

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

Ardi Saputra Aceh<sup>1\*</sup>, Nur Asnawi<sup>2</sup>, M. Fahim Tharaba<sup>3</sup>

Islamic Educational Department, Universitas Islam Negeri Maulana Malik Ibrahim,  
Malang, East Java, Indonesia

Email : ardisaputra449@gmail.com<sup>1</sup>, asnawi@manajemen.uin-malang.ac.id<sup>2</sup>,  
fahimtarbiyah@pai-uin.malang.ac.id<sup>3</sup>

DOI: <http://doi.org/10.33650/al-tanzim.v8i4.8911>

Received: 23 June 2024

Revised: 21 October 2024

Accepted: 02 November 2024

## 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*

Please cite this article in APA style as:

Aceh, A. S., Asnawi, N., Tharaba, M. F. (2024). Exploring the Impact of Islamic Leadership, Work Ethic, and Discipline on Job Satisfaction and Teacher Performance in Madrasah. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(4), 1110-1123.

## 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**

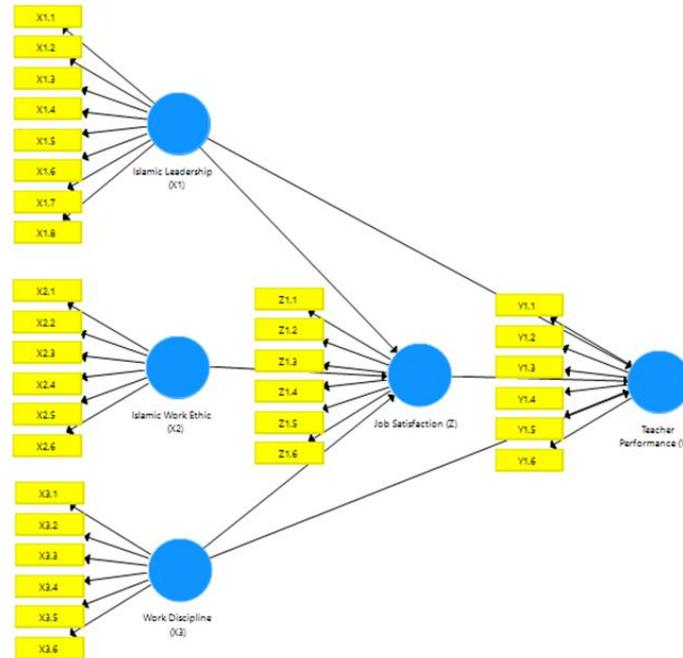
NO	State Aliyah Madrasah	Total Teachers	Total Sample
1	Madrasah Aliyah Negeri Kota Batu	43	$Mi = \frac{43}{185} \times 126 = 29$
2	Madrasah Aliyah Negeri 2 Kota Malang	55	$Mi = \frac{55}{185} \times 126 = 38$
3	Madrasah Aliyah Negeri 1 Malang Sumberoto	44	$Mi = \frac{44}{185} \times 126 = 30$
4	Madrasah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

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:

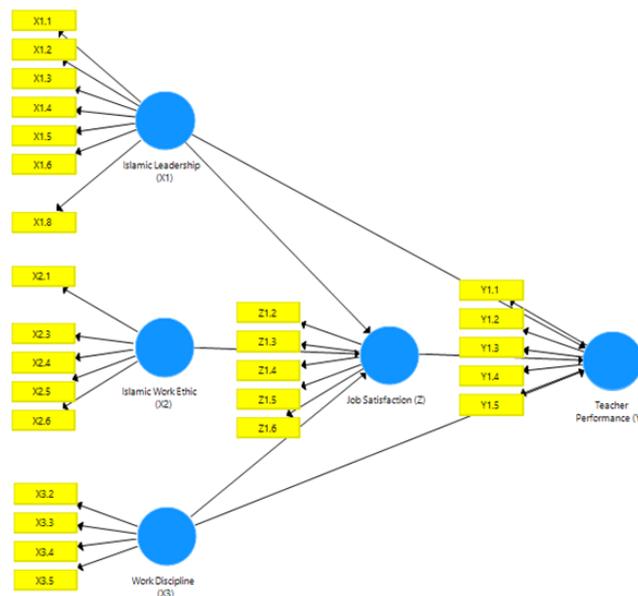
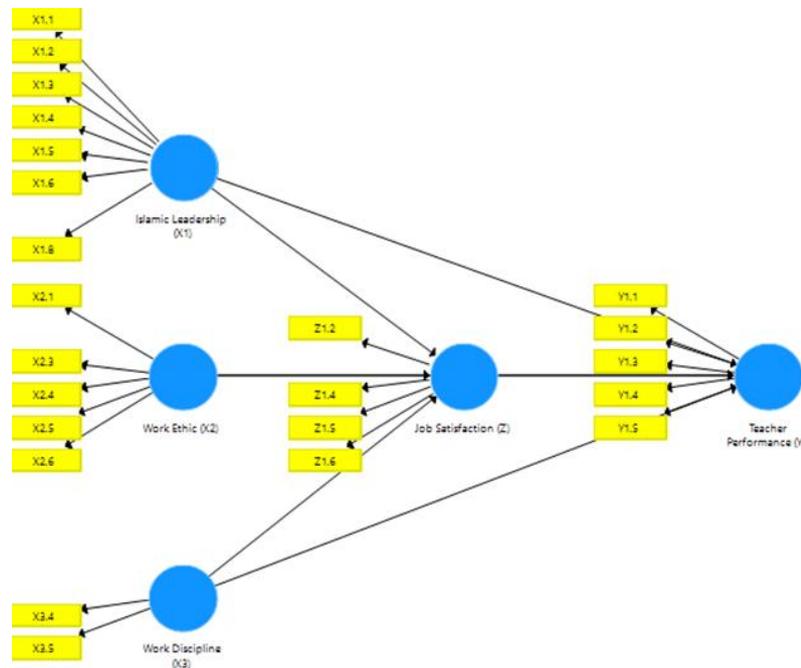


Figure 2. Calculation Results for Model 2

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.

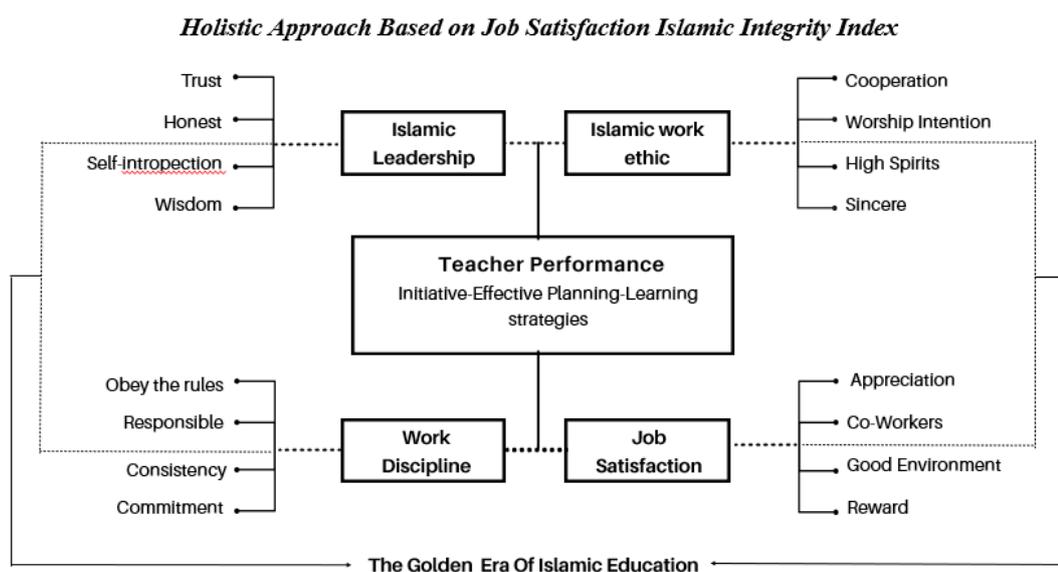
### The Indirect Influence of Islamic Work Ethic on Teacher Performance through Job Satisfaction

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 & Isnowati (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.

## ACKNOWLEDGMENT

The author sincerely thanks the Rector of UIN, Maulana Malik Ibrahim, and his team for their invaluable support. Also, thanks to the Director, Vice Director, Head of the Doctoral Program, and all lecturers and Staff for their guidance, mentorship, and assistance during the academic journey. Special thanks to those collecting data at Madrasah Aliyah Negeri, Malang Raya.

## REFERENCES

- AlboGheitanirz, Imani, S., Seyyedamiri, N., & Foroudi, P. (2019). Mediating Effect of Intrinsic Motivation on The Relationship Between Islamic Work Ethic, Job Satisfaction, and Organizational Commitment in Banking Sector. *International Journal of Islamic and Middle Eastern Finance and Management*, 12(1), 76–95. <https://doi.org/10.1108/IMEFM-01-2018-0029>
- Ali, A. A. A., & Habtoor, N. (2022). Islamic Work Ethics and Its Impact on Enhancing Organizational Commitment in Bahraini Private Educational Universities. *International Journal of Intellectual Human Resource Management (IJHRM)*, 3(02), 33-42. <https://doi.org/10.46988/IJHRM.03.02.2022.005>
- Amini, A., Marliani, M., & Kemal, I. (2022). Work Motivation and Work Discipline on Teachers' Performance in State Vocational Schools. *AL-Ishlah: Jurnal Pendidikan*, 14(2), 2271-2280. <https://doi.org/10.35445/alishlah.v14i2.1467>
- Amiri, M., Khosravi, A., & Mokhtari, A. A. (2023). Job satisfaction and its influential factors. *Journal of research in health sciences*, 10(1), 42-46.
- Andreani, D., & Zailani, Z. (2022). Pengaruh Gaya Kepemimpinan Islami terhadap Kinerja Guru di Prathom Sangkhom Islam Wittaya School Sadao Songkhla Thailand. *Journal on Teacher Education*, 4(2), 1592-1602.
- Asutay, M., Buana, G. K., & Avdukic, A. (2022). The Impact of Islamic Spirituality on Job Satisfaction and Organisational Commitment: Exploring Mediation and Moderation Impact. *Journal of Business Ethics*, 181(4), 913-932. <https://doi.org/10.1007/s10551-021-04940-y>
- Atika, O. (2022). Work Discipline, Leadership, and Job Satisfaction on Organizational Commitment and Teacher Performance of State Junior High School in Bangko District, Rokan Hilir Regency. *Journal of Applied Business and Technology*, 3(3), 251–262. <https://doi.org/10.35145/jabt.v3i3.109>
- Badar, K., Aboramadan, M., & Farao, C. (2023). Does Employee Relations Climate Mediate the Effect of Islamic Work Ethics on Organizational Performance? Evidence from Qatar. *Journal of Islamic Accounting and Business Research*. <https://doi.org/10.1108/JIABR-07-2022-0164>

- Chandra, T., & Komardi, D. (2022). Work Environment, Compensation, and Supervision on Job Satisfaction and Teacher Performance at SMA Negeri 1 Kampar. *Journal of Applied Business and Technology*, 3(3), 235-250. <https://doi.org/10.35145/jabt.v3i3.108>
- Davis, J., Fischl, A. H., Beck, J., Browning, L., Carter, A., & Villalobos, S. (2022). National standards for diabetes self-management education and support. *The science of diabetes self-management and care*, 48(1), 44-59. <https://doi.org/10.1177/26350106211072203>
- Djazilan, S., & Khayru, R. K. (2022). The Role of Self-Discipline, Self-Concept and Self-Efficiency on Teacher Performance. *Education and Human Development Journal*, 7 (3), 64-73. <https://doi.org/10.33086/ehdj.v7i03.3657>
- Fairy, S. N. P., Yudana, M., & Hendra Divayana, D. G. (2019). Kontribusi Gaya Kepemimpinan Transformasional, Etos Kerja Guru, Kepuasan Kerja, dan Budaya Organisasi Sekolah Terhadap Kinerja Guru di SMPK 1 Harapan Denpasar. *Jurnal Administrasi Pendidikan Indonesia*, 10(2), 125-131. <https://doi.org/10.23887/japi.v10i2.2799>
- Fathur, A. (2022). *Analisis Pengaruh Kepemimpinan Islami, Motivasi Kerja dan Religiusitas Terhadap Kinerja Guru Sma Islam di Kota Semarang*. Universitas Diponegoro, Semarang.
- Fatima, I. (2023). Role of Teachers to Impart Quality Education for Equitable Learning. *Shodh Sari-An International Multidisciplinary Journal*, 2(3), 462-471. <https://doi.org/10.59231/SARI7619>
- Febrian, W., & Nurhalisah, S. (2024). Determination of Workload, Work Stress, and Authoritarian Leadership Style on Performance. *Dinasti International Journal of Digital Business Management*, 5(2), 282-292.
- Fowler, M. J., Crook, T. W., Russell, R. G., & Cutrer, W. B. (2023). Master clinical teachers and personalised learning. *The Clinical Teacher*, 20(2), e13562. <https://doi.org/10.1111/tct.13562>
- Hairunnisa, H. (2020). Pengaruh Etika Kerja Islam dan Budaya Organisasi Terhadap Kepuasan Kerja. *Psikoborneo: Jurnal Ilmiah Psikologi*, 8(1), 134. <https://doi.org/10.30872/psikoborneo.v8i1.4868>
- Hartono, S. (2023). The Influence of Islamic Leadership on Teacher Performance in Islamic Educational Institutions: A Systematic Literature Review. *Edukasi Islami: Jurnal Pendidikan Islam*, 12(04), 925-934.
- Kondo, C. S. (2022). Walking the Talk: Employing Culturally Relevant Pedagogy in Teacher Education. *Teachers College Record*, 124(4), 65-94. <https://doi.org/10.1177/01614681221096797>
- Lahat, M. A., Marthanti, A. S., & Santosa, J. (2022). The Influence of Transformational Leadership, Work Ethos, and Organizational Culture on Teacher Performance. *Jurnal Ekonomi*, 11(03), 564-572.
- Laili, S. R., Supriyatno, T., & Gafur, A. (2022). Development of Islamic Religious Education Teacher Competency and Character Through Blended Learning. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), 864-875. <https://doi.org/10.31538/nzh.v5i2.2359>

- Mukaromah, H. (2022). Pengaruh Kepemimpinan Islam Terhadap Kinerja Karyawan Melalui Motivasi Kerja Sebagai Variabel Intervening Pada Karyawan BMT Hasanah Ponorogo. *Etihad: Journal of Islamic Banking and Finance*, 2(2), 142-154. <https://doi.org/10.21154/etihad.v2i2.5072>
- Muna, N., & Isnawati, S. (2022). Pengaruh Disiplin Kerja, Motivasi Kerja, dan Pengembangan Karir terhadap Kinerja Karyawan. *Jesyia*, 5(2), 1119-1130. <https://doi.org/10.36778/jesyia.v5i2.652>
- Nabilah, E., & Utomo, B. (2024). Pengaruh Gaya Kepemimpinan Islami, Reward, dan Punishment terhadap Kinerja Karyawan dengan Motivasi Kerja sebagai Variabel Moderasi pada Karyawan Brownies Cinta Karanganyar, *Jurnal Manajemen Bisnis Syariah*, 4(1), 43-53. <https://doi.org/10.31958/mabis.v4i1.11960>
- Noer, M. U. (2022). Islamic Work Ethic: The Role of Religious Principles on Working Performance in Higher Education. *Borneo International Journal of Islamic Studies*, 4(2), 1-20.
- Nurjaya, N. (2021). Motivasi Kerja Terhadap Kinerja Karyawan. *Jurnal Ilmiah Nasional*, 3(1), 60-74. <https://doi.org/10.54783/jin.v3i1.361>
- Perkasa, D. H., Mulyanto, & Rostina, C. N. (2023). Teacher Performance Post-Covid-19: A Study of Workload, Leadership Style, and Teacher Work Discipline at SMAN 21 Tangerang District. *KnE Social Sciences*, 11-21.
- Putri, E., Rahman, S., Komardi, D., & Momin, M. M. (2023). Leadership, Discipline, and Motivation on Job Satisfaction and Teacher Performance at Public Elementary School, Bangko District, Rokan Hilir Regency. *Journal of Applied Business and Technology*, 4(1), 1-16. <https://doi.org/10.35145/jabt.v4i1.115>
- Putri, F. I., & Kustini, K. (2021). Pengaruh Disiplin Kerja dan Keterlibatan Kerja Terhadap Kepuasan Kerja Karyawan PT. Risky Lintas Samudra Surabaya. *Briliant: Jurnal Riset Dan Konseptual*, 6(3), 629. <https://doi.org/10.28926/briliant.v6i3.694>
- Qasim, M., & Rizvi, S. (2022). Examining Impact of Islamic Work Ethic on Task Performance: Mediating Effect of Psychological Capital and A Moderating Role of Ethical Leadership. *Journal of Business Ethics*, 180(1), 283-295.
- Ramli, A., Mundzir, M., Suprianto, G., Ashadi, F., & Arifudin, O. (2024). Analysis of the Influence of Organizational Commitment on Work Discipline of Public High School Teachers. *Journal on Education*, 6(2), 12927-12934.
- Rivaldo, Y., & Nabella, S. D. (2023). Employee performance: Education, training, experience and work discipline. *Calitatea*, 24(193), 182-188. <https://doi.org/10.47750/QAS/24.193.20>
- Salsabila. (2020). Pengaruh Kepemimpinan Islam dan Religiusitas Terhadap Kinerja Melalui Motivasi sebagai Variabel Intervening (Studi Pada Guru MAN 4 Kebumen). *Jurnal Manajemen STIE Putra Bangsa*, 6(1)1-10. <https://doi.org/10.32639/jimmba.v1i1.396>
- Sani, A., & Ekowati, V. (2020). Spirituality at Work and Organizational Commitment As Moderating Variables in Relationship between Islamic Spirituality and OCB IP and Influence Toward Employee Performance. *Journal of Islamic Marketing*, 11(6), 1777-1799. <https://doi.org/10.1108/JIMA-08-2018-0140>

- Saputro, H. (2014). Pengaruh Etos Kerja Islami terhadap Kepuasan Kerja Karyawan Pada Waroeng Steak & Shake di Surabaya. *Jest*, 1(3), 161-177. <https://doi.org/10.20473/vol1iss20143pp161-177>
- Setyawati, K., Ausat, A. M. A., Kristanti, D., Setiadi, B., & Astuti, E. D. (2023). The Role of Commitment, Work Ethos and Competence on Employee Performance in Sharia Commercial Bank. *JEMSI (Jurnal Ekonomi, Manajemen, dan Akuntansi)*, 9(2), 523-529.
- Smadi, A. (2023). An Examination of The Mediating Effect of Islamic Work Ethic (IWE) on the Relationship Between Job Satisfaction and Job Performance in Arab work environment. *International Journal of Cross Cultural Management*, 23(1), 59-77. <https://doi.org/10.1177/14705958221120343>
- Soderberg, A. T., & Romney, A. C. (2022). Building Trust: How Leaders Can Engender Feelings of Trust Among Followers. *Business Horizons*, 65(2), 173-182. <https://doi.org/10.1016/j.bushor.2021.02.031>
- Sudjono, S. (2022). Work Stress Mediates Motivation and Discipline on Teacher Performance: Evidence Work from Home Policy. *Journal of Educational and Social Research*, 12(3), 80-89. <https://doi.org/10.36941/jesr-2022-0068>
- Suherman, A. (2021). Pengaruh Kompetensi, Kompensasi, Disiplin Kerja terhadap Kinerja Guru pada Lazuardi Global Islamic School. *Journal of Management and Business Review*, 18(3), 614-629. <https://doi.org/10.34149/jmbr.v18i3.228>
- Suryani, T., & Triyono, R. (2019). The Influence of Organizational Culture , Islamic Leadership , Islamic Work Ethic on Organizational Commitment of Employee at Nahdlatul Ulama University Surabaya with Job Satisfaction as a Mediating Variabel. *Business and Finance Jurnal*, 7(2), 117-130. <https://doi.org/10.33086/bfj.v7i2.2776>
- Syam, E. B., Pascawati, P. N. S., & Sjahrudin, H. (2020). Kontribusi Dimensi Gaya Kepemimpinan Islami Pada Kinerja Guru. *Jurnal Ekonomi Dan Bisnis Dharma Andalas*, 22(2), 210-220. <https://doi.org/10.47233/jebd.v22i2.134>
- Tannady, H., Renwarin, J. M., Mustafa, F., & Andreas Palilingan, R. (2022). Peran Disiplin dan Stress Kerja Terhadap Kinerja Karyawan di Perusahaan Perdagangan Oli dan Pipa Nasional. *Jurnal Kewarganegaraan*, 6(2), 1-12.
- Ulfa, M., Agung, A. & Sugiarta, I. M. (2023). Effect of Teacher Certification, School Principle Leadership, Job Satisfaction, and Work Ethos on Teacher Performance Islamic Education in Badung Regency. *International journal of health sciences*, 7(1), 26-41. <https://doi.org/10.53730/ijhs.v7n1.13952>
- Utari, K. T., & Rasto, R. (2019). Pengaruh Disiplin Kerja Terhadap Kinerja Guru. *Jurnal Pendidikan Manajemen Perkantoran*, 4(2), 238. <https://doi.org/10.17509/jpm.v4i2.18019>
- Vieten, C., & Lukoff, D. (2022). Spiritual and religious competencies in psychology. *American Psychologist*, 77(1), 26. <https://doi.org/10.1037/amp0000821>
- Wadjo, I. P., Cahyono, D., & Susbiyani, A. (2023). Pengaruh Etos Kerja Islam dan Gaya Kepemimpinan Terhadap Kinerja Guru MTS Melalui Variabel Motivasi. *Journal of Administration and Educational Management (Alignment)*, 6(1), 141-150. <https://doi.org/10.31539/alignment.v6i1.5482>

- Yoga, M., & Fanani, R. (2022). Pengaruh Islamic Leadership, Budaya Organisasi terhadap Kinerja melalui Motivasi pada Pengurus Pondok Pesantren Sabilul Muttaqin Kota Mojokerto. *Jurnal Manajemen STIE Muhammadiyah Palopo*, 8(1), 18-32. <https://doi.org/10.35906/jurman.v8i1.1027>
- Yuvitasari, E. (2018). The Improvement of In Islamic Leadership towards Teacher Performance with Competency-Based and Quality of Work Life. *International Journal of Islamic Business Ethics*, 3(2), 458. <https://doi.org/10.30659/ijibe.3.2.458-472>
- Zysman, J., & Costinot, A. (2022). The Influence of Work Discipline and Workload on Employee Performance (Study on Community Empowerment for Helath Service Employees at California District). *Medalion Journal: Medical Research, Nursing, Health and Midwife Participation*, 3(1), 19-32. <https://doi.org/10.59733/medalion.v3i1.15>