

CHAPTER 1

INTRODUCTION

1.1 Background of Study

In an age where educational quality is under intense scrutiny, the performance of teachers stands as a pivotal determinant of student success. However, many educational institutions grapple with a significant hurdle: ensuring that their educators possess the professional competence required to thrive in today's ever-evolving learning landscapes (Hamzah et al., 2021). This challenge is particularly pronounced in Islamic educational settings, where the fusion of academic excellence and moral integrity is not just desired but essential. The ramifications of inadequate teacher performance extend far beyond the classroom, sending ripples through communities and shaping the very fabric of society (Haekal et al., 2023). To address this critical issue, it is essential to rethink our approaches to supporting, evaluating, and nurturing teachers' professional growth. This study aims to illuminate the indispensable role of professional competence in bolstering teacher performance and, consequently, enhancing the quality of education.

Teachers who perform well can also be considered productive. They can effectively manage their time, resources, and instructional strategies to maximize student learning outcomes. Factors influencing teacher productivity include motivation, professional development, classroom management skills, and the ability to adapt to diverse student needs. Teacher performance is measured by their ability to plan, implement, and evaluate learning activities (Sukasih, 2022). This measurement is also suitable in determining the quality of education in Islamic educational institutions. Because the direction of the teaching and learning process in the classroom is determined by the teachers, a teacher's performance significantly impacts the success of their students' learning. In other words, better teaching performance can increase the motivation of students to learn.

In line with those experts, According to Mutohar & Trisnantari (2020), teacher performance results from the educator's individual and team efforts. It does exist in the school organizational framework for educators to carry out their duties and responsibilities to achieve the school's vision and mission. Encouraging teachers' professional development is the aim of performance assessments. The four factors taken into account by the assessment model are technological, vocational, professional, and pedagogical competence. To cover those mentioned above, in this research, good performance can be achieved by strengthening a few key elements, namely job satisfaction as the mediator, affective commitment, and Islamic work ethics.

As the mediator of this research, job satisfaction refers to the wonderful psychological state arising from the enjoyment of a person's own work experience (Ahakwa et al., 2021). It could also be perceived as workers' mindset towards their employers, the environment of corporate, social, and physical work, and the benefits received (Razzaq et al., 2021). It also implies how a member of the organization feels about work such as optimistic emotional feelings arising from job appraisal (Gheitani et al., 2019). In line with this theory, job satisfaction is a term used to describe the contentment, fulfilment, and positive feelings that employees experience about their work and work environment (Aldjufri et al., 2024). It reflects the extent to which employees feel happy, motivated, and satisfied with their job roles, tasks, relationships with colleagues and supervisors, opportunities for growth, and overall work conditions. High levels of job satisfaction are often associated with increased productivity, job performance, employee retention, and overall well-being in the workplace. When a teacher finds his or her existence and function are satisfactory for the organization, he or she tends to put maximum effort into contribution.

The emotional state of happiness or discontentment that employees have with their employment is also known as job satisfaction (Tuasikal & Prasajo, 2023.). A person's feelings towards their work are reflected in their job satisfaction, which is typically indicated by their

positive attitude towards their work and all that they encounter in the workplace. Also defined as an emotional state that can be either happy or bad, job satisfaction has several factors to achieve including the potential to advance, recognition, relationships between managers and employees, and the quality of the work itself. In an organization such as a boarding school, satisfaction with the job is important to achieve good performance, the same as affective commitment.

Organization commitment is a general term that describes a person's emotional connection to, identification with, and participation in an organization (Prihantono, 2020). It demonstrates how employees are dedicated to the goals and objectives of the business. Organizations have at least three primary commitments: affective, normative, and emotional. Affective commitment to the organization is one important aspect of behavior that can be used to evaluate the strength of a leader and employee of the organization at work. It is a characteristic of the relationship between organizational members and their organizations and has implications for the individual's decision to continue his membership in the organization. When an individual strongly internalizes the goals and guiding values of the organization, it fosters affective commitment, which drives hard effort and a strong desire to stay afloat—feeling both happy to be here and sad to go. It can also be inferred those employees who lack organizational commitment will have a harder time surviving as part of the organization compared to members, in this case teachers, who possess that dedication. In line with affective commitment, even way stronger, teacher performance is influenced by another element; Islamic work ethics.

Islamic Work Ethics (IWE) is not something new seeing that many researchers have earlier conducted studies about it. According to Dwita & Rozikan (2022), it is a set of values or belief systems derived from the Qur'an and the sunnah regarding work that can create positive attitudes for individuals, provide several advantages including hard work, commitment and dedication at work, work creativity, cooperation, and fair competitiveness in the workplace. In

addition, the Islamic work ethic includes attitudes that reflect exemplary and value time, discipline, hard work, honesty, responsibility, cooperation, and avoiding negative behavior (Laiqkafana, 2023). Based on those ideas, Islamic work ethic offers rules that a firm might follow to maintain success and excellence throughout time. Islam has also offered advice on how to build a positive and cooperative work environment, as well as strong working relationships between coworkers and bosses. A person who applies Islamic work ethics in himself, his attitude, behavior, and actions are dictated by Sharia law because he has a close relationship with God.

For the general pre-research instrument, the following information shows how some respondents at one school react to some particular questions related to Islamic work ethics, teacher performance, affective commitment, and job satisfaction. The researcher interviewed several particular people including the principals, human resource department, and teachers dealing with some issues related to how Islamic work ethics, affective commitment influence teacher performance mediated by job satisfaction applied in this school (See Appendix 2). Based on the general interview and after quite intensive discussions with them, the researcher was able to illustrate important issues related to teacher performance for this research, such as;

The first, even though it is a special characteristic of Islamic boarding schools, for some employees, on the other hand, Islamic work ethics come out as something new and challenging to acquire. They feel that the demands contained in the Islamic Work Ethics concept are too hard and weird. For example, in terms of worship, they are required to maintain congregational prayers, perform Dhuha prayers every day, learn to read the Quran and memorize it every week, recite the Quran with a teacher, and study religion as much as possible. In social patterns, maintaining manners and morals is mandatory, for example how to dress, speak, socialize, and so on.

The second, almost all teachers at this school like and comply with affective commitment. This is marked by the length of time they persist in educating students and experiencing a better life. Even school turns into a second home for them. On the other hand, every semester there are always certain numbers of teachers who feel uncomfortable teaching here with various reasons. Some of them think that it is hard for them to deal with the Islamic Boarding School who requires strong commitment. As the result, they decide to perform low commitment, break the school laws, choose another job opportunity, or even resign.

The third, job satisfaction is closely related to teacher performance. Teachers who are satisfied with their work environment and role are more likely to perform effectively. The better an employee understands and practices Islamic work ethics, the more job satisfaction will increase, and of course this has a very good effect on performance. Nevertheless, some argue there are too many restrictions so they feel bound and are not free to be creative. Others believe that job prospects or career paths here are not very clear. The rests believe that the relationship between superiors and subordinates is too distant and significant. All these points make them feel dissatisfied with devoting themselves to maximum performance.

Last but not the least, teacher performance refers to the measurable outcomes achieved through a teacher's training and development, including actions, attitudes, and behaviors that influence students' learning processes and academic success. The teachers are tightly selected through a strict process in order to hire professional educators with maximum performance. Soon after signing the contract, they are given a lot of training and socialization to strengthen their competence. However, there are still some teachers who have not been able to provide maximum performance in their duties. This can be seen from habits of breaking school rules such as having a bad appearance, being reluctant to worship, speaking bad words and socializing, dating, smoking, and doing business while carrying out duties.

The foundation has taken various efforts to overcome teacher performance problems, including evaluating internally, providing competency improvement services, helping if there are obstacles in the process, and providing rewards and punishments based on measurable performance. Nonetheless, it seems every time there is an attempt to overcome a problem, other problems remain. So, this research will focus attention on elements that can directly touch the heartstrings of teachers as educational figures, namely Islamic work ethics and affective commitment. Therefore, in light of the foregoing justification, the researcher thinks that through this research, further concerns need to be conducted in order to maximize the teacher performance, especially by the contribution of Islamic work ethics, affective commitment, and job satisfaction. The combination of the variables is as follows. The Islamic work ethics and affective commitment are x or independent while teacher performance functions as y or dependent, and job satisfaction as z or the mediator variable.

1.2 Research Questions

This research is going to be conducted based on the following questions;

1. How Islamic Work Ethics affects the job satisfaction of Insan Cendekia Boarding School teachers?
2. How Islamic Work Ethics affect the performance of Insan Cendekia Boarding School teachers?
3. How Islamic Work Ethics affects the performance of Insan Cendekia Boarding School teachers mediated by job satisfaction?
4. How Affective Commitment affects the job satisfaction of Insan Cendekia Boarding School teachers?
5. How Affective Commitment affects the performance of Insan Cendekia Boarding School teachers?
6. How Affective Commitment affects the performance of Insan Cendekia Boarding School teachers mediated by job satisfaction?

7. How Job Satisfaction affect the performance of Insan Cendekia Boarding School teachers?

1.3 Objectives of Study

The purpose of this research is to explore and identify effective strategies for enhancing teacher performance by strengthening Islamic work ethics, fostering affective commitment, and optimizing structures, with a particular focus on the mediating role of job satisfaction. Specifically, the research aims to:

1. Study whether Islamic work ethics has positive effects on the job satisfaction of employees (teachers) at Insan Cendekia Boarding School Payakumbuh.
2. Check whether Islamic work ethics has positive effects on the performance of employees (teachers) at Insan Cendekia Boarding School Payakumbuh.
3. Prove whether Islamic work ethics has positive effects on the performance of employees (teachers) at Insan Cendekia Boarding School Payakumbuh mediated by job satisfaction.
4. Reveal whether affective commitment has positive effects on the job satisfaction of employees (teachers) at Insan Cendekia Boarding School Payakumbuh.
5. Ensure whether affective commitment has positive effects on the performance of employees (teachers) at Insan Cendekia Boarding School Payakumbuh.
6. Examine whether affective commitment has positive effects on the performance of employees (teachers) at Insan Cendekia Boarding School Payakumbuh mediated by job satisfaction.
7. Reveal whether job satisfaction has positive effects on the performance of employees (teachers) at Insan Cendekia Boarding School Payakumbuh.

1.4 Contribution of Study

This research contributes to the body of knowledge by offering a comprehensive approach to enhancing teacher performance through ethical, emotional, and financial dimensions, mediated by job satisfaction. It aims to create a positive and sustainable impact on

educational institutions and the broader educational landscape. The followings are the contribution of the research to several addressees.

a. Theoretical Contribution.

Through the incorporation of Islamic work ethics, this research contributes to the theoretical understanding of work ethics and offers a distinctive viewpoint within the framework of educational institutions. This research combines ideas from human resource management, organizational behaviour, and ethics to provide a comprehensive strategy for raising teacher performance. It also improves on current job satisfaction models by presenting it as a mediator between affective commitment, performance and work ethics; this helps to provide a more complex explanation of these linkages.

b. Practical Contribution.

The research gives legislators and school administrators practical insights and suggestions for creating and implementing laws that improve emotional commitment, fortify Islamic work ethics, job satisfaction, and for sure, teacher performance. Also, it provides guidance for creating and implementing professional development initiatives that support teachers' dedication to their work and adhere to Islamic ethical standards.

c. Social Contribution.

By incorporating Islamic work ethics, the research addresses the need for culturally relevant approaches in educational management and promotes principles that are in line with the cultural and religious setting of many educational institutions. Better educational outcomes for kids are a result of the research's enhancement of teacher performance, which benefits the larger community. It highlights the significance of teachers' well-being and job satisfaction and

promotes a more encouraging and fulfilling work environment that may lower turnover and raise job satisfaction.

d. Methodological Contribution.

In addition to offering invaluable resources for future research, this study creates and verifies assessment procedures and instruments to assess Islamic work ethics, affective commitment, job satisfaction, and teacher performance. It offers empirical support for the hypothesized links between Islamic work ethics, affective commitment, job satisfaction, and teacher performance using quantitative and qualitative data.

1.5 Scope of the Study

This research aims to determine the extent of the influence of Islamic work ethics, commitment, and job satisfaction on the performance of teachers teaching in Islamic boarding schools. The subjects of this research are teachers, especially educators who work at Islamic boarding schools in the city of Payakumbuh, West Sumatera, namely Insan Cendekia Boarding School. It is estimated that this research will last approximately two months in the 2024 academic year, starting in July 2024. The respondents of this research will be subject teachers at the school totaling around 250. The researcher will pick up at least 152 teachers based on Sugiyono's theory. The research will be conducted as quantitative where the samples are going to be given direct or indirect interview, asked to reveal the real condition by showing up measurable evidences.