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The Influence of Islamic Work Ethics and Affective Commitment on Teacher Performance Mediated by Job Satisfaction: Case in Insan Cendekia Boarding School (ICBS) Payakumbuh

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Abstract: This study examines the influence of Islamic Work Ethics (IWE) and Affective Commitments (AC) on Teacher Performance (TP) at Insan Cendekia Boarding School Payakumbuh, with Job Satisfaction (JS) as a mediating variable. A quantitative approach was employed, collecting data from 152 randomly selected teachers using structured questionnaires. The data were analyzed using SmartPLS 4.0, encompassing descriptive analysis, measurement and structural model evaluations, and hypothesis testing. The results reveal that Islamic work ethics significantly improve job satisfaction but do not directly affect teacher performance. However, job satisfaction mediates the relationship, enabling Islamic work ethics to enhance performance indirectly. Similarly, affective commitments positively influence both job satisfaction and teacher performance, with job satisfaction playing a significant mediatin g role. These findings underscore the critical role of job satisfaction in amplifying the impact of ethical practices and emotional commitment on teacher performance. The research highlights the need for a holistic approach in educational management that integrates Islamic values, emotional engagement, and teacher well-being to foster a high-performing environment. Practical implications include promoting job satisfaction through fair compensation, professional growth opportunities, and a supportive work atmosphere to ensure teacher excellence in boarding schools.

Keyword: Islamic Work Ethics (IWE), Affective Commitments (AC), Job Satisfaction (JS), Teacher Performance (TP), Insan Cendekia Boarding School (ICBS) Payakumbuh

INTRODUCTION

Human resource management has evolved significantly over time, transitioning from mandatory labour practices to sophisticated personnel and modern management approaches (Hamzah et al., 2021). It plays a pivotal role in ensuring organizational success by maintaining

high employee performance. In the educational sector, teacher performance is critical in determining the quality of education, particularly in Islamic educational institutions (Haekal et al., 2023). Teachers with exceptional performance are characterized by a strong commitment to teaching, a well-rounded personality, and a positive influence on the work environment. Such attributes ensure the optimal development of students, as they benefit from the guidance of professionally competent teachers. Professional competence is a cornerstone of teacher performance, as it enhances their ability to fulfil their responsibilities and contribute to quality education (Kamaruddin et al., 2023).

Effective teacher performance is also associated with productivity, reflecting their ability to manage time, resources, and instructional strategies to optimize student learning outcomes. Factors influencing teacher productivity included motivation, professional development, classroom management skills, and adaptability to diverse student needs. Teacher performance is evaluated based on their capacity to plan, implement, and assess learning activities, which directly correlates with the quality of education delivered in Islamic institutions (Sukasih, 2022). Given that teachers guide the teaching and learning process, their performance significantly impacts student success and motivation.

Tuasikal, Prasojo, and Muhyadi (2024) described teacher performance as the outcome of individual and collective efforts within the school's organizational framework to achieve its vision and mission. Performance assessments aim to encourage professional development, focusing on technological, vocational, professional, and pedagogical competencies. This study identifies key elements that contribute to teacher performance, including job satisfaction as a mediating variable, along with affective commitment and Islamic work ethics.

Job satisfaction, as a mediator, refers to the positive psychological state derived from a fulfilling work experience (Ahakwa et al., 2021). It encompasses employees' perceptions of their employers, work environment, and benefits (Athar et al., 2016). Job satisfaction also reflects the contentment employees feel toward their roles, tasks, relationships with colleagues, and opportunities for growth (Gheitani et al., 2019). High job satisfaction enhances productivity, job performance, employee retention, and overall well-being, as satisfied teachers are more likely to contribute maximally to their organization.

Factors influencing job satisfaction included opportunities for advancement, recognition, management-employee relationships, and job quality (Tuasikal, Prasojo, and Muhyadi, 2024). In Islamic boarding schools, job satisfaction is critical for achieving high teacher performance, along with affective commitment. Organizational commitment encompasses an individual's emotional attachment to, identification with, and involvement in their organization. Affective commitment, in particular, reflects an employee's dedication to the organization's goals and values, fostering a strong desire to contribute and remain with the organization (Prihantono, 2020). Employees with high affective commitment demonstrate greater effort and persistence, which are essential for sustaining membership and achieving organizational success.

Another significant factor influencing teacher performance is Islamic Work Ethics (IWE), a system of values derived from the Qur'an and Sunnah that promotes positive attitudes, hard work, and fair competition in the workplace (Dwita & Rozikan, 2022). IWE emphasizes discipline, honesty, responsibility, and cooperation, fostering a collaborative and ethical work environment. Teachers adhering to IWE align their behaviors with Sharia principles, reflecting a strong connection to their faith and professional responsibilities. These ethics not only guide individual behavior but also contribute to organizational success and excellence over time.

Preliminary interviews with principals, HR personnel, and teachers at the Islamic Boarding School revealed various perspectives on the application of IWE, affective commitment, and job satisfaction. While Islamic Work Ethics is a hallmark of Islamic boarding schools, some employees perceive it as challenging due to its rigorous demands, such as congregational prayers, daily Dhuha prayers, Quran memorization, and maintaining exemplary manners. Similarly, while many teachers embrace affective commitment, viewing the school as

a second home, others struggle with its demands, leading to low commitment, rule violations, and even resignations. Teachers dissatisfied with aspects such as unclear career paths, restrictive environments, and distant relationships with superiors often underperform despite efforts to address these challenges through evaluations, competency development, and performance-based rewards and penalties.

In light of these insights, this research focuses on the interplay between Islamic Work Ethics, affective commitment, and job satisfaction in enhancing teacher performance. The study positions IWE and affective commitment as independent variables, teacher performance as the dependent variable, and job satisfaction as the mediator. By addressing these interrelated factors, the research aims to provide actionable strategies for fostering high teacher performance and educational excellence in Islamic boarding schools.

This study aims to explore strategies for enhancing teacher performance by investigating the roles of Islamic Work Ethics (IWE) and affective commitment, with job satisfaction as a mediating factor. It examines whether IWE and affective commitment positively impact job satisfaction and teacher performance, both directly and indirectly through mediation. Additionally, the study seeks to understand the direct effects of job satisfaction on teacher performance at Islamic Boarding School (see Figure 1).

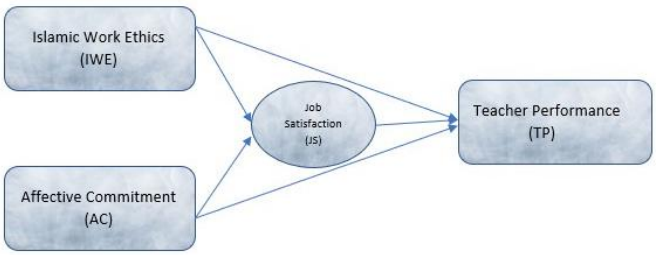

Figure 1. Conceptual Framework

METHOD

Sample and Data Collection

This research employs quantitative methods for testing proposed hypothesis (Sekaran & Bougie's 2016). The hypothesis testing will explore the influence of these variables on one another, assess group relationships, and determine the interdependence of the variables under study. The study aims to examine the relationships among independent variables (Islam work ethics and affective commitment), the dependent variable (job performance), and the mediating variable (job satisfaction). The samples were drawn from six campuses of Islamic Boarding School in West Sumatera Province, Indonesia. There are 152 teachers participated in the study with the respondent's criteria: as full-time teacher at the school, not as casual or temporary worker, and minimum length of services as teacher for two years.

The results of the survey found that 43.4 percent of the sample identified as male, while 56.6 percent identified as female. Among these respondents, 56.58 percent reported being single, while 43.42 percent stated they were married. The majority of the respondents, fell within the age range between 26-29 years, while 95 percents of them with greater than 5 years of teaching experience. In terms of educational attainment, approximately 89.47% held a bachelor's degree, while only 10.53% possessed a master's degree. Based on working placement unit, there are six campus locations namely Al Azhar, Lampasi, Harau Male, Harau Female, Global Male and Global Female.

RESULTS AND DISCUSSION

Result

Outer Model Test (Convergent, Validity and Reliability)

The measurement model analysis evaluates the relationship between variables and their respective indicators (Hair et al., 2017). This process begins by defining how each indicator

relates to its latent variable, known as the measurement (outer) model. The research, involving 152 teacher respondents from the schools, examines these relationships thoroughly. The validity of each indicator's association with its latent variable is assessed through convergent validity. Indicators are considered valid if their outer loading values are 0.60 or higher and the Average Variance Extracted (AVE) exceeds 0.5. For this study, only indicators meeting these criteria were retained. Once all indicators were assigned to their respective latent variables, the PLS Algorithm was calculated. The results of the initial outer model validity test are presented in the following figure.

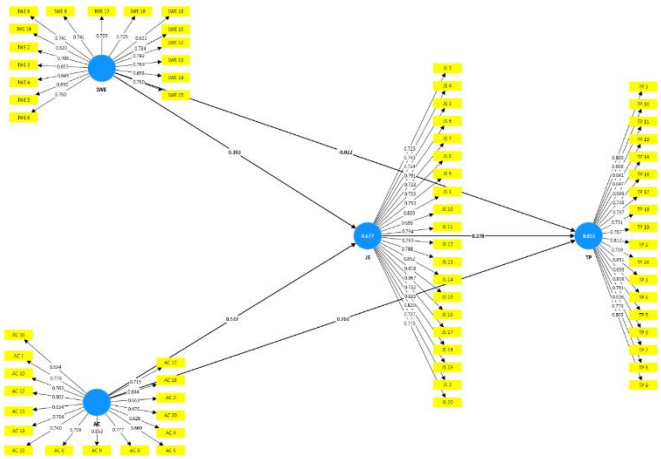

Figure 2. First Outer Model Loading in Validity
Source: Output SmartPLS 4.0 (2024)

The figure 2 illustrates the scores of each indicator relative to the variables and the relationships among the variables. All indicators score 0.600 or higher, indicating a significant influence on their respective variables. This confirms that Islamic Work Ethics and Affective Commitment exert a strong influence on Job Satisfaction. The result highlighs that none of the variables fall below the convergent validity threshold of 0.600. This outcome demonstrates that all indicators across the variables possess convergent validity, signifying the research is robust and ready to proceed. Additionally, the Average Variance Extracted (AVE) values for the dimensions and indicators, as shown in the subsequent table, further affirm the validity of the dimensions and indicators, providing strong support for the study's framework. (See also Appendix 3 Outer Loading Matrix)

Table 1. Average Variance Extracted (AVE) Score

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
AC	0.937	0.940	0.944	0.517
IWE	0.938	0.940	0.945	0.504
JS	0.965	0.966	0.968	0.604
TP	0.958	0.961	0.962	0.589

Source: Output SmartPLS 4.0 (2024)

The findings indicate that the Average Variance Extracted (AVE) values for all dimensions and indicators exceed 0.50, meeting the criteria for convergent validity. This confirms that the variables satisfy the validity requirements, ensuring the research framework is robust and ready for implementation.

Table 2. Fornell Larcker Criterion Results

	AC	IWE	JS	TP
AC	0.879			
IWE	0.862	0.880		

JS	0.808	0.775	0.877	
TP	0.810	0.800	0.830	0.867

Source: Output SmartPLS 4.0 (2024)

The discriminant validity test, using the Fornell-Larcker criterion and cross-loading analysis, confirmed the distinction between constructs. A variable's correlation with itself must surpass its correlation with other variables to meet validity requirements. The results were as follows: Affective Commitment at 0.879, Islamic Work Ethics at 0.880, Job Satisfaction at 0.877, and Teacher Performance at 0.867. These findings validate the constructs' discriminant validity, indicating that all variables meet the required thresholds for subsequent testing. Each variable's indicators correlate more strongly with their respective constructs than with others, confirming the constructs are distinct, robust, and ready for further analysis.

Inner Model Test (F-Square and R-Square)

The reliability test aims to evaluate whether the measurement tool is appropriate for field conditions. This involves analyzing the Cronbach's Alpha value (>0.6) and the composite reliability value (>0.7). All variables exhibit composite reliability values exceeding 0.7 and Cronbach's Alpha values above 0.6, as shown in the table. These findings confirm that all variables demonstrate satisfactory reliability, ensuring the measurement tool's suitability for further analysis. The results for these metrics are summarized below.

Table 3. Output Composite Reliability and Cronbach Alpha

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
AC	0.937	0.940	0.944	0.517
IWE	0.938	0.940	0.945	0.504
JS	0.965	0.966	0.968	0.604
TP	0.958	0.961	0.962	0.589

Source: Output SmartPLS 4.0 (2024)

Structural model analysis evaluates the outcomes of prior outer model testing by examining the R-squared value, which reflects the extent to which exogenous variables influence endogenous variables. A strong model is indicated by an R-squared value of 0.75, a moderate model by 0.50, and a weak model by 0.25. As shown in the table, the R-squared value for the Y variable (Teacher Performance) is 0.853, while the Z variable (Job Satisfaction) scores 0.677. These values suggest that the X variables (Islamic Work Ethics and Affective Commitment) have a significant influence on the Y variable. The higher the R-squared value, the greater the ability of independent variables to affect the dependent variable. For the Y variable, an R-squared value of 0.853 indicates that 85.3% of the variance in Teacher Performance is explained by Islamic Work Ethics and Affective Commitment, with the remaining 14.6% attributable to factors outside this study. Similarly, the Z variable's R-squared value of 0.677 suggests that 67.7% of the variance in Teacher Performance is mediated by Job Satisfaction, while 32.3% is influenced by other variables beyond this research.

Table 4. R-Square Result

	R-square	R-square adjusted
JS	0.677	0.673
TP	0.853	0.850

Source: Output SmartPLS 4.0 (2024)

The F-square value is a predictive measure used to evaluate a model's ability to explain variance in the data. An F-square value of ≥ 0.35 indicates a strong predictive effect, a value between ≥ 0.15 and ≤ 0.35 suggests a moderate effect, and a value ≤ 0.02 reflects a weak effect. Table 4.24 provides detailed information about the F-square results. Referring to Table 5, the

F-square value for Job Satisfaction (Z) is 0.170, which falls within the range of ≥ 0.15 and ≤ 0.35. This indicates that Job Satisfaction serves as a moderate mediator in this study. Specifically, Job Satisfaction moderately bridges the influence of the X variables—Islamic Work Ethics and Affective Commitment—on the Y variable, Teacher Performance. This demonstrates the mediator's meaningful role in connecting the independent and dependent variables.

Table 5. F-Square Result

	AC	IWE	JS	TP
AC			0.238	0.702
IWE			0.073	0.001
JS				0.170
TP				

Source: Output SmartPLS 4.0 (2024)

Based on table 4.25 above, the F-square value of Job Satisfaction (Z) has a moderate predictive value of 0,170 (value ≥ 0,15 but ≤ 0,35), so the mediator or Job Satisfaction can moderately bridge the influence of both X variables Islamic Work Ethics and Affective Commitment towards Teacher Performance (Y).

Without-Mediation Test

The researcher previously examined the influence of X variables on the Y variable mediated by the Z variable. The findings showed that six out of seven hypotheses were accepted, while one was rejected due to T and P values not meeting the criteria. Additionally, the direct influence of X variables on the Z variable was tested without the mediation variable.

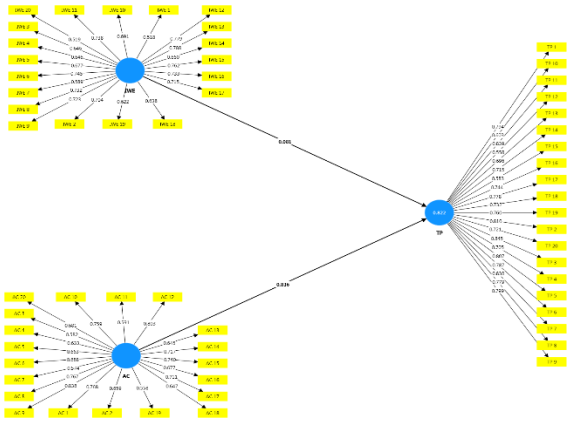

Figure 3. Path Coefficient of Without-Mediation Testing
Source: Output SmartPLS 4.0 (2024)

The figure 3 highlights a direct significance test of both variables Islamic Work Ethics and Affective Commitment on Teacher Performanc), excluding the mediation variable, Job Satisfaction. The results of this test are detailed in the following table 6.

Table 6. Total Direct Effect Without-Mediation Testing

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
AC -> TP	0.152	0.150	0.045	3.414	0.001
IWE -> TP	0.084	0.085	0.030	2.804	0.005

Source: Output SmartPLS 4.0 (2024)

The table 6 shows that Islamic Work Ethics (X1) has a T-statistic value of 2.804, exceeding the threshold of 1.96, and a P-value of 0.005, which is below 0.05. This indicates that Islamic Work Ethics directly impacts Teacher Performance. Similarly, Affective Commitment has a T-statistic value of 3.414, greater than 1.96, and a P-value of 0.001, also below 0.05, confirming that Affective Commitment directly affects Teacher Performance.

Bootstrap Test

Bootstrap testing is a statistical method used to measure the influence of independent variables IWE and AC on job satisfaction as mediating variable. By reanalysing the data repeatedly, it estimates the indirect effects of Islamic Work Ethics and Affective Commitment on Teacher Performance via Job Satisfaction. This method evaluates the stability and significance of mediation effects without strict normality assumptions. Bootstrap testing generates confidence intervals and p-values to determine the statistical significance of mediation effects. Using SmartPLS 4, this research provides path coefficient scores and total effect coefficients for both direct and indirect effects.

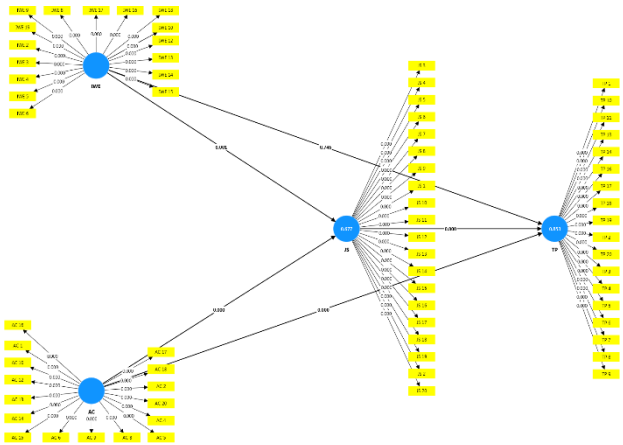

Figure 4. Path Coefficient on Bootstrapping
Source: Output SmartPLS 4.0 (2024)

To assess the direct influence between exogenous and endogenous variables, bootstrapping path coefficients serve as a key reference. The table 7 provides detailed insights into how independent variables impact the dependent variable, highlighting key messages on their direct influence and significance.

Table 7. Total Effect Coefficient of Direct Effects

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
AC -> JS	0.547	0.542	0.091	6.033	0.000
AC -> TP	0.856	0.855	0.070	12.291	0.000
IWE -> JS	0.303	0.312	0.090	3.374	0.001
IWE -> TP	0.062	0.066	0.076	0.821	0.412
JS -> TP	0.278	0.276	0.063	4.439	0.000

Source: Output SmartPLS 4.0 (2024)

Table 8. Path Coefficient of Indirect Effects

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
AC -> JS -> TP	0.152	0.150	0.045	3.414	0.001

IWE -> JS -> TP	0.084	0.085	0.030	2.804	0.005

Source: Output SmartPLS 4.0 (2024)

Tables 7 and 8, generated via bootstrapping in SmartPLS, evaluate the Variance Accounted For (VAF) value. The direct influence examines how IWE and AC impact the JS variable, while the indirect influence assesses how independent variable affect dependent variable through mediator variable. This approach follows the mediating effect investigation guidance by Hair in Hamzah et al. (2021). Using the VAF formula, the researcher determines whether the mediator variable effectively mediates the relationship between the independent variables and the dependent variable. The following calculation represents the degree of influence of the independent variables on dependent variable, both with and without mediation.

A. VAF influence of Islamic Work Ethics (X1) through Job Satisfaction (Z) on Teacher Performance (Y)

$$VAF = \frac{Indirect\ effect}{Indirect\ effect + Direct\ effect}$$

$$VAF = \frac{(IWE \rightarrow JS) \times (JS \rightarrow TP)}{(IWE \rightarrow JS) \times (JS \rightarrow TP) + (IWE \rightarrow TP)}$$

$$VAF = \frac{3.374 \times 4.439}{(3.374 \times 4.439) + 0.821}$$

VAF = 0.947 or 94.7 % (Full Mediation)

B. VAF influence of Affective Commitment (X2) through Job Satisfaction (Z) on Teacher Performance (Y)

$$VAF = \frac{Indirect\ effect}{Indirect\ effect + Direct\ effect}$$

$$VAF = \frac{(AC \rightarrow JS) \times (JS \rightarrow TP)}{(AC \rightarrow JS) \times (JS \rightarrow TP) + (AC \rightarrow TP)}$$

$$VAF = \frac{6.033 \times 4.439}{(6.033 \times 4.439) + 12.291}$$

VAF = 0.685 or 68.5 % (Partial Mediation)

The variance accounted for (VAF) calculations reveal that Job Satisfaction fully mediates the relationship between Islamic Work Ethics and Teacher Performance, with a VAF of 97.86%. This indicates that Islamic Work Ethics, through Job Satisfaction, contributes to a 97.86% increase in Teacher Performance. Conversely, Job Satisfaction partially mediates the relationship between Affective Commitment and Teacher Performance, with a VAF of 74.59%. This suggests that Affective Commitment, via Job Satisfaction, results in a 74.59% increase in Teacher Performance. Therefore, Job Satisfaction serves as a full mediator in the Islamic Work Ethics-Teacher Performance link and a partial mediator in the Affective Commitment-Teacher Performance relationship.

This research tests seven hypotheses using bootstrapping results from SmartPLS. Five hypotheses examine direct relationships between variables, while the remaining two explore indirect relationships involving a mediating variable. A hypothesis is accepted if the p-value is less than 0.05 and the t-statistic value exceeds 1.96. Additionally, the path coefficient value determines the direction of the relationship. A positive path coefficient indicates a unidirectional influence, meaning an increase in the exogenous variable leads to an increase in the endogenous variable. Conversely, a negative path coefficient suggests an inverse relationship, where an increase in the exogenous variable causes a decrease in the endogenous variable (Table 9).

Table 9. Combination of Direct and Indirect Effect Path Coefficient

Hypothesis	Relationship	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
H1	**IWE -> JS**	0.303	0.312	0.090	3.374	0.001
H2	**IWE -> TP**	0.062	0.066	0.076	0.821	0.412
H3	**JS -> TP**	0.278	0.276	0.063	4.439	0.000
H4	**AC -> JS**	0.547	0.542	0.091	6.033	0.000
H5	**AC -> TP**	0.856	0.855	0.070	12.291	0.000
H6	**AC -> JS -> TP**	0.152	0.150	0.045	3.414	0.001
H7	**IWE -> JS -> TP**	0.084	0.085	0.030	2.804	0.005

Source: Output SmartPLS 4.0 (2024)

The results reveal that six out of the seven hypotheses meet the t-statistic threshold of 1.96, indicating that these variables influence each other. Specifically, Islamic Work Ethics and Job Satisfaction score 3.374, Job Satisfaction and Teacher Performance score 4.439, Affective Commitment and Job Satisfaction reach 6.033, Affective Commitment and Teacher Performance achieve 12.291, Islamic Work Ethics and Teacher Performance mediated by Job Satisfaction scores 2.804, and Affective Commitment and Teacher Performance mediated by Job Satisfaction achieves 3.414. Based on these findings, the elaboration of all hypothesis results as follows.

Discussion

Mediating Role of Job Satisfaction

The results found that affective commitment significantly impacts teacher performance at the Islamic Boarding School, with job satisfaction serving as a significant mediator. Affective commitment fosters emotional attachment, dedication, and alignment with organizational values, creating a supportive work environment. Combined with job satisfaction, this commitment enhances motivation, engagement, and overall teacher performance, leading to higher teaching quality, better student interactions, and greater contributions to the institution. These findings underscore the importance of cultivating both affective commitment and job satisfaction to optimize teacher performance and institutional success. Consistent with prior research, such as Ardo, Idris., and Buhari (2024), affective commitment significantly influences teacher performance through job satisfaction. Their study emphasizes the need for initiatives by education ministries to foster shared values, fairness, and trust to enhance teachers' affective commitment and performance. Similarly, Shohib et al., (2024) highlighted that job satisfaction amplifies the impact of affective commitment on performance. These findings affirm that affective commitment, rooted in emotional alignment with organizational goals, strengthens job satisfaction, which acts as a bridge to higher performance. Satisfied and committed teachers are more engaged, motivated, and effective, excelling in classroom management, lesson delivery, and student engagement, ultimately driving institutional excellence.

The finding also supported that Islamic Work Ethics (IWE) significantly enhance Teacher Performance when mediated by Job Satisfaction. IWE, emphasizing honesty, dedication, fairness, and accountability, foster an ethical work culture that indirectly improves teacher performance by increasing job satisfaction. Teachers who embrace these values feel more aligned with their roles, boosting their motivation and effectiveness. This aligns with prior studies, such as Mehnaz & Asadullah, (2020) who found IWE to be a strong predictor of teacher performance, highlighting the role of ethical principles in fostering professionalism and alignment with organizational goals. Further supporting this, Wulandari & Mubarak, (2021) demonstrated how IWE enhances lecturer performance through person-organization fit and

innovation, with Job Satisfaction amplifying the effects of Affective Commitment. Teachers with strong emotional connections to their schools exhibit higher motivation, engagement, and classroom effectiveness. Similarly, Rahmah et al., (2020) emphasized the impact of IWE on teachers in Islamic boarding schools, where ethical practices align with institutional values, boosting motivation and performance. These findings collectively underscore the importance of fostering IWE and Job Satisfaction to enhance teacher performance and overall educational outcomes.

CONCLUSION

The study examines the factors influencing teacher performance at Islamic Boarding School. The findings highlight that Islamic Work Ethics (IWE) foster accountability, diligence, and integrity among teachers, though their direct impact on teacher performance is not significant without the mediating role of job satisfaction. Job satisfaction emerges as a crucial mediator, amplifying the positive effects of Islamic Work Ethics and Affective Commitments on performance. Teachers who feel fulfilled, valued, and emotionally connected are more likely to excel. The study emphasizes the importance of embedding Islamic values into the organizational culture while fostering an environment that enhances teacher satisfaction. The research underscores the need for strategies prioritizing job satisfaction to improve teacher performance and suggests five practical implications for organizational and leadership practices in educational institutions. The study suggests that educational institutions, particularly Islamic-based should prioritize enhancing affective commitment among teachers. Affective commitment, which is driven by emotional attachment and alignment with organizational values, has been shown to significantly boost teacher performance. Strategies such as fostering a strong sense of community, recognizing teachers' contributions, and aligning personal and organizational goals can strengthen this commitment. By cultivating an emotional connection, schools can motivate teachers to invest more effort and creativity into their roles, leading to greater engagement, dedication, and improved institutional and student outcomes.

It is important of incorporating Islamic work ethics into professional development programs to enhance teacher performance. Islamic work ethics, which emphasize values such as integrity, accountability, and diligence, form the foundation for fostering ethical conduct among teachers. However, these values are most effective when combined with mediating factors like job satisfaction. Schools should integrate Islamic work ethics into their professional development initiatives, adjusting them to meet modern educational challenges. Through workshops, seminars, and reflective sessions, teachers can learn to apply these ethics in their practice, creating a more productive and conscientious work environment that boosts both individual and institutional performance.

The study emphasizes the crucial role of job satisfaction in mediating the effects of affective commitment and Islamic work ethics on teacher performance. To enhance its impact, schools should foster a positive work environment that addresses teachers' emotional, professional, and social needs. This can be achieved by offering career advancement opportunities, recognizing and rewarding accomplishments, and promoting collegial relationships. By prioritizing job satisfaction, schools can create a motivated workforce dedicated to educational excellence, improving individual performance and contributing to a thriving, collaborative school culture.

The Islamic work ethics alone do not significantly enhance teacher performance without mediation. This suggests the need for a more integrated approach to performance improvement. Schools should combine ethical principles with initiatives addressing teachers' emotional and motivational factors. For example, linking ethical values to practical teaching challenges and aligning them with institutional goals can provide a meaningful context for teachers. By addressing both 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. Leadership plays also as crucial role in enhancing teacher performance by integrating ethical, emotional, and motivational factors. The leaders can benefit from adopting management styles that align with Islamic work ethics while fostering affective commitment and job satisfaction. Leaders can model ethical behavior, provide consistent feedback, and involve teachers in decision-making processes. By balancing teachers' ethical and emotional needs, leaders can inspire a dedicated, high-performing workforce. This approach ensures that institutional goals are achieved while maintaining a supportive and harmonious work environment.

The study acknowledges several limitations. One major limitation is the specific focus on Islamic boarding schools, which may not be applicable to non-faith-based organizations or educational settings with different cultural and ethical frameworks. Additionally, the research relied on self-reported data from teachers, which could introduce biases such as selective memory or social desirability, affecting the accuracy of the findings. The study also focused on Islamic work ethics and affective commitment, potentially overlooking other factors that influence teacher performance, such as institutional resources, leadership styles, and external socioeconomic conditions. Furthermore, using a cross-sectional design limits the ability to track changes over time, preventing an assessment of the long-term impact of these variables. Future research could address these limitations by expanding the scope to various educational settings, employing longitudinal methods, and considering additional influencing factors.

Future research could expand by exploring additional mediating and moderating variables, such as leadership styles, organizational culture, and external socio-economic factors, to provide a more comprehensive understanding of the factors affecting teacher performance. Longitudinal studies could be conducted to assess the long-term impact of Islamic work ethics and affective commitment on teacher performance, offering insights into how these factors evolve over time. Replicating the study in different educational settings, such as non-boarding schools, secular institutions, or schools in diverse cultural contexts, would improve the generalizability of the findings. Including perspectives from other stakeholders, such as students, parents, and administrators, would provide a multidimensional view of how these influences impact the broader school environment. These recommendations aim to offer a deeper understanding of the relationship between ethics, commitment, and performance in educational leadership and management.

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