CHAPTER 5

CONCLUSION, IMPLICATION, LIMITATION, AND RECOMMENDATION

5.1 Conclusion of Research

This study aims to investigate how Islamic work ethics (X1) and affective commitments (X2) can influence teacher performance (Y) among Insan Cendekia Boarding School Payakumbuh instructors, mediated by job satisfaction (Z). This study employs a quantitative methodology, gathering primary and secondary data from the Insan Cendekia Boarding School (ICBS) foundation. The object of this study is employees in this school particularly 250 teachers. Google Formula is used to create the questionnaires that serve as the research tool. The followings are finding summary restated in short sentences.

1. This study highlights a positive correlation between Islamic Work Ethics (IWE) and job satisfaction at Insan Cendekia Boarding School Payakumbuh. Ethical values like honesty, diligence, and responsibility boost motivation, commitment, and collaboration. Implementing IWE reduces turnover, enhances social responsibility, and strengthens workplace relationships, improving organizational stability and productivity.

2. This study finds no direct link between Islamic Work Ethics (IWE) and teacher performance at Insan Cendekia Boarding School Payakumbuh. IWE promotes positive behaviors, but its impact depends on motivation, leadership, and work environment. Mediators like job satisfaction and external factors highlight the need for supportive systems to enhance performance.

3. The analysis shows job satisfaction significantly boosts teacher performance at Insan Cendekia Boarding School (ICBS). Satisfied teachers demonstrate greater commitment, enthusiasm, and effectiveness, fostering positive student interactions. Involving teachers in decision-making, fair compensation, and supportive

environments enhance motivation and performance, highlighting the importance of prioritizing teacher satisfaction for academic and professional excellence.

4. The analysis confirms that affective commitment positively influences job satisfaction among teachers at Insan Cendekia Boarding School Payakumbuh. Emotional attachment and loyalty foster alignment with organizational goals, enhancing satisfaction and belonging. Supportive leadership, clear communication, and meaningful work strengthen this bond, promoting motivation, retention, and sustained organizational success.

5. The analysis confirms that affective commitment significantly boosts teacher performance at Insan Cendekia Boarding School Payakumbuh. Teachers with emotional ties to their schools show higher engagement, motivation, and effectiveness. Supportive leadership, collaboration, and clear communication strengthen this bond, enhancing teaching quality, reducing stress, and promoting institutional success.

6. The analysis confirms that affective commitment significantly enhances teacher performance at ICBS Payakumbuh, with job satisfaction as a key mediator. Emotional attachment fosters motivation, engagement, and teaching quality. By prioritizing both affective commitment and job satisfaction, schools can create a supportive environment that boosts teacher effectiveness and overall institutional success.

7. The analysis confirms that Islamic Work Ethics (IWE) significantly enhance teacher performance at ICBS Payakumbuh when mediated by job satisfaction. Ethical values like honesty, dedication, and accountability foster job satisfaction, boosting motivation and effectiveness. Promoting IWE alongside job satisfaction creates a positive work culture, optimizing teacher performance and institutional success.

5.2 Implication of Research

As entitled "The Influence of Islamic Work Ethic and Affective Commitments on Teacher Performance in a Boarding School Mediated by Job Satisfaction", the research provides significant insights into the dynamics of performance enhancement in an educational institution, Insan Cendekia Boarding School Payakumbuh. The findings suggest that Islamic work ethic serves as a foundational element that promotes accountability, diligence, and integrity among teachers, particularly in indirect enhances. However, without mediating variable, Islamic Work Ethics does not significantly affect Teacher Performance.

The mediating role of job satisfaction signs that while Islamic work ethics and affective commitments are critical, their impact on performance is significantly amplified when teachers feel fulfilled, valued, and content in their roles. Leaders in boarding schools can take lessons from these insights by strengthening a culture grounded in Islamic values, while simultaneously creating environments where teachers feel emotionally connected and satisfied. Furthermore, this study implies that organizational strategies aiming to improve teacher performance should prioritize job satisfaction as a central focus. The researcher formulates some implications of this research at least in the following five points.

5.2.1 *Making affective commitment a top priority for teacher engagement*

Educational institutions, especially Islamic-based ones like Insan Cendekia Boarding School Payakumbuh had better focus on maximizing affective commitment among teachers. Affective commitment, equipped by emotional attachment and identification with the organization, has been proven to significantly enhance teacher performance. Strategies such as promoting a strong sense of community, recognizing teachers' contributions, and aligning organizational goals with personal values can cultivate this commitment. By fostering an emotional connection, schools can motivate teachers to invest more effort and creativity into their roles. This focus ensures that teachers remain highly engaged and dedicated, thereby enhancing overall institutional success and student outcomes.

5.2.2 *Professional development through the incorporation of Islamic work ethics*

Islamic work ethic, which emphasizes values like integrity, accountability, and diligence, serves as a foundation for fostering ethical conduct among teachers. Nevertheless, since it cannot stand alone influencing teacher performance, it is most impactful when coupled with mediating factors like job satisfaction. Schools is supposed to integrate Islamic work ethic into professional development programs, adjusting it with modern educational challenges. Workshops, seminars, and reflective sessions on Islamic principles can guide teachers in implementing these ethics in their professional practices. This approach ensures that teachers' ethical values directly contribute to a productive and conscientious work environment, thereby enhancing both individual and institutional performance.

5.2.3 *Improving Job Satisfaction as a Driver of Performance*

Job satisfaction plays an important role in mediating the effects of affective commitment and Islamic work ethic on teacher performance. To maximize its impact, schools should create a positive work environment that addresses teachers' emotional, professional, and social needs. This can be achieved by providing regular opportunities for career advancement, recognizing and rewarding accomplishments, applying better salary, bonuses, benefit and awards, and gaining collegial relationships are essential. By prioritizing teacher satisfaction, institutions can create a motivated workforce that is committed to achieving educational excellence. This holistic approach not only improves individual performance but also contributes to a thriving, collaborative school culture.

5.2.4 *Reassessing Work Ethics' Direct Effects.*

The findings describe that Islamic work ethic alone does not significantly enhance teacher performance without mediation. This can be referred that the need for a more integrated approach to performance improvement. Schools should combine ethical principles with

initiatives that address teachers' emotional and motivational factors. For example, connecting ethical values to practical teaching challenges and recognizing their alignment with institutional goals can provide a meaningful context for teachers. By addressing both the intrinsic and extrinsic aspects of teacher motivation, institutions can ensure that ethical values are effectively translated into actions that improve teaching quality and student outcomes.

5.2.5 *Adapting Management and Leadership Strategies*

Leadership holds a very important role in formulating teacher performance by integrating ethical, emotional, and motivational factors. Leaders at Insan Cendekia Boarding School look better if they are able to adopt management styles that convince Islamic work ethic while achieving affective commitment and job satisfaction. For instance, leaders can model ethical behavior, provide consistent feedback, and create opportunities for meaningful teacher involvement in decision-making processes. By adopting a balanced approach that nurtures teachers' ethical and emotional needs, leaders can inspire a dedicated and high-performing workforce. This leadership model ensures that institutional goals are met while maintaining a harmonious and supportive work environment.

5.3 Limitation of Research

An Indonesian figure of speech addressing everyone can make mistakes; there is no ivory that doesn't break. In order to give a fair interpretation of the research findings, the researcher acknowledges that it has certain limitations. The distinctiveness of the research situation is one of the main drawbacks. The results may not apply to non-faith-based organizations or educational settings with different cultural and ethical frameworks because the study only looks at boarding schools and Islamic work ethics. The conclusions may not be as applicable to larger teaching populations or a wider range of organizational structures due to this context-specific approach. Furthermore, the study might have mostly relied on

instructors' self-reported data, which could introduce biases like selective memory or social desirability and compromise the accuracy and impartiality of the findings.

Another limitation lies in the potential exclusion of other influential variables that could impact teacher performance. The study emphasizes Islamic work ethics and affective devotion, but it can ignore other important elements that might also have a big impact on teacher behavior and performance, like institutional resources, leadership philosophies, and external socioeconomic circumstances. Furthermore, because the study most likely uses a cross-sectional design, which limits its capacity to track changes over time, it may not adequately reflect the long-term effects of these variables on teacher performance. In order to provide a more thorough understanding of the factors influencing teacher performance in various organizational contexts, future research could address these limitations by extending the study to include a variety of educational settings, implementing longitudinal methods, and investigating additional factors.

5.4 Recommendation of Research

This research focuses on four variables altogether under the title Improving Teacher's Performance by Strengthening Islamic Work Ethics Affective Commitment Mediated by Job Satisfaction; Case in Insan Cendekia Boarding School (ICBS) Payakumbuh. The researcher would leave some recommendations for the future researcher, the school management, teachers, and government.

5.4.1 *Recommendation for Future Researchers*

Future research on the same focus could be expanded by exploring additional mediating and moderating variables, such as leadership styles, organizational culture, or external socio-economic factors, to provide a more holistic understanding of the dynamics affecting teacher performance. Researchers could also consider conducting longitudinal studies to assess the long-term impact of Islamic work ethics and affective commitment on teacher performance,

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offering insights into how these factors evolve over time. Moreover, replicating the study in different educational settings, such as non-boarding schools, secular institutions, or schools in diverse cultural contexts, would enhance the generalizability of the findings. Including perspectives from other stakeholders, such as students, parents, and administrators, could also provide a multidimensional view of how these influences manifest in the broader school environment. Such recommendations aim to build a deeper and more nuanced understanding of the interplay between ethics, commitment, and performance in educational leadership and management.

5.4.2   Recommendation for School Management or Foundation

Based on this research, it is recommended that school management actively integrate Islamic work ethics into their organizational policies and practices to enhance teacher performance. This could include designing professional development programs that emphasize ethical teaching practices, responsibility, and sincerity rooted in Islamic values. Additionally, school management should foster affective commitment by creating a supportive and inclusive work environment that strengthens teachers' emotional attachment to the institution. This can be achieved through initiatives such as regular feedback sessions, recognition of achievements, and alignment of school values with teachers' personal and spiritual aspirations. Furthermore, future studies could explore how school leadership can effectively model these principles and measure their impact on both teacher satisfaction and student outcomes. By embedding these recommendations into management practices, Islamic boarding schools can better align their operational strategies with their ethical and educational mission.

5.4.3   Recommendation for Teachers

The researcher would also address to recommended that teachers actively embody Islamic work ethics in their professional conduct by fostering a sense of sincerity, responsibility, and dedication in their roles. Teachers can enhance their performance by

reflecting on how these ethical principles align with their daily teaching practices and by seeking opportunities to integrate them into lesson delivery, interactions with students, and collaboration with colleagues. Additionally, teachers are encouraged to strengthen their affective commitment by deepening their emotional connection to the school's mission and values, which can improve their motivation and sense of fulfillment. Participating in professional development opportunities, engaging in open communication with school management, and contributing to a positive and supportive work culture can further enhance their effectiveness. By focusing on these recommendations, teachers can play a pivotal role in upholding the values of Islamic education and fostering an environment of excellence and integrity within boarding schools.

5.4.4 *Recommendation for The Government*

To the government, especially the ministry of education and culture, the researcher gives recommendation that the government develop policies and programs that support the integration of Islamic work ethics into the educational system, particularly in faith-based schools. This could include providing targeted training for teachers and school leaders on the application of ethical principles in education and fostering affective commitment through initiatives that promote teacher well-being and professional development. The government should also prioritize resource allocation for Islamic boarding schools to ensure that teachers have access to adequate facilities and fair compensation, which are critical for enhancing job satisfaction and performance. Additionally, creating platforms for collaboration between Islamic boarding schools and broader educational institutions can help share best practices and strengthen the role of Islamic ethics in shaping a values-driven education system. By implementing these recommendations, the government can contribute to raising the quality of education in Islamic boarding schools while reinforcing their ethical and moral foundations.