfaction, while work discipline did not. Islamic leadership had an indirect positive effect on teacher performance through job satisfaction, while Islamic work ethic and work discipline did not have a significant effect through job satisfaction. Based on the study results, teacher performance is optimal. All variables tested showed a dominant positive effect on other variables. The researcher designed the Islamic Integrity Index (i3) model as a concept of teacher performance standards in improving professionalism to produce quality education.

Keywords: *Islamic Leadership, Islamic Work Ethic, Work Discipline, Job Satisfaction, Teacher Performance*

Abstrak:

Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan Islam, etos kerja Islam, disiplin kerja, dan kepuasan kerja terhadap keberhasilan kinerja guru. Pendekatan yang digunakan adalah kuantitatif dengan tipe korelasional. Populasi penelitian terdiri dari 185 guru, dengan sampel 126 guru yang dipilih melalui teknik simple random sampling menggunakan distribusi Google Forms. Data dianalisis menggunakan SmartPLS V.3.29. Hasil penelitian menunjukkan bahwa kepemimpinan Islam tidak berpengaruh signifikan terhadap kinerja guru, namun etos kerja Islam, disiplin kerja, dan kepuasan kerja berpengaruh positif dan signifikan terhadap kinerja guru. Kepemimpinan Islam dan etos kerja Islam berpengaruh signifikan terhadap kepuasan kerja, sementara disiplin kerja tidak. Kepemimpinan Islam berpengaruh positif tidak langsung terhadap kinerja guru melalui kepuasan kerja, sedangkan etos kerja Islam dan disiplin kerja tidak berpengaruh signifikan melalui kepuasan kerja. Berdasarkan hasil penelitian, dapat disimpulkan bahwa kinerja guru sudah optimal. Semua variabel yang diuji menunjukkan pengaruh positif dominan terhadap variabel lainnya. Peneliti merancang model Indeks Integritas Islam (i3) sebagai konsep standar kinerja guru dalam meningkatkan profesionalisme untuk menghasilkan pendidikan yang bermutu.

Kata Kunci: *Islamic Leadership, Etos Kerja Islami, Disiplin Kerja, Kepuasan Kerja, Kinerja Guru*

INTRODUCTION

Indonesia is on the verge of becoming a developed country with significant potential across various sectors. However, realizing this potential will only be possible with a robust foundation in education. Teachers are central to this future, as they play a pivotal role in shaping the nation's educational landscape (Kondo, 2022; Fowler et al., 2023). The challenges Madrasahs face in optimizing teacher performance are multifaceted, involving critical aspects essential for developing quality education. Among these challenges is the need to ensure that teachers possess strong academic and religious competencies, enabling them to deliver lessons in depth and alignment with Islamic values (Laili et al., 2022; Vieten, 2022).

Education is a powerful tool for national enlightenment, empowering individuals to use the knowledge they acquire to improve their quality of life (Davis et al., 2022; Fatima, 2023). Performance, in this context, refers to the outcomes achieved by an individual in carrying out assigned tasks based on their skills, experience, dedication, and effective use of time to achieve specific objectives (Febrian, 2024). In Islamic teachings, leadership is highly emphasized, with its importance being fundamental to the success of any organization. Effective leadership requires collaboration, even in small groups, as it is essential for organizational success (Soderberg et al., 2022). This concept underscores the idea that when leaders in educational institutions embody the character and principles of Islamic leadership, they contribute to creating high-quality education.

Previous studies have shown the significant role of leadership in influencing teacher performance. For example, research by Salsabila (2020) and Syam et al. (2020) emphasizes the responsibility of Madrasah heads in guiding and directing teacher performance. However, contrasting findings are reported by Sani and Ekowati (2020), who found no significant effect of spiritual leadership on teacher performance. In terms of the Islamic work ethic, studies by Ali (2022) and Noer (2022) suggest that a strong work ethic significantly impacts teacher performance, with a better work ethic leading to improved outcomes. However, Qasim (2022) disagrees, stating that the Islamic work ethic does not significantly affect teacher performance in educational institutions due to the influence of other factors. Research by Perkasa (2023) highlights the importance of work discipline in enhancing teacher performance, while Sudjono (2022) argues that discipline alone is insufficient to improve performance without considering other underlying factors.

The gap in this body of research lies in the limitations of studies like those by Sani and Ekowati (2020), which need to address the various factors that influence teacher performance comprehensively. This study seeks to fill this gap by focusing on the impact of Islamic leadership, Islamic work ethics, and work

discipline on teacher performance.

This research analyzes and describes how much Islamic leadership, Islamic work ethics, and work discipline influence teacher performance. Doing so will provide insights and guidance on factors that can enhance teacher performance and, ultimately, the quality of education in Madrasahs.

RESEARCH METHOD

This research method uses a quantitative and correlational approach. The quantitative approach is applied from data collection and interpretation to the presentation of results. The population that is Object of the study consists of 185 teachers, and the sample taken is 126 people using the simple random sampling technique, namely random sampling from the existing population. This sample represents the population and is used as a research data source. Data was collected using a questionnaire given to selected teachers, focusing on certified teachers registered in the Simpatika account of Madrasah Aliyah Negeri Malang Raya. The location of this research is Madrasah Aliyah Negeri Malang Raya.

For data analysis, this study uses Smart PLS V.3.2.9 software, which is used to analyze the relationship between variables in the research model with the Partial Least Squares (PLS) approach. The analysis includes descriptive analysis to describe the characteristics of respondents and inferential analysis to test the relationship between variables and the effects that may arise. The validity and reliability of the instrument were tested first to ensure that the questionnaire used was able to measure the research variables well and consistently. Through this approach, this study aims to gain a deeper understanding of the factors that influence the performance of certified teachers at the State Islamic Senior High School of Malang Raya.

Table 1. Number of Teacher Samples

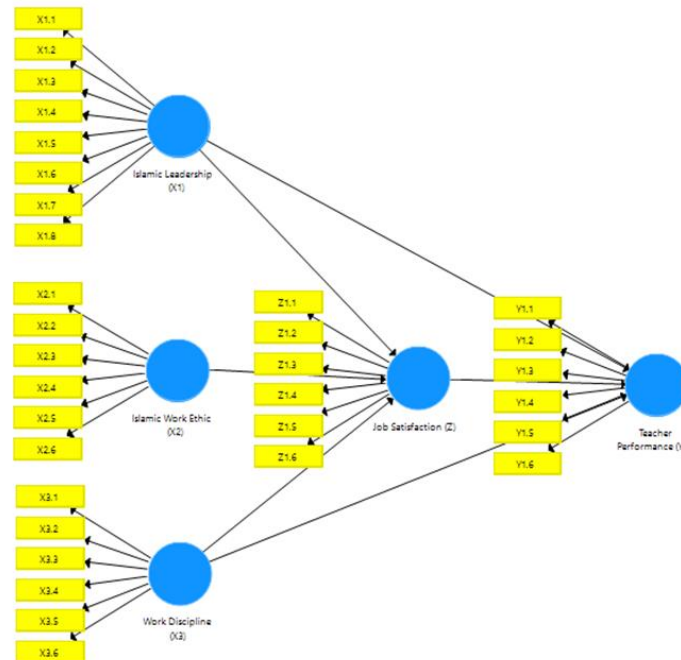
| NO | State Aliyah Madrasah | Total Teachers | Total Sample |
|--------------|---|----------------|---------------------------------------|
| 1 | Madrasah Aliyah Negeri Kota Batu | 43 | $Mi = \frac{43}{185} \times 126 = 29$ |
| 2 | Madrasah Aliyah Negeri 2 Kota Malang | 55 | $Mi = \frac{55}{185} \times 126 = 38$ |
| 3 | Madrasah Aliyah Negeri 1 Malang Sumberoto | 44 | $Mi = \frac{44}{185} \times 126 = 30$ |
| 4 | Madrasah Aliyah Negeri 2 Malang Turen | 25 | $Mi = \frac{25}{185} \times 126 = 17$ |
| 5 | Madrasah Aliyah Negeri 3 Malang Gondanglegi | 18 | $Mi = \frac{18}{185} \times 126 = 12$ |
| TOTAL | | 185 | 126 |

All research data obtained through questionnaire and sourced from opinions of Madrasah Aliyah Malang Raya certification teachers through questionnaire. On research this there are five variables including Islamic Leadership (X1), Ethos Islamic Work (X2), Discipline Work (X3), Satisfaction Work (Z), Teacher Performance (Y).

RESULT AND DISCUSSION

Result

Outer loadings are table containing loading factors for show big correlation between indicator with latent variable. The loading factor value must be more big of 0.7 then said to be valid. Output outer loadings can be obtained from PLS Algorithm Report SmartPLS.



Figur 1. Model 1 calculation results after done calculation First

In the table above showing that all factor loading has mark more of 0.7 means indicator has fulfil criteria. If value not enough from 0.7 so can stated that data No fulfil validity convergent. Because there is indicator which no fulfil criteria that is X1.7, X2.2, X3.1, X3.6, Y1.6, Z1.1 so done elimination. So that obtained for results second outer that is as following:

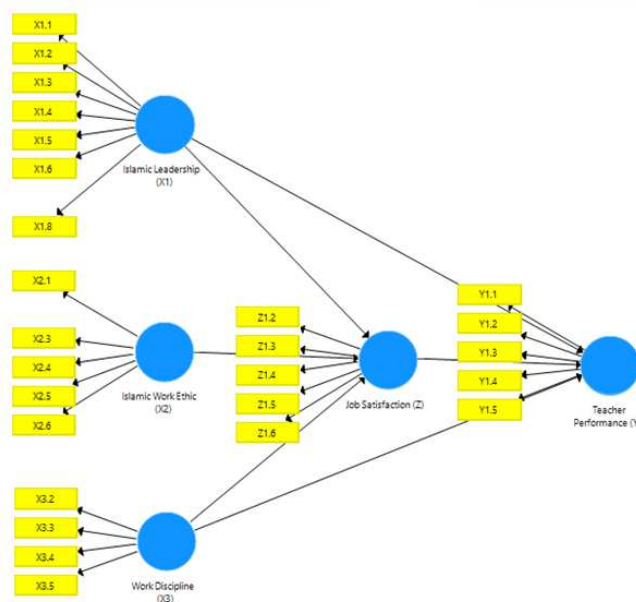


Figure 2. Calculation Results for Model 2

In the table above showing that all factor loading has mark more of 0.7 means indicator has fulfil criteria. If value not enough from 0.7 so can stated that data no fulfil validity convergent. Because there is indicator addition which no fulfil criteria that is X3.2, X3.3, Z1.3 then done elimination. So that obtained for results outer third that is as following:

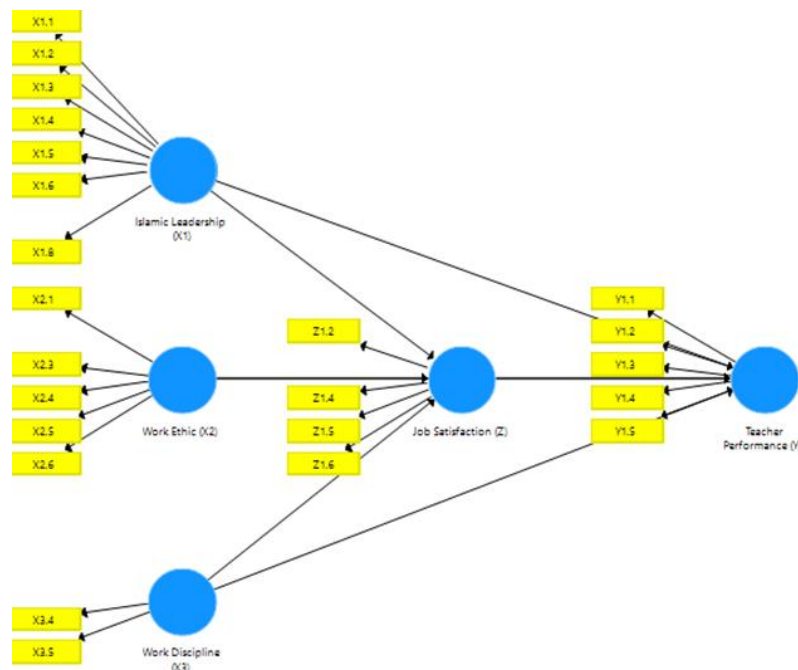


Figure 3. Calculation results for model 3 after carrying out the third calculation

In the table above showing that all factor loading has mark more of 0.7 means indicator has fulfil criteria. If value not enough from 0.7 so can stated that data no fulfil validity convergent, meaning in calculations outer loading third already no found again invalid/no data fulfil criteria.

Research Hypothesis Testing

In hypothesis testing there are significant values between variables where these significant values are obtained through a bootstrapping procedure. Seeing the significance of the hypothesis is seen from the parameter coefficient values and the t-statistic significance value in the bootstrapping report algorithm. To find out whether a relationship is significant or not, look at the t-table at alpha 0.05 (5%) = 1.96 then the t-table is compared with the t-count.

Table 2. Hypothesis Test Results

| Hipotesis | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values | Description |
|--|---------------------|-----------------|----------------------------|--------------------------|----------|--------------------------|
| Job Satisfaction (Z) -> Teacher Performance (Y) | 0.226 | 0.212 | 0.092 | 2.466 | 0.014 | Positive and Significant |
| Islamic Leadership (X1) -> Teacher Performance (Y) | 0 | 0.001 | 0.078 | 0.006 | 0.995 | No Significant |

| | | | | | | |
|--|-------|-------|-------|-------|-------|--------------------------|
| Islamic Leadership (X1) -> Job Satisfaction (Z) | 0.288 | 0.285 | 0.088 | 3.261 | 0.001 | Positive and Significant |
| Islamic Work Ethic (X2) -> Teacher Performance (Y) | 0.414 | 0.414 | 0.112 | 3.71 | 0 | Positive and Significant |
| Islamic Work Ethic (X2) -> Job Satisfaction (Z) | 0.499 | 0.449 | 0.163 | 3.052 | 0.002 | Positive and Significant |
| Work Discipline (X3) -> Teacher Performance (Y) | 0.314 | 0.319 | 0.083 | 3.77 | 0 | Positive and Significant |
| Work Discipline (X3) -> Job Satisfaction (Z) | 0.103 | 0.145 | 0.119 | 0.863 | 0.388 | No Significant |

Table 3. Hypothesis Test Results for Indirect (Intervening) Effects

| Variabel | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values | Description |
|--|---------------------|-----------------|----------------------------|--------------------------|----------|--------------------|
| Work Discipline (X3) -> Job Satisfaction (Z) | | | | | | |
| Work Discipline (X3) -> Teacher Performance (Y) | 0.023 | 0.028 | 0.027 | 0.858 | 0.391 | No effect direct |
| Islamic Work Ethic (X2) -> Job Satisfaction (Z) | | | | | | |
| Islamic Work Ethic (X2) -> Teacher Performance (Y) | 0.113 | 0.1 | 0.061 | 1.841 | 0.066 | No effect direct |
| Islamic Leadership (X1) -> Job Satisfaction (Z) | | | | | | |
| Islamic Leadership (X1) -> Teacher Performance (Y) | 0.065 | 0.059 | 0.03 | 2.141 | 0.033 | Influential direct |
| Job Satisfaction (Z) -> Teacher Performance (Y) | | | | | | |

Discussion

The Influence of Islamic Leadership on Teacher Performance

Research results show that Islamic Leadership is not influential and significant to teacher performance; the same research shows that Islamic leadership is not influential to the performance of Islamic high school teachers in Semarang City (Fathur, 2022). Research by Mukaromah (2022) shows that Islamic leadership is not influential or significant to teacher performance. Research Yoga & Fanani (2022) found that Islamic leadership could be more significant to teacher performance. Limited education and managerial skills are among the reasons teacher performance does not influence Islamic leadership factors. Even though school principals understand religion well, there needs to be more managerial skills to lead effectively, which will later impact teacher performance.

The Influence of Islamic Work Ethics on Teacher Performance

Research results show that the ethos of Islamic Work has a significant favorable influence on teacher performance. The increasingly good spirit in work because of Allah will result in more good results from the performance carried out; this is in line with research (Setyawati et al., 2023). Research by Lahat (2022) shows that the ethos of Islamic Work influences teacher performance. Research by Wadjo et al. (2023) says that the positive ethos of Islamic Work influences teacher performance in Islamic education institutions.

The Influence of Work Discipline on Teacher Performance

Findings show an influence between discipline work and teacher performance; this aligns with research (Amini et al., 2022; Sudjono, 2022) Research. Atika et al. (2022) and Rivaldo (2023) say discipline work impacts teacher performance in education institutions. Research by Zysman (2022) and Ramli (2024) says discipline work influences teacher performance. Research Rivaldo (2023) also said that discipline work exceptionally influences the performance process of educators in madrasahs.

The Influence of Job Satisfaction on Teacher Performance

Research results show a significant influence between satisfaction with work and teacher performance; this is in line with research by Putri et al. (2023). Research Juprizon (2022) says that job satisfaction influences performance. Research Amiri (2023) also says that satisfaction with Work positively influences performance.

The Influence of Islamic Leadership on Job Satisfaction

Research results show that there is a significant influence between Islamic Leadership and satisfaction in teachers' work. This is in line with research (Hartono, 2023). Research by Asutay et al. (2022). shows that Islamic leadership is closely related to job satisfaction in Islamic educational institutions. Research Mukaromah (2022) also states that Islamic leadership will influence job satisfaction in madrasahs and impact teacher performance.

The Influence of The Islamic Work Ethic on Job Satisfaction

Research results show that there is a positive influence between ethos Islamic work and satisfaction with teachers' work; this supported research by Ulfa et al. (2023). Research Hairunnisa (2020) conveys that the Islamic work ethic significantly impacts job satisfaction, resulting in effective performance in every educational institution.

The Influence of Work Discipline on Job Satisfaction

Research results show that there is no significant influence on discipline work to satisfaction work, which aligns with the research by Putri et al. (2021). Research by Atika et al. (2023) also states that work discipline does not affect teacher job satisfaction. Although discipline is important for maintaining order and efficiency, it does not always create a feeling of satisfaction at work.

The Indirect Influence of Islamic Leadership on Teacher Performance through Job Satisfaction

The research results show that Islamic leadership directly affects teacher performance through job satisfaction. This is in line with the research by Nabilah and Utomo (2024). Research Andreani (2022) also says that clear leadership in applying appropriate vision and mission with Islamic principles can inspire and motivate teachers to work with the same spirit and goals.

The Indirect Influence of Islamic Work Ethic on Teacher Performance through Job Satisfaction

The research results show that the Islamic work ethic has no direct effect on teacher performance through job satisfaction. Research by AlboGheitanirz et al.. (2019) shows that ethical islamic work can provide a strong moral and spiritual foundation for a teacher. Ann's influences on performance must be considered in context, as various factors influence each other.

The Indirect Influence of Work Discipline on Teacher Performance through Job Satisfaction

Research results show that discipline does not influence teacher performance in madrasah, meaning that discipline works in the matter this speak regarding teacher working hours, where there are still teachers who do not have enough discipline to operate the task; however, the problem is that it turns out that no influence on teacher performance (Suherman, 2021). Research Muna & Isnawati (2022) says that although work discipline is important in specific contexts, teacher performance in madrasah is influenced by various factors that must be implemented and considered comprehensively.

The following are the findings of the model that the researcher formulated in the phenomena in the research with the name Islamic Integrity Index (i3) model:

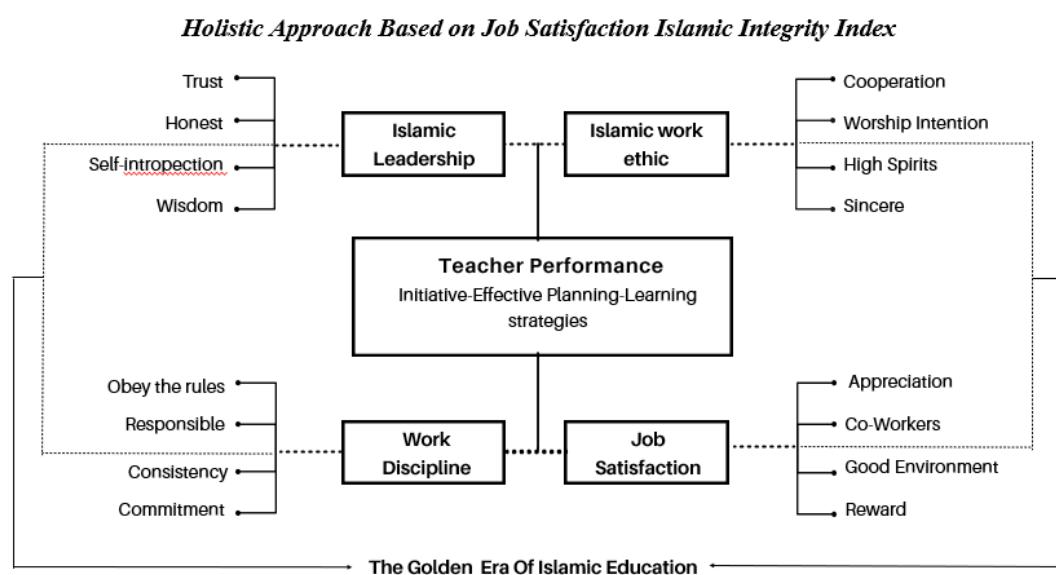


Figure 4. Islamic Integrity Index (I3)

The research results show that Islamic Leadership does not have a positive and significant effect on teacher performance; the same research was conducted by Fathur (2022), which shows that Islamic leadership does not affect teacher performance. The research results show that the Islamic work ethic significantly influences teacher performance; the more enthusiasm there is for working for Allah, the better the performance results are carried out, which aligns with research by Setyawati (2023). The findings show a significant favorable influence between work discipline and teacher performance. This is in line with Hadiati's (2018) research, meaning that the better the discipline carried out by each individual in carrying out institutional activities, the more focused and better the performance will be in educating students. The research results show a significant influence between job satisfaction and teacher performance. This is in line with Fairy et al. (2019). The research results show a significant influence of Islamic leadership on teacher job satisfaction, which aligns with the research by Nurjaya (2021). The research results show a significant favorable influence between the Islamic work ethic and teacher job satisfaction; this is supported (Saputro, 2014). The research results show that there is no significant influence of work discipline on job satisfaction; this is in line with the research conducted (F. et al., 2021). The research results show that Islamic leadership directly affects teacher performance through job satisfaction. This aligns with the research conducted by Nabilah and Utomo (2024). The research results show that the Islamic work ethic does not directly affect teacher performance through job satisfaction; this aligns with the research conducted (Smadi, 2023). The research results show that work discipline does not directly affect teacher performance in madrasas; parallel research was conducted by Tannady et al. (2022).

In facing global challenges in madrasas, researchers offer a new innovative concept known as the Islamic Integrity Index (I3), which exists as a basis for measuring and ensuring the profitable quality of Islamic education. This concept is not only focused on academic achievement alone but also on forming strong character based on Islamic values of integrity. The Islamic Integrity Index will bring new hope for a better future for Islamic education. It is an approach that prepares students for academic success and helps them become individualists by bringing the light of Islamic teachings to every process.

CONCLUSION

The integration of Islamic leadership, work ethic, and work discipline forms a theoretical framework that supports a holistic approach to improving teacher performance in Islamic educational institutions. This approach emphasizes that good performance is about achieving targets and internalizing spiritual and moral values in every aspect of work.

These theoretical implications contribute to the literature by expanding understanding of the relationship between Islamic values and professional performance and offering a leadership and management model that can be applied in various faith-based educational contexts. The limitations of this research are that it only focuses on Islamic leadership, Islamic work ethic, work discipline, and job

satisfaction for future researchers to consider conducting research that influences job satisfaction, such as examining incentive variables and conducting comparative analysis by comparing practices in Islamic and non-Islamic educational institutions to understand the differences and similarities in these practices.

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