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Leadership style as moderating variable influence between Islamic work ethic with performance

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Abstract

This study aimed to examine the influence of Islamic work ethic on teacher performance and leadership style in the relationship between the Islamic work ethic and teacher performance. The population in this study were all Sabilillah Sampang Islamic Boarding School (SSIBS) teachers, totaling 117 people. Determination of the number of samples taken as respondents is to use saturated sampling means where all members of the population are taken as respondents. The type of research used in this study is causal research, that is, research that aims to examine the relationship between variables or to analyze the influence of a variable on other variables. Data collection techniques using primary data were in the form of a questionnaire. Data analysis techniques used inferential statistics with multiple linear regression analysis using IBM Statistical Product and Service Solutions (SPSS) statistics 24 program to answer the research objectives. The results of the study found that: (1) Islamic work ethic partially had a significant effect on SSIBS teacher performance. The Islamic work ethic has a positive direction on performance (2) The leadership style influences the relationship between the Islamic work ethic and the SSIBS Teacher Performance. This is because the leadership in SSIBS is already good especially the ability to direct members, provide ideas, ability to take initiative, intelligence and supervision. The Islamic work ethic in the SSIBS environment is already good, especially trusting co-workers, professionalism, responsibility and integrity.

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Introduction

Every organization has an interest in the best performance that can be produced by the set of systems that apply in that organization. Human resource management is one of the key factors to get the best performance, because in addition to dealing with problems of skills and expertise, human resource management is also obliged to build conducive behavior of employees to get the best performance. In the context of educational institutions, boarding schools in the East Java region, especially Madura, are areas that have many educational institutions other than being sheltered by boarding schools. Islamic boarding school education is currently experiencing increasingly strong competition and decreasing interest. These conditions imply the need to optimize the performance of Islamic boarding school educational institutions, with teachers as the front guard. In other words, improving the competitiveness, commitment and work ethic of teachers are key factors in the success of Islamic boarding school educational institutions. For this reason, the management of Islamic boarding schools demands being more selective in choosing teachers who will carry out the mandate of teaching

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this curriculum. In an organization the role of human resources (HR) in achieving organizational goals is very important. HR plays a role in formulating every strategy that will be used in an organization (Djati & Khusaini, 2003). Appropriate HR management becomes an important role because the quality of the human resources of a company will support the back and forth of the organization (Armel, Nasir, & Safitri, 2017). The position and role of the teacher in the education process occupies a central position, thus determining the quality and process of educational success.

Based on the description above, teacher performance must always be improved given the challenges in education to produce quality human resources who are able to compete in an increasingly stringent global world. Efforts to improve teacher performance in Islamic boarding school education institutions are usually done by providing motivation to practice Islamic work ethic behavior in addition to other ways.

Islamic work ethic is needed because Islamic work ethic is one of the characteristics of Islamic boarding school education. Islamic boarding schools, which are already very influenced by religious values, are a benchmark for the individual work ethic in them, including teaching teachers. Teachers who have Islamic work ethics are capable of indirectly having the ability to work in Islamic boarding school educational institutions. Research by Purnama (2019) states that spiritual work ethics have a direct positive and significant impact on teacher performance. Besides spiritual work, ethics through work competence has a significant positive effect on teacher performance. In addition, Purnama (2013) in research in small industries found that work ethic can improve ability and success. Purnama (2017) conducting research at Islamic education institutions found that Islamic culture can increase employee satisfaction and performance. Rahmah and Fatmah (2019) state that organizational culture can increase work discipline, which in turn can improve performance. In addition to Islamic work ethics that affect teacher performance, is the leadership style.

Leadership style can moderate the relationship between Islamic work ethics and teacher performance because Koesmono (2007) reveals that the existence of a leader in an organization is needed to bring the organization to its intended purpose. Leaders usually apply certain leadership styles to influence the performance of their subordinates. Likewise, Locander, Hamilton, Ladik, and Stuart (2002) explained that leadership implies that leaders influence what is led but the relationship between the leader and the one led is mutually beneficial to both parties. Research by Khairizah's (2015) shows that leadership style influences employee performance. The researcher said that the directive leader had a much higher influence than the supportive leader or participative leader.

From some of the above, the researcher will examine the relationship between Islamic work ethic and teacher performance in the SSIBS with leadership style as a moderating variable. The results of this study are expected to provide new findings that will enrich the theory of human resource management and behavior theory of educational institutions, especially those related to teacher performance. In addition, it is hoped that educational institutions will consider factors that can influence teacher performance improvement and can be used as consideration in determining the management policies of educational institutions.

Literature Review

Islamic Work Ethic

Yousef (2000) states that the concept of Islamic work ethics is guided by the Al-Qur'an and al-Sunnah, namely the words and deeds of the prophet Muhammad. Islamic work ethics are the views and attitudes of an individual or group towards work, which have as values, Islamic moral value. According to (Djasuli & Harwida, 2011) Islamic moral values based on the Al-Qur'an and al-Sunnah are honesty (Shiddiq), trust (Amanah), intelligence (Fathonah), as well as being argumentative and communicative (Tabligh), used in this study as indicators.

Leadership Style

Leadership is an important factor in giving direction to employees, especially in doing their work. According to Dubrin (2007), leadership style is an effort to influence many people through communication to achieve goals. The success of organizational activities and organizational development is determined by the quality of leadership of a leader. Dinham (2007) put forward four leadership theories, namely: (1) Theory of Characteristics, namely, theories that seek the personality, social, physical or intellectual qualities of a leader; (2) Behavioral theory, which is a theory that states which specific leaders are oriented toward development, such as leaders who value experimentation, seek new ideas, and cause and implement change; (3) Probability theory, this theory consists of five groups, namely, the Fielder model, situational theory, leader-subordinate exchange theory, goal path theory and leader participation models. In this study the indicators used according to Dinham (2007) are charisma, inspiration, stimulation and individual considerations.

Performance

Hasibuan (2001) states that performance (work performance) is a result of work achieved by a person in carrying out tasks assigned to him based on skill, experience and sincerity as well as time. Teacher performance is an important aspect in creating an effective school. Thus, these aspects need attention if they want to realize an effective school.

Bafadal (2003) states that: The process of quality education requires teacher activities which of course also must have superior value.

Bernardin's (1993) performance is defined as a record of the outcomes that result from a particular activity, during a certain period of time as well. The work that can be achieved by a person or group of people in an organization, in accordance with their respective authorities and responsibilities, in the

context of efforts to achieve the goals of the organization, does not violate the law and is in accordance with morals and ethics.

The performance measurement in this study can be done with indicators: (1) work quality, (2) initiative, (3) cooperation and (4) discipline.

Methodology

Based on the background and objectives 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 Figure 1:

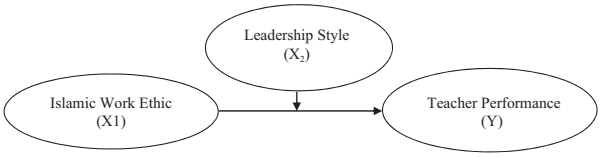


Figure 1 Conceptual framework

In general, this study aims to describe and analyze the relationship between Islamic work ethics with teacher performance and whether the leadership style can moderate the relationship between Islamic work ethics and teacher performance in Sabilillah Sampang Madura Islamic boarding schools. The population in this study were all teachers who worked at the Sabilillah Islamic boarding schools, a total of 117 teachers. Sampling technique used saturated sampling in this study with all members of the population (Sugiyono, 2001). The results obtained in this study are expected to provide an explanation of whether the leadership style strengthens or weakens the relationship between Islamic work ethics and teacher performance at SSIBS institutions.

Data analysis techniques used the method of interaction regression analysis or Moderate Regression Analysis (MRA). Interaction regression analysis aims to determine whether moderating variables will strengthen or weaken the relationship between the independent variable and the dependent variable. The regression equation according to Harsono (2002) is as follows in Equation (1) and (2):

$$Y = a + b_1 X_1 + E_1 \quad (1)$$

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 (X_1 X_2) + E_2 \quad (2)$$

Where:

Y = Teacher performance

X_1 = Islamic work ethic

X_2 = Leadership style

b_1, b_2 = The magnitude of the coefficients of the independent variables

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 version 24 program. Prior to the regression test, an instrument test of all instruments was carried out after the validity test and the reliability test were declared valid and reliable.

Results and Discussion

The results of the regression test in this section describe the relationship between the independent variable (work ethic) and the dependent variable (teacher performance), with an explanation of the first equation as presented in Table 1 below.

From Table 1 it can be explained that the results of the regression test in Equation 1, the independent variable = X_1 and the dependent variable Y can be understood as the following Equation: $Y = 16{,}544 + 0.394X_1$. Based on the results of the regression test that has been produced above, it can then be interpreted as follows: (a) The coefficient of the spiritual work ethic (X_1) is 0.394, meaning that if the independent variable of the spiritual work ethic (X_1) has increased 1 percent, then the teacher performance (Y) will experience an increase of 0.394. Positive coefficient means that there is a positive and significant relationship between Islamic Work Ethic and Teacher Performance, where the more the value of Islamic Work Ethic increases, Teacher Performance also increases.

Determining the relationship between variables *independent* on *the dependent* can be seen from the value of the correlation coefficient (R) and the coefficient of determination (R^2) used to indicate the proportion of the dependent variable explained by the independent variable. R^2 is able to provide information on the variation in the dependent variable that can be explained by the regression model used. If R approaches number one it means there is a strong relationship. Rated R and R^2 obtained are described in Table 2.

Table 2 shows that the results of the data obtained the value of the correlation coefficient (R) of 0.325. This means that the relationship between Islamic work ethic towards Teacher performance has a weak effect on the level of relationship because it was in the interval 0.325 coefficient close to 0, while the coefficient of determination (R^2) of 0.106 means that 10.6 percent of the variation of the variable Teacher performance can be explained by the Islamic work ethic, and the other 89.4 percent is explained by other variables not included in the studied variable.

Table 1 The test results of the influence of the independent variable (work ethic spiritual) with the dependent variable (teacher performance)

Model		Unstandardized Coefficients		Standardized Coefficients Beta	*t*	*p*
		B	*SE*			
1	(Constant)	16.544	4.460		3.710	.000
	X_1	.394	.107	.325	3.690	.000

Note: Dependent Variable = Y.

Table 2 Analysis of correlation coefficient and determination coefficient for Islamic work ethic research variables and Teacher performance

Model	*R*	R^2	$R^2_{adjusted}$	Std. Error of the Estimate
1	.325[a]	.106	.098	3.56516

Note: Predictors = (Constant), X_1.

The moderation test results in this section describe the testing of the influence of leadership style in moderating the influence of Islamic work ethics on teacher performance with an explanation of the second equation as are presented in Tables 3 and 4 below.

From Table 3 it can be explained that the results of the moderation test in the equation are as follows: Y = -5,947 + $0.911X_1 + 0.783X_2 - 0.018\ X_1.\ X_2$, the independent variable = X_1, the dependent variable Y and the moderating variable X_2 can be identified as follows: $Y = 16{,}544 + 0.394X_1$. Based on the results of the regression test produced above, it can then be interpreted as follows: (1) The coefficient of the spiritual work ethic (X_1) is 0.911, meaning that if the independent variable the work ethic (X_1) has an increase of one percent, then the teacher performance (Y) will experience an increase of 0.911. Positive coefficient means that there is a positive and significant relationship between Islamic Work Ethic and Teacher Performance, where the more the value of Islamic Work Ethic increases, Teacher Performance also increases. (2) The coefficient of leadership style (X_2) is 0.783, meaning that if the independent variable leadership style (X_2) increases by one percent, the teacher performance (Y) will increase by 0.783. Positive coefficient means that there is a positive relationship between leadership style and Teacher performance, where the higher the value of leadership style, Teacher Performance also increases. To determine if the leadership style affects the relationship between Islamic work ethic with Teacher performance SSIBS by comparing the value of the coefficient of determination (R^2) of the regression equation first and regression equation secondly, if the value of the coefficient of determination (R^2) regression equation of the two is greater than the equation in the first regression, the leadership style strengthens the relationship between Islamic work ethics and teacher performance. Based on the first equation in Table 2 coefficient determinasi (R^2) of 0.106 while the second equation after the test moderation in Table 4 coefficient detereminasi (R^2) of 0121 means that the value of the coefficient determinasi (R^2) greater than the first equation amounts to 0.106, so it can be concluded that the leadership style strengthens the relationship between Islamic work ethics and SSIBS teacher performance.

The Influence of Islamic Work Ethic on Teacher Performance

The results of testing with regression analysis through the IBM SPSS statistics 24 program show that Islamic work ethic has a significant positive effect on Teacher performance. This finding shows that the results are in line with what was stated by Husin and Kernain (2019), who found that the Islamic work ethic is correlated with performance. Also, the study of Ahmed, Arshad, Mahmood, and Akhtar (2019) revealed that spiritual values have a positive and significant influence in influencing employees helping behaviors. This study also supports the research of Dharma and Ikhsan (2018) who found that Islamic work ethic influences performance. Research by Daulay, Sanny, Rini, and Sadalia (2018) revealed that the variable Work Ethic Islam has a positive and significant impact on performance. In their research, Abdi, Nor & Radzi (2014), Rizki, Armanu, Surachman, and Rofiaty (2017), Sanusi (2018) and Setiawan (2019) found that Islamic work ethics have a positive effect on employee performance.

Effects of Leadership Styles in Strengthening Relationship Between Islamic Work Ethic with Teacher Performance

Test result of moderation by regression analysis through the IBM SPSS statistics 24 program shows that the leadership style strengthens the relationship between Islamic work ethics and Teacher performance. After the inclusion of the leadership style variable as a moderating variable, the relationship between Islamic work ethics and teacher performance changes. Thus, it can be said that the leadership style strengthens the influence on the relationship between Islamic work ethics and teacher performance. That is, if the leadership style increases then increasing Islamic work ethics will increase teacher performance. Organizations that have good leadership will have an influence on improving Islamic work ethics. Locander et al. (2002) explained that leadership implies that leaders influence what is led, but the relationship between the leader and the one led is mutually beneficial to both parties. Research

Table 4 Analysis of the correlation coefficient and coefficient of determination to determine the influence of leadership style in moderating the influence of Islamic work ethic on Teacher performance

Model	*R*	R^2	$R^2_{adjusted}$	Std. Error of the Estimate
1	.348[a]	.121	.098	3.56600

Note: Predictors: (Constant), X_1. X_2, X_1, X_2.

Table 3 The results of regression tests of the influence of leadership style in moderating the influence of Islamic work ethics on Teacher performance

Model		Unstandardized Coefficients		Standardized Coefficients Beta	*t*	*p*
		B	*SE*			
1	(Constant)	-5.947	18.157		-.328	.744
	X_1	.911	.432	.753	2.108	.037
	X_2	.783	.609	1.608	1.286	.201
	$X_1.\ X_2$	-.018	.014	-1.640	-1.245	.216

Note: Dependent Variable = Y.

Khairizah's (2015) shows that leadership style influences employee performance. The researcher said that the directive leader had far more influence than the supportive leader or participative leader. Research Veliu, Manxhari, Demiri, and Jahaj (2017), Iqbal, Anwar, and Haider (2015), Chandra (2016), Asrar-ul-Haq and Kuchinke (2016) and Risambessy, Swasto, Thoyib, and Astuti (2012) found that leadership style influences employee performance.

Conclusion and Recommendation

Data analysis techniques used inferential statistics with multiple linear regression analysis using the IBM SPSS statistics 24 program to answer the research objectives. The results found that: (1) Islamic work ethic partially had a significant effect on SSIBS Teacher performance. Islamic work ethic has a positive direction on performance. (2) Leadership style influences the relationship between Islamic work ethics and SSIBS Teacher performance. This is because the leadership at SSIBS is already good, especially the ability to direct members, provide ideas, ability to take initiative, intelligence and supervision. Islamic work ethics in the SSIBS environment are already good, especially trusting colleagues in professionalism, responsibility and integrity.

The findings in this study reveal that the leadership style in SSIBS can strengthen the relationship between the Islamic work ethic and teacher performance. With these findings, it is hoped that it will be beneficial not only for the development of economics, especially the theory of human resource management, but also can provide a fairly good solution for the development of SSIBS. For this reason, researchers advise that the current leadership style is maintained and even developed so that teacher performance gets even better, and it is also expected that the Islamic work ethic is implemented well in SSIBS.

Conflict of Interest

There is no conflict of interest.

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