

## **SPIRITUAL WORK ETHICS AND JOB COMPETENCE IMPACT ON TEACHER PERFORMANCE**

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### **Abstract**

This study aims to examine and analyze the influence of spiritual work ethics to job competence, to examine and analyze the effect of job competence of the teacher performance, to test and analyze the influence of spiritual work ethics to teacher performance and to test and analyze the influence of spiritual work ethics through job competences to teacher performance in Institutions of Wali Songo Mojokerto. Population in this study are all teachers who work in the Institutions of Wali Songo Mojokerto as many as 74 teachers. Data was collected using a questionnaire that had been tested for validity and reliability. The data analysis used in this study is multiple linear regression analysis with SPSS version 24 for Windows.

Based on the regression analysis, the result found that first, spiritual work ethics significant positive effect on job competence. Second, spiritual work ethics significant positive direct impact on teacher performance. Third, job competence significant positive effect on teacher performance. Fourth, the spiritual work ethics of through job competences positive effect significantly to teacher performance.

Results of this research are expected to provide new findings which will enrich the theory of human resource management and behavioral theory of educational institutions, especially those related to teacher performance. Besides, it is expected to educational institutions consider the factors that may affect the improvement of teacher performance. Moreover, it can be used as a material consideration in the determination of educational institution management policy.

**Keywords:** spiritual work ethic, job competence, teacher performance.

### **Introduction**

The success of an organization (educational institution) depends on the effective use of its resources, including: human resources (money), raw materials, machinery, and methods that have recently been more directed towards technological development. It is human beings who are the main driving force of the organization, capable of carrying out other resource organizations, both strategic and operational and tactical. Without humans, performance in organizations will become automation. However, humans are in control of the organization. Suyono (2000) explains that the magnitude of the challenge of globalization requires that human capital has a competitive competence in the face of increasingly dynamic challenges. To be able to face and win this competition, required human resources that are reliable, professional, and able to respond to the needs. Man as an element of service is always dealing with the perpetrators of the competition. Therefore, he demanded for higher quality.

The main issues relating to human resources at the moment, among others, issues in human resource management to create the ability (competence) of human resources, human resources management to achieve competitive advantage, as well as human resource management. Research conducted Osei & Ackah (2015) showed that job competence have significant effect on organizational performance. Research conducted Tzikas et al., (2016) the survey results indicate that the skill has a mediating role between the imaging practices and work performance.

In addition, the imaging practices have a significant impact on skill. Research Kim and Liu (2015) found that emotional competencies significantly moderate the relationship between taking over and performance, so take charge positively related to job performance only if new entrants higher emotional competence.

According Wibowo (2012: 187) states that the competence of an employee can improve the competitiveness of the company and improve its performance. So we can say that a very close relationship between competence in improving employee performance expected of the company. According to Phua (2009) classifies dimensions and individual competence into three components, namely, (1) intellectual competence, (2) emotional competence, and (3) social competence. Meanwhile, According to Zohar and Marshall (2000) classifies the competence dimension into three: (1) intellectual competence, (2) emotional competence, and (3) the spiritual competence. The success of an educational institution is often determined by the success teacher of the student who is directly related. The performance of educational institutions will be largely determined by the teacher performance.

In some cases in educational institutions many teachers who do not have a good enough ability in their duties, this is an impact on their performance at work. This limitation should be fixed by doing a number of ways, for example by improving work ethic spiritual teachers through coaching, training or courses both within the institution and outside the institution. Research conducted Asror (2000), which aims to prove the existence of the religious spirit and work ethic in the development of this study concluded that the competency of work influenced by the religious spirit and work ethic. Spiritual etic work is expected to provide moral values-spiritual to a teacher. These values include the honorable, credible, professional, leadership (Asror, 2000: 34). The values of moral-spiritual if understood and implemented in teacher work activities, it will be able to trigger and stimulate maximization of performance.

On the basis of the existing description, can be captured phenomenon etic effect between the spiritual work of the teacher performance through job competences. This condition, very influential on improving the quality of education. Therefore, the phenomenon was appointed as the title of this research.

## Literature Review

**Spiritual work ethics.** Ethos not only belongs to individuals but also by groups and communities (Tasmara, 2002). Meanwhile, work is an activity to achieve a goal, so that this activity has meaning. Work shows intentional and planned activities because of the desire to create something (Tasmara, 2002). Thus, the work ethic can be defined as the characteristics, attitudes, habits, and beliefs, or more specifically in the so-called religious morality, which is an essential quality of a person or group. Tanjung (2002) Work Ethics is the soul or person in performing their duties watau emitted out while Spiritual means spirit or pure (Agustian, 2012). According Scheneiders et al., (2000) is a view of the world plus Spiritual path / footpath, where almost everyone has spirituality, with a worldview that can come from anything, including of one's faith.

From some sense it can be concluded that the etic spiritual work is to develop good moral habits that are suitable for the workplace. this study uses development indicators from Purnama (2014) and Tasmara (2002), namely: honorable, credible, professional and leadership.

**Job competence.** Every organization needs to establish a Human Resources (HR) owned professional and have high competence. According to. Wibowo (2012: 324) argues, competence is a capability to carry out a job that is based on skill and knowledge and is supported by the working attitude demanded by the job. Whilemccording Sudarmanto (2009: 49) defines competence as the characteristics of a form of knowledge, skills and attitude

necessary behavior in the execution of their office, so that they can perform their duties in a professional, effective, and efficient. Competence is a characteristic which consists of skill, knowledge, and personal attributes other distinguish one person able to do or not do a job, so the success of a person at a certain position can be predicted (Murdhiyanah, 2014; Makmur, 2009).

Of all the definitions above, it can researchers describe that competence is the ability to be owned / attained an employee, which is a part of her, so that teachers can do the behaviors of cognitive, affective, and psychomotor behavior as well as possible. For work competencies, it is then used as a reference for making research instruments using instruments developed by Purnama (2014), namely: knowledge, skill, Attitude and emotional skills.

**Teacher performance.** The function of motivation and ability is performance. In completing tasks and jobs, one must have a certain level of willingness and ability. A person's willingness and skills are not effective enough to do something without a clear understanding of what will be done and how to do it. Performance is real behavior that is shown by everyone as the performance produced by employees in accordance with their role in the company (Veithzal and Everything, 2009: 548).

According Rusyan (2000) teacher performance is implementing the learning process done in the classroom and outside the classroom in addition to doing other activities, such as working on the school administration and the administration of learning, implementing guidance and service to the students, as well as carry out the assessment. According to Robbins (2006: 206), Teacher performance is defined as the work of a person within a certain time based on labor standards that have been set. Variable teacher performance is measured using an instrument that has been used in research Purnama (2017), namely discipline, cooperation, initiative and quality of work.

## Methodology

In this study, there are four conceptual framework, namely 1) Effect of spiritual work ethics to job competence, 2) Influence of spiritual work ethics to teacher performance, 3) Effect of job competence of the teacher performance, 4) Effect of spiritual work ethics through job competences of the teacher performance, the conceptual framework of research can be seen in figure 1.

The research design used in this research is quantitative research design that became targets or subjects of the study were teachers. This means that the data related to the spiritual work ethics, job competence, and teacher performance in Institutions of Wali Songo Mojokerto. The population selected in this study is the teachers who are Institutions of Wali Songo Mojokerto with population number 74 teachers.

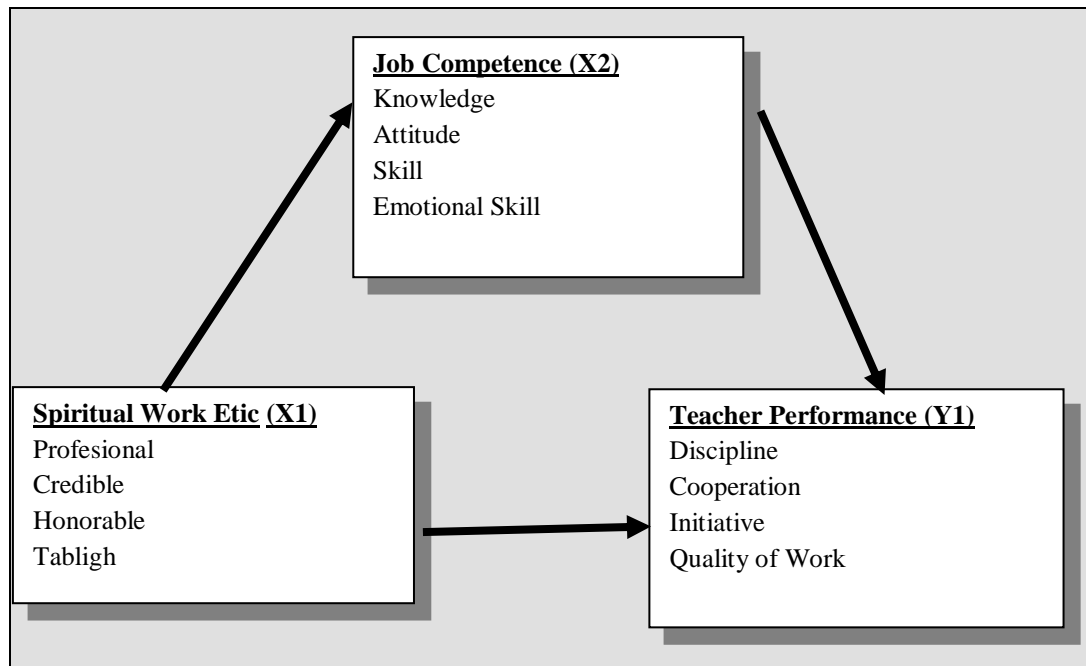


Figure 1. Conceptual Framework

## Results

**Test Results Validity.** The validity of the instruments are tested by calculating the Pearson correlation of scores of each item questions with a total score, the instrument is declared invalid if the item questions in the questionnaire were able to reveal something that will be measured by questionnaire (Santoso, 2000: 270). Testing the validity of the instrument carried by whether each item correlated with the total score greater than 0.40. The validity of items the question can also be determined based on the value of significance. If the value of significantly Pearson smaller than the value of  $\alpha$  (level of significance) specified (5% or 0.05), then the instrument is assumed to be valid. Otherwise, the instrument is considered invalid (Penniston et al., 2017).

The validity of the test results on the items of work ethics everything spiritual variables are also valid, it can be seen in table 1.

Table 1. Test Result Validity Spiritual Work Ethic

No	Indicator	Correlations	Spiritual work etic (X2)
1	Honorable	Pearson Correlation	0,633
		Sig. (2-tailed)	0,000
2	Credible	Pearson Correlation	0,781
		Sig. (2-tailed)	0,000
3	Profesional	Pearson Correlation	0,775
		Sig. (2-tailed)	0,000
4	Leadership	Pearson Correlation	0,516
		Sig. (2-tailed)	0,000

Source: data processing

Test results validity to items of a variable job competence are all too valid, it can be seen in table 2:

Table 2. Test Result Validity Variabel Job Competence

No	Indicator	Correlations	Job competence (X1)
1	Knowledge	Pearson Correlation	0,603
		Sig. (2-tailed)	0,000
2	Attitude	Pearson Correlation	0,649
		Sig. (2-tailed)	0,000
3	Skill	Pearson Correlation	0,708
		Sig. (2-tailed)	0,000
4	Emotional skill	Pearson Correlation	0,611
		Sig. (2-tailed)	0,000

Source: data processing

Test results validity on items of teacher performance variables are all too valid, it can be seen in table 3

Table 3. Test Result Validity Variabel Teacher Performance

No	Indicator	Correlations	Teacher performance (Y1)
1	Discipline	Pearson Correlation	0,474
		Sig. (2-tailed)	0,000
2	Cooperation	Pearson Correlation	0,708
		Sig. (2-tailed)	0,000
3	Initiative	Pearson Correlation	0,875
		Sig. (2-tailed)	0,000
4	Quality of work	Pearson Correlation	0,788
		Sig. (2-tailed)	0,000

Source: data processing

**Results Test Reliability.** High reliability means that the measure obtained by using a measuring instrument that is the actual size of the object (Penniston et al., 2017). Reliability of less than 0.60 is generally considered bad, reviews of those in the range of 0.7 are acceptable, and their reviews of more than 0.8 are either" or "alpha values lower than 0.60 are generally said low reliability, the value from the range alpha 0.7 is said to be acceptable, and alpha values greater than 0.80 are said to be good (have now, 2000: 287).

Based on the results of the reliability test conducted using the SPSS 24.00 analysis tool, it can be seen in this study, that the chron bach alpha value of all variables is greater than 0.60 so that it can be said that reliability can be accepted. Thus, it can be concluded that the results of measurements that have been carried out can be relied upon to carry out further analysis. Questions for further results from all items are presented in table 4 these follows.

Table 4. Test Result Reliabilitas

No	Variabel	Alpha
1	Job competence (X1)	0,643
2	Spiritual work etic (X2)	0,601
3	Teacher performance (Y1)	0,670

Source: data processing

**Results of Regression Testing:** The results of regression statistical analysis using SPSS version 24.0, to find out and test the effect of work competencies on spiritual work ethics such as table 5 below:

Tabel 5: Test Result Coefisien Spiritual Work Etic On Job Competence

No	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.20	5.989		3.548	0.001
2	SPIRITUAL WORK ETIC	0.552	0.128	0.454	4.326	0.000

a Dependent Variable: JOB COMPETENCE

Source: data processing

While the results of statistical analysis to examine the effect of spiritual work ethics through job competences to teacher performance as table 6 below:

Tabel 6: Anova Spiritual Work Etic And Job Competence On Teacher Performance

No	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1545.570	2	772.785	26.121	0.000(a)
2	Residual	2100.484	71	29.584		
3	Total	3646.054	73			

a Predictors: (Constant), SPIRITUAL WORK ETIC, JOB COMPETENCE

b Dependent Variable: TEACHER PERFORMANCE

Source: data processing

Table 7. Test Result Coefisien Spiritual Work Etic And Job Competence On Teacher Performance

No	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.188	3.287		1.274	0.207
2	SPIRITUAL WORK ETIC	0.355	0.054	0.597	6.609	0.000
3	JOB COMPETENCE	0.103	0.043	.216	2.391	0.019

a Dependent Variable: TEACHER PERFORMANCE

Source: data processing



## Discussion

### *Effect Between Spiritual Work Ethic With Job Competence*

Based on Table 5 the data processing value testing hypothesis 1 where  $t_{\text{count}}$  on the count for the variable  $X_1$  (spiritual work ethics) = 4.326. While the value  $t_{\text{table}}$  drawn from the study data tabulation book with the following provisions: The level of significance ( $\alpha$ ) = 0.05, Dk (Drajad freedom) = the number of data (n) - 2 = 74 - 2 = 72, Tests conducted two sides, so that  $t_{\text{table}}$  in the tabulation = 1.67. Based on the calculation of the value  $t_{\text{count}} > t_{\text{table}}$  or 4,326 > 1,670, and 0,000 or probability sig far below 0.05, then  $H_0$  is rejected it means a significant regression coefficient or spiritual work ethics really significantly affect the job competence.

This finding shows that the results are in accordance with what was mentioned by Eaglen et al., (2000) and states that the benefits of the training could be beneficial to change the behavior of a person's attitude, knowledge and skills they have include: attitude in self-development, willingness and readiness he's on the train and adapt to the job duties, with the condition of a teacher will be easier to grow and more quickly adjust to the new innovations. This means that with an adjustment to the new job the teachers have had a good spiritual ethic work that will support them in teaching. eg, planning, monitoring, efficiency and strategic action and intuitive ability to conduct an analysis of the ability which includes elements; persons (understand about ourselves and skills), task (able to define the vision of the school), organization (see tasks of the organization and the best decision) and environment (able to utilize the resources, personnel and equipment to teach). On the relationship between education and training with work ethic is a correlational relationship. Also in line with the Fisher et al., (1982), Gagne, et al., (2005) which states that the capacity factor (ability) is basically the result of the learning process, covering aspects of knowledge, attitudes and also skills. Because it can do learning in school or outside of school as described pads Act No.2 of 1989 on National Education System in particular Article 9. Through the learning process at school (primary school to university) and outside the school (such as: training, experience relevant), then knowledge, attitude, and or skill of the teacher as a mirror competence will grow and grow.

In particular the finding that spiritual work ethics have a direct influence on performance, supported by a number of experts in the field of management states that spiritual work ethics the repair process knowledge, skill and attitude for someone to be able to do its job more effectively (Torrington, 1994). With increasing honorable, credible, professional and leadership means that there has been increased spiritual work ethics teacher. These findings support the results Whitlock (2010) who found that spiritual work ethics accepted as having a value and improve knowledge trainers. With increasing knowledge competency means some of the problems faced by teachers can be resolved.

### *The Effect Between Job Competence Against Teacher Performance*

Based on table 7 the results of data processing testing the value of the second hypothesis where  $t_{\text{count}}$  on the count for the variable  $X_2$  (job competence) = 2.391. While the value  $t_{\text{table}}$  drawn from the study data tabulation book with the following provisions: The level of significance ( $\alpha$ ) = 0.05, Dk (Drajad freedom) = the number of data (n) - 2 = 74 - 2 = 72, Tests conducted two sides, so that  $t_{\text{table}}$  in the tabulation = 1.670. Based on the calculation of the value  $t_{\text{count}} > t_{\text{table}}$  or 2.391 > 1.670, and sig 0,000 or probability is much below 0.05, then  $H_0$  is rejected it means a significant regression coefficient or job competence significantly affect teacher performance.

These findings are in line with research Tzikas et al., (2016) stated that job competence positive influence on employee performance. In line also with the results Osei & Ackah (2015) which states that the job competence have impact a positive significant on performance results. The results also support the research of Kim & Diefendorff (2015) states emotional competence

effect positive significant performance, the performance will increase if the increase emotional competence. Maneesawangwong & Suvanujasiri (2012) states that competence is crucial in improving performance. Flynn et al., (2013) results show a significant relationship between competency, suitability and performance of civil servants. Chakraborty (2017) stated the level of competence which includes knowledge, skills and attitude relevant levels will help design more effective enterprise program. Bufquin et al., (2017) stated that the co-workers perceived competence have a effect positive significant on employee satisfaction. Assamoi (2015) results research show that managers and employees need people who have the competence when entering the workforce. Competence is the basic characteristic of an individual who influences the way of thinking and acting, to generalize all situations encountered and last long enough for humans. Untari (2014) results research show that the rise and fall of the performance of employees working in the company is determined by how well the competence or the ability of employees to work complete given by the company and how well they do the work environment. Placement of employees in the position according to their competencies is also one of the deciding factors in the increase in job satisfaction. Ruky, (2006) competence in relation to the performance can be classified into two groups. Hasibuan (2005) states that man has always played an active role and the dominant influence in an organization because of its activities in achieving organizational goals.

#### ***Influence Between Spiritual Work Ethics With Teacher Performance***

According to the table 7 for  $t_{\text{count}} > t_{\text{table}} = 6.609 > 1.670$ . In the sig column in the table is a probability value of 0,000 or below 0.05. Because the value of  $t_{\text{count}} > t_{\text{table}}$  or  $6.609 > 1,670$ , then  $H_0$  is rejected, meaning that the significant regression coefficient or spiritual work ethic has a significant direct effect on teacher performance.

The findings indicate that the results are the same as those mentioned by Rundell & Pickle (2017) in his research stating that, 5 personality characteristics that contribute to one's success, namely: (1) drive, (2) mental ability, (3) human relationship skills, (4) communication skills, and (5) technical knowledge. Since one realization the results of the performance of a teacher as educator in the school is the success of students at the school. The study's findings show the spiritual aspects etic work has a direct impact on teacher performance in school. Behind this finding suggests that the spiritual aspects of work ethics have an important role in affecting teacher performance. Shaughnessy et al., (2017) which states to operate an organization, whether large or small, competent employees required. Because the concept of employees, including the teachers as as educators in educational institutions.

This finding also supports the research of Luke et al., (1996) who found the key variables that determine the success of businesses in Hong Kong, namely: willingness to work hard, willingness to achieve goals, skills to make good decisions, skills, personal relationships good, good analytical skills, called personal factors; good product management skills can motivate workers called factor management; willingness to reach targets, can respond to market changes, and serve counters with good skills, called products and markets, and company factors. Because various aspects of this finding are basically indicators of spiritual work ethics.

By having a spiritual work ethic that is adequate understanding of what authority and responsibility are, and accompanied by a strong encouragement from within a teacher to carry out the learning process, they will be diligent in work, hard work, full of initiative and creativity and responsible in carrying out their duties and authority. With this condition will tend to increase student satisfaction, which in turn leads to school success. With this condition, it means that ethical spiritual work has an important role for teacher performance at the Mojokerto Wali Songo Institute.



With these circumstances means etic spiritual work has an important role to teacher performance in Institutions of Wali Songo Mojokerto. However fourth spiritual work ethics indicators (honorable, credible, professional and leadership) should go together. A teacher who has the skills / professional sufficient difficult to improve their performance, without possess credible, honorable and leadership. So also a teacher who possess credible, honorable and high leadership, difficult to improve its performance without having the skills and knowledge (professionals) to work and know what to do based on duties and authority.

According to experts and researchers, for the purpose of increasing the positive attitude, the method (sensitivity training) and play the role of king-effectiveness rang occupy the first and second (Saunders, 2006). The success of the organization in Taiwan is more determined by the human attitude towards the business than attitude to technology.

### ***Influence Between Spiritual Work Ethics Through Job Competence Against Teacher Performance***

Seen from table 6 of the ANOVA test or F test, obtained F count is 26.121 with a significant level of 0,000 for probability (0,000) far less than 0.05, which it means that spiritual work and ethical work competencies have a significant impact on teacher performance.

This finding is similar to Flynn et al., (2013) research finding showed a significant relationship between competence, suitability and performance of the civil service employees. Kim & Diefendorff (2015) emotional competencies significantly influence the performance, the performance will increase if the increase emotional competence. Chen et al., (2017) research results show that the competence of teachers to improve the quality and level of classroom teaching well, and can provide a theoretical basis for their students. Assessing quality indicators proposed as behavior that strongly suggests they are talented teachers who are exemplary. It offers support to the operationalization of the construct validity talented teachers because they competently demonstrated consistently approved indicators of quality at a high level, in various educational practices focus area (Mikulicet al., 2017). Chakraborty (2017) the level of competence which includes knowledge, skills and attitude relevant levels will help design more effective enterprise program.

Associated with spiritual work ethics on the power impulse, desire, will, and similar power-mentioned needs. Because some needs related to the duties of a teacher who became his responsibility in school. This is as stated. Baptista et al., (2017) found that "to perform Effectively, a person must understand what the job is (role clarity)". By having a good spiritual work ethics, then the teacher will not hesitate to act to be a driving force to improve the competence of teachers. By upgrading the competence of teachers in turn will enhance the success of its performance as a realization of the performance. Since one realization the results of the performance of a teacher as educator in the school is the success of students at the school.

### **Conclusion**

The results of tests and analysis regression by SPSS 24.0 found: First, that the teacher's work ethic in the Mojokerto Wali Songo Institution had a positive effect on teacher work competencies. Second, Job competence positive influence on teacher performance in Institutions of Wali Songo Mojokerto. Third, Directly spiritual work ethics teacher contained in Institutions of Wali Songo Mojokerto positive effect on teacher performance and. Fourth, indirectly spiritual work ethics teacher contained in Institutions of Wali Songo Mojokerto positive effect on job competence and spiritual work ethics teacher has positive effects on teacher performance in Institutions of Wali Songo Mojokerto.

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