

# Perceptions of Work Environment, Islamic Leadership Style and Performance Among Teachers: The Mediating Role of Work Motivation

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## Abstract:

Formal education is an education system that is structured and based on a certain curriculum. The quality of education depends on the quality of teachers in teaching. As one of the formal faith-based education, Darullughah Wadda'wah Raci Bangil Foundation is an Islamic boarding school educational institution. Teacher performance in Islamic boarding schools is influenced by many things, some of which are the work environment, Islamic leadership style, and motivation considering that Islamic boarding schools are formal Islamic faith-based education. This study aims to provide empirical evidence on the effect of work environment, and Islamic leadership style on the performance of teachers mediated by work motivation at Darullughah Wadda'wah Raci Bangil Foundation. The subjects of this study were educators both permanent and contract employees within the Darullughah Wadda'wah Raci Bangil Foundation as many as 97 people used stamped thoroughly because the population was less than 100 or by census method. Primary data are the type of data that was utilized derived from questionnaire results distributed to respondents online, while data analysis uses path analysis. The results showed that the work environment and Islamic leadership style had a significant effect on teacher performance and the work environment and leadership style had a significant effect on work motivation. In this study, it was also explained that motivation influences teacher performance as well as can mediate the influence of the work environment and leadership style on teacher performance.

**DOI:** 10.7176/EJBM/15-15-05

**Publication date:** August 31<sup>st</sup> 2023

## I. Introduction

One of the educational institutions in Indonesia that prioritize education and teaching as well as developing and spreading religious and Islamic knowledge is the Islamic boarding school (Hayati, 2017). Viewed from an institutional perspective, Judging from its institutional position, pesantren is an educational institution that remains istiqamah carrying out its role as a center for deepening religious sciences (tafaqquh fiddin) and Islamic da'wah institution and participating in educating people's lives, evidenced by its success in producing religious figures, national fighters, and community leaders, both in the pre-independence period, after independence and today (Athoillah & Wulan, 2019; Zarkasyi, 2018). In general, Islamic boarding schools are under the auspices of foundations that have implemented the national curriculum. Like schools and other educational institutions, Islamic boarding schools in the teaching and learning process are also carried out by teachers or educators who are generally called ustadz/ustadzah.

As important actors in the world of education, teachers or educators must be truly competent in their fields and must be able to serve optimally (Sampurno & Wibowo, 2017). In (Ningsih, 2017) it is stated that to improve the quality of human resources as stated in Law of the Republic of Indonesia Number 20 of 2003 concerning the education system must be supported by increasing the number of students themselves. With competent and qualified educators, it is expected to be able to produce students who are also qualified. Teachers as holders of very strategic positions to create competent and qualified graduates to meet the needs of professional human resources (Sya'roni et al., 2018). Create quality students, many factors influence, one of which is teacher performance (Priyono et al., 2018).

Teacher performance is also defined as the result of teacher work both in quality and quantity produced by a teacher in his duties as an educator in an educational institution (Odjan et al., 2019). High and low student achievement is closely related to the performance of teachers who daily accompany their students. Therefore, teachers who have good performance are teachers who are expected by the institution and students to continue to do their duties well (Bulan et al., 2018). Various factors can affect teacher performance as educators, including the work environment, leadership style, and work motivation.

The work environment plays an important role in a good work system including schools (Soetopo et al., 2019). A comfortable and conducive environment and the availability of adequate facilities and infrastructure are an aspect that supports teachers to work optimally. A healthy, clean, comfortable, and pleasant work environment can increase morale at work it has an impact on performance (Ratnasari et al., 2021).

The next factor that can affect teacher performance in Islamic boarding schools is the Islamic leadership

style possessed by school leaders or educational institutions where teachers are sheltered. The leadership traits taught in Islam cannot be separated from leadership in the context of pesantren. Islamic leadership in an organization is obtained from Islamic sources which are then applied in organizations with Islamic beliefs and practices based on the Qur'an and Hadith (Khotijah & Helmy, 2021). Leadership in Islam is different from leadership in the West which focuses more on leading, guiding, and influencing others positively for the good of achieving the pleasure of Allah SWT so that work is always given ease. The role of leadership through the Islamic leadership style can have a positive influence on the performance of teachers. Because the leader is a figure who can influence the behavior of his subordinates, to be willing to work together and work productively to achieve organizational goals. In addition, leaders are also responsible for creating a conducive and safe work environment so that people can work passionately (Sya'roni et al., 2018).

To improve teacher performance, motivation is needed to be able to encourage a teacher to improve the quality of his teaching (Anam, 2018). Motivation has a strong function in an organization and is characterized by the attitude of individuals in the organization which includes employees or leaders towards work situations can lead to an excited and positive attitude towards work situations (Rahadiyan et al., 2019). Thus, the higher one's willingness to do work, the better the work results that can be achieved (Kartini et al., 2017).

Several earlier research looked at the relationship between factors such as work environment, leadership style, job motivation, and performance. It has been demonstrated to have a major impact on performance testing in the work environment (Caksana, 2019; Nugroho et al., 2020; Sumarni et al., 2017). This finding conflicts with studies (Hanafi & Yohana, 2017), which established that there is no discernible effect. Leadership style has been shown to significantly affect performance when tested (Astuti et al., 2020; Mahfud, 2020; Permana et al., 2019). This finding is in direct conflict with the findings of (Mogot et al., 2019), which demonstrates that there is no discernible effect. (Iba et al., 2021; Priyono et al., 2018; Suyuthi et al., 2021) have demonstrated that work motivation has a considerable impact on performance. The findings of a study (Hidayat, 2021) found that performance is not significantly impacted by motivation. A considerable impact was found when the work environment and leadership style were tested on performance-mediated work motivation (Caksana, 2019). This differs from the research (Hamzah & Sarwoko, 2020), which found that work motivation is unable to moderate the impact of leadership on performance.

By considering various aspects of work motivation within the Islamic boarding school foundation in Pasuruan City, East Java, Indonesia, and using the findings of prior research as a scientific justification, the researcher sought to investigate the direct relationship between the work environment and Islamic leadership style on teacher performance.

## II. Literature Review

The outcome of a teacher's labor while performing his or her duties as a facilitator of educational activities is defined as their "teacher performance". Teacher performance also defines as the output of work or teacher work performance to achieve school organizational goals (Andriani et al., 2018; Ibnu Rahabistara & Respati, 2017). Some indicators that can be used to measure teacher performance include quality work, the quantity of work, knowledge of work, creativity, cooperation, initiative, dependence, and personal quality (Priansa, 2018).

Motivation at work is described as something that raises encouragement or work enthusiasm or encourages work enthusiasm (Soetopo et al., 2019). motivation can also mean the drive to grow or emerge from within the individual who can provide strength and behavior in the work environment in carrying out his duties (Abdullah, Abdul Manan, 2019). Measurement of motivation can be measured through indicators based on theory (McClelland, 1961), namely: the need for achievement, the need for social relationships (Need for Affiliation), and the need for power (Need for Power). This indicator is also used in research (Suryadi, 2020; Tugiyono, 2019).

Islamic leadership is a process or way of influencing a leader to his subordinates aimed at achieving organizational goals, where the way of influencing is based on the rules contained in the Qur'an and Hadith (Khotijah & Helmy, 2021). Islamic leadership style can be measured through four indicators, namely: Ash-Shidq, Amanah, Fathanah, and Tablighi (Budiansyah & Abdurrahman, 2020; Ekhsan & Mariyono, 2020)

The workplace environment includes everything that can impact workers in carrying out their duties (Sampurno & Wibowo, 2017). The environment at work is everything that surrounds an organization's employees and has the potential to affect how they do their duties and job responsibilities given by the leadership of the organization. Measurement of the work environment can be measured through indicators of Lighting, Air Circulation, Required Space, Cleanliness, Noise, Use of Color, and Relationships with colleagues and leaders (Sedarmayanti, 2013).

## III. Concept Framework for Research and Hypothesis Development

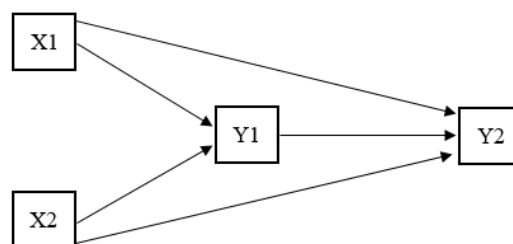
According to research, the work environment and leadership style have a significant impact on work motivation (Anam, 2018; Efendi & Hardiyanto, 2021; Hartinah et al., 2020; Soetopo et al., 2019; Yani, 2019). The

conceptual framework created by the researcher is depicted in Figure 1.

The work environment has an impact on performance, according to research (Ratnasari et al., 2021; Weluk et al., 2019; Yudianto et al., 2018). According to the study (Mahaputra et al., 2021; Sumarni et al., 2017; Suyatno, 2019) leadership styles have a considerable impact on performance. Meanwhile, the study (Lubis et al., 2021; Mukhtar, 2018; Priyono et al., 2018; Sari, 2018) revealed that there was a substantial relationship between work motivation and performance.

Work motivation plays in mediating the work environment and leadership style on performance as shown in research (Caksana, 2019). Research (Khotijah & Helmy, 2021) states that work motivation can mediate leadership against performance. Meanwhile, research (Dewi, 2019) shows that the effect of work motivation on the work environment and performance act as a mediator.

Through the use of mediating variables of work motivation, this study intends to ascertain how independent variables, such as work environment and work motivation, impact the dependent variable, teacher performance. The conceptual framework of the study is shown in Figure 1 and is based on an explanation and findings from earlier research.



**Figure 1 Conceptual Framework of Research**

Note: Y2= Teacher Performance; Y1= Work Motivation; X1= Work Environment; X2= Islamic Leadership Style

The following is the formulation of research hypotheses based on the results of previous research and the research framework:

**H1:** Islamic Work Environment and Leadership Style Have an Impact on Teacher Performance.

**H2:** Work Environment and Islamic Leadership Style Have an Impact on Work Motivation.

**H3:** Work Motivation has an impact on Teacher Performance.

**H4:** Work Environment and Islamic Leadership Style Have an Impact on Teacher Performance through Work Motivation.

#### IV. Research Methods

Work environment (X1), Islamic leadership style (X2), work motivation (Y1), and teacher performance (Y2) are the variables used in the research design, which employs a quantitative approach and a type of correlation research to determine whether or not there is a relationship between variables and how much of a correlation is discovered between them. Primary and secondary data are used in data sources. A questionnaire with a Likert scale was the instrument employed. Option 1 strongly disagrees, Option 2 disagrees, Option 3 is neutral, Option 4 agrees, and Option 5 strongly agrees on the Likert scale.

The research was conducted precisely at the Darullughah Wadda'wah Raci Bangil Foundation Islamic Boarding School, Pasuruan City, a city located in East Java, Indonesia. In this foundation, there are 97 teachers registered as teachers. Researchers assigned all teachers to be the study population. Sampling technique using census method.

Quality of Work, Quantity of Work, Job Knowledge, Creativity, Cooperation, Initiative, Dependability, and Personal Quality are the eight measures used to assess the performance of teachers. Three indicators, namely the need for power, the need for affiliation, and the need for achievement are used to assess work motivation. Islamic Leadership Style is measured by four indicators namely Ash-Shidq, Amanah, Fathanah, and Tabligh. While the Work Environment is measured by 7 indicators, namely Lighting, Air Circulation, Necessary Space, Cleanliness, Noise, Use of Color, and Relationship with colleagues.

Data analysis techniques in this study use statistical analysis in the form of path analysis aims to analyze structural equation models and test hypotheses

#### V. Research Results

The questionnaire was distributed by researchers to each teacher at the Darullughah Wadda'wah Raci Bangil Foundation Islamic Boarding School totaling 97 teachers. Respondents' answers were tabulated and then analyzed for validity, reliability, and descriptive and linear regression tests. The following data describes the

profile of respondents in this research consisting of gender, age of respondents, latest education, and tenure of respondents, shown in Table 1:

**Table 1 Respondent Profile**

Gender	%	Age group	%	Level of education	%	Working period	%
Male	64,95	< 25 years	5,15	Bachelor	96,91	1 - 5 years	42,27
Female	35,05	25 - 30 years	37,11	Postgraduate	3,09	5 - 10 years	18,56
		30 - 35 years	25,77			10 - 15 years	21,65
		35 - 40 years	17,53			> 15 years	17,53
		40 - 45 years	11,34				
		> 45 years	3,09				

The majority of respondents are men, the majority are in the age range of 25-30 years and the majority have worked 1 to 5 years with the most education being a bachelor, then followed by postgraduate. The profile of respondents describes a productive age and an education that can support performance.

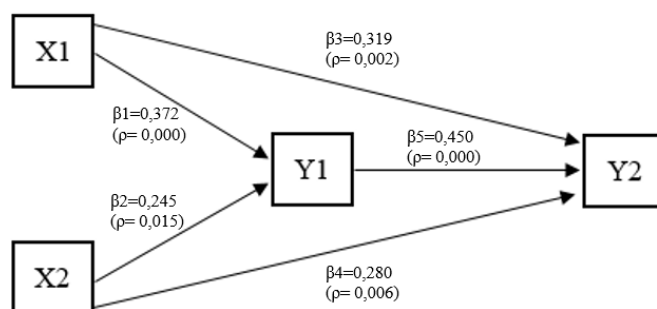
By using the SPSS application, to analyze data processing. In all, 44 instrument items, 22 indicators, and 4 research variables were used. The likelihood of each instrument not having an error rate of more than 5% in situations where it can measure variables shows that the findings of assessing the validity and reliability of 44 items were valid. The study instrument's reliability test findings revealed a high level of dependability, as shown by the Chronbach alpha value surpassing 0.7(Ghozali, 2017). The results of validity, reliability, and descriptive analysis tests for each research variable are presented in the appendix.

Descriptive analysis findings for each research variable reveal that the main factor that supports the creation of teacher performance is Cooperative. Teachers prioritize cooperation between colleagues in completing work. The need for Achievement is the main factor that supports work motivation. The opportunity to develop skills and rewards in work can motivate them to work. The main factor influencing the Islamic leadership style is Ash-Shidq. Leaders uphold the truth and have sincerity in their attitude and earnestly carry out their duties. This can be an example for teachers in their work. While the main factor affecting the work environment is noise indicators. The Islamic boarding school's location, which is far away from the crowd supports terms of concentration in work because it is far from noise.

To build a model of structural equations, two regressions are performed. The result of the regression model equation is as follows:

Multiple linear regression model one:  $Y_1 = 0.372X_1 + 0.245X_2 + e_1$

The second multiple linear regression model looks like this:  $Y_2 = 0.319X_1 + 0.280X_2 + 0.450Y_1 + e_2$



**Figure 2. Structural equation model results**

Note: Y2= Teacher Performance; Y1= Work Motivation; X1= Work Environment; X2= Islamic Leadership Style

Give information regarding the relationship between the workplace and employee motivation in Figure 2. The p-value of (0.000) < (0.05) indicates that there is a significant relationship between the workplace and employee motivation. The p-value (0.015) < (0.05), which indicates the impact of Islamic leadership style on work motivation, indicates that this influence is significant. The p-value (0.002) < (0.05), which indicates that the work environment has a substantial impact on teacher performance, indicates that the work environment affects teacher performance. The impact of Islamic leadership style on teacher performance is demonstrated by the p-value (0.006) < (0.05), which indicates that Islamic leadership style significantly affects teacher performance. And the relationship between job motivation and teacher performance demonstrates that this relationship is substantial, as indicated by the p-value of (0.000) < (0.05). Here is Table 3, presents the findings of the path analysis of the linkages of work motivation as mediation between the work environment, Islamic

leadership styles, and the performance of teachers.

**Table 3. Path analysis results.**

Variable			Coefficient			Result
Independent	Mediation	Dependent	Direct effect	Indirect effect	Total effect	
Work Environment	Work Motivation		0,372			H1- Accepted
Islamic Leadership Style	Work Motivation		0,245			
Work Environment		Teacher performance	0,319			H2- Accepted
Islamic Leadership Style		Teacher performance	0,280			
Work Motivation		Teacher performance	0,450			H3- Accepted
Work Environment	Work Motivation	Teacher performance		$0,372 \times 0,450 = 0,167$	$0,319 + 0,167 = 0,486$	H4- Accepted
Islamic Leadership Style	Work Motivation	Teacher performance		$0,245 \times 0,450 = 0,110$	$0,280 + 0,110 = 0,390$	

The working environment has a direct impact on teachers' performance, as seen in Table 3. The Islamic leadership style also has a direct impact on how well teachers perform. The indirect effect of the work environment on teacher performance is 0.167, and it eventually has a direct impact on work motivation and performance. With an indirect value of 0.110, the Islamic leadership style has a considerable impact on work motivation and eventually has a direct impact on teacher performance. Since the indirect influence ratio is larger than the direct influence ratio ( $0.167 > 0.110$ ), the working environment has a greater impact on employee motivation, which in turn affects the performance of teachers.

## VI. Discussion

The work environment and Islamic leadership have a significant influence on work motivation. It can be interpreted that if a teacher in doing his job in a good environment and under a leader who applies Islamic law as the basis of his leadership will have good work motivation. In other words, the work environment and Islamic leadership style are two important factors that influence work motivation. A positive work environment will create a conducive atmosphere to increase the motivation and productivity of workers. Meanwhile, the Islamic leadership style is a leadership style that emphasizes Islamic moral and ethical values exemplified by the Prophet Muhammad (PBUH). This means that leaders are expected to be good role models and act consistently, honestly, fairly, and responsibly following the nature of the Prophet (PBUH) namely As-Sidq, Amanah, Fathonah, and Tabligh. The leaders will be a good example for the workers and will provide ideas and ideas that can be the impetus to achieve the goals of the organization. Improving communication, creativity, and collaboration, are all things that play an important role in increasing work motivation. The findings of this research have relevance to research (Anam, 2018; Soetopo et al., 2019; Yani, 2019). In line with research (Efendi & Hardiyanto, 2021; Hartinah et al., 2020) This also demonstrates that the workplace and Islamic leadership have an important impact on work motivation.

Performance among teachers is positively and significantly impacted by the work environment e and the Islamic leadership style. This positive and significant influence explains that at the Darullughah Wadda'wah Foundation, Raci Bangil Pasuruan, a good work environment makes educators more productive in carrying out their work because they are more enthusiastic about providing education and teaching to students. The Islamic leadership style that is applied also emphasizes the importance of developing the interests and abilities of teachers. Leadership that emphasizes providing incentives, recognition, and advice to give teachers ample opportunity to improve their performance. By providing a sense of security, equal rights, and recognition to teachers, they will feel more compelled to improve their performance. The findings of this research have

relevance with research findings (Andriani et al., 2018; Hartinah et al., 2020; Qomariah et al., 2021) which shows that performance is significantly impacted by work environment and leadership style.

Teacher performance is positively and significantly impacted by work motivation. It can be interpreted that work motivation is considered to have a vital and very decisive role in the performance of a teacher. High work motivation which is a psychological condition that allows a person to do things optimally can help teachers to achieve their goals better by increasing teacher productivity. These results support research findings by (Astuti et al., 2020; Iba et al., 2021; Sya'roni et al., 2018) stated that performance is affected by work motivation.

The effect of the work environment and Islamic leadership style on teacher performance is known to be mediation by work motivation. The Islamic work environment and leadership style emphasize the importance of giving respect and compassion to teachers, providing a safe and comfortable environment, respecting and valuing teachers' opinions, and also appreciating and respecting teachers' contributions. The Islamic work environment and leadership style also emphasize the importance of creating a conducive atmosphere for teachers to innovate and improve their competencies. The application of the Islamic leadership style will motivate teachers through leadership based on compassion and respect. Teachers' enthusiasm to work may be raised by an Islamic leadership style and a supportive workplace environment, and as a result, their performance can be enhanced. According to research (Caksana, 2019), work motivation mediates the effects of the workplace environment and leadership style on the performance of teacher

## VII. Conclusion

The availability of a conducive work environment at the Darullughah Wadda'wah Foundation, Raci Bangil can be a support for teachers to work so that they can improve their performance. The Islamic leadership style applied at the Darullughah Wadda'wah Foundation, Raci Bangil is a leadership based on the Qur'an and Hadith which is a manifestation of the leadership of the Prophet Muhammad SAW in the form of Ash-Shidq, Amanah, Fathanah and Tabligh attitudes. The Islamic leadership style that is carried out correctly will encourage increased teacher performance which can be characterized by personal quality in teacher performance. The findings demonstrated that the impact of Islamic leadership style and the workplace environment on teacher performance was mediated by work motivation. Through meeting the needs that are factors in the formation of work motivation, teachers at Darullughah Wadda'wah Foundation, Raci Bangil feel that the existing work environment and Islamic leadership style applied can improve the performance of these teachers. In other words, the work environment and Islamic leadership style applied to the Darullughah Wadda'wah Foundation, Raci Bangil increase their work motivation, which influences how well teachers perform, which is important.

Recommendations for the Darullughah Wadda'wah Foundation, Raci Bangil is expected to continue to improve the performance of its employees by improving a conducive work environment and the application of Islamic leadership styles at all levels so that work motivation can increase through meeting the needs and factors related to these variables. For the next researcher, it is expected to conduct research with other variables to find out factors that can improve employee performance through different research methods.

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## Appendix

Research variables	Indicators	Instrument's code	r validity	CA	mean	
Teacher performance (Y2)	Quality of Work (Y2.1)	Y2.1.1	,754**	0.962	4,10	
		Y2.1.2	,723**		4,05	
	Quantity of work (Y2.2)	Y2.2.1	,803**		4,14	
		Job knowledge (Y2.3)	Y2.3.1		,799**	4,12
			Y2.3.2		,812**	4,02
	Creativeness (Y2.4)	Y2.3.3	,792**		4,11	
		Y2.4.1	,823**		4,26	
	Cooperative (2.5)	Y2.4.2	,839**		4,11	
		Y2.5.1	,803**		4,33	
	Initiative (Y2.6)	Y2.5.2	,882**		4,25	
		Y2.6.1	,815**		3,93	
	Dependability (Y2.7)	Y2.6.2	,813**		4,12	
Y2.7.1		,794**	4,08			
Personal Quality (Y2.8)	Y2.7.2	,784**	4,08			
	Y2.8.1	,790**	4,34			
		Y2.8.2	,842**	4,20		
Work Motivation (Y1)	Need For Achievement (Y1.1)	Y1.1.1	,875**	0.937	4,41	
		Y1.1.2	,914**		4,40	
	Need For Affiliation (Y1.2)	Y1.2.1	,850**		4,30	
		Y1.2.2	,856**		4,33	
	Need For Power (Y1.3)	Y1.3.1	,890**		4,41	
		Y1.3.2	,855**		4,34	
Islamic Leadership Style (X2)	Ash-Shidq (X2.1)	X2.1.1	,724**	0.925	4,24	
		X2.1.2	,741**		4,40	
	Amanah (X2.2)	X2.2.1	,878**		4,26	
		X2.2.2	,858**		4,31	
	Fathanah (X2.3)	X2.3.1	,865**		4,21	
		X2.3.2	,863**		4,27	
	Tabligh (X2.4)	X2.4.1	,778**		4,03	
		X2.4.2	,773**		3,87	
Work Environment (X1)	Lighting (X1.1)	X1.1.1	,776**	0.959	4,14	
		X1.1.2	,834**		4,15	
	Air Circulation (X1.2)	X1.2.1	,793**		3,95	
		X1.2.2	,807**		4,35	
	Required Movement Space (X1.3)	X1.3.1	,821**		4,39	
		X1.3.2	,840**		4,18	
	Cleanliness (X1.4)	X1.4.1	,817**		3,95	
		X1.4.2	,848**		4,31	
	Noise (X1.5)	X1.5.1	,831**		4,31	
		X1.5.2	,797**		4,39	
	Use of Color (X1.6)	X1.6.1	,762**		4,38	
		X1.6.2	,812**		4,14	
	Relationships with Coworkers (X1.7)	X1.7.1	,777**		4,07	
		X1.7.2	,819**		4,38	
CA is Chronbach's Alpha value * is level sig. lowest than 0,05						