

# The Influence of Islamic Leadership, Religiosity, and Work Discipline with Work Ethic on Teacher Performance in Madrasah

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## Abstract:

This research aims to find out the influence of Islamic leadership, religiosity, and work discipline with work ethic on teacher performance in State Madrasah Aliyah throughout Malang Raya. This research uses a quantitative approach with a correlational type. The population consisted of 224 teachers and 144 samples (simple random sampling) who were given a questionnaire. Data analysis using Smart PLS V.3.2.8. The research results found that Islamic leadership and religiosity positively and significantly affected teacher performance. In contrast, work discipline did not have a significant effect. Work ethic has a positive and significant influence on teacher performance. Although Islamic leadership does not directly influence teacher performance through work ethic, religiosity does not directly influence teacher performance through work ethic. Work discipline, although indirect, has a positive and significant impact on teacher performance through work ethic. In conclusion, certified teachers meet teacher performance standards in madrasahs. This research has implications for the management and development of human resources in madrasahs, especially in improving teacher performance, which should be carried out in a planned, systematic and sustainable manner through the total involvement of all parties.

**Keywords:** *Islamic Leadership, Religiosity, Work Discipline, Work Ethic, Teacher Performance*

## Abstrak:

Penelitian ini bertujuan untuk mengetahui tentang pengaruh Islamic leadership, religiusitas, dan disiplin kerja dengan etos kerja terhadap kinerja guru di Madrasah Aliyah Negeri se-Malang Raya. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis korelasional. Populasinya terdiri dari 224 guru dan 144 sampel (simple random sampling) yang diberikan quesioner. Analisis data menggunakan Smart PLS V.3.2.8. Hasil penelitian menemukan bahwa Islamic leadership dan religiusitas berpengaruh positif dan signifikan terhadap kinerja guru, sementara disiplin kerja tidak memiliki pengaruh signifikan. Etos kerja memiliki pengaruh positif dan signifikan terhadap kinerja guru. Meskipun kepemimpinan Islam tidak langsung memengaruhi kinerja guru melalui etos kerja, religiusitas tidak langsung memengaruhi kinerja guru melalui etos kerja. Disiplin kerja, meskipun tidak langsung, memiliki dampak positif dan signifikan terhadap kinerja guru melalui etos kerja. Kesimpulan, guru bersertifikasi memenuhi standarisasi kinerja guru di madrasah. Penelitian ini memberikan implikasi terhadap pengelolaan dan pengembangan sumber daya manusia di madrasah, khususnya dalam meningkatkan kinerja guru yang seharusnya dilakukan secara

terencana, sistematis, dan berkesinambungan melalui pelibatan semua pihak secara totalitas.

**Kata Kunci:** *Islamic Leadership, Religiusitas, Disiplin Kerja, Etos Kerja, Kinerja Guru*

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## INTRODUCTION

Teachers' performance is critical in determining the quality of education in Islamic educational institutions (Waeyenberg et al., 2022). An efficient operational performance management process is critical to education because teacher performance influences students' development through the performance of key stakeholders, including students and teachers, to meet predetermined learning objectives. Teachers also set the direction for the teaching and learning process in the classroom.

Islamic leadership is characterized by an open and fraternal spirit between leaders and followers, and it involves steering a group of individuals in the direction of desired goals (Zainal et al., 2022). The issue of Islamic leadership is significant because it determines the fate of an Islamic educational institution. Islamic leadership deals with organizational management from the perspective of knowledge obtained from revelation and other sources of Islamic knowledge. It produces applications of Islamic beliefs and practices (Ahmad et al., 2011). Good leadership can help Islamic leaders to be better, honest, kind, practice hard and avoid mistakes in daily activities. Moreover, Islamic leadership may influence performance based on a leader who will always be fair and an important role or example for subordinates.

The issue of religiosity is considered personal preferences, emotions, beliefs and actions that refer to existing religions to capture their essence; religiosity is often measured using several dimensions (Castillo, 2021) because of the formation within every human being of believing in God. Every human being has a sense of religion within himself for self-development towards ultimate achievement. Religious issues are in the spotlight to be addressed, and the term religiosity manifests in various aspects of human life. Religious activities occur when someone carries out ritual behaviour (worship) and other activities driven by supernatural forces (Boyer, 2020; Singh et al., 2021; Winkelman, 2022).

Disciplinary action is often necessary to improve teacher behaviour and maintain madrasa order and security. However, implementing discipline in a way that genuinely promotes positive behaviour continues to be a challenge for educators, especially during the development period of adolescents in madrasas (Amemiya et al., 2020). Therefore, achieving organizational goals also requires teacher work discipline in every educational institution. Good discipline is carried out continuously, even if it is small, because if it is carried out continuously, the teacher's work discipline results will produce accurate results that will be visible in the future. On the other hand, there will be feelings of obedience and compliance with the values that are believed to include carrying out specific work, which is felt to be a responsibility. This is included in teacher work discipline because it is

an essential function in human resource management. After all, the more disciplined employees are, the higher their work performance will be. That can be achieved. This teacher's work discipline is necessary to perform his duties in a madrasah.

Teacher work ethic is the work ethic that exists within teachers to act towards an educational goal. Every teacher has a different work ethic. The importance of work ethic in various situations with an effort-performance relationship. Teachers who do not have a work ethic will work haphazardly. In contrast, teachers with a good work ethic will work full of responsibility and dedication because implementing a work ethic is a teacher performance effort that supports the quality of work (Meriac, 2023).

Other aspects, such as motivation and work discipline, influence teachers' work ethic. In their research, Hidayah and Hanif (2020) stated that work motivation and discipline, both partially and simultaneously, influence teachers' work ethic. Partially, there is a positive relationship between teacher work motivation and teacher work ethic; teacher work discipline also has a positive relationship with teacher work ethic. Fahrudin (2020) added that aspects of organizational behavior and culture also have a positive and significant impact on the work ethic of teachers in schools. Both have a simultaneous influence on the teacher's work ethic.

A teacher's high work ethic will largely determine the success of school efforts and learning processes (Ferreira et al., 2020; Mutohar, 2020). Therefore, this issue is interesting to pay attention to and analyze in a school organization involving various decisions, including those of the teachers, regarding this work ethic.

Realizing a vision such as educating professional students and teachers to become people who are faithful, devout, knowledgeable, accomplished, skilled, intelligent, and have good morals is not easy, so an Islamic leader is needed so that they are effective and able to help teachers understand the goals of the madrasa, help improve teaching, creating Islamic leadership, religiosity, work discipline, work ethic and conducive teacher performance, providing facilities and financing and establishing relationships with the community so that it can influence the performance of madrasa teachers both directly and indirectly through work ethic which will mediate/intensify it.

Based on this, by considering the various efforts made in the six research locations above, the author assumes that the Islamic leadership of the madrasa head is a planner who sets the goals, vision and mission, as well as the ideals of the madrasa, needs to be tested on these five variables so that with good teacher performance it will quickly achieve and achieve the vision, mission, goals and ideals of the madrasah that have been determined so that a teacher performance model is found at the research location.

The independence of madrasahs, which is reflected in Islamic leadership, especially in terms of efforts to improve/develop the quality (quality) of education as a whole, can, of course, improve the performance of professional teachers with Islamic leadership, religiosity, work discipline, work ethic and teacher

performance and to determine teacher performance in general. Directly in providing education in madrasas, it is necessary to conduct a study on teachers' performance.

It is essential to research Madrasah Aliyah Negeri Malang Raya because it is to improve the performance of teachers who are more professional and qualified in the future so that among Madrasah Aliyah Negeri Malang, they produce teachers who are dignified, superior and become favourite teachers in national and international views.

## RESEARCH METHODS

This research uses a quantitative approach with a correlational type. The population consisted of 224 teachers and 144 samples (simple random sampling) who were given a questionnaire. The sample can be interpreted as a portion of the population whose position represents the population and is used as a source for collecting research data (Wahidwarni, 2017). The research location is Madrasah Aliyah Negeri Malang Raya. Data analysis using Smart PLS V.3.2.8. In this study, the population studied were certified teachers registered on the Simpatika Madrasah Aliyah State of Malang Raya account.

**Table 1. Number of Teacher Samples**

NO	State Aliyah Madrasah	Total Teachers	Total Sample
1	Madrasah Aliyah Negeri Kota Batu	43	$Mi = \frac{43}{224} \times 144 = 28$
2	Madrasah Aliyah Negeri 1 Kota Malang	39	$Mi = \frac{39}{224} \times 144 = 25$
3	Madrasah Aliyah Negeri 2 Kota Malang	55	$Mi = \frac{55}{224} \times 144 = 35$
4	Madrasah Aliyah Negeri 3 Malang Sumberoto	18	$Mi = \frac{18}{224} \times 144 = 12$
5	Madrasah Aliyah Negeri 2 Malang Turen	25	$Mi = \frac{25}{224} \times 144 = 16$
6	Madrasah Aliyah Negeri 1 Malang Gondanglegi	44	$Mi = \frac{44}{224} \times 144 = 28$
<b>TOTAL</b>		<b>224</b>	<b>144</b>

All research data was obtained through questionnaires and sourced from the opinions of Madrasah Aliyah State Malang Raya certification teachers through questionnaires. In this research, there are five variables, including Islamic Leadership (X1), Religiosity (X2), Work Discipline (X3), Work Ethic (Z), and Teacher Performance (Y).

## RESULTS AND DISCUSSIONS

Outer loadings are a table containing loading factors to show the magnitude of the correlation between indicators and latent variables. The loading factor value must be greater than 0.7 to be said to be valid. The outer loadings output can be obtained from the PLS Algorithm Report SmartPLS.

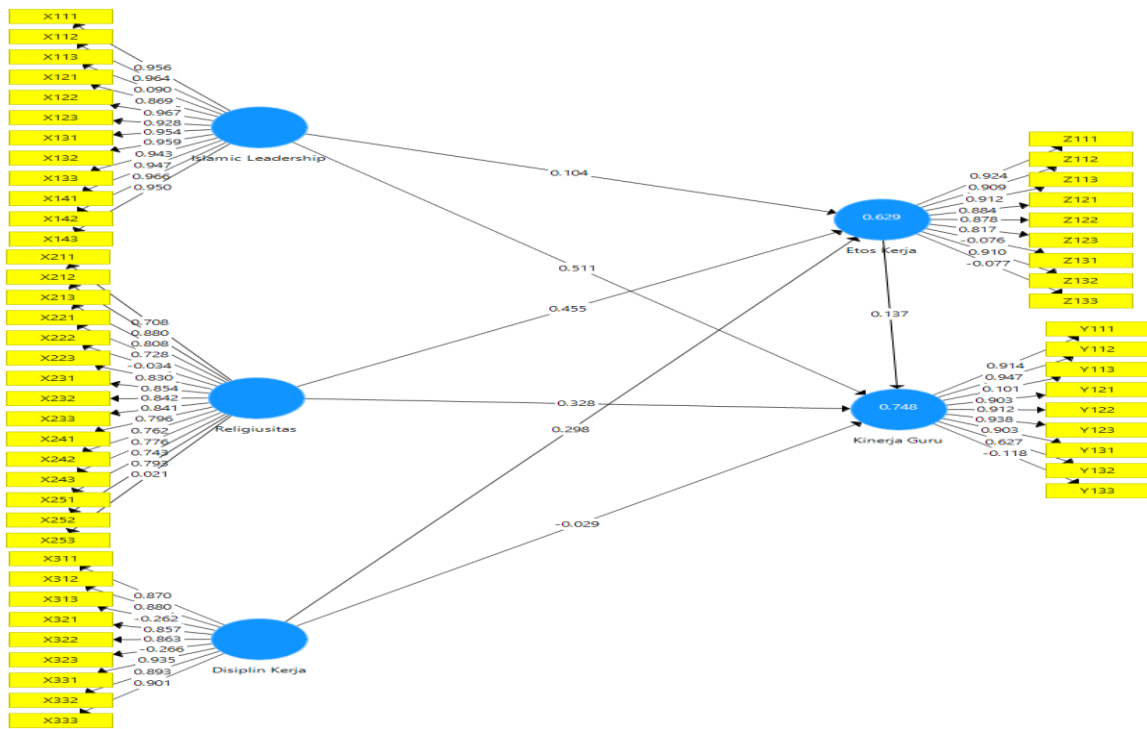


Figure 1. Model 1 Calculation Results After The First Calculation

The picture above shows that all factor loadings have a value of more than 0.7, meaning the indicators have met the criteria. If the value is less than 0.7, then it can be stated that the data does not meet convergent validity. Because there are indicators that do not meet the criteria, namely X113, X222, X253, and X313, the results obtained for the second Outer are as follows:

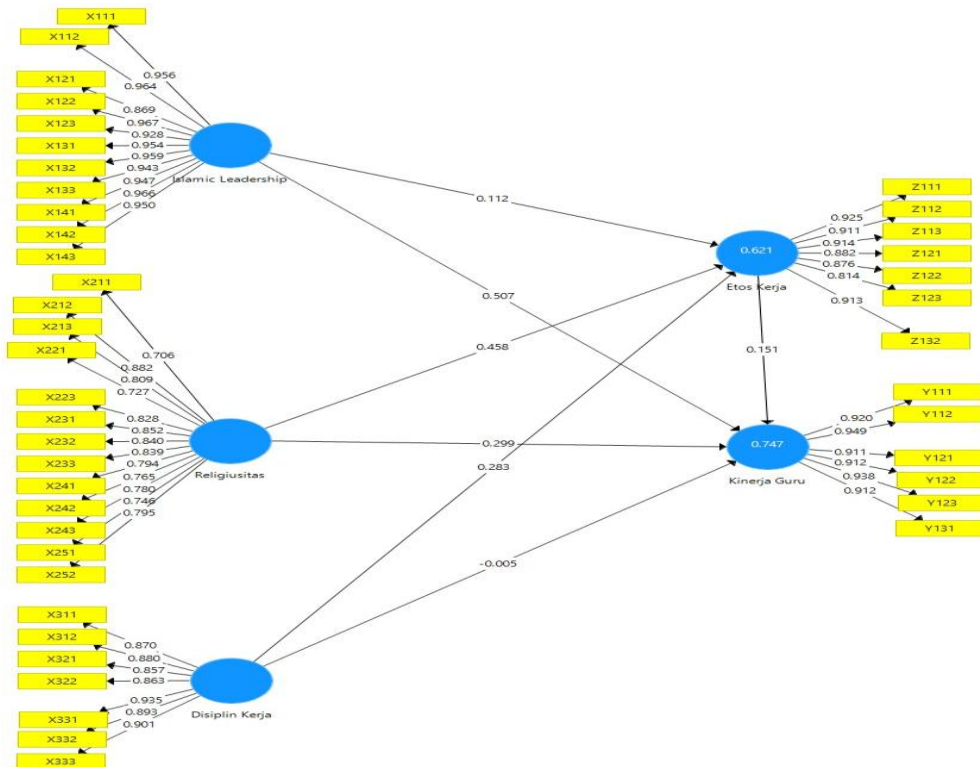


Figure 2. Outer Loading Value of Model 2 After The Second Calculation

## Research Hypothesis Testing

In hypothesis testing, there are significant values between variables, and these significant values are obtained through a bootstrapping procedure. The significance of the hypothesis is seen from the parameter coefficient values and the t-statistic significance value in the bootstrapping report algorithm. To determine whether a relationship is significant, 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
Islamic Leadership -> Teacher Performance	0,507	0,505	0,099	5,138	<b>0,000</b>	Positive and Significant
Religiosity -> Teacher Performance	0,299	0,303	0,138	2,168	<b>0,031</b>	Positive and Significant
Work Discipline -> Teacher Performance	-0,005	-0,008	0,110	0,047	<b>0,963</b>	Not significant
Work Ethic -> Teacher Performance	0,151	0,150	0,068	2,219	<b>0,027</b>	Positive and Significant
Islamic Leadership -> Work Ethic	0,112	0,112	0,079	1,419	<b>0,156</b>	Not significant
Religiosity -> Work Ethic	0,458	0,460	0,101	4,553	<b>0,000</b>	Positive and Significant
Work Discipline -> Work Ethic	0,283	0,281	0,098	2,879	<b>0,004</b>	Positive and Significant
Islamic Leadership -> Work Ethic -> Teacher Performance	0,017	0,018	0,016	1,041	<b>0,298</b>	Not significant
Religiosity -> Work Ethic -> Teacher Performance	0,069	0,070	0,039	1,774	<b>0,077</b>	Not significant
Work Discipline -> Work Ethic -> Teacher Performance	0,043	0,039	0,020	2,122	<b>0,034</b>	Positive and Significant

Based on the results of hypothesis testing in this research, it shows that:

### The Influence of Islamic Leadership on Teacher Performance

Islamic leadership has a significant favourable influence on the performance of Madrasah Aliyah teachers in Malang Raya, with t-statistic results of  $5.138 > 1.96$  and P values  $< 0.05$ . In this case, the hypothesis H1 is accepted. The research results show that Islamic leadership positively and significantly affects teacher performance. Empirically, this aligns with Jumaing's research that there must be honesty, trustworthiness, fathonah (intelligence), fairness, wisdom, an attitude of responsibility, openness and sincerity (Jumaing & Baharuddin, 2017). Research (Purwaningtyas & Endah Kurniawati, 2016) proves that it significantly

improves the performance of certification lecturers. Research Yuvitasari (2018) shows that Islamic leadership significantly affects teacher performance. Research Siti et al., (2020) shows that Islamic leadership significantly affects teacher performance. Research Hamzah (2021) found that Islamic leadership significantly affects teacher performance. Research Rais et al., (2022) found that Islamic leadership significantly affects teacher performance. Research Mustofiah et al., (2015) found that Islamic leadership significantly affects employee performance.

### **The Effect of Religiosity on Teacher Performance**

There is a significant favourable influence of religiosity on the performance of Madrasah Aliyah teachers in Malang Raya, with t-statistic results of  $2.168 > 1.96$  and P values  $< 0.05$ . In this case, the hypothesis H2 is accepted. The research results show that religiosity positively and significantly affects teacher performance. Empirically, this is in line with research by the Fetzer Institute, which states that individuals' perceptions of everything transcendental (unseen) in everyday life and perceptions of interactions with God in their lives, the extent to which religion can be a person's goal in life, and the influence of faith on life values, such as the values of compassion, mutual help, and cooperation (Suryadi, 2021). Research by George et al. (2018) shows that religiosity significantly influences teacher performance. Research Novitasari (2020) found that religiosity significantly affects teacher performance. Research Chomarindariyana (2021) found a significant favourable influence of religiosity on teacher performance. Ardhia et al. (2019) found that religiosity significantly influences teacher performance. Research Khusna et al. (2021) found that religiosity influences teacher performance. Research Reky et al. (2021) found that religiosity positively and significantly affects teacher performance.

### **The Influence of Work Discipline on Teacher Performance**

There is no significant positive effect of work discipline on the performance of Madrasah Aliyah teachers in Malang Raya, with t-statistic results of  $0.047 < 1.96$  and P values  $> 0.05$ . In this case, the hypothesis H3 is rejected. The research results show that work discipline does not positively and significantly influence teacher performance because other factors influence teacher performance. Research Ari et al. (2021) empirically found that work discipline has no positive or significant effect on teacher performance. Research by Deni et al. (2021) found that work discipline has a positive and insignificant effect on employee performance. Obedience means not just carrying out what is ordered by the head of the madrasah but taking part in the efforts made by Islamic educational institutions because teacher work discipline is critical, meaning that teachers must be ready to be bothered. The causes that are not significant are the weaknesses in the teacher's work discipline in that the teacher himself still needs to fulfil the existing rules, resulting in less than optimal results in terms of discipline and not complying with the rules that have been set.

### **The Influence of Work Ethic on Teacher Performance**

There is a significant favourable influence of work ethic on the performance of Madrasah Aliyah teachers in Malang Raya, with t-statistic results of  $2.219 > 1.96$  and P values  $< 0.05$ . In this case, hypothesis H4 is accepted. The research results show that work ethics positively and significantly affect teacher performance. This indicates that teachers are very enthusiastic in carrying out their duties as professional teachers so that they can influence teacher performance. As has been found by several research experts, Lie (2019) shows a significant favourable influence of work ethic on teacher performance. Tuerah (2019) found that work ethic significantly influences teacher performance. Research by Rahmah (2020) shows that work ethic significantly influences teacher performance. Research by Amiati (2021) shows that work ethic has a significant favourable influence on teacher performance. Research by Hakim (2017) shows that work ethic positively affects teacher performance. Research Haryati (2020) found that work ethic significantly influences teacher performance. Research Amiati et al. (2021), Warisil, (2022) and Bastian (2023)

found that work ethic significantly influences teacher performance. Eka et al. (2018) found that work ethic positively affects teacher performance. Research Abdul et al. (2020) revealed the results and found that work ethic influences performance. Research by Magdalena Waang (2019) found that work ethic influences performance.

### **The Influence of Islamic Leadership on Work Ethic**

There is no significant positive influence of Islamic leadership on the work ethic of Madrasah Aliyah Negeri Malang Raya, with t-statistic results of  $1.419 < 1.96$  and P values  $> 0.05$ . In this case, the hypothesis H5 is rejected. The research results show that Islamic leadership does not positively and significantly influence work ethic because several factors influence it. Empirically, this aligns with research by Nino et al. (2016), which found that the Islamic work ethic does not significantly affect employee performance. The causes are (a) giving an ideal influence that is not in line with local cultural codes of behaviour, causing low trust, sympathy and loyalty of followers in leading, (b) inspirational motivation that is not supported by individual relationships, through local cultural procedures, causing followers not to be encouraged to work beyond what has been targeted together (c) intellectual stimulation that seems to dictate to followers and assesses followers as individuals who need to be encouraged is considered culturally unethical, and as a result the desire to solve old problems in new ways does not work and instead creates new problems (d) concern for individuals which is only assessed as a form of leader responsibility, without being based on concern for the individual's cultural character, does not bring prosperity to followers, and even eliminates followers' sympathy for the madrasa head. Researchers can emphasize that Islamic leadership is a process or ability of other people to drive the work ethic of teachers in Islamic educational institutions.

### **The Influence of Religiosity on Work Ethic**

There is a significant favourable influence of religiosity on the work ethic of Madrasah Aliyah Negeri Malang Raya, with t-statistic results of  $4.553 > 1.96$  and



P values  $< 0.05$  in this case. Hypothesis H6 is accepted. The research results show that religiosity has a positive and significant variable effect on work ethic. This identifies that the teacher's religious values have been ideally implemented in the madrasah to influence the teacher's work ethic. Empirically, Suryadi (2021) says (a) which describes a person's level of carrying out obligatory worship according to the teachings of the Islamic religion, (b) contains Islamic behaviours related to the social environment outside oneself, (c) aspects of carrying out sunnah worship in outside of obligatory worship. Feess et al. (2014) found that religiosity significantly positively affects work ethic. Research Mulyadi (2022) found that religiosity significantly affects work ethic. Research Anitra (2014) found that religiosity significantly affects work ethic. Research Gumelar (2020) found that religiosity partially has a significant effect on work ethic.

### **The Influence of Work Discipline on Work Ethic**

There is a significant favourable influence of work discipline on the work ethic of Madrasah Aliyah Negeri Malang Raya, with t-statistic results of  $2.879 > 1.96$  and P values  $< 0.05$  in this case. Hypothesis H7 is accepted. The research results show that work discipline positively and significantly affects work ethic. This identifies that the teachers have implemented their work discipline well and are by madrasa standards so that they can influence the teacher's work ethic. Empirically, the underlying findings of Sondang (2000) are that employee discipline is a form of training that seeks to improve and shape employee knowledge, attitudes and behaviour so that these employees voluntarily try to work cooperatively with other employees and improve their work performance. Research Idris (2018) states that remuneration, supervision and firmness are included in work discipline rules. Research Siswanto (2020) found that work discipline has a significant favourable influence on work ethic. Research by Bening (2019) found that discipline significantly affects work ethic. Every Madrasah has regulations that must be obeyed by the Madrasah head, teachers and students, whether these are regulations regarding responsibility, assertiveness in teaching and learning or using time (Mulyasa, 2013). As expressed by Mangkunegara (2007), there are three disciplinary approaches: the modern disciplinary approach, discipline with tradition and purposeful discipline. Research by Lailiyatul et al. (2022) shows that achieving organizational goals also requires work discipline among its employees. Research by Andryane et al. (2019) shows that good discipline is carried out continuously, even if it is small, so the results of this discipline will produce actual results that will be visible in the future. So work discipline has improved and needs to be maintained as well as possible.

### **The indirect influence of Islamic Leadership on Teacher Performance through Work Ethic**

There is no significant indirect positive influence of Islamic Leadership on Teacher Performance through the Work Ethic of Madrasah Aliyah Negeri Malang Raya, with t-statistic results of  $1.041 < 1.96$  and P values  $> 0.05$  in this case, hypothesis H8 is rejected. The research results show that Islamic leadership does not positively and significantly influence teacher performance through work ethic. Because there are several factors, namely internal and external factors. Meanwhile,

Yukl's theory does not support (reject) this research because every Islamic spiritual basis prioritizes justice and honesty, listens to subordinates, is knowledgeable and does not ask for positions. A leader is said to be successful when he can manage his organization to anticipate and bring it to its goals within a predetermined period. In the history of leadership theory, it has been explained that excellent leadership is exemplified in the teachings of the Islamic religion. The real example of leadership, prophetic Islamic leadership, is the most incredible human being in human history, Rasulullah SAW (Muhammad et al., 2020). So, researchers have a basic assumption that teacher performance will improve and be more successful with Islamic leadership through work ethic.

### **Indirect Influence of Religiosity on Teacher Performance through Work Ethic**

There is no significant indirect positive influence of Religiosity on Teacher Performance through the Work Ethic of Madrasah Aliyah Negeri Malang Raya, with t-statistic results of  $1.774 < 1.96$  and P values  $> 0.05$  in this case, hypothesis H9 is rejected. The research results show that religiosity does not positively and significantly influence teacher performance through work ethic. Meanwhile, in Islamic educational institutions, religiosity through work ethic is vital in improving teacher performance. A teacher with religiosity will be transformed into a person with a high level of faith and devotion, making him a person who is devout, honest, trustworthy and responsible for his work, in this case, teaching. Apart from that, the work ethic factor of a teacher is another thing that should not be ignored. By having a work ethic, a teacher will be able to control and manage his performance and even be able to establish a harmonious social life with fellow teachers, students, and the community around the madrasah. So, researchers have a basic assumption that teacher performance will increase and be more successful with religiosity through work ethic.

### **Indirect Influence of Work Discipline on Teacher Performance through Work Ethic**

There is a significant indirect positive influence of Work Discipline on Teacher Performance through the Work Ethic of Madrasah Aliyah Negeri Malang Raya, with t-statistic results of  $2.122 > 1.96$  and P values  $< 0.05$  in this case, the hypothesis H10 is accepted. The research results show that work discipline positively and significantly affects teacher performance through work ethic. Teacher work discipline is essential to pay attention to because many people expect educational success from teachers. As for the theory (Ngalim Purwanto, 2003), in testing this theory, it states that supporting (accepting) means the factors that can influence teacher work discipline are as follows: a) The existence of a decent standard of living, b) The existence of a feeling of protected work security, c) The existence of pleasant working conditions, d) Fair treatment from superiors, e) Recognition and appreciation for contributions from services provided, f) Opportunities for participation and participation in determining policy. Work discipline is also another factor that can improve teacher performance. Creating work discipline through an attractive work ethic is very important. With this work ethic, teacher performance cannot be separated from the work ethic in the madrasah environment. Based on the description above, the basic assumption is

that work discipline is part of the work ethic; teachers will have a positive and tangible impact that can influence teacher performance results, primarily through work ethic.

Based on the findings above, this research can contribute to the development of Islamic educational management theory by including elements of Islamic Leadership as critical components in leadership practices in Islamic educational institutions. The findings of this research highlight the critical role of work discipline in achieving optimal teacher performance in an Islamic education environment. The practical implications can help develop management strategies to strengthen aspects of discipline in the context of Islamic education. This research can detail and develop a holistic Islamic education management model, integrating scientific aspects such as Islamic Leadership, religiosity, work discipline and work ethic to improve teacher performance. Thus, this research can significantly contribute to the science of Islamic education management by enriching the understanding of the factors that influence teacher performance based on Islamic values in the context of Islamic education.

## CONCLUSION

The conclusions of this research indicate that factors such as Islamic leadership, religiosity, work discipline, and work ethic have different impacts on teacher performance at Madrasah Aliyah Negeri Malang Raya. First, it was found that Islamic leadership positively and significantly influences teacher performance. The higher the level of Islamic leadership, the higher the teacher's performance, indicating the importance of leadership aspects based on Islamic values in improving teacher performance. Second, religiosity is also proven to positively and significantly influence teacher performance. Higher levels of religiosity are associated with increased teacher performance, indicating that aspects of spirituality also play an essential role in the educational context of Madrasah Aliyah. However, interestingly, work discipline does not positively and significantly influence teacher performance. Although work discipline is considered a critical factor in the work environment, this research shows that low levels of work discipline do not significantly affect teacher performance in this institution. Fourth, work ethic plays a crucial role in improving teacher performance. The higher the teacher's morale, the higher their performance, showing that personal motivation and dedication play a crucial role in educational success at Madrasah Aliyah Negeri Malang Raya.

Although Islamic leadership does not directly influence teacher performance through work ethic, research results show that low levels of Islamic leadership can cause a decline in teacher performance by influencing their work morale. Likewise, although indirectly, a low level of religiosity can cause a decrease in teacher performance through its influence on work ethic. However, although work discipline does not directly influence, it indirectly impacts teacher performance through work ethic.

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