

The Effect of Islamic Work Ethic Towards Teacher Performance With Work Motivation as an Intervening Variable at Sabilillah Islamic Boarding School in Sampang

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Abstract— In an educational institution in Islamic boarding schools to create quality human resources, teachers are at the forefront, because teachers are directly dealing with students in the delivery of the learning process. The purpose of this research were: 1) determining the direct effect of Islamic work ethic on work motivation and teacher performance, 2) investigating the direct impact of work motivation on the teacher performance, 3) describing the indirect consequence of Islamic work ethic to the teacher performance through work motivation. In order to examine the hypothesis testing, the researcher employed path analysis. The data used in this study were all teachers who worked at Sabilillah Islamic Boarding School in Sampang totaling 117 teachers. The analysis showed that there is a direct effect of Islamic work ethic on work motivation and teacher performance, direct effect work motivation on the teacher performance and indirect influences of the Islamic work ethic to the teacher performance through work motivation.

Keywords— *Islamic work ethic, work motivation, teacher performance*

I. INTRODUCTION

Whether we realize it or not, Islamic boarding school educational organizations existed before the colonial period, even long before Islam entered Indonesia (Kusdiana, 2014: 5). In other words, boarding school education can be classified as a very old educational and religious institution. This does not necessarily make boarding schools as a traditional institution, this can be proven by the many modern boarding schools that not only teach the yellow books but also teach general subjects such as mathematics, science, social studies, to foreign languages. For that, management boarding school required to be more selective in choosing teachers, teachers who will carry out the mandate the teaching of this curriculum. In an organization the role of human resources in achieving organizational goals is very important. HR plays a role in formulating each strategy that will be used in an organization (Djati and Khusaini, 2003). Appropriate HR management becomes an important role, because the quality of the human resources of a company will support the company back and forth (Armel et al., 2017).

Teachers as educational staff is one of the determining factors for the success of educational goals, because teachers

who directly intersect with students, to provide guidance that will produce the expected graduates. Teachers are human resources who are planners, actors and determinants of achieving educational goals.

Based on the description above, the teacher's performance must always be improved given the challenges of the education world to produce quality human resources who are able to compete in an increasingly stringent global era. Teacher performance (performance) is the result achieved by the teacher in carrying out the tasks assigned to him based on skill, experience and sincerity and the use of time. Efforts to improve performance are usually done by providing motivation in addition to other ways.

From some of the descriptions above, the purpose of this research were determining the direct effect of Islamic work ethic on work motivation and teacher performance, investigating the direct impact of work motivation on the teacher performance, describing the indirect consequence of Islamic work ethic to the teacher performance through work motivation.

II. MATERIAL AND METHODS

A. *Islamic Work Ethics*

Islamic work ethic is the view and attitude of an individual or groups to work, which has Islamic moral values. The Islamic work ethic is the character and habits of humans with regard to work, emanating from the system of faith or Islamic creed which is a basic life attitude towards it. The point is the character and habits of people at work based on the Qur'an and Sunnah. Islamic moral values based on the Qur'an and Sunnah is honesty (Shiddiq), trust (Amanah), intelligence (Fathonah), as well as argumentative and communicative (Tabligh), (Djasuli and Harwida, 2011). In this study Islamic moral values based on the Qur'an and Sunnah are used as indicators.

B. *Work Motivation*

According to Nawawi (2008) motivation means a condition that encourages or becomes the cause of someone doing an action or activity. Work motivation is something that gives rise to motivation or enthusiasm for work, or in other words, motivation to work (Martoyo, 2007).

According to McClelland in Robbins (2006: 174) analyses about three very important human needs in organizations or companies about their motivation. McClelland theory of needs focuses on 3 (three) things, namely: Needs to achieve success (Need for achievement), Needs in power or authority of work (Need for power). The need for affiliation (Need for affiliation). Three indicator human needs according to Robbins (2006) it is used as an indicator in this study.

C. Performance

According to Mangkunegara (2000: 67) states that performance is the work of quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given to him. Then according to Sulistiyani & Rosidah (2003) argues that a person's performance is a combination of ability, effort and opportunity that can be assessed from his work. Hasibuan (2001: 34) states that performance (work performance) is a result of work achieved by a person in carrying out the tasks assigned to him based on skill, experience and sincerity as well as time.

According to Cushway & Lodge (2002: 98) performance is assessing how someone has worked compared to a predetermined target. Whereas Veithzal (2004: 309) suggested that performance is a real behavior that is displayed by everyone as work performance produced by employees in accordance with their role in the company. Wibowo (2011: 25) argues that performance comes from the notion of performance. According to Armstrong and Baron in Wibowo (2011: 25) performance is the result of work that has a strong relationship with the strategic objectives of the organization, customer satisfaction and contribute to the economy. The performance measurement in this study can be done with indicators: (1) discipline, (2) cooperation, (3) initiative and (4) quality of work.

D. Methods

Based on the background and review of the research described above, the conceptual framework developed and used as a basis for compiling a research paradigm can be briefly illustrated in the following chart.

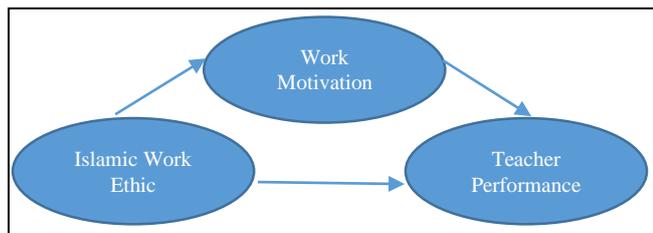


Fig. 1. Conceptual Framework

In general this research aims to describe and analyse the relationship between Islamic work ethic, work motivation and teacher performance at Sabilillah Sampang Madura Islamic boarding school. The population in this study were all teachers who worked at the Sabilillah Islamic boarding school. A total of 117 teachers. The results obtained in this study are expected to provide an explanation of how teacher performance is influenced by several factors (work motivation and Islamic work ethic).

In this study, the data analysis method that will be used is path analysis. Path analysis method is used to analyse the pattern of relationships between variables. The purpose of path analysis is to determine the direct and indirect effects through a set of independent variables on the dependent

variable. The influence in the path is show by the path coefficient on each path diagram of the causal relationship between independent variables to the dependent variable (Riduwan, 2006: 89). The influence of intervening variables used method of path analysis (path analysis). Path analysis is an extension of multiple regression analysis or path analysis is the use of regression analysis to estimate the causality relationship between variables that have been predetermined based on theory. Causality relationships between variables have been formed with a model based on theoretical basis, which is carried out by path analysis is to determine the pattern of relationships between three or more variables. The path analysis equation in research according to Sunyoto (2012: 61) is as follows:

1. The first equation is as follows: $Work\ Motivation = b_1 Islamic\ Work\ Ethic + E_1$
2. The second equation is as follows: $Teacher\ Performance\ TP = b_1 Islamic\ Work\ Ethic + b_2 Work\ Motivation + E_2$.

Where: b_1, b_2 = The magnitude of the coefficient of variable the independent. E_1, E_2 = standard error.

Equation analysis in the sub-structure of the solution is carried out with the help of the IBM SPSS statistics program version 24. Prior to the regression test an instrument test of all instruments was carried out after the validity test and the reliability test were all declared valid and reliable.

III. RESULTS AND DISCUSSION

A. Results

Define abbreviations and acronyms the first time they are used in the text, even after they have been defined in the abstract. Abbreviations such as IEEE, SI, MKS, CGS, sc, dc, and rms do not have to be defined. Do not use abbreviations in the title or heads unless they are unavoidable.

TABLE I. PATH COEFFICIENT VALUES: ISLAMIC WORK ETHIC AND WORK MOTIVATION

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-----------------------------|------------|---------------------------|-------|-------|
| | B | Std. Error | Beta | | |
| 1 | (Constant) | 40.250 | 6.806 | 5.914 | .000 |
| | Islamic WorkEthic | -.002 | .163 | -.001 | -.013 |

a. Dependent Variable: Work_Motivation

Source: Primary data processed

From table 1. It can be explained that the results of the test path analysis on the first function (equation 1), independent variables = Islamic Work Ethic and dependent variables Work Motivation can be known equation as follows: $Work\ Motivation = - 0.001 Islamic\ Work\ Ethic$. Based on the path model that has been produced above, it can then be interpreted as follows: coefficient Islamic Work Ethic of - 0.001, meaning that if other independent variables are of fixed value and Islamic Work Ethic has increased 1%, then Work Motivation will decrease by - 0.001, Negative coefficient means that there is a negative relationship between Islamic Work Ethic and Work Motivation, where the higher the value of Islamic Work Ethic , the will also decrease Work Motivation.

TABLE II. PATH COEFFICIENT VALUES: ISLAMIC WORK ETHIC, WORK MOTIVATION AND TEACHER PERFORMANCE

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 15.613 | 5.112 | | 3.054 | .003 |
| 1 Work_Motivation | .023 | .061 | .033 | .377 | .707 |
| Islamic_Work_Ethic | .394 | .107 | .325 | 3.677 | .000 |

a. Dependent Variable: Teacher_Performance

Source: Primary data processed

From table 2. It can be explained that in the second function (equation 2), the independent variable = Islamic work ethic and Work motivation and the dependent variable Teacher performance can be identified as follows: Teacher Performance = 0.325 Islamic Work Ethic + 0.033 Work Motivation. Based on the path model that has been produced above, then it can be interpreted as follows: (a)coefficient Islamic Work Ethic of 0.325, meaning that if other independent variables are of fixed value and Islamic Work Ethic has increased by 1%, then Teacher Performance will increase by 0.325A positive coefficient means that there is a positive relationship between organizational culture and teacher performance, where the higher the value of the Islamic Work Ethic , the will also increase Teacher Performance. (b)Coefficient Work Motivation of 0.033, meaning that if other independent variables have a fixed value and Work Motivation has increased 1%, then Teacher Performance will increase by 0.033, a positive value coefficient means there is a positive relationship between Work Motivation of the Teacher Performance, which further increase value of Work Motivation the will increase also Teacher Performance.

Table 2 can be explained as follows: At the level of significant 0.05, obtained a significance value of 0.000 where the value is smaller than the level of significant 0.05, Thus the variable Islamic work ethic proved to have a significant effect on the variable Teacher performance. At the 0.05 level of significance, a significance value of 0.707 is obtained where the value is greater than the 0.05 level of significance, thus the variable Work motivation has no significant effect on the variable Teacher performance.

B. Discussion

So it can be seen from the analysis above the regression analysis equation model for the two paths is as follows; For the first substructure equation: Work Motivation = - 0.001 Islamic Work Ethic + 1,000, Where: $E1 = 1 - R \text{ square} = 1 - 0.000 = 1,000$. For the second equation: Teacher performance can be identified as follows: Teacher Performance = 0.325 Islamic Work Ethic + 0.033 Work Motivation + 0.803, Where: $E2 = 1 - R \text{ square} = 1 - 0.107 = 0.803$

A Summary of some of the results of the analytical tools described above is as follows. Based on the results of the first substructure equation it is know that any change in the variable Islamic Work Ethic will have an influence on Work Motivation. In the first equation also obtained information that the Islamic Work Ethic has a direct influence on Work Motivation with the estimated figures as follows: The direct effect of the Islamic Work Ethic on Work Motivation of - 0.001 or - 0.1%; Based on the results of the second equation it

is known that every change in the variable Islamic Work Ethic and Work Motivation will have an influence on Teacher performance. In the second equation also obtained information that the Islamic Work Ethic and Work Motivation provides a direct influence on Teacher Performance with estimated figures as follows: 1) The direct effect of the Islamic Work Ethic on Teacher Performance of 0.325 or 32.5%; 2) The direct effect of Work Motivation on Teacher performance is 0.033 or 3.4%. Based on the first and second equations obtained indirect effect of variables Islamic Work Ethic on Teacher performance through Work Motivation with estimated numbers as $0.325 + (-0.001 \times 0.033) = 0.32467$ or 32.467%.

The results showed that Islamic Work Ethic had a negative but not significant effect on Work Motivation. This is because teachers at Islamic boarding schools do not prioritize Work Motivation, but they are more likely to prioritize Islamic Work Ethics, because teachers at Islamic boarding schools in Sabillillah are all Muslim and understand Islamic Sharia and in doing their work teachers are not motivated by their interests. Second, because the boarding school policy to cultivate teachers must have achievements supported by the performance contract between teachers and boarding school leaders, it means that there are still many teachers in Sabillillah boarding schools who are not ready with the culture adopted by boarding school leaders in improving Work Motivation. For this reason, socialization is needed related to Islamic Work Ethic of Islamic boarding schools in order to improve the Work Motivation of teachers towards Islamic boarding schools in achieving the expected achievements of boarding school leaders.

Whereas the Islamic work ethic has a significant positive effect on Teacher performance. Teachers at Islamic boarding schools all understand and implement Islamic law so that it can improve performance there. This research is in line with the research of Husin and Kernain (2019) which states that the Islamic work ethic is correlated with performance. Also in line with research Daulay et al., (2018) that the results of this study have found that the Islamic Work Ethics variable has a positive and significant effect on performance. This study also supports Purnama's research (2017) conducting research in educational institutions finding that Islamic culture can increase employee satisfaction and performance. Purnama (2013) in a study in the industry small found that the work ethic can improve the ability and success. For this reason, an Islamic work ethic is needed as one of the characteristics of Islamic boarding school education. Islamic boarding schools which are already very thick with religious values become a benchmark for the individual work ethic in them, including teaching teachers. Amilin et al., (2018), The results of the study indicate that Islamic work ethics positively influences two dimensions of organizational justice, namely procedural and interactive justice, but not on distributive justice. In addition, all dimensions of organizational justice and Islamic work ethics were found to positively influence job satisfaction.

This research has uses both for the benefit of scientific development and practical interests. Research findings are expected to provide new findings that will enrich Islamic religious education theory and behaviour theory of Islamic boarding schools, especially those related to teacher performance. The assessment of teacher performance issues in the boarding school work environment is expected to

contribute to the development of further studies for the development of teacher performance in the boarding school. Because the basis of the performance of one of the boarding schools is caused by the performance of teachers as the main supporting factor. From this study it is hoped that Islamic boarding schools pay attention to factors that can influence teacher performance improvement in boarding schools. Besides that, it can also be used as a material consideration in determining the policy of boarding schools towards teachers. In addition, this finding is expected to be a source of information for researchers who wish to develop research related to teacher performance in subsequent studies.

IV. CONCLUSION

The first equation in this study shows that the variable Islamic Work Ethic has an insignificant direct effect on Work Motivation in Islamic boarding school Sabilillah Sampang Madura. The second equation in this study shows that the variable Islamic Work Ethic gives a direct and significant influence on Teacher Performance in Islamic Boarding Schools but Work Motivation gives a direct and not significant effect on Teacher Performance. Whereas Islamic Work Ethic indirectly gives a not significant positive effect on Teacher performance through Work Motivation.

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