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The Effects of Islamic Work Ethic, Pedagogical Competence, and Work Discipline on Teacher Performance: The Mediating Role of Teacher Professionalism at YAPIDA, Bogor Regency

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Abstract: Teacher performance is a critical determinant of educational quality in schools. Enhancing teacher performance is closely associated with various individual and organizational factors, including Islamic work ethic, pedagogical competence, work discipline, and professionalism in fulfilling teaching responsibilities. This study aims to examine the effects of Islamic work ethic, pedagogical competence, and work discipline on teacher performance, with teacher professionalism serving as a mediating variable among teachers at YAPIDA, Bogor Regency, Indonesia. This study employs a quantitative approach using a survey method. The study population comprises all teachers employed at YAPIDA, Bogor Regency. Data were collected through questionnaires distributed to the respondents. The data were analyzed using statistical techniques, including regression analysis and path analysis, to examine the direct and indirect effects among the research variables. The findings are expected to provide empirical insights into the relationships between Islamic work ethic, pedagogical competence, work discipline, teacher professionalism, and teacher performance. This study is also expected to contribute to the development of educational management practices, particularly in improving teacher performance through the internalization of Islamic work values, the enhancement of pedagogical competence, and the implementation of effective work discipline. The findings may offer practical implications for school administrators and educational policymakers in developing strategies to strengthen teacher professionalism and improve educational quality.

Keywords: Islamic Work Ethic; Pedagogical Competence; Work Discipline; Teacher Professionalism; Teacher Performance.

1. Introduction

Education plays a strategic role in improving the quality of human resources. The success of the educational process is determined not only by the curriculum, facilities and infrastructure, or educational policies but is also significantly influenced by the quality of teachers as the primary implementers of the learning process. Teachers play an essential role not merely as providers of instructional materials but also as educators, mentors, facilitators, motivators, and role models for students. Therefore, the quality of education is highly dependent on teachers' ability to perform their professional responsibilities effectively (Prayoga, 2024; Rahmadani et al., 2024). The significant role of teachers in the educational process makes teacher performance one of the primary indicators of the success of educational institutions. Teacher performance refers to the work outcomes achieved by teachers in carrying out their professional duties, including planning, implementing, and evaluating learning activities. Optimal teacher performance positively affects the improvement of instructional quality, the effectiveness of teaching and learning processes, and the achievement of overall educational objectives. The quality of teacher performance also contributes to student achievement and the continuous improvement of educational institutions (Marsela Nova Susanti, 2025; Sukriyah Widyastuti, 2024).

Optimal teacher performance cannot be separated from various influencing factors. From a human resource management perspective, performance improvement is influenced by several aspects, including competence, work ethic, work discipline, and individual professionalism. Qualified human resources constitute a strategic asset that plays an essential role in supporting organizational effectiveness and achieving sustainable organizational objectives. Effective human resource

management positively contributes to increased productivity and the quality of individual performance within educational organizations (Rahmi & Rassanjani, 2025; Rahmadani et al., 2024, Widyastuti, 2022).

These factors indicate that individual characteristics play an important role in improving a person's performance. One factor presumed to influence teacher performance is Islamic work ethic. Islamic work ethic refers to a set of work values emphasizing trustworthiness, responsibility, honesty, discipline, and commitment in performing professional duties based on Islamic principles. These values are believed to shape more responsible work behavior, enhance intrinsic motivation, and encourage individuals to work professionally and with integrity (Haekal et al., 2023; Al-Douri et al., 2020). A strong Islamic work ethic is believed to encourage teachers to demonstrate greater commitment in carrying out their responsibilities. Research conducted by S.P. Ningrat (2020) indicates that work ethic influences teacher performance. Similarly, the findings of Kurniati (2023) demonstrate that Islamic work ethic has a positive and significant effect on teacher performance.

Teacher performance improvement is also presumed to be influenced by pedagogical competence. Pedagogical competence refers to teachers' ability to understand students' characteristics, design instructional activities, implement the learning process, and evaluate learning outcomes effectively. Pedagogical competence is one of the fundamental competencies that teachers must possess because it plays a significant role in creating high-quality, adaptive, and student-centered learning (Fatima Wati Ain, 2024; Sahria, 2024). Strong pedagogical competence enables teachers to create effective and innovative learning experiences that meet students' needs. Research conducted by Fatima Wati Ain (2024) indicates that pedagogical competence has a significant effect on teacher performance. The findings of Sukriyah Widyastuti (2024) also demonstrate that pedagogical competence contributes to improving teacher performance.

In addition to pedagogical competence, work discipline is also presumed to influence teacher performance. Work discipline reflects an individual's compliance with organizational regulations, sense of responsibility, and behavioral consistency in fulfilling assigned tasks and obligations. A high level of work discipline enables individuals to perform their duties effectively, improve the quality of work implementation, and support the optimal achievement of organizational objectives. In the educational context, teacher discipline constitutes an important factor in supporting the quality of the learning process and improving teacher performance (Akhyat Hidayat, 2022; Widyastuti, 2022).

The importance of work discipline in improving the quality of task implementation has been demonstrated in various previous studies. Research conducted by Nurfadilah and Farihah (2021) indicates that work discipline contributes to improving the performance of madrasah teachers. These findings are further supported by Nafisah, Arafat, and Ahyani (2023), who found that work discipline makes a positive contribution to improving teacher performance. Other studies have also demonstrated that work discipline is an important factor in supporting the effectiveness of teachers' professional responsibilities and the achievement of educational objectives (Akhyat Hidayat, 2022; Widyastuti, 2022).

These factors indicate that improving teacher performance is influenced not only by individual factors but also by professional capabilities in carrying out teaching responsibilities. Teacher professionalism reflects teachers' ability to develop their competencies, improve instructional quality, strengthen their personal capacities, and adapt to educational developments and the demands of modern learning. Teachers with a high level of professionalism tend to be more capable of creating effective, innovative, and student-oriented learning environments (Ranissa Delafini et al., 2025; Widyastuti, 2022). Teacher professionalism is also closely associated with strengthening pedagogical, social, professional, and personal competencies, which are continuously developed through teacher professional education programs and ongoing professional development.

Nevertheless, previous research has revealed inconsistencies in empirical findings, indicating the

existence of a research gap. Research conducted by Kurniati (2023) demonstrates that Islamic work ethic has a positive and significant effect on teacher performance. However, several other studies have reported different findings, indicating that work ethic does not have a direct effect on performance. Research conducted by Saputra (2023) and Jamil (2025) found that work ethic has a positive but statistically insignificant effect on performance. These differences in research findings indicate that the relationship between work ethic and performance requires further investigation, particularly by considering other factors that may function as intervening variables.

Inconsistencies have also been identified in previous research concerning pedagogical competence. Research conducted by Fatima Wati Ain (2024) demonstrates that pedagogical competence has a positive and significant effect on teacher performance. However, other studies have reported different findings, indicating that pedagogical competence does not have a significant effect on performance improvement. Sumarsih (2023) found that pedagogical competence has a positive directional effect, although the effect is statistically insignificant. These differences indicate that the influence of pedagogical competence on performance requires further investigation by considering other factors that may strengthen this relationship, one of which is teacher professionalism as an intervening variable (Sumarsih, 2023; Fatima Wati Ain, 2024).

Inconsistencies have also been identified in previous studies concerning the relationship between work discipline and teacher performance. A study involving teachers at SMAN 1 Taebenu found that work discipline does not have a significant direct effect on teacher performance. Furthermore, research conducted by Al Asyraf (2023) involving teachers at SMK Muhammadiyah Rembang also found that work discipline has a positive but statistically insignificant effect on teacher performance. These differences in research findings indicate that the relationship between work discipline and teacher performance requires further investigation by considering other factors that may function as intervening variables, particularly teacher professionalism (Al Asyraf, 2023).

Based on preliminary observations of teachers at YAPIDA, Bogor Regency, several phenomena were identified that indicate a gap between ideal conditions and actual circumstances. Some teachers have not consistently implemented Islamic work ethic, particularly regarding punctuality and the completion of instructional administration. Furthermore, the learning process tends to remain teacher-centered, delays in completing instructional administration are still evident, and teacher professional development has not been optimally implemented (Preliminary Observation Results of YAPIDA Teachers, 2026). These findings indicate that several issues require more in-depth investigation. Therefore, research examining the effects of Islamic work ethic, pedagogical competence, and work discipline on teacher performance through teacher professionalism among YAPIDA teachers in Bogor Regency is important to undertake.

Table 1. Preliminary Observation Results

No.	Observed Indicators	Preliminary Observation Findings	Results
1	Responsibility, trustworthiness, honesty, and hard work	Some teachers have not consistently demonstrated punctuality and completed assigned tasks	Moderate
2	Lesson planning, implementation, and evaluation	Learning remains teacher-centered and lacks innovation	Poor
3	Attendance, compliance with regulations, and punctuality	Instances of lateness and delays in submitting administrative documents are still evident	Moderate
4	Self-development and professional competence	Teachers are not actively participating in training or professional development programs	Poor
5	Implementation of teaching	Performance has not been optimal in creating	Poor

responsibilities	effective learning environments

Source: Author's Preliminary Observation Results (2026)

These findings indicate that several issues require more in-depth investigation. The gap between ideal conditions and actual circumstances in the field suggests that improving teacher performance is not influenced by a single factor but rather by various interconnected factors. Therefore, research examining the effects of Islamic work ethic, pedagogical competence, and work discipline on teacher performance through teacher professionalism among YAPIDA teachers in Bogor Regency is important to undertake.

Teacher professionalism is positioned as an intervening variable in this study because it is presumed to play a role in explaining the relationships between Islamic work ethic, pedagogical competence, and work discipline and teacher performance. Islamic work ethic embedded within teachers is believed to shape professional attitudes reflected in the implementation of duties with trustworthiness, responsibility, and a commitment to quality. On the other hand, strong pedagogical competence enhances teachers' ability to manage the learning process while encouraging continuous professional development. Furthermore, a high level of work discipline fosters orderly, consistent, and responsible work habits, thereby supporting the development of teacher professionalism. Accordingly, teacher professionalism is viewed not only as a factor that directly influences performance but also as a mechanism that mediates the influence of individual characteristics on improving teacher performance.

The urgency of this study is further strengthened by the research gaps identified in various previous studies. Several studies have demonstrated that Islamic work ethic, pedagogical competence, and work discipline have significant effects on teacher performance, whereas other studies have reported different findings or even indicated no meaningful effects. These differences suggest the possibility that other variables may function as mediators in the relationships among these variables. Therefore, testing a research model that positions teacher professionalism as an intervening variable is essential to provide a more comprehensive explanation of the mechanisms underlying teacher performance improvement. Furthermore, studies integrating Islamic work ethic, pedagogical competence, work discipline, and teacher professionalism into a single research model, particularly within Islamic values-based educational institutions such as YAPIDA in Bogor Regency, remain relatively limited. This condition provides an opportunity for the present study to make broader scientific contributions, both to theoretical development and empirical evidence.

From a theoretical perspective, this study is expected to contribute to the development of Human Resource Management, particularly in the area of teacher performance improvement through the perspectives of Islamic work ethic, pedagogical competence, and work discipline, while considering teacher professionalism as an intervening variable. In addition to enriching the existing body of knowledge, the findings of this study are also expected to serve as a reference for future researchers investigating similar topics, particularly in educational institutions that emphasize Islamic values. From a practical perspective, the findings are expected to provide recommendations for the foundation and management of YAPIDA in Bogor Regency in formulating strategic policies related to improving the quality of teacher human resources. These policies are expected to focus on strengthening Islamic work ethic, enhancing pedagogical competence, enforcing work discipline, and developing teacher professionalism as efforts to achieve sustainable improvements in teacher performance.

Based on the overall discussion, teacher performance can be understood as the outcome of interactions among various interconnected factors and cannot be adequately explained by a single variable alone. The phenomena identified in the field, together with the inconsistencies in previous research findings, indicate the need for a study capable of examining the relationships among variables in greater depth. Therefore, this study aims to analyze the effects of Islamic work ethic, pedagogical

competence, and work discipline on teacher performance through teacher professionalism as an intervening variable among YAPIDA teachers in Bogor Regency. This study is expected to provide a more comprehensive understanding of the factors influencing teacher performance while serving as a foundation for formulating strategies to improve educational quality within the school environment.

2. Method

2.1 Research Design

Research design refers to the framework or guidelines employed by researchers in conducting a study to ensure that the research process is carried out systematically and in accordance with the established objectives. Research design serves as the foundation for determining data collection procedures, variable measurement, and analytical techniques used to address the research questions (Creswell & Creswell, 2021; Sekaran & Bougie, 2020).

This study employs a quantitative approach using a survey method. The quantitative approach is adopted because this study aims to examine relationships among variables through numerical data measurement and statistical analysis (Sugiyono, 2022; Creswell & Creswell, 2021). The survey method is conducted by distributing questionnaires to respondents to obtain data regarding Islamic work ethic, pedagogical competence, work discipline, teacher professionalism, and teacher performance among teachers at YAPIDA, Bogor Regency.

The type of research employed is causal research, which aims to explain the cause-and-effect relationships among research variables (Sekaran & Bougie, 2020; Hair et al., 2021). This study analyzes the effects of Islamic work ethic, pedagogical competence, and work discipline on teacher performance through teacher professionalism as an intervening variable.

Data analysis in this study employs the Structural Equation Modeling–Partial Least Squares (SEM-PLS) approach. SEM-PLS is selected because it is capable of simultaneously analyzing relationships among variables, evaluating the measurement model (outer model) and structural model (inner model), and examining both direct and indirect effects through intervening variables (Hair et al., 2021).

2.2 Research Location and Period

This study is conducted at YAPIDA, located in Bogor Regency, West Java, Indonesia. The selection of this research location is based on the existence of phenomena related to Islamic work ethic, pedagogical competence, work discipline, teacher professionalism, and teacher performance, which are relevant to the research objectives.

The research is planned to be conducted over approximately two months, commencing with the research preparation stage, instrument development, data collection, data processing, and the preparation of the research report.

Table 2. Research Schedule

No.	Activities	April	May	June	July
1	Preliminary Observation	III–IV			
2	Proposal Preparation		I–II		
3	Research Instrument Development		III–IV		
4	Data Collection			I–IV	
5	Data Processing and Analysis				I–II
6	Report Preparation				III–IV

Note: The quarterly divisions (I–IV) follow the original research schedule.

Source: Author's Preliminary Observation Results (2026)

2.3 Variable Operationalization

Variable operationalization refers to the process of defining research variables in operational terms so that they can be empirically measured. The purpose of variable operationalization is to establish clear boundaries for each research variable and its corresponding indicators, thereby facilitating the measurement and data collection processes (Sekaran & Bougie, 2020; Creswell & Creswell, 2021). The independent variables consist of Islamic work ethic (X1), pedagogical competence (X2), and work discipline (X3). The intervening variable is teacher professionalism (Z), while the dependent variable in this study is teacher performance (Y).

Table 3. Variable Operationalization

Variable	Operational Definition	Indicators	Scale
Islamic Work Ethic (X1)	Work values and behaviors based on Islamic principles, reflected in the performance of duties with trustworthiness, responsibility, and professionalism (Kurniati, 2023).	1. Trustworthiness 2. Responsibility 3. Discipline 4. Hard work 5. Honesty 6. Work commitment 7. Professionalism	Ordinal
Pedagogical Competence (X2)	Teachers' ability to understand students, design and implement instructional activities, and evaluate learning outcomes (Fatima Wati Ain, 2024).	1. Understanding students' characteristics 2. Designing instructional activities 3. Implementing the learning process 4. Utilizing educational technology 5. Evaluating learning outcomes 6. Developing students' potential	Ordinal
Work Discipline (X3)	Individual compliance with organizational regulations, responsibility, and consistency in performing assigned duties (Akhyat Hidayat, 2022).	1. Attendance 2. Punctuality 3. Compliance with regulations 4. Work responsibility 5. Adherence to procedures	Ordinal
Teacher Professionalism (Z)	Teachers' ability to perform their professional duties based on competence, commitment, and continuous self-development (Ranissa Delafini et al., 2025).	1. Pedagogical competence 2. Professional competence 3. Social competence 4. Personal competence 5. Continuous professional development	Ordinal
Teacher Performance (Y)	Teachers' work outcomes in carrying out educational responsibilities in accordance with their duties and organizational objectives (Marsela Nova Susanti, 2025).	1. Instructional planning 2. Implementation of instruction 3. Evaluation of learning 4. Work responsibility 5. Work quality	Ordinal

Source: Author's Preliminary Observation Results (2026)

2.4 Population and Sample

2.4.1 Population

The population refers to the entire set of research objects or subjects possessing specific characteristics determined by the researcher for investigation and from which conclusions are subsequently drawn (Sekaran & Bougie, 2020; Sugiyono, 2022). The population in this study comprises all teachers at YAPIDA, Bogor Regency, who serve as research subjects because their characteristics are relevant to the research objectives. The total population consists of 101 teachers.

2.4.2 Sample

A sample is a subset of a population that possesses specific characteristics and is used to represent the population in a study. Sampling is conducted to enable research to be carried out effectively without necessarily investigating the entire population, particularly when the population is relatively large (Creswell & Creswell, 2021). The sample in this study consists of 101 teachers.

2.4.3 Sampling Technique

Sampling technique refers to the procedure used to select research samples from the available population. The purpose of sampling is to ensure that the selected sample represents the characteristics of the population so that the research findings can be appropriately generalized (Sugiyono, 2022). This study employs non-probability sampling using the saturated sampling method (census). This technique is applied because all members of the population are included as research respondents. This approach is selected because the population is relatively limited in size, allowing the entire population to participate as research respondents.

2.5 Data Collection Techniques

Data collection techniques refer to the methods employed by researchers to obtain the data required for a study. Selecting appropriate data collection techniques is essential to ensure that the collected data are consistent with the research objectives and possess adequate levels of validity and reliability (Sugiyono, 2022; Creswell & Creswell, 2021). Data collection in this study is conducted through several methods, namely observation, questionnaires, and documentation. The use of multiple data collection techniques aims to obtain more comprehensive data capable of supporting the research requirements.

2.5.1 Observation

Observation is a data collection technique conducted through direct examination of research objects to obtain information regarding actual conditions and phenomena occurring in the field. Observation is used to obtain an initial overview of the research setting before proceeding with further research activities (Sugiyono, 2022). In this study, observations are conducted at YAPIDA, Bogor Regency, to obtain preliminary information concerning Islamic work ethic, pedagogical competence, work discipline, teacher professionalism, and teacher performance.

2.5.2 Questionnaire

A questionnaire is a data collection technique involving the distribution of a set of written questions or statements to respondents for them to answer. Questionnaires are used to obtain primary data concerning respondents' perceptions of the research variables (Sekaran & Bougie, 2020). In this study, questionnaires are employed to collect data regarding Islamic work ethic, pedagogical competence, work discipline, teacher professionalism, and teacher performance. The questionnaire items are developed using a five-point Likert scale to measure respondents' levels of agreement with each research statement.

2.5.3 Documentation

Documentation is a data collection technique involving the recording or collection of documents relevant to the research. Such documents may include archives, reports, organizational profiles, activity photographs, and other data supporting the study (Creswell & Creswell, 2021). In this study, documentation is used to obtain supporting data, including school profiles, the number of teachers, organizational structures, and other documents relevant to the research requirements.

2.6 Research Instruments

A research instrument is a tool employed by researchers to obtain the data required for a study. Research instruments facilitate the data collection process by ensuring that it is systematic, structured, and consistent with the research objectives. The quality of research instruments influences the quality of the data obtained; therefore, the instruments employed must satisfy the requirements of validity and reliability (Sugiyono, 2022; Sekaran & Bougie, 2020).

The instrument used in this study is a closed-ended questionnaire developed based on the indicators of each research variable, namely Islamic work ethic, pedagogical competence, work discipline, teacher professionalism, and teacher performance. Closed-ended questionnaires are employed to enable respondents to provide answers based on predetermined response alternatives, thereby facilitating the data processing stage. The research instrument is measured using a Likert scale. According to Sugiyono (2022), a Likert scale is an ordinal measurement scale used to measure respondents' attitudes, perceptions, and opinions regarding social phenomena through several response alternatives representing different levels of assessment.

Table 4. Likert Scale Scores

No.	Response Alternatives	Score
1	Strongly Agree (SA)	5
2	Agree (A)	4
3	Moderately Agree (MA)	3
4	Disagree (D)	2
5	Strongly Disagree (SD)	1

Source: Author's Preliminary Observation Results (2026)

The research instrument is developed based on the indicators of each variable established through variable operationalization. Each indicator is translated into several statement items that will be distributed to respondents. The statement items are formulated to reflect respondents' actual conditions concerning the research variables.

To facilitate the interpretation of respondents' answers, assessment categories are established based on the ranges of the respondents' average scores. The score intervals are calculated using the class interval formula as follows (Sugiyono, 2022):

Class Interval = Highest Score - Lowest Score / Number of Classes
= (5 – 1)/5 = 0,8

Based on these calculations, the categories of respondents' answers can be presented in the following table:

Table 5. Categories of Respondents' Answers

Score Range	Category
1.00–1.80	Very Low / Very Poor
1.81–2.60	Low / Poor
2.61–3.40	Moderate / Fair
3.41–4.20	High / Good
4.21–5.00	Very High / Very Good

Source: Author's Preliminary Observation Results (2026)

These categories are used as the basis for interpreting the average scores of respondents' answers

for each research variable, thereby facilitating the researcher in explaining the descriptive analysis results.

2.7 Data Analysis Techniques

Data analysis techniques refer to the processes of processing research data to address research questions and test research hypotheses. Data analysis is conducted after all research data have been collected to generate information consistent with the research objectives. The selection of appropriate data analysis techniques must be adjusted to the type of research, data characteristics, and research model employed (Sugiyono, 2022; Hair et al., 2021).

This study employs the Structural Equation Modeling–Partial Least Squares (SEM-PLS) approach using SmartPLS software. SEM-PLS is selected because it is capable of simultaneously analyzing relationships among variables, examining both direct and indirect effects, and is suitable for research models involving intervening variables and relatively limited sample sizes (Hair et al., 2021).

2.7.1 Descriptive Statistical Analysis

Descriptive statistical analysis is used to provide an overview of the characteristics of the research data based on respondents' answers. Descriptive analysis is conducted by presenting the mean, minimum value, maximum value, and distribution of respondents' answers for each research variable (Sugiyono, 2022).

2.7.2 Measurement Model Evaluation (Outer Model)

Outer model evaluation is used to examine the relationships between indicators and the constructs or latent variables being measured. The purpose of outer model evaluation is to ensure that the research instrument satisfies the requirements of validity and reliability (Hair et al., 2021), as follows:

a. Convergent Validity Test

Convergent validity is used to determine the extent to which indicators are capable of explaining the constructs being measured. Convergent validity is assessed by examining the loading factor and Average Variance Extracted (AVE) values. A loading factor is considered valid when its value is greater than 0.70, while an AVE value is considered acceptable when it exceeds 0.50 (Hair et al., 2021).

b. Discriminant Validity Test

Discriminant validity is used to ensure that the indicators of one construct are distinguishable from those of other constructs. This assessment is conducted using cross-loading values and the Fornell-Larcker Criterion. A construct is considered to satisfy discriminant validity when the correlation between an indicator and its respective construct is higher than its correlations with other constructs (Hair et al., 2021).

c. Reliability Test

The reliability test is conducted to determine the consistency of the measurement instrument in measuring the research variables. Reliability is assessed using Composite Reliability and Cronbach's Alpha values. A construct is considered reliable when its Composite Reliability value is greater than 0.70 and its Cronbach's Alpha value is greater than 0.70 (Hair et al., 2021).

2.7.3 Structural Model Evaluation (Inner Model)

Inner model evaluation is conducted to determine the ability of the structural model to explain

relationships among the research variables. The evaluation is performed using the following measurements:

a. Coefficient of Determination (R-Square)

The R-Square value is used to measure the extent to which independent variables can explain the dependent variable. An R-Square value of 0.75 is categorized as strong, 0.50 as moderate, and 0.25 as weak (Hair et al., 2021).

b. Predictive Relevance (Q-Square)

The Q-Square value is used to measure the predictive capability of the research model. A model is considered to possess predictive relevance when its Q-Square value is greater than zero (Hair et al., 2021).

c. Goodness of Fit (GoF)

Goodness of Fit is used to determine the overall fit of the research model. A GoF value of 0.10 is categorized as small, 0.25 as medium, and 0.36 as large (Hair et al., 2021).

3.7.4 Hypothesis Testing

Hypothesis testing is conducted to determine the effects among research variables, both directly and indirectly. Hypothesis testing is performed using the bootstrapping procedure in SmartPLS by examining the t-statistics and p-values. A hypothesis is accepted when the t-statistics value is greater than 1.96 and the p-value is less than 0.05 at a 5% significance level (Hair et al., 2021).

3.7.5 Indirect Effect Test (Intervening Effect)

The indirect effect test is conducted to examine the role of teacher professionalism as an intervening variable in the relationships between Islamic work ethic, pedagogical competence, and work discipline and teacher performance. The analysis is performed using the bootstrapping procedure through the specific indirect effect test. A mediating effect is considered statistically significant when the p-value is less than 0.05 (Hair et al., 2021).

3. Result and Discussion

3.1 Research Findings

This chapter presents the research data profile, the data analysis process and stages, as well as the results of the research data processing. The results of the data processing are subsequently used as the basis for addressing the proposed research hypotheses.

3.1.1 Overview of the Research Object

The Darurrahmah Islamic Education Foundation (YAPIDA) originated from a traditional Islamic boarding school (salafiyah) established and supervised by KH. Tb. Asep Basri in Kampung Sanding, Bojong Nangka Village, Gunung Putri District, Bogor Regency. Driven by the spirit of Islamic preaching (dakwah) and concern for improving the quality of education within the Muslim community, he actively organized religious study sessions and various religious educational activities for the surrounding community. As public demand increased for Islamic educational institutions with more structured learning systems and formal recognition, the idea emerged to establish a foundation as an institutional framework for managing educational activities.

This idea was subsequently realized through the establishment of the Darurrahmah Islamic Education Foundation (YAPIDA), which was officially founded on January 1, 1985. The establishment of

this foundation received support from the extended family of KH. Tb. Asep Basri, alumni, and several educational figures who shared the same vision of advancing Islamic education. Following its legal authorization through a notarial deed, YAPIDA began developing various formal educational institutions that integrated the general education curriculum with Islamic religious education in a balanced manner.

Throughout its development, YAPIDA has demonstrated significant progress. The institution initially provided education at the junior secondary school (SMP) level and subsequently expanded by establishing a senior secondary school (SMA), an Islamic junior secondary school (Madrasah Tsanawiyah/MTs), and the Darurrahmah Islamic Boarding School. To date, YAPIDA is recognized as one of the integrated Islamic educational institutions in Bogor Regency, committed to developing high-quality academic education, moral development, Qur'an memorization programs (tahfiz Al-Qur'an), foreign language proficiency, and leadership character formation. Guided by its vision of producing Muslim generations who are knowledgeable, possess noble character, and are capable of responding to the challenges of changing times, YAPIDA continues to play an active role in developing future generations of the Muslim community and prospective leaders with integrity.

3.1.2 Description of Respondents' Characteristics

This section presents a descriptive overview of the research subjects as supporting information for the quantitative analysis. The descriptive discussion aims to provide information regarding the research data profile and the relationships among the variables analyzed, thereby facilitating a more comprehensive understanding of the research findings.

This study focuses on analyzing the effects of Islamic Work Ethic, Pedagogical Competence, and Work Discipline on Teacher Performance, with Teacher Professionalism as an intervening variable among teachers at YAPIDA, Bogor Regency. In addition to describing the conditions of each research variable, this section also presents respondents' characteristics as supporting information that provides a deeper understanding of the analytical results.

Before presenting the descriptions of each research variable, respondents' characteristics are first presented based on gender, age, and domicile. The research data were obtained through the online distribution of 101 questionnaires using Google Forms. All collected questionnaires were declared complete and met the criteria for further analysis, corresponding to the predetermined population size. The characteristics of the respondents are presented sequentially in the following sections:

a. Gender

The presentation of respondents' characteristics based on gender aims to provide an overview of the composition of the respondents included in the research sample. The respondents in this study consisted of 101 teachers at YAPIDA, Bogor Regency, who had completed the questionnaires and met the requirements for further analysis. Respondents were classified according to gender to identify the distribution of male and female teachers as part of the sample characteristics. This information is expected to provide a clearer overview of the respondents' profiles in the study examining the effects of Islamic Work Ethic, Pedagogical Competence, and Work Discipline on Teacher Performance, with Teacher Professionalism as an Intervening Variable among teachers at YAPIDA, Bogor Regency.

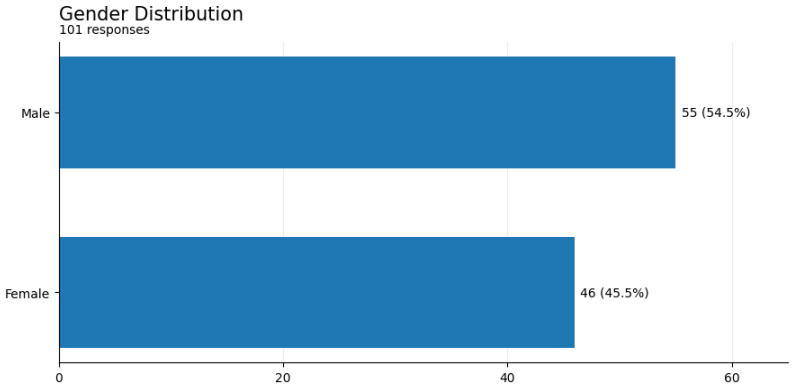


Figure 1. Gender

Source: Primary data processed by the author, 2026.

Based on the data presented in Figure 1, out of a total of 101 respondents, 55 respondents (54.5%) were male and 46 respondents (45.5%) were female. This distribution indicates that male teachers account for a slightly larger proportion than female teachers. Nevertheless, the difference in the number of respondents between the two groups is not particularly substantial, indicating a relatively balanced gender distribution among the respondents.

b. Age

Age is considered a factor that reflects performance. The distribution of respondents based on age is presented in the following table:

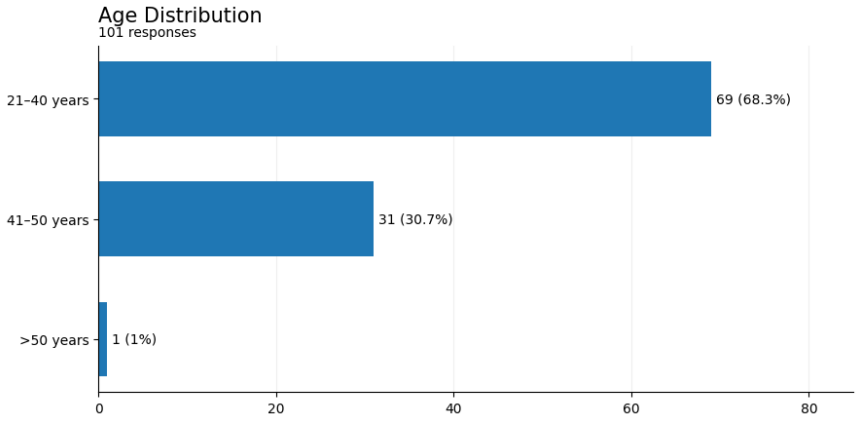


Figure 2. Respondents' Age

Source: Primary data processed by the author, 2026.

Based on Table 4.2, which presents respondents' characteristics by age, it is known that out of 101 respondents, the majority were aged 21–40 years, comprising 69 individuals (68.3%). Furthermore, 31 respondents (30.7%) were aged 41–50 years, while only 1 respondent (1.0%) was over 50 years old. These findings indicate that the respondents in this study were predominantly teachers within the productive age group, who are therefore expected to demonstrate strong work motivation, adaptability, and competence in carrying out their professional responsibilities.

c. Domicile

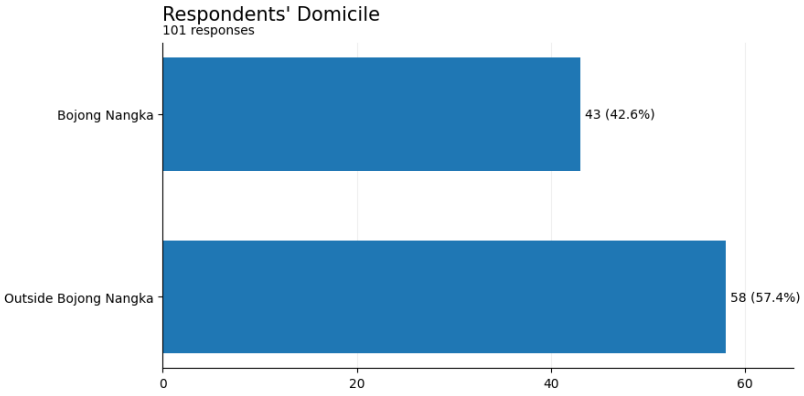


Figure 3. Respondents' Domicile
Source: Primary data processed by the author, 2026.

Based on the diagram illustrating respondents' characteristics by domicile, it is known that out of 101 respondents, 58 individuals (57.4%) resided outside Bojong Nangka, while 43 individuals (42.6%) resided in Bojong Nangka. These findings indicate that the majority of respondents came from areas outside Bojong Nangka, although the difference was not particularly substantial compared with respondents residing in Bojong Nangka. This condition suggests that YAPIDA employs educators from various areas throughout the surrounding Bogor Regency.

2.1.2.1 Description of Research Variables

The following description of the research data is presented to provide a general overview of the methods and processes involved in collecting primary data at YAPIDA, Bogor Regency. The sample in this study consisted of 101 teachers at YAPIDA, Bogor Regency. The research was conducted from April 2026 to July 2026. Primary data were collected by distributing questionnaires online.

The research questionnaire consisted of 5 (five) sections containing statements measured using a 1-to-5 ordinal Likert scale for each research variable, including independent variables, the intervening variable, and the dependent variable. The statements covered Islamic Work Ethic, Pedagogical Competence, Work Discipline, Teacher Professionalism, and Teacher Performance, comprising a total of 28 (twenty-eight) statements. These statements were designed to represent each variable examined in this study.

a. Islamic Work Ethic Variable

For the Islamic Work Ethic variable, the researcher employed 7 (seven) dimensions based on (Kurniati, 2023). The seven dimensions are as follows:

1) Trustworthiness (Amanah) refers to the attitude of being trustworthy in performing duties in accordance with assigned responsibilities. Teachers who demonstrate trustworthiness carry out their work honestly, maintain the institution's trust, and refrain from abusing their authority.
2) Responsibility refers to teachers' willingness to complete all assigned tasks and obligations conscientiously and to accept the consequences of their work outcomes. Responsible teachers strive to deliver optimal learning outcomes.
3) Discipline refers to teachers' compliance with school schedules, rules, and regulations. A disciplined attitude is reflected in punctual attendance, adherence to schedules, and compliance with all applicable requirements.
4) Hard Work refers to teachers' dedication and enthusiasm in performing their duties despite facing various challenges. Teachers consistently strive to improve instructional quality through

maximum effort.

5) Honesty refers to the attitude of speaking and acting in accordance with facts without engaging in manipulation. In the teaching profession, honesty is reflected in the assessment of learning outcomes, the communication of information, and the objective performance of duties.
6) Work Commitment refers to teachers' loyalty and dedication to achieving organizational objectives. Teachers with a high level of commitment consistently perform their duties with dedication and strive to make their best contributions to the school.
7) Professionalism refers to teachers' ability to perform their duties in accordance with professional standards, ethics, and competencies, thereby enabling them to provide high-quality educational services.

These seven dimensions are expected to adequately represent the Islamic Work Ethic variable.

b. Pedagogical Competence Variable

For the Pedagogical Competence variable, the researcher employed 6 (six) dimensions based on (Fatima Wati Ain, 2024). The six dimensions are as follows:

1) Understanding Students' Characteristics refers to teachers' ability to recognize students' characteristics in terms of academic, social, and emotional abilities, as well as their backgrounds, so that learning activities can be adjusted to students' needs.
2) Instructional Planning refers to the ability to develop instructional plans and materials, including learning objectives, subject matter, methods, media, and systematic instructional strategies in accordance with the curriculum.
3) Implementation of Learning refers to teachers' ability to manage the teaching and learning process effectively and create an active, interactive, and enjoyable learning environment to achieve instructional objectives.
4) Utilization of Educational Technology refers to the ability to utilize information and communication technology as an instructional medium to improve the effectiveness of the teaching and learning process.
5) Learning Evaluation refers to teachers' ability to design, conduct, and analyze learning assessments as a basis for improving the instructional process.
6) Development of Students' Potential refers to teachers' ability to assist students in developing their academic and non-academic potential according to their talents, interests, and abilities.

These six dimensions are expected to adequately represent the Pedagogical Competence variable.

c. Work Discipline Variable

For the Work Discipline variable, the researcher employed 5 (five) dimensions based on (Akhyat Hidayat, 2022). The five dimensions are as follows:

1) Attendance indicates the level of teachers' consistency in attending work according to the established schedule.
2) Punctuality describes teachers' ability to perform all work-related activities on time, including arriving at school, commencing lessons, and completing assigned tasks.
3) Compliance with Regulations refers to teachers' willingness to comply with all school policies, rules, and regulations when performing their duties.
4) Work Responsibility refers to teachers' ability to complete assigned tasks in accordance with established targets conscientiously and without requiring constant supervision.
5) Adherence to Procedures refers to teachers' willingness to follow the operational procedures established by the school to ensure that work is performed in an orderly, effective, and standardized manner.

These five dimensions are expected to adequately represent the Work Discipline variable.

d. Teacher Professionalism Variable

For the Teacher Professionalism variable, the researcher employed 5 (five) dimensions based on (Ranissa Delafini et al., 2025). The five dimensions are as follows:

1) Pedagogical Competence refers to teachers' ability to design, implement, evaluate, and develop learning processes that are appropriate to students' characteristics.
2) Professional Competence refers to in-depth mastery of subject matter and the ability to develop knowledge in accordance with the field of expertise being taught.
3) Social Competence refers to teachers' ability to communicate, collaborate, and establish harmonious relationships with students, colleagues, parents, and the community.
4) Personal Competence refers to teachers' ability to demonstrate noble character, maturity, wisdom, discipline, and integrity, while serving as role models for students.
5) Continuous Professional Development refers to teachers' ability to continuously improve their competencies through training, seminars, research, scientific publications, and other professional development activities.

These five dimensions are expected to adequately represent the Teacher Professionalism variable.

e. Teacher Performance Variable

For the Teacher Performance variable, the researcher employed 5 (five) dimensions based on (Marsela Nova Susanti, 2025). The five dimensions are as follows:

1) Instructional Planning refers to teachers' ability to systematically develop instructional plans and materials, including objectives, subject matter, methods, media, and assessments in accordance with the curriculum.
2) Implementation of Learning refers to teachers' ability to manage teaching and learning activities effectively, thereby creating an active, conducive, and student-centered learning process.
3) Learning Evaluation refers to teachers' ability to assess learning outcomes, analyze student achievement, and utilize evaluation results to improve the learning process.
4) Work Responsibility refers to teachers' ability to consistently perform all professional duties, complete assignments on time, and take responsibility for the outcomes achieved.
5) Work Quality refers to teachers' ability to produce high-quality, accurate, effective, and educationally standardized work, thereby improving instructional quality and student achievement.

The distribution of questionnaires began with obtaining permission from the Principal of SMA YAPIDA. Subsequently, the researcher distributed the questionnaires to teachers through Google Forms, and respondents submitted their answers online using mobile phones.

All questionnaire responses met the requirements for data processing because none of the questionnaires were defective or incomplete. The questionnaire collection results are presented in the following table:

Table 6. Descriptive Statistics of Variables

No.	Name	Type	Missing	Mean	Median	Scale Min	Scale Max	Observed Min	Observed Max	Standard Deviation
1	X1.1	MET	0	4.703	5.000	2.000	5.000	2.000	5.000	0.537
2	X1.2	MET	0	4.614	5.000	3.000	5.000	3.000	5.000	0.544
3	X1.3	MET	0	4.574	5.000	3.000	5.000	3.000	5.000	0.551
4	X1.4	MET	0	4.653	5.000	3.000	5.000	3.000	5.000	0.535
5	X1.5	MET	0	4.584	5.000	1.000	5.000	1.000	5.000	0.649

6	X1.6	MET	0	4.604	5.000	3.000	5.000	3.000	5.000	0.528
7	X1.7	MET	0	4.554	5.000	3.000	5.000	3.000	5.000	0.554
8	X2.1	MET	0	4.386	4.000	3.000	5.000	3.000	5.000	0.660
9	X2.2	MET	0	4.426	4.000	2.000	5.000	2.000	5.000	0.635
10	X2.3	MET	0	4.525	5.000	3.000	5.000	3.000	5.000	0.590
11	X2.4	MET	0	4.455	5.000	3.000	5.000	3.000	5.000	0.622
12	X2.5	MET	0	4.495	5.000	3.000	5.000	3.000	5.000	0.574
13	X2.6	MET	0	4.505	5.000	3.000	5.000	3.000	5.000	0.574
14	X3.1	MET	0	4.564	5.000	3.000	5.000	3.000	5.000	0.553
15	X3.2	MET	0	4.554	5.000	2.000	5.000	2.000	5.000	0.605
16	X3.3	MET	0	4.564	5.000	3.000	5.000	3.000	5.000	0.553
17	X3.4	MET	0	4.584	5.000	2.000	5.000	2.000	5.000	0.601
18	X3.5	MET	0	4.604	5.000	3.000	5.000	3.000	5.000	0.564
19	Z1	MET	0	4.554	5.000	3.000	5.000	3.000	5.000	0.588
20	Z2	MET	0	4.564	5.000	3.000	5.000	3.000	5.000	0.553
21	Z3	MET	0	4.574	5.000	3.000	5.000	3.000	5.000	0.551
22	Z4	MET	0	4.574	5.000	3.000	5.000	3.000	5.000	0.533
23	Z5	MET	0	4.465	5.000	3.000	5.000	3.000	5.000	0.590
24	Y1	MET	0	4.406	5.000	3.000	5.000	3.000	5.000	0.663
25	Y2	MET	0	4.525	5.000	3.000	5.000	3.000	5.000	0.590
26	Y3	MET	0	4.495	5.000	3.000	5.000	3.000	5.000	0.591
27	Y4	MET	0	4.594	5.000	3.000	5.000	3.000	5.000	0.548
28	Y5	MET	0	4.554	5.000	3.000	5.000	3.000	5.000	0.571

Source: Primary data processed by the author, 2026.

Hypothesis testing in this study employed the Partial Least Squares (PLS) method. PLS is an alternative analytical method based on variance-based Structural Equation Modeling (SEM). The software used was SmartPLS Version 4.1.1.8, which is specifically designed to estimate structural equations using a variance-based approach.

2.1.2.2 Inner Model Design

The inner model design illustrates the relationships among latent variables that have previously been established based on the hypotheses, research questions, and theoretical review. Figure 4 presents the inner model design generated using SmartPLS 4.1.1.8 software, in which the red areas represent the research variables.

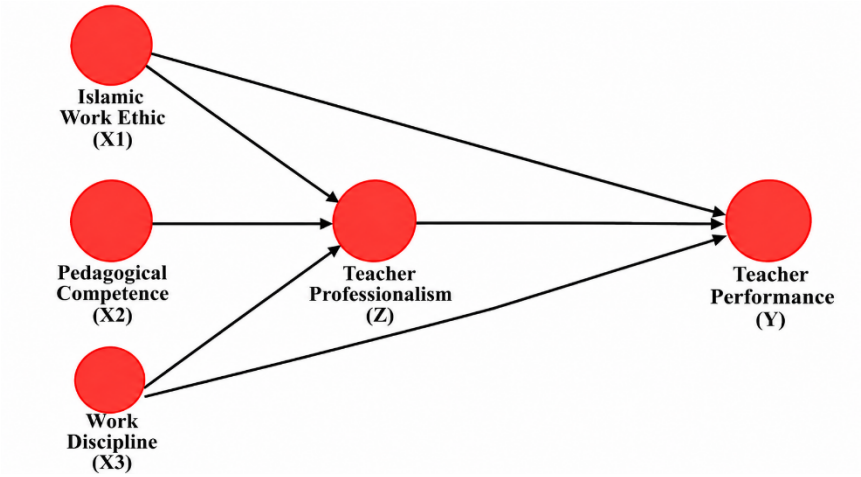


Figure 4. Inner Model

Source: Data processed by the author, 2026.

2.1.2.3 Outer Model Design

The outer model design illustrates the relationships between indicators and their respective variables. Each variable consists of several indicators, represented by arrows connected to yellow boxes.

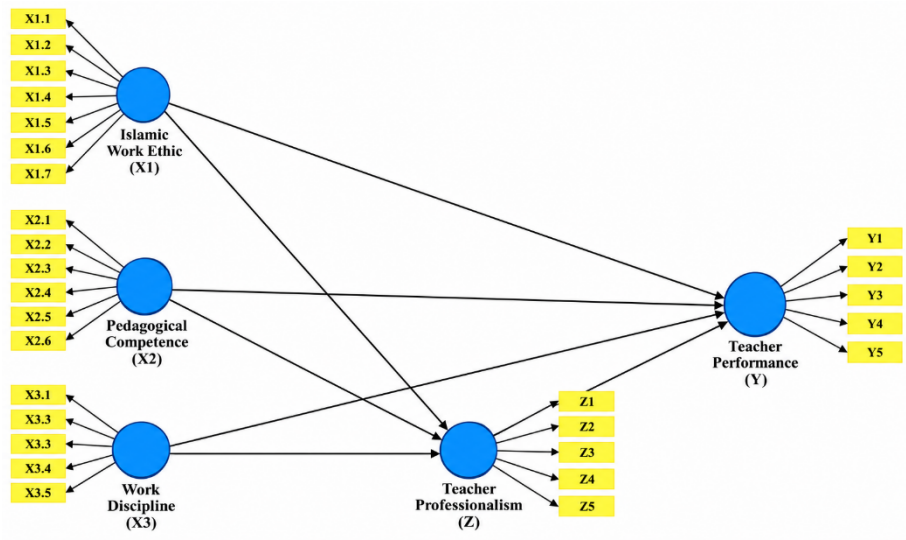


Figure 5. Outer Model

Source: Data processed by the author, 2026.

Figure 5 shows that Islamic Work Ethic is measured using 7 indicators, namely X1.1, X1.2, X1.3, X1.4, X1.5, X1.6.X1.7; Pedagogical Competence is measured using 6 indicators, namely X2.1, X2.2, X2.3, X2.4, X2.5, and X2.6; Work Discipline is measured using 5 indicators, namely X3.1, X3.2, X3.3, X3.4, and X3.5; Teacher Professionalism is measured using 5 indicators, namely Z1, Z2, Z3, Z4, and Z5; and finally, Teacher Performance is measured using 5 indicators, namely Y1, Y2, Y3, Y4, and Y5.

2.1.3 Data Analysis and Hypothesis Testing

Data analysis explains how the research data are processed, analyzed, and presented in detail. Meanwhile, hypothesis testing describes the procedures employed to test the research hypotheses and the results obtained from those tests.

2.1.3.1 Results of Measurement Model Evaluation (Outer Model)

The measurement model (outer model) analysis in this study was conducted using validity and reliability tests. The validity tests consisted of convergent validity and discriminant validity. Meanwhile, reliability testing was assessed using Composite Reliability and Cronbach's Alpha values.

a. Validity Test

In SEM-PLS, the construct validity testing process consists of two stages, namely convergent validity and discriminant validity tests.

1) Convergent Validity

The convergent validity assessment involves two criteria to be evaluated, namely the loading factor and Average Variance Extracted (AVE) values.

a) Loading Factor

Data validity testing in this study was conducted using SmartPLS Version 4.1.1.8 software through the outer model assessment, specifically Convergent Validity, which is evaluated using outer loading

values. An indicator is considered valid if its loading factor exceeds 0.7 for the corresponding construct.

Table 7. Loading Factor

Indicator	Work Discipline	Islamic Work Ethic	Teacher Performance	Pedagogical Competence	Teacher Professionalism
X1.1		0,749			
X1.2		0,828			
X1.3		0,793			
X1.4		0,786			
X1.5		0,845			
X1.6		0,808			
X1.7		0,818			
X2.1				0,740	
X2.2				0,844	
X2.3				0,852	
X2.4				0,794	
X2.5				0,763	
X2.6				0,803	
X3.1	0,849				
X3.2	0,805				
X3.3	0,887				
X3.4	0,893				
X3.5	0,849				
Y1			0,854		
Y2			0,872		
Y3			0,852		
Y4			0,859		
Y5			0,859		
Z1					0,843
Z2					0,883
Z3					0,872
Z4					0,791
Z5					0,784

Source: Data processed by the author, 2026.

Table 7 presents the loading factor calculation results, which indicate that all loading factor values exceed 0.70. Therefore, the indicators satisfy the convergent validity requirements and demonstrate the required validity based on the applicable rule of thumb, consistent with the criteria established in the preliminary testing. An outer loading threshold of greater than 0.5 may still be acceptable, provided that construct validity and reliability requirements are satisfied and the model is still in the early stages of development. Accordingly, based on the outer loading validity assessment, all indicators are considered valid.

b) Average Variance Extracted (AVE)

The AVE values obtained in this study are presented in the following table:

Table 8. Average Variance Extracted

Variable	Average Variance Extracted (AVE)
Work Discipline	0,735
Islamic Work Ethic	0,647
Teacher Performance	0,738
Pedagogical Competence	0,641
Teacher Professionalism	0,699

Source: Data processed by the author, 2026.

Based on the Average Variance Extracted (AVE) table, all research variables have AVE values exceeding 0.50, indicating that they satisfy the convergent validity criteria. The respective AVE values are 0,735 for Work Discipline, 0,647 for Islamic Work Ethic, 0,738 for Teacher Performance, 0,641 for Pedagogical Competence, and 0,699 for Teacher Professionalism. These values indicate that each construct is capable of explaining more than 50% of the variance in its indicators. Therefore, all indicators are considered valid and suitable for further analysis. Among all variables, Teacher Performance has the highest AVE value (0,738), while Pedagogical Competence has the lowest AVE value (0,641); nevertheless, both remain above the required minimum threshold.

2) Discriminant Validity

Validity refers to the extent to which an instrument measures what it is intended to measure (Ghozali, 2016). Discriminant validity is assessed to ensure that each concept represented by a latent variable in the model is distinct from other variables. Validity testing is conducted to determine how accurately a measurement instrument performs its intended measurement function (Ghozali, 2016). In SMART-PLS, discriminant validity can be assessed using the Fornell-Larcker Criterion and cross-loading values. Under the Fornell-Larcker Criterion, discriminant validity is considered satisfactory when the square root of the AVE for a construct is greater than its correlations with other latent variables. Meanwhile, cross-loading assessment requires each indicator to demonstrate a higher loading value on its respective construct than on other constructs (Sekaran & Bougie, 2016).

Discriminant validity is closely related to the fundamental measurement principle that measures belonging to different variables should not exhibit excessively high correlations. The assessment is conducted by comparing the factor loading of an indicator on its respective variable with the factor loadings of the same indicator on other variables.

To establish that an indicator appropriately represents its respective variable, the indicator must demonstrate a high loading value on that variable and must not have a higher loading value on another variable. Cross-loading values that are higher for an indicator on its respective variable than on other variables indicate the presence of discriminant validity among those variables.

At this stage of testing, there are 2 (two) criteria to be evaluated, namely cross-loading values and correlations among latent constructs.

a) Cross Loading

The loading score obtained for an indicator block is expected to be higher than the correlation values among latent variables. An indicator is considered valid if it has the highest loading factor on its intended construct compared with its loading factor values on other constructs.

The cross-loading values for this research model are presented in the following table:

Table 9. Cross Loading

Indicator	Work Discipline	Islamic Work Ethic	Teacher Performance	Pedagogical Competence	Teacher Professionalism
X1.1	0,514	0,749	0,382	0,430	0,442
X1.2	0,661	0,828	0,634	0,648	0,599
X1.3	0,673	0,793	0,557	0,552	0,615
X1.4	0,655	0,786	0,555	0,579	0,610
X1.5	0,593	0,845	0,502	0,526	0,493
X1.6	0,642	0,808	0,584	0,630	0,639
X1.7	0,629	0,818	0,557	0,602	0,660
X2.1	0,567	0,602	0,546	0,740	0,588

X2.2	0,609	0,515	0,676	0,844	0,630
X2.3	0,680	0,682	0,676	0,852	0,689
X2.4	0,552	0,482	0,679	0,794	0,604
X2.5	0,631	0,537	0,702	0,763	0,608
X2.6	0,712	0,607	0,703	0,803	0,696
X3.1	0,849	0,694	0,680	0,650	0,690
X3.2	0,805	0,623	0,567	0,569	0,630
X3.3	0,887	0,729	0,736	0,718	0,811
X3.4	0,893	0,666	0,797	0,717	0,755
X3.5	0,849	0,639	0,740	0,692	0,727
Y1	0,692	0,542	0,854	0,762	0,749
Y2	0,778	0,632	0,872	0,771	0,767
Y3	0,660	0,498	0,852	0,663	0,652
Y4	0,722	0,588	0,859	0,681	0,655
Y5	0,694	0,654	0,859	0,686	0,747
Z1	0,781	0,625	0,675	0,650	0,843
Z2	0,668	0,636	0,721	0,689	0,883
Z3	0,785	0,606	0,768	0,757	0,872
Z4	0,660	0,625	0,627	0,578	0,791
Z5	0,633	0,566	0,683	0,640	0,784

Source: Data processed by the author, 2026.

Based on the Cross Loading table, each indicator demonstrates its highest loading value on the construct (variable) it measures compared with its loading values on other constructs. This indicates that the measurement model satisfies the discriminant validity criteria, meaning that each indicator is capable of distinguishing the variable it represents from other variables in the study.

In detail, the Islamic Work Ethic indicators (X1) demonstrate their highest cross-loading values on the Islamic Work Ethic variable, ranging from 0,749–0,845, which are higher than their loading values on Work Discipline, Pedagogical Competence, Teacher Performance, and Teacher Professionalism. Furthermore, the Pedagogical Competence indicators (X2) also demonstrate their highest loading values on the Pedagogical Competence construct, ranging from 0,794–0,844, compared with the other constructs.

The Work Discipline indicators (X3) demonstrate their highest loading values on the Work Discipline variable, ranging from 0,805–0,893, while the Teacher Performance indicators (Y) demonstrate their highest loading values on the Teacher Performance construct, ranging from 0,852–0,859. Similarly, the Teacher Professionalism indicators (Z) demonstrate their highest loading values on the Teacher Professionalism construct, ranging from 0,791–0,883.

Overall, the cross-loading test results indicate that all indicators have higher correlations with their respective constructs than with other constructs. Therefore, it can be concluded that all variables in the model satisfy the discriminant validity criteria, indicating that each indicator appropriately measures its respective construct and is suitable for further analysis in the structural model (inner model).

Table 10. Fornell-Larcker Criterion

Construct	**Work Discipline**	**Islamic Work Ethic**	**Teacher Performance**	**Pedagogical Competence**	**Teacher Professionalism**
Work Discipline	0,857				
Islamic Work Ethic	0,782	0,804			
Teacher Performance	0,827	0,680	0,859		

Pedagogical Competence	0,784	0,714	0,832	0,800	
Teacher Professionalism	0,847	0,731	0,834	0,796	0,836

Source: Data processed by the author, 2026.

Based on the Fornell-Larcker Criterion test results, the square root of the Average Variance Extracted (√AVE) for each construct is presented along the main diagonal of the table. The respective values are Work Discipline (0,857), Islamic Work Ethic (0,804), Teacher Performance (0,859), Pedagogical Competence (0,800), and Teacher Professionalism (0,836).

The test results indicate that all √AVE values on the main diagonal are greater than the correlations between constructs in the corresponding rows or columns. For example, the √AVE value for Work Discipline (0,857) is greater than its correlations with Islamic Work Ethic (0,782), Teacher Performance (0,827), Pedagogical Competence (0,784), and Teacher Professionalism (0,847). Similarly, the √AVE value for Islamic Work Ethic (0,804) is higher than its correlations with the other constructs, namely 0,782, 0,680, 0,714, and 0,731.

For the Teacher Performance construct, the √AVE value of 0,859 is also higher than its correlations with Work Discipline (0,827), Islamic Work Ethic (0,680), Pedagogical Competence (0,832), and Teacher Professionalism (0,834). Furthermore, Pedagogical Competence has a √AVE value of 0,800, which is greater than its correlations with the other constructs, while Teacher Professionalism has a √AVE value of 0,836, which is also higher than its correlations with most of the other constructs.

Overall, the Fornell-Larcker Criterion test results indicate that each construct has a square root of AVE greater than its correlations with other constructs. Therefore, all variables in this study satisfy the discriminant validity criteria. This indicates that each construct is sufficiently distinct from the other constructs, and thus the measurement model is considered valid and suitable for proceeding to structural model (inner model) testing.

3) Reliability Test

The subsequent analysis involves reliability testing. Reliability testing is essential to establish the accuracy, consistency, and precision of an instrument in measuring constructs (Ghozali & Latan, 2015:75). Reliability testing is an important instrument assessment procedure for determining the consistency and stability of measurement results when an instrument is applied across different locations, periods, and populations. Construct reliability is assessed using two criteria, namely Composite Reliability and Cronbach's Alpha (internal consistency reliability). A construct is considered reliable when its Composite Reliability value exceeds 0,7 and its Cronbach's Alpha value exceeds 0,6. The results of the reliability calculations using Composite Reliability and Cronbach's Alpha are presented in the following table:

Table 11. Composite Reliability and Cronbach's Alpha

Variable	Cronbach's Alpha	Composite Reliability
Work Discipline	0,910	0,916
Islamic Work Ethic	0,909	0,914
Teacher Performance	0,911	0,913
Pedagogical Competence	0,887	0,890
Teacher Professionalism	0,892	0,896

Source: Data processed by the author, 2026.

Based on the Cronbach's Alpha and Composite Reliability table, all variables in this study have

Cronbach's Alpha and Composite Reliability values exceeding 0,70, thereby satisfying the reliability criteria. This indicates that all constructs possess good internal consistency and can reliably measure the research variables.

In detail, the Work Discipline variable has a Cronbach's Alpha value of 0,910 and a Composite Reliability value of 0,916. The Islamic Work Ethic variable obtains a Cronbach's Alpha value of 0,909 and a Composite Reliability value of 0,914. Furthermore, the Teacher Performance variable has a Cronbach's Alpha value of 0,911 and a Composite Reliability value of 0,913.

Meanwhile, the Pedagogical Competence variable has a Cronbach's Alpha value of 0,887 and a Composite Reliability value of 0,890, whereas the Teacher Professionalism variable obtains a Cronbach's Alpha value of 0,892 and a Composite Reliability value of 0,896. Although these values are relatively lower than those of the other variables, both remain above the required minimum thresholds and are therefore considered reliable.

Overall, the test results indicate that all research variables demonstrate very good reliability. Accordingly, the research instrument is considered reliable, possesses high internal consistency, and is suitable for further analysis in structural model (inner model) testing.

2.1.3.2 Results of Structural Model Evaluation (Inner Model)

In the Inner Model assessment, the criteria used to evaluate the structural model are the R-Square value and significance. The R-Square value is applied to measure the extent of variation in the dependent variable explained by changes in the independent variables (Jogiyanto, 2011:72). R-Square values of 0,75, 0,50, and 0,25 indicate strong, moderate, and weak models, respectively (Ghozali & Latan, 2015:82).

Furthermore, the second criterion for evaluating the structural model (inner model) is significance. The significance thresholds used for two-tailed testing are t-values of 1,65 (significance level = 10%), 1,96 (significance level = 5%), and 2,58 (significance level = 1%) (Ghozali & Latan, 2015:85).

a) R-Square

The R-Square values of the dependent variables obtained from this research model are presented in the following table:

Table 12. R-Square

Variable	Original Sample (O)	Prediction Model
Teacher Performance	0,794	Strong
Teacher Professionalism	0,766	Strong

Source: Data processed by the author, 2026.

Based on the R-Square (R^2) test results, the Teacher Performance variable has an R-Square value of 0,794, which falls into the strong category. This indicates that Islamic Work Ethic, Pedagogical Competence, Work Discipline, and Teacher Professionalism collectively explain 79,4% of the variation in Teacher Performance. Meanwhile, the remaining 20,6% is explained by other factors outside the research model that were not examined in this study.

Furthermore, the Teacher Professionalism variable has an R-Square value of 0,766, which also falls into the strong category. This value indicates that Islamic Work Ethic, Pedagogical Competence, and Work Discipline explain 76,6% of the variation in Teacher Professionalism, while the remaining 23,4% is influenced by other variables outside the research model.

Overall, the R-Square values for both endogenous variables exceed 0,75, indicating that the

research model has strong explanatory power. Accordingly, the developed structural model is capable of adequately explaining the relationships among the variables and is therefore suitable for hypothesis testing.

2.1.4 Hypothesis Testing

This study developed 7 (seven) hypotheses. Hypothesis testing was conducted using 2 (two) criteria, namely the path coefficient and t-statistic values (Natalia & Tarigan, 2014).

The path coefficient criterion is interpreted based on its direction. A positive value indicates that the effect of one variable on the affected variable is in the same direction. Conversely, a negative path coefficient indicates that the effect of one variable on another variable is in the opposite direction. A research hypothesis can be accepted if the calculated t-value (t-statistic) is greater than the t-table value at a 5% error level (α), namely 1,96.

Table 13. Hypothesis Testing Results Based on Path Coefficients, T Statistics, and P Values

Hypothesis	Relationship	Path Coefficients	T Statistics (|O/STDEV|)	P Values	Result
H1	Islamic Work Ethic → Teacher Performance	-0,069	0,595	0,552	Rejected
H2	Pedagogical Competence → Teacher Performance	0,390	3,062	0,002	Accepted
H3	Work Discipline → Teacher Performance	0,316	2,664	0,008	Accepted
H4	Teacher Professionalism → Teacher Performance	0,306	2,256	0,024	Accepted
H5	Islamic Work Ethic → Teacher Professionalism → Teacher Performance	0,029	0,574	0,566	Rejected
H6	Pedagogical Competence → Teacher Professionalism → Teacher Performance	0,097	1,788	0,074	Rejected
H7	Work Discipline → Teacher Professionalism → Teacher Performance	0,160	1,890	0,059	Rejected

Source: Data processed by the author, 2026.

The results of each hypothesis test based on the path coefficients, t-statistics, and P-values presented in Table 12 are described as follows:

a. H1: The Effect of Islamic Work Ethic on Teacher Performance

The test results indicate that the relationship between Islamic Work Ethic and Teacher Performance has a path coefficient of -0,069, a T Statistics value of 0,595, and a P Values value of 0,552. The T Statistics value, which is lower than 1,96, and the P Values value, which is greater than 0,05, indicate that the effect is not statistically significant; therefore, H1 is rejected.

The negative path coefficient indicates that an increase in Islamic Work Ethic is not accompanied by an increase in Teacher Performance. However, because the effect is not statistically significant, Islamic Work Ethic is not empirically proven to have a direct effect on Teacher Performance among teachers at SDIT Al Basri YAPIDA, Bogor Regency.

b. H2: The Effect of Pedagogical Competence on Teacher Performance

The test results indicate that the relationship between Pedagogical Competence and Teacher Performance has a path coefficient of 0,390, a T Statistics value of 3,062, and a P Values value of 0,002. The T Statistics value is greater than 1,96, and the P Values value is lower than 0,05; therefore, H2 is accepted.

The positive path coefficient indicates that the higher the Pedagogical Competence possessed by teachers, the higher their Teacher Performance. Accordingly, Pedagogical Competence is empirically demonstrated to have a positive and significant effect on Teacher Performance.

c. H3: The Effect of Work Discipline on Teacher Performance

The test results indicate that the relationship between Work Discipline and Teacher Performance has a path coefficient of 0,316, a T Statistics value of 2,664, and a P Values value of 0,008. These values satisfy the significance criteria; therefore, H3 is accepted.

The positive path coefficient indicates that the higher the level of teachers' work discipline, the better their Teacher Performance. This demonstrates that work discipline is one of the important factors in improving teacher performance.

d. H4: The Effect of Teacher Professionalism on Teacher Performance

The test results indicate that the relationship between Teacher Professionalism and Teacher Performance has a path coefficient of 0,306, a T Statistics value of 2,256, and a P Values value of 0,024. The T Statistics value is greater than 1,96, and the P Values value is lower than 0,05; therefore, H4 is accepted.

These findings indicate that Teacher Professionalism has a positive and significant effect on Teacher Performance. This means that the higher the level of teacher professionalism, the better the performance demonstrated in carrying out professional duties and responsibilities.

e. H5: The Effect of Islamic Work Ethic on Teacher Performance through Teacher Professionalism

The test results indicate that the indirect relationship between Islamic Work Ethic → Teacher Professionalism → Teacher Performance has a path coefficient of 0,029, a T Statistics value of 0,574, and a P Values value of 0,566. These values do not satisfy the significance criteria; therefore, H5 is rejected.

This indicates that Teacher Professionalism is unable to mediate the effect of Islamic Work Ethic on Teacher Performance. Accordingly, an increase in Islamic Work Ethic does not produce a significant effect on Teacher Performance through Teacher Professionalism.

f. H6: The Effect of Pedagogical Competence on Teacher Performance through Teacher Professionalism

The test results indicate that the indirect relationship between Pedagogical Competence → Teacher Professionalism → Teacher Performance has a path coefficient of 0,097, a T Statistics value of 1,788, and a P Values value of 0,074. The T Statistics value is lower than 1,96, and the P Values value is greater than 0,05; therefore, H6 is rejected.

Accordingly, Teacher Professionalism has not been demonstrated to function as a mediating variable in the relationship between Pedagogical Competence and Teacher Performance. The effect of Pedagogical Competence on Teacher Performance occurs more dominantly through a direct relationship than through Teacher Professionalism.

g. H7: The Effect of Work Discipline on Teacher Performance through Teacher Professionalism

The test results indicate that the indirect relationship between Work Discipline → Teacher

Professionalism → Teacher Performance has a path coefficient of 0,160, a T Statistics value of 1,890, and a P Values value of 0,059. The T Statistics value remains below 1,96, while the P Values value is slightly greater than 0,05; therefore, H7 is rejected.

Although the path coefficient indicates a positive direction, the indirect effect is not statistically significant. Accordingly, Teacher Professionalism has not been empirically demonstrated to mediate the relationship between Work Discipline and Teacher Performance.

Based on the hypothesis testing results using the PLS-SEM method, 3 (three) out of the 7 (seven) proposed hypotheses are accepted, while 4 (four) hypotheses are rejected. The accepted hypotheses are the effects of Pedagogical Competence on Teacher Performance (H2), Work Discipline on Teacher Performance (H3), and Teacher Professionalism on Teacher Performance (H4), as they have T Statistics values greater than 1,96 and P Values values lower than 0,05. These findings indicate that improvements in pedagogical competence, work discipline, and teacher professionalism can significantly improve teacher performance at YAPIDA, Bogor Regency.

Conversely, Islamic Work Ethic does not have a significant effect on Teacher Performance (H1), and Teacher Professionalism has not been demonstrated to mediate the effects of Islamic Work Ethic (H5), Pedagogical Competence (H6), and Work Discipline (H7) on Teacher Performance because all corresponding P Values exceed 0,05. Therefore, teacher performance in this study is more strongly influenced directly by Pedagogical Competence, Work Discipline, and Teacher Professionalism, while the mediating role of Teacher Professionalism has not been statistically established.

4. Conclusion

This section presents an in-depth interpretation of the quantitative hypothesis testing results using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) method through SmartPLS software version 4.1.1.8. The discussion is systematically organized by relating the empirical findings obtained at the Darurrahmah Islamic Education Foundation (YAPIDA), Bogor Regency, to the theoretical foundations of organizational behavior and human resource management, as well as the findings of previous studies.

Based on the hypothesis testing results and data processing using SmartPLS version 4.1.1.8, the discussion of each hypothesis is presented as follows:

a. The Effect of Islamic Work Ethic on Teacher Performance (H1 Rejected)

The results of the first hypothesis test (H1) indicate that Islamic Work Ethic does not have a significant direct effect on Teacher Performance, with a path coefficient of -0,069, a T-statistic of 0,595 (< 1,96), and a P-value of 0,552 (> 0,05). Accordingly, the first hypothesis is rejected.

These findings indicate that the presence of Islamic Work Ethic internalized by teachers at YAPIDA, Bogor Regency—such as the values of trustworthiness (amanah), responsibility, and the intention to work as an act of worship—constitutes a moral foundation and spiritual awareness that are internal in nature (affective). However, these values are not automatically translated into improvements in day-to-day operational academic performance. In the school context, Teacher Performance is measured concretely through the fulfillment of technical and operational criteria, such as preparing Lesson Plans (Rencana Pelaksanaan Pembelajaran/RPP), submitting student grades on time, managing classrooms, and achieving curriculum targets. High levels of spirituality, when not supported by technical resources, mastery of teaching methodologies, or a rigid management system, may not necessarily be directly reflected in quantitative teaching performance outcomes.

b. The Effect of Pedagogical Competence on Teacher Performance (H2 Accepted)

The results of the second hypothesis test (H2) demonstrate that Pedagogical Competence has a

positive and significant effect on Teacher Performance, with a path coefficient of 0,390, a T-statistic of 3,062 (> 1,96), and a P-value of 0,002 (< 0,05). Therefore, the second hypothesis is accepted.

The positive path coefficient (0,390) indicates that the higher the level of teachers' mastery and application of pedagogical competence, the higher their resulting performance. Pedagogical Competence—which encompasses the ability to understand students' characteristics, design and implement learning activities, utilize technology, and conduct evaluations—is a fundamental instrument in the teaching profession. At YAPIDA, Bogor Regency, teachers who are capable of managing classrooms and adapting instructional strategies to students' actual needs have demonstrably been able to complete their teaching responsibilities effectively and deliver high-quality instructional outcomes.

c. The Effect of Work Discipline on Teacher Performance (H3 Accepted)

The results of the third hypothesis test (H3) indicate that Work Discipline has a positive and significant effect on Teacher Performance, with a path coefficient of 0,316, a T-statistic of 2,664 (> 1,96), and a P-value of 0,008 (< 0,05). Accordingly, the third hypothesis is accepted.

These findings confirm that compliance with regulations, punctual attendance, adherence to operational procedures, and work responsibility have a tangible effect on teacher performance achievement. In an integrated, Islamic boarding school-based educational environment such as YAPIDA, time management and adherence to instructional schedules are essential to ensuring the smooth operation of the institution. Teacher discipline ensures that all instructional plans and administrative responsibilities are completed within the established deadlines, thereby directly contributing to the overall quality of teacher performance.

d. The Effect of Teacher Professionalism on Teacher Performance (H4 Accepted)

The results of the fourth hypothesis test (H4) demonstrate that Teacher Professionalism has a positive and significant effect on Teacher Performance, with a path coefficient of 0,306, a T-statistic of 2,256 (> 1,96), and a P-value of 0,024 (< 0,05). Therefore, the fourth hypothesis is accepted.

Professionalism reflects the integration of competence, professional ethics, and teachers' commitment to continuous self-development. Professional teachers perform their roles not merely as instructors but also as educators who uphold professional codes of ethics, possess in-depth subject-matter knowledge, and continuously adapt to developments in the field of education. This professional attitude fundamentally contributes to improving teacher performance outcomes at YAPIDA, Bogor Regency.

e. The Effect of Islamic Work Ethic on Teacher Performance through Teacher Professionalism (H5 Rejected)

The results of the fifth hypothesis test (H5) indicate that Teacher Professionalism has not been demonstrated to mediate the effect of Islamic Work Ethic on Teacher Performance, with a path coefficient of 0,029, a T-statistic of 0,574 (< 1,96), and a P-value of 0,566 (> 0,05). Accordingly, the fifth hypothesis is rejected.

The statistically insignificant mediating role is consistent with the absence of a significant direct effect of Islamic Work Ethic on Teacher Performance. Islamic work ethic values within the educational institution have become basic ethical standards (baseline) for all teaching staff. However, the development of formal professionalism and academic performance is more strongly determined by mastery of technical competency structures, professional training, and systemic compliance than by moral and religious foundations alone.

f. The Effect of Pedagogical Competence on Teacher Performance through Teacher

Professionalism (H6 Rejected)

The results of the sixth hypothesis test (H6) indicate that Teacher Professionalism does not significantly mediate the relationship between Pedagogical Competence and Teacher Performance, with a path coefficient of 0,097, a T-statistic of 1,788 (< 1,96), and a P-value of 0,074 (> 0,05 at α = 5%). Therefore, the sixth hypothesis is rejected.

These findings explain that mastery of Pedagogical Competence has a substantially more dominant and immediate effect on Teacher Performance in the classroom without having to pass through the indirect process of developing Teacher Professionalism as an intervening variable. Practical teaching skills, classroom management, and student assessment are directly translated into teacher performance indicators without requiring mediation through general professional attitudes.

g. The Effect of Work Discipline on Teacher Performance through Teacher Professionalism (H7 Rejected)

The results of the seventh hypothesis test (H7) indicate that Teacher Professionalism does not significantly mediate the effect of Work Discipline on Teacher Performance, with a path coefficient of 0,160, a T-statistic of 1,890 (< 1,96), and a P-value of 0,059 (> 0,05 at α = 5%). Accordingly, the seventh hypothesis is rejected.

Although the T-statistic value approaches the critical threshold (1,890) and indicates a positive directional tendency, statistically, at the 5% significance level, this mediating effect remains unsupported. This suggests that Work Discipline—such as punctual attendance and compliance with regulations—has a strong direct mechanism of influence on the practical achievement of Teacher Performance. Consequently, the role of Professionalism as an intervening variable has not been demonstrated to be statistically significant.

4. Conclusion and Recommendation

4.1 Conclusion

Based on the results of data analysis, hypothesis testing using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) method with SmartPLS version 4.1.1.8, and the discussion presented in Chapter 4, the conclusions of this study are as follows:

a. Islamic Work Ethic Does Not Have a Significant Effect on Teacher Performance (H1 Rejected). Islamic work ethic values (amanah, responsibility, and the intention to work as an act of worship) internalized by teachers at YAPIDA, Bogor Regency, represent internal moral and affective awareness. However, these values do not directly improve the technical and operational performance of teaching without the support of technical competency instruments and a structured operational management system (b = -0,069; p = 0,552).
b. Pedagogical Competence Has a Positive and Significant Effect on Teacher Performance (H2 Accepted). Teachers' ability to understand students' characteristics, design and implement learning activities, utilize technology, and conduct evaluations has been demonstrated to be the most dominant direct predictor in improving the quality and effectiveness of teaching performance at YAPIDA (b = 0,390; p = 0,002).
c. Work Discipline Has a Positive and Significant Effect on Teacher Performance (H3 Accepted). Compliance with school regulations, punctual attendance, adherence to operational procedures, and work responsibility contribute directly and substantially to the achievement of teachers' instructional performance targets (b = 0,316; p = 0,008).
d. Teacher Professionalism Has a Positive and Significant Effect on Teacher Performance (H4 Accepted). The implementation of professional ethics, mastery of subject-specific expertise, and commitment to continuous professional development have been demonstrated to substantially

improve teacher performance outcomes (b = 0,306; p = 0,024).

e. Teacher Professionalism Does Not Mediate the Effect of Islamic Work Ethic on Teacher Performance (H5 Rejected). Teacher Professionalism has not been demonstrated to significantly mediate the effect of Islamic Work Ethic on Teacher Performance (b = 0,029; p = 0,566). Islamic work ethic values function as an ethical baseline; however, improvements in formal performance require direct support from technical competencies and work discipline.
f. Teacher Professionalism Does Not Mediate the Effect of Pedagogical Competence on Teacher Performance (H6 Rejected). The effect of Pedagogical Competence on Teacher Performance is direct (direct impact) and immediate; therefore, it does not require mediation through the Teacher Professionalism variable (b = 0,097; p = 0,074).
g. Teacher Professionalism Does Not Mediate the Effect of Work Discipline on Teacher Performance (H7 Rejected). Work Discipline has a direct practical impact on the achievement of teacher performance targets; therefore, the role of Teacher Professionalism as an intervening variable has not been demonstrated to be statistically significant (b = 0,160; p = 0,059).

4.2 Recommendations

Based on the conclusions and research findings, several practical recommendations for institutional management and academic recommendations for future research are presented as follows:

4.2.1 Practical Recommendations (For the Foundation and Schools)

a. Development of Practice-Based Pedagogical Training

Considering that Pedagogical Competence is the most dominant factor contributing to teacher performance, the Darurrahmah Islamic Education Foundation (YAPIDA) and school principals are advised to prioritize structured training programs focusing on interactive learning methodologies, the utilization of information technology (e-learning/learning management systems), and comprehensive learning outcome assessment techniques.

b. Strengthening the Supervision System and Reforming Work Discipline

School management needs to optimize the use of digital attendance systems and monitor the fulfillment of teaching schedules. The provision of rewards (recognition for dedicated teachers) and punishments (corrective guidance for those who violate regulations) should be implemented firmly and consistently to maintain work discipline.

c. Operationalizing Islamic Work Ethic Values into Performance Standard Operating Procedures (SOPs)

Considering that Islamic Work Ethic has not demonstrated a direct effect on operational performance, the foundation's management is advised to translate spiritual values, such as Amanah (trustworthiness) and Ihsan (excellence in conduct), into measurable Standard Operating Procedures (SOPs) and Key Performance Indicators (KPIs). These may include the timeliness of grade submissions, the quality of lesson plans (RPP), and responsiveness to students' learning needs.

d. Focusing on Direct Policy Interventions

School policymakers are advised to place greater emphasis on direct intervention programs, such as teaching skills training and enforcement of working hours, rather than general programs aimed at developing professional character, because the effects of these direct interventions on performance are more immediate.

4.2.2 Recommendations for Future Research

a. Development and Addition of Research Variables

Future researchers are advised to incorporate or explore other variables that have not been examined in this research model, particularly those accounting for the remaining 20,6% of Teacher Performance and 23,4% of Teacher Professionalism. Potential variables include Principal Instructional Leadership, Organizational Culture, Academic Supervision, and Compensation/Reward Systems.

b. Expansion of Research Objects and Populations

This study focuses on teachers at YAPIDA, Bogor Regency. Future research may expand its geographical coverage or conduct comparative studies across private and public Islamic educational institutions to improve the generalizability of the research findings.

c. Application of a Mixed-Methods Approach

Future researchers may employ a mixed-methods approach by combining quantitative analysis with in-depth qualitative interviews to provide a more detailed explanation of the reasons behind the statistically insignificant effect of Islamic Work Ethic and the insignificant mediating role of Teacher Professionalism within Islamic educational institutions.

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