

Human Resource Performance Improvement Model Through Islamic Work Ethics and Affective Commitment as Intervening Variables (Case Study of Islamic Schools (Teachers) in Boja District, Kendal Regency)

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Abstract. *This study aims to analyze the model of improving HR performance through Islamic work ethics and affective commitment as an intervening variable. The data in this study were obtained from a questionnaire given to teachers at Islamic-based schools in the Boja district who have worked for more than 5 years, a questionnaire of 59 respondents. Then the data collection technique uses path analysis or path analysis where this analysis is an extension of multiple regression analysis or regression analysis to estimate the causal relationship between variables. The results of this study indicate that Islamic work ethics have a positive effect on HR performance directly. Islamic work ethics also have a positive effect on HR performance through affective commitment as an intervening variable, because the higher the Islamic work ethics, the higher the affective commitment will be which will have an impact on HR performance.*

Keywords: *Affective Commitment; HR Performance; Islamic Work Ethics*

1. Introduction

The success of an organization depends on the performance of human resources, where human resource performance plays an important role in achieving the targets set in a company within a predetermined time. Therefore, organizations or companies always try to improve their human resource performance. Human Resources (HR) who are competent in their fields are needed by companies to advance their businesses. As a company asset, leaders are expected to be able to provide examples, encouragement to do better work. Encouraging human resources to advance in their fields and encouraging a company to be more effective and efficient in order to keep up with the changes that emerge so rapidly, the human resource development program is one way for companies to develop and improve human resources (Apriliansyah et al, 2018).

At this time, the quality of performance is still a problem in an organization or company, therefore organizations or companies need to know the quality of HR performance, because a company or school needs HR as a workforce to improve products (goods or services) that are of high quality and quantity. Because the school is a service entity, it must be able to provide services in quality and quantity, namely students. With high and good HR performance, it will be able to improve competence in providing its services.

Many old myths about HR that are actually no longer applied in this era such as some examples of HR handling the soft and unaccountable side, HR is the job of HR people, HR is full of fads and lip service. But in reality the impact of various HR practices on strategic and operational performance can and must be measured by the HR function must be able to translate its various activities into strategic and operational work measures, while line managers are very important to be actively involved in HR activities because HR management and development are too important to be left to the HR function because between HR and line managers there must be cooperation to solve various HR issues.

Good human resource performance from an individual for organizational purposes that are the goal of achieving high work productivity. Achieving good performance cannot be separated from the quality of good human resources (Umam, 2012). However, finding the right person in an organization is not easy, because what is needed is not only people who are better educated or talented. However, there are psychological factors that underlie the relationship between a person and their organization. These psychological factors affect a person's ability in the organization, one of which is competence (Mangkunegara, 2009).

HR performance is the work results in terms of quality and quantity achieved by an employee in carrying out his/her duties, namely in accordance with the responsibilities that have been given to the employee (Mangkunegara, 2009). HR performance is influenced by ability factors and motivation factors (Mangkunegara, 2009). Factors that influence HR performance are effectiveness and efficiency, authority, discipline, initiative (Prawirosentono, 2009). Factors that influence HR performance according to Timpe (1999) quoted by Mangkunegara (2009) are internal factors (high ability) and 5 external factors (behavior, attitude). Factors that influence HR performance according to Mathis and Jackson (2014) are innate ability, effort made and support.

Islamic work ethics is defined as a set of values or belief systems derived from the Qur'an and Sunnah regarding work and hard work. Islamic work ethics in this study are traits that remain in the soul related to work based on Islamic aqidah in Islamic-based school teachers in Boja District, Kendal Regency where this institution will prioritize Islamic values, in addition to teaching staff (teachers) will also apply Islamic values in everyday life in the form of their attitudes and behavior towards fellow teachers, other people or their students, which of course will be an example for anyone who sees, especially in the school environment, namely its students.

Tasmara (2002) defines Islamic work ethics as a serious effort, by mobilizing all assets, thoughts, and dhikr to actualize or show the meaning of oneself as a servant of Allah who must subdue the world and place himself as part of the best society (khairul ummah) or in other words we can also say that only by working can humans humanize themselves. Faqih (2011), Amaliah (2013), Abdi (2014), Zahra (2015) prove that Islamic work ethics have a significant positive effect on improving HR performance.

Nurmatias (2015) proved that Islamic work ethics have a significant positive effect on improving HR performance at the Islamic Institute of Tafaqquh Fiddin Dumai. However, the contradiction with Ayudiati (2010) proved that Islamic work ethics moderate professional competence and locus of control on HR performance through Bank Jateng Semarang. Wijayani (2017) proved that teacher professional ethics have a significant positive effect on teacher professional competence. The difference in the results of previous studies attracted the attention of researchers to conduct further research.

Affective commitment is a commitment that plays an important role in an organization because members who have high affective commitment will be more able to survive with an organization compared to members who do not have commitment. So that affective commitment is also an important factor in an organization. There are several research results on affective commitment to HR performance. Parinding (2015), Taurisa (2012), Astuti (2012), Gunawan (2010) prove that affective commitment has a significant positive effect on HR performance. However, the contradiction with the results of Novita's research (2016) proves that organizational commitment does not have a significant effect on HR performance. While research conducted by Murdiyani (2010) proves that organizational commitment does not have a significant effect on the performance of lecturer HR. Another problem is the existence of a research gap or different findings from previous studies which can be seen from research conducted by Carmeli and Freund (2006) which found that organizational commitment does not affect employee performance. Meanwhile, Pahmi, Idrus and Mahlia (2011) found that organizational commitment has a positive effect on employee performance.

In addition to the factors of Islamic work ethics and affective commitment that can affect HR performance, namely the relationship between Islamic work ethics and HR performance with affective commitment as an intervening variable, namely research conducted by Indica (2013) proved that Islamic work ethics have a significant positive effect on affective commitment. Adab (2015) proved that Islamic work ethics have a significant positive effect on organizational commitment. However, the contradiction with Abdi (2014) proved that Islamic work ethics do not have a positive effect on organizational commitment. The research gap above attracts the attention of researchers to conduct further research.

The phenomenon found in Islamic-based schools in Kawedanan Boja, Kendal Regency is that the average performance of schools is still lagging behind state schools. This organizational performance is an accumulation of the performance of the human resources involved, thus

it is very relevant when the author examines the human resources involved in these Islamic schools. The author focuses on the variables of Islamic work ethics and affective commitment for educators in order to build an empirical model for improving human resource performance.

2. Research Methods

The type of research used in this study is an explanatory research type. This explanatory research is intended to determine the magnitude of the relationship and influence between research variables (Sugiyono, 2010:11). These variables include affective commitment, Islamic work ethics and HR performance.

3. Results and Discussion

3.1. Description of Respondent Identity

In this sub-section, the results of the study will be described, including the identity of the respondents, including: gender, domicile and length of service. Based on the results of the study, Islamic-Based School Teachers in Boja are as follows:

1. Description of Respondents Based on Gender
Respondent characteristic data can be seen in Table below:

Table Respondent Gender

No	Gender	Amount	Presentation
1	Man	6	10.2%
2	Woman	5 3	89.8%
Amount		5 9	100%

Source: Processed primary data, 2021

In table the gender of respondents of Islamic-based school teachers, women dominate the respondents at 89.9% and men at 10.2%.

2. Description of Respondents' Period of Work

Characteristic data based on length of service can be seen in Table below:

Table Respondents' Working Period

3.2. Variable Description

This analysis was conducted to obtain a descriptive picture of the research variables used, including perceptions of Affective Commitment (X1), Work Ethics (X2), HR Performance (Y). Respondents' perceptions of the variables studied in this study used a range criterion of $(5-1)/3 = 1.33$, (Chin, 1998), therefore the interpretation of the value is as follows:

1.00-2.33 = low

2.34-3.66 = moderate

3.67-5.00 = high

Based on the results of research on Islamic-based school teachers, each description of the variables of affective commitment (X1), Islamic work ethics (X2), HR performance (Y) and affective commitment as an intervening variable is as follows:

Analysis of Affective Commitment Variables

In this variable there are 4 statements taken from the indicators, namely a sense of pleasure, a sense of belonging, an emotional sense and personal meaning:

Table indicators of affective commitment variables

Table shows that the average overall answer of respondents to the affective commitment variable is 4.6, this indicates that the affective commitment of Islamic-based school teachers is in the high or good category. In detail, the average answer of respondents to the affective commitment indicators includes:

1. In this indicator of pleasure, the average is 4.51, which means that teachers have a high level of pleasure in the work they do.
2. This sense of belonging of 4.66 also shows a high criterion where these teachers also feel that the work they do is their responsibility and also their life, so that sense of belonging exists.
3. Emotional feeling 4.54 with high criteria.
4. Personal meaning 4.69 has high criteria.

5. Analysis of Islamic Work Ethics Variables

This variable has five statements taken from work value indicators based on intention, dedication to tasks, cooperation and consultation, working as a livelihood and the ability to distinguish goals.

Table Indicators of Islamic Work Ethics Variables

In table shows that the average answer shows high criteria with a result of 4.54. This shows that the Islamic work ethic possessed by teachers of Islamic-based schools is high, as can be seen from the data results in the table above.

3. Analysis of HR Performance Variables

This HR Performance variable has four indicators which include quality, quantity, implementation of tasks and responsibilities. The results obtained on this variable are as follows:

Table HR Performance Indicator Variables

No	Indicator	Average	Std.Deviation	Criteria
1	Quality	4.53	0.504	Tall
2	Quantity	4.47	0.504	Tall
3	Execution of tasks	4.68	0.471	Tall
4	Responsibility	4.44	0.501	Tall
	Average	4.53		Tall

Table shows that the average criteria produced are high, this means that the performance of human resources of teachers in Islamic-based schools is also high because they feel that this performance determines quality.

3.3. Data Analysis Results

Data Validity and Reliability Test

Validity Test

Validity test examines each variable used in this study. All research variables contain 13 statements that must be answered by respondents. The criteria used in determining whether

or not a statement is valid in this study are as follows: confidence level = 95% ($\alpha = 5$ percent), degrees of freedom ($df = n - 2$), obtained r table = 0.273 (two-tailed test). If the calculated r (Pearson correlation value) is greater than the r table and the r value is positive, then the statement item is said to be valid (Ghozali, 2011).

Based on Table it is known that the calculated r value of all indicators are greater than the table value. The refore it can be concluded that all indicators in this study are valid.

Data Reliability Test

Reliability test in testing using Cronbach Alpha, if Cronbach Alpha > 0.6 then the questionnaire is said to be consistent or reliable, (Imam Ghozali, 2011). Based on calculations with the SPSS program, each variable has a value > 0.6 alpha as shown in Table 4.9, then the questionnaire in this study is consistent or reliable.

Table Reliability Test

No	Variables	Cornbach Alpha	Information
1	Affective Commitment	0.722	Reliable
2	Islamic Work Ethics	0.761	Reliable
3	HR Performance	0.848	Reliable

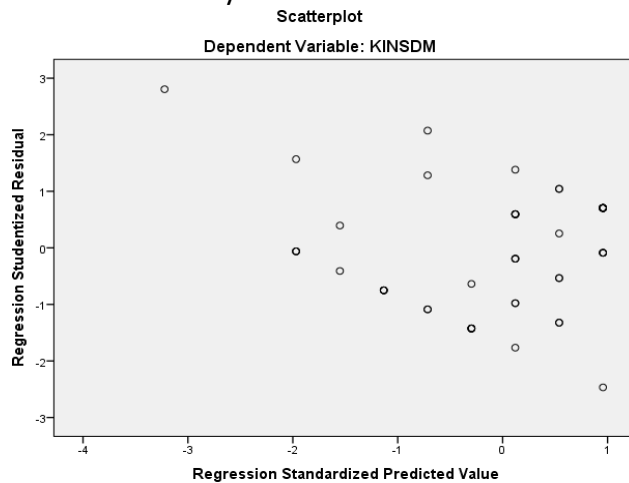
Classical Assumption Test

Multicollinearity

The multicollinearity test aims to test whether the regression model finds a correlation between independent variables. A good regression model should not have a correlation between variables (Ghozali, 2011). Multicollinearity in the regression model in the study is determined based on the VIF (variance inflation factor) and tolerance values. The VIF values can be seen in Table below:

a. Heterocadasticity

Heteroscedasticity aims to test whether in the regression model there is inequality of



variance from the residual of one observation to another. A good regression model is one that is Homoscedastic. The way to detect the presence or absence of Heteroscedasticity is to look at the plot graph between the predicted value of the dependent variable (ZPRED) and its residual (SRESID). Detect the presence or absence of a certain pattern in the scatterplot graph between SRESID and ZPRED where the Y axis is the predicted Y, and the X axis is the residual. To test the presence or absence of Heteroscedasticity, in Figure 4.1 the scatterplot graph shows points spread randomly and spread both above and below the number 0 on the Y axis. (Gozali 2011). It is concluded that there is no Heteroscedasticity in the regression model.

Figure Scatterplot

b. Normality

The Normality Test aims to test whether in the regression model the dependent variable and the independent variable both have a normal distribution or not. This test uses the Kolmogorov-Smirnov test. The Kolmogorov Smirnov test is a normality test that is widely used, especially after the existence of many statistical programs in circulation. The advantages of this test are that it is simple and does not cause differences in perception, which often occurs in normality tests using graphs. The basic concept of the Kolmogorov Smirnov normality test is to compare the distribution of data (which will be tested for normality) with the standard normal distribution. The standard normal distribution is data that has been transformed into the form of Z-Score and is assumed to be normal. The Kolmogorov Smirnov test is a test of the difference between the data being tested for normality and the standard normal data. As in the usual difference test, if the significance is below 0.05 it means that there is a significant difference, and if the significance is above 0.05 there is no significant difference. The application of the Kolmogorov Smirnov test is that if the significance is below 0.05 it means that the data to be tested has a significant difference with the standard normal data, meaning that the data is not normal. If the significance is above 0.05, it means that there is no significant difference between the data to be tested and the standard normal data. This means that the

data we are testing is normal, no different from the standard normal.

	Unstandardized Residual
Asymp sig.	0.17

This Kolmogorov Smirnov test is seen in the Asymp Sig value (2 tailed) if it has a value above 0.05 then the data distribution is stated to meet the normality assumption, and if the value is below 0.05 then it is interpreted as abnormal. In the output it can be seen that the Asymp Sig value (2-tailed) has a value of 0.17 > 0.05 so it can be said that the data distribution is stated to meet the normality assumption.

Hypothesis Testing

Hypothesis testing uses path analysis to test the influence of intervening or mediating variables. Path analysis testing is explained in the model below:

Model 1

$$X1 = a + p2X2 + e1$$

X1 = Affective Commitment

X2 = Islamic work ethics

Model 2

$$Y1 = a + p1 X2 + p3 X1 + e2$$

Y1 = HR Performance

X1 = Affective Commitment X2 = Islamic Work Ethics

The SPSS output results provide a standardized beta value of Islamic work ethics in equation model 1 of 0.403 and significant at 0.000 which means that Islamic work ethics affect affective commitment. The unstandardized beta coefficient value of 0.403 is the path value or path p2. In the SPSS output of regression equation 2, the unstandardized beta value for Islamic work ethics is 0.317 and affective commitment is 0.290, all of which are significant. The standardized beta value of Islamic work ethics of 0.317 is the path value of path p1 and the unstandardized beta value of affective commitment of 0.290 is the path value of path p3. While the value of $e1 = \sqrt{1-0.398} = 0.776$ and the value of $e2 = \sqrt{1-0.444} = 0.745$.

The results of the path analysis show that Islamic work ethics can have a direct effect on human resource performance and can also have an indirect effect, namely from Islamic work

ethics to affective commitment (as an intervening) and then to human resource performance. The magnitude of the direct effect is 0.317 while the magnitude of the indirect effect must be calculated by multiplying the indirect coefficient $0.403 * 0.290 = 0.11687$ or the total effect of Islamic work ethics on human resource performance = $0.317 + (0.403 * 0.290) = 0.433$

Furthermore, to test whether the intervening variable is significant or not in the path analysis, it is necessary to carry out the Sobel test as follows;

$$\begin{aligned} Sp2p3 &= \sqrt{p3Sp2 + p22Sp32 + Sp2Sp32} \\ &= \sqrt{(0.290)^2(0.066)^2 + (0.403)^2(0.138)^2 + (0.066)^2(0.138)^2} \\ &= \sqrt{0.000366 + 0.00309 + 0.000829} \\ &= 0.059 \end{aligned}$$

Based on the results of $Sp2p3$, the t-statistic value of the mediation effect can be calculated using the following formula:

Affective Commitment and HR Performance

The first hypothesis proposed in this study is. affective commitment has a significant positive effect on HR performance. Based on the SPSS output results, the regression coefficient shows a value of 0.290 with a significance of 0.040. This shows that affective commitment has a significant positive effect on HR performance. The higher the affective commitment of HR (teachers), the higher the performance of HR (teachers). In other words, H1 is accepted.

The results of this study support Parinding's research (2015) which proves that affective commitment has a significant positive effect on HR performance. The same study conducted by Taurisa (2012) proved that affective commitment has a significant positive effect on HR performance.

Islamic Work Ethics and HR Performance

The second hypothesis in this study states that Islamic work ethics have a significant positive effect on HR performance. Based on the SPSS output results, the regression coefficient shows a value of 0.317 with a significance of 0.001. This shows that Islamic work ethics have a significant positive effect on HR performance. The better or higher the Islamic work ethics of a teacher, the higher the performance of HR (teachers). In other words, H2 cannot be rejected.

The results of this study are in line Abdi (2014) proved that Islamic work ethics have a significant positive effect on HR performance. The same research was also conducted by Zahra (2015) proving that Islamic work ethics have a positive effect on HR performance.

Islamic Work Ethics and Affective Commitment

The third hypothesis in this study states that Islamic work ethics have a significant positive effect on commitment. Based on the SPSS output results, the regression coefficient shows a value of 0.403 with a significance of 0.000. This shows that Islamic work ethics have a significant positive effect on affective commitment. The better or higher a teacher's Islamic work ethics, the more their affective commitment increases. In other words, H3 cannot be rejected.

This study is in accordance with Oliver (1990), who found that work ethics have a significant relationship with all dimensions of organizational commitment, namely affective commitment, normative commitment and ongoing commitment (in Yousef, 2000). Ali Abbas stated that the orientation of Islamic work ethics is a person's belief in their organization which will then give rise to work values that are used as the main foundation in the workplace.

According to Ali, the source of values in Islamic work ethics is based on intention, not on the results after they have been achieved. Ali said that work is a primary activity related to human needs to build balance within the individual with their social life (Ali, 1988).

Islamic Work Ethics, Affective Commitment and HR Performance

The fourth hypothesis in this study states that affective commitment mediates the influence of Islamic work ethics on HR performance (teachers). Based on the results of the output path analysis and Sobel test, it shows that affective commitment is an intervening variable that mediates the influence of Islamic work ethics on HR performance. Therefore, the fourth hypothesis in this study is accepted. The higher the Islamic work ethics of teachers, the higher the affective commitment will be, which will have implications for increasing HR performance. In other words, Islamic work ethics have a direct or indirect relationship to HR performance.

This research is in line with Keumala Hayati & Indra Caniago (2012) Empirical results show that Islamic work ethics have a greater effect on intrinsic motivation and organizational commitment than their effect on job satisfaction and job performance.

4. Conclusion

The results of this study indicate that Islamic work ethics have a significant positive effect on HR performance (teachers). Islamic work ethics also have an indirect effect through affective commitment on HR performance. This means that the higher the Islamic work ethic, the higher the HR performance. Islamic work ethics affect HR performance mediated by affective commitment, although the data produced shows that Islamic work ethics on affective commitment is still moderate, this could be further research. Muslims emphasize the intention in carrying out an activity. When work is seen as a virtue, then work will be able to provide benefits for oneself and others. A person will use all the abilities they have and feel that life is meaningless without work. Individuals who hold strong to the principles of Islamic work ethics will also increase their commitment to the organization and reduce

the intention to leave the organization. The attitude of integration between Islamic work ethics to build organizational commitment can improve employee performance. The principles in Islamic work ethics lead individuals in the organization to provide better performance in their work.

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