

## 13 KORESPONDENSI

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



#### • INDEXING





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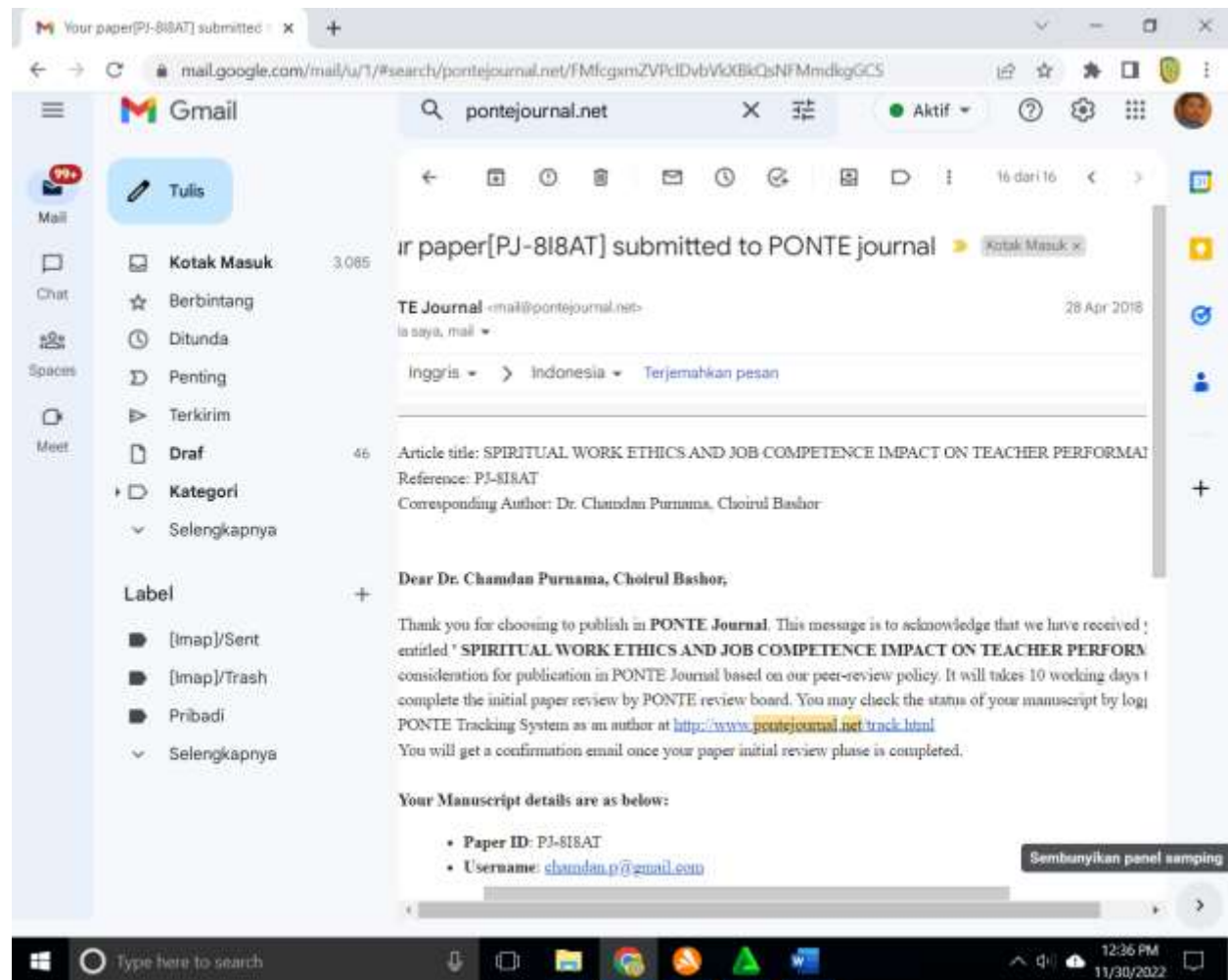
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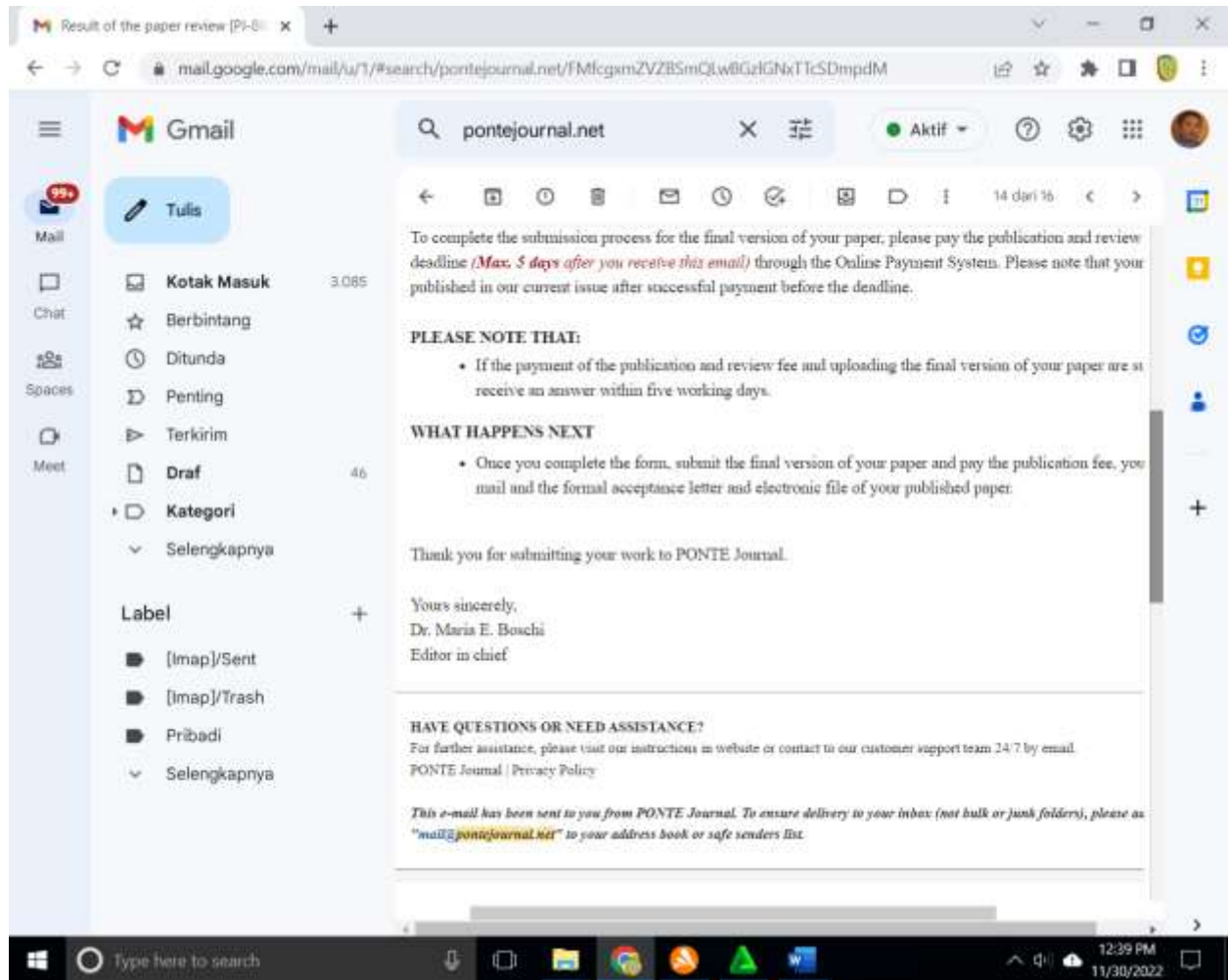
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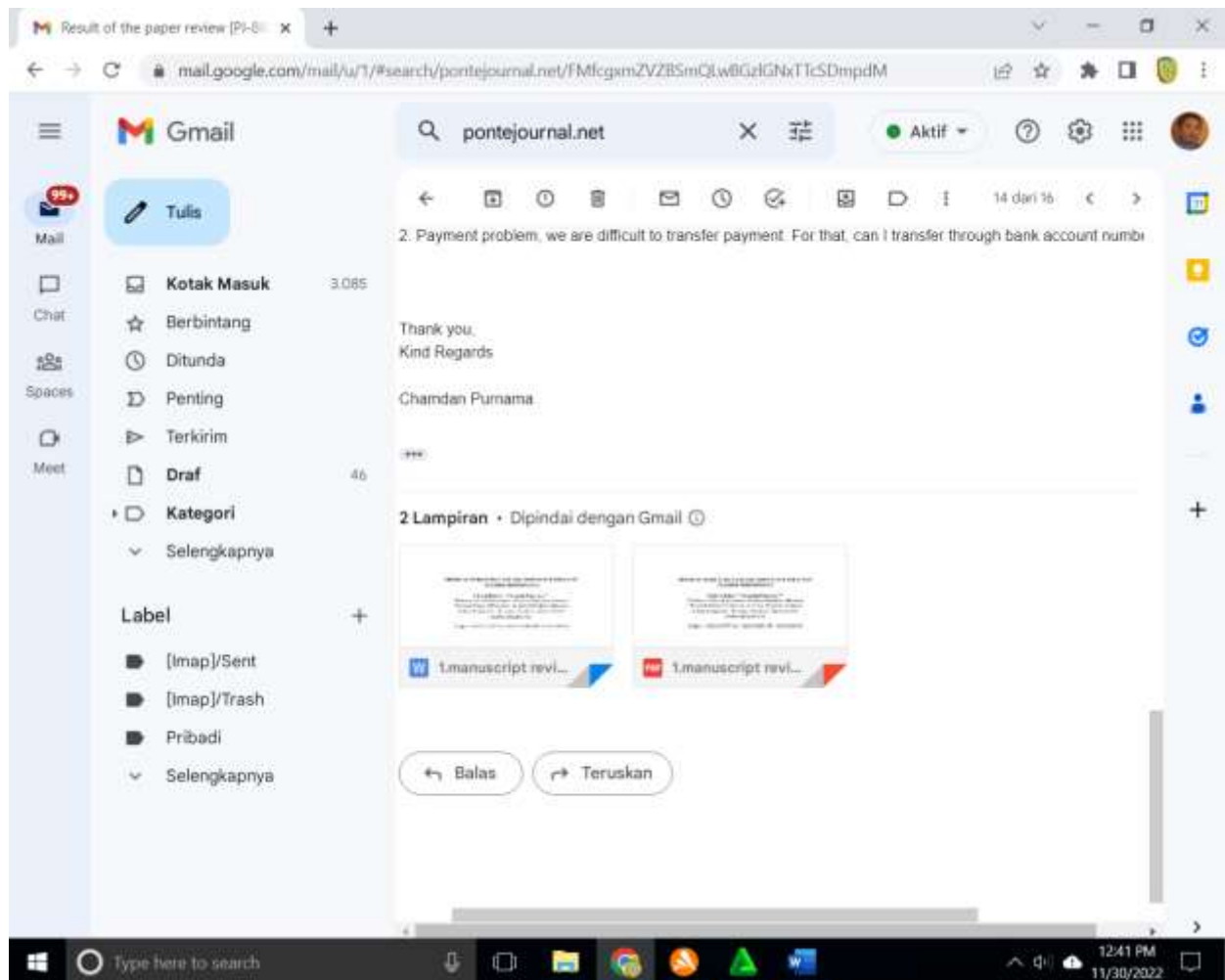
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## Lampiran perbaikan

### 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 by using a questionnaire that had been tested for validity and reliability. Analysis of the data used in this research is multiple linear regression analysis with SPSS version 24 for Windows.

Based on the results of the regression analysis, it was found that the 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 the organization (educational institution) is dependent on the effective use of its resources, among others: human capital (money), raw materials, machines, and methods that lately more directed to the development of technology. It is man who is the main driving force of the organization, which is able to carry out the organization of other resources, both strategic and the operational and tactical. Without human, organizational performance will be 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 a significant effect on 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 the educational institutions is largely determined by the success of the student teachers who are 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 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.** The ethos is not only owned by individuals but also by groups and even communities (Tasmara, 2002). Meanwhile, work is an activity undertaken to achieve a goal, so that these activities have meaning. Work showed an activity deliberate and premeditated because of the urge to create something (Tasmara, 2002). Thus, the work ethic can be interpreted as characteristics, attitude, 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. In this study used indicator of the development 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. While according to 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 (Murdhyanah, 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 the next job competence in use as a reference for the manufacture of research instruments using the instrument developed by Purnama (2014), namely: knowledge, skill, Attitude and emotional skills.

**Teacher performance.** Performance is a function of motivation and ability. To complete the task or job a person should have a degree of willingness and a certain level of ability. The willingness and skill a person is not effective enough to do something without a clear understanding of what will be done and how to do it. Performance is the real behavior shown by everyone as the resulting performance by employees in accordance with its role within the company. (Veithzal and Everything, 2009: 548).

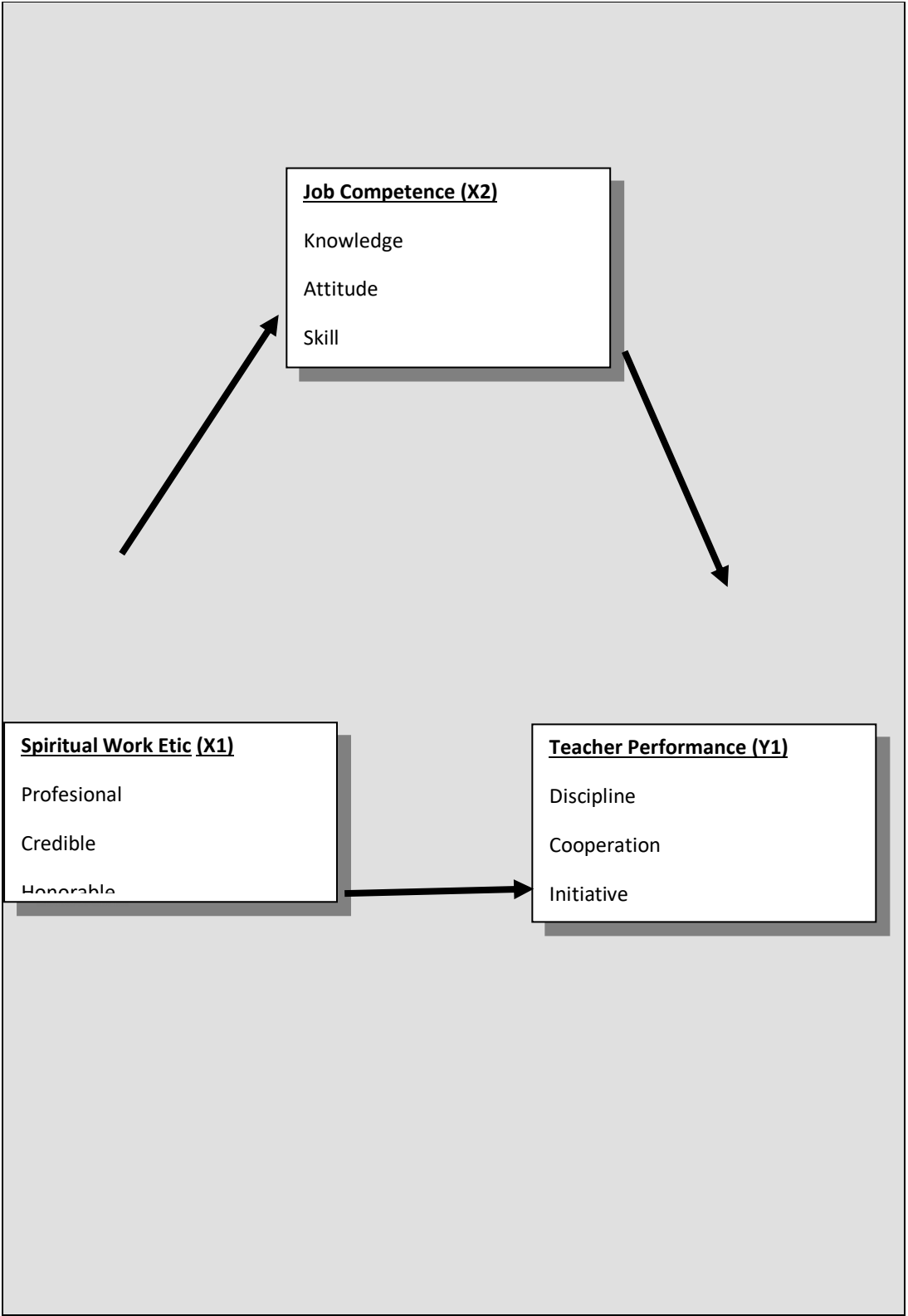
According to Rusyan (2000) teacher performance is implementing the learning process done in the classroom and outside the classroom in addition to doing other activities, such as working on the school administration and the administration of learning, implementing guidance and service to the students, 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.

## **METHOD**

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

**Figure 1. Conceptual Framework**



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

## RESULTS AND DISCUSSION

### Results

**Test Results Validity.** The validity of the instrument in this study was tested by calculating the Pearson correlation of the score of each item question 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 the 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.

**Tabel 1: Test Result Validity Spiritual Work Etic**

#### *Correlations*

| Indicator   | Correlations        | Spiritual work etic (X2) |
|-------------|---------------------|--------------------------|
| Honorable   | Pearson Correlation | 0,633                    |
|             | Sig. (2-tailed)     | 0,000                    |
| Credible    | Pearson Correlation | 0,781                    |
|             | Sig. (2-tailed)     | 0,000                    |
| Profesional | Pearson Correlation | 0,775                    |
|             | Sig. (2-tailed)     | 0,000                    |
| 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:

**Tabel 2 : Test Result Validity Variabel Job Competence**

| Indicator       | Correlations        | Job competence (X1) |
|-----------------|---------------------|---------------------|
| Knowledge       | Pearson Correlation | 0,603               |
|                 | Sig. (2-tailed)     | 0,000               |
| Attitude        | Pearson Correlation | 0,649               |
|                 | Sig. (2-tailed)     | 0,000               |
| Skill           | Pearson Correlation | 0,708               |
|                 | Sig. (2-tailed)     | 0,000               |
| 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

**Tabel 3: Test Result Validity Variabel Teacher Performance**

| Indicator       | Correlations        | Teacher performance (Y1) |
|-----------------|---------------------|--------------------------|
| Discipline      | Pearson Correlation | 0,474                    |
|                 | Sig. (2-tailed)     | 0,000                    |
| Cooperation     | Pearson Correlation | 0,708                    |
|                 | Sig. (2-tailed)     | 0,000                    |
| Initiative      | Pearson Correlation | 0,875                    |
|                 | Sig. (2-tailed)     | 0,000                    |
| 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). "Reliabilities less than 0.60 are Generally Considered to be poor, Reviews those in the .7 range, to be acceptable, and reviews those over 0.8 to be good" or "alpha value which is lower than 0.60 generally said reliability is low, the value of



alpha 0.7 range is said to be acceptable, and the alpha value greater than 0.80 is said to be good "(have now, 2000: 287).

Based on the results of reliability test was done using analytics tools SPSS 24.00, of it is known that the value of chron bach alpha all variables in this study is greater than 0.60 so it can be said that the reliability is acceptable. Thereby, it can be concluded that the results of measurements that have been done is reliable to do further analysis. More results question of all items are presented in table 4. these follows.

**Tabel 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:** Results of statistical regression analysis using SPSS version 24.0, to examine the effect of job competence to spiritual work ethics as table 5 below:

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

| Model               | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|---------------------|-----------------------------|------------|---------------------------|-------|------|
|                     | B                           | Std. Error | Beta                      |       |      |
| (Constant)          | 21.250                      | 5.989      |                           | 3.548 | .001 |
| SPIRITUAL WORK ETIC | .552                        | .128       | .454                      | 4.326 | .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**

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.    |
|-------|------------|----------------|----|-------------|--------|---------|
| 1     | Regression | 1545.570       | 2  | 772.785     | 26.121 | .000(a) |
|       | Residual   | 2100.484       | 71 | 29.584      |        |         |
|       | Total      | 3646.054       | 73 |             |        |         |

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

b Dependent Variable: TEACHER PERFORMANCE

Source: data processing

**Tabel 7: Test Result Coefisien Spiritual Work Etic And Job Competence On Teacher Performance**

| Model |                     | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|---------------------|-----------------------------|------------|---------------------------|-------|------|
|       |                     | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)          | 4.188                       | 3.287      |                           | 1.274 | .207 |
|       | SPIRITUAL WORK ETIC | .355                        | .054       | .597                      | 6.609 | .000 |
|       | JOB COMPETENCE      | .103                        | .043       | .216                      | 2.391 | .019 |

a Dependent Variable: TEACHER PERFORMANCE

Source: data processing

## DISCUSSION

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

Based on Table 5 the data processing value testing hypothesis 1 where  $t_{count}$  on the count for the variable  $X_1$  (spiritual work ethics) = 4.326. While the value  $t_{table}$  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  $t_{table}$  in the tabulation = 1.67. Based on the calculation of the value  $t_{count} > t_{table}$  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 indicates that the results were in line with what was mentioned by Eaglen et al., (2000) which 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 factor of capacity (ability), basically the result of the learning process, which includes aspects of knowledge, attitude and 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  $t_{count}$  on the count for the variable  $X_2$  (job competence) = 2.391. While the value  $t_{table}$  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  $t_{table}$  in the tabulation = 1.670. Based on the calculation of the value  $t_{count} > t_{table}$  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 showed job performance a significant relationship between competence, suitability and performance of the civil service employees. 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 characteristics of a person (an individual) that affect the way of thinking and acting, to generalize all the situations encountered and survive long enough in 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  $t_{count} > t_{table} = 6.609 > 1.670$ . Seen in the sig column in the table is a remote probability value of 0.000 or below 0.05. Because the value of  $t_{count} > t_{table}$  or  $6.609 > 1.670$ , then  $H_0$  is rejected it means a significant regression coefficient or spiritual work ethics significant direct impact on teacher performance.

This finding indicates that the results were in line with what was mentioned by Rundell & Pickle (2017) in his research stating that, 5 personality characteristics that contribute the success of a person, namely: (1) the drive, (2) mental ability, (3) human relations ability, (4) communications ability, 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.

These findings also support research Luke et al., (1996) who found the key variables determining the success of business in Hong Kong, namely: a willingness to work hard, willpower in achieving its objectives, the skills to make good decisions, skills, personal relationships are good, skill analytic the good, the so-called personal factors; skill to manage a good product can motivate workers called faktors management; willingness to achieve the target, it can respond to market changes, and serving counter with good skill, called product and market, and company factors. Because of the various aspects of these findings is basically an indicator of spiritual work ethics.

By having a spiritual work ethics adequate understanding of what the authority and responsibilities, and accompanied the strong impetus from within a teacher to make teaching and learning process, they will be diligent in work, hard work, full of initiative and creativity and is responsible in performing its duties and authorities. With these conditions will tend to increase the satisfaction of the students, who in turn headed towards the success of the school.

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, it is difficult to improve its performance without have the skills and knowledge (professionals) to work and know what to do based on the 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***

According to the table 6 of the anova test or  $F_{\text{test}}$  was obtained  $F_{\text{count}}$  was 26.121 with a significant level of 0,000 for the probability (0.000) is much smaller than 0.05, which means spiritual work and job competence etc 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 test results and regression analysis by SPSS 24.0 find: First, that the spiritual work ethics teachers in Institutions of Wali Songo Mojokerto positive effect on job competence of teachers. 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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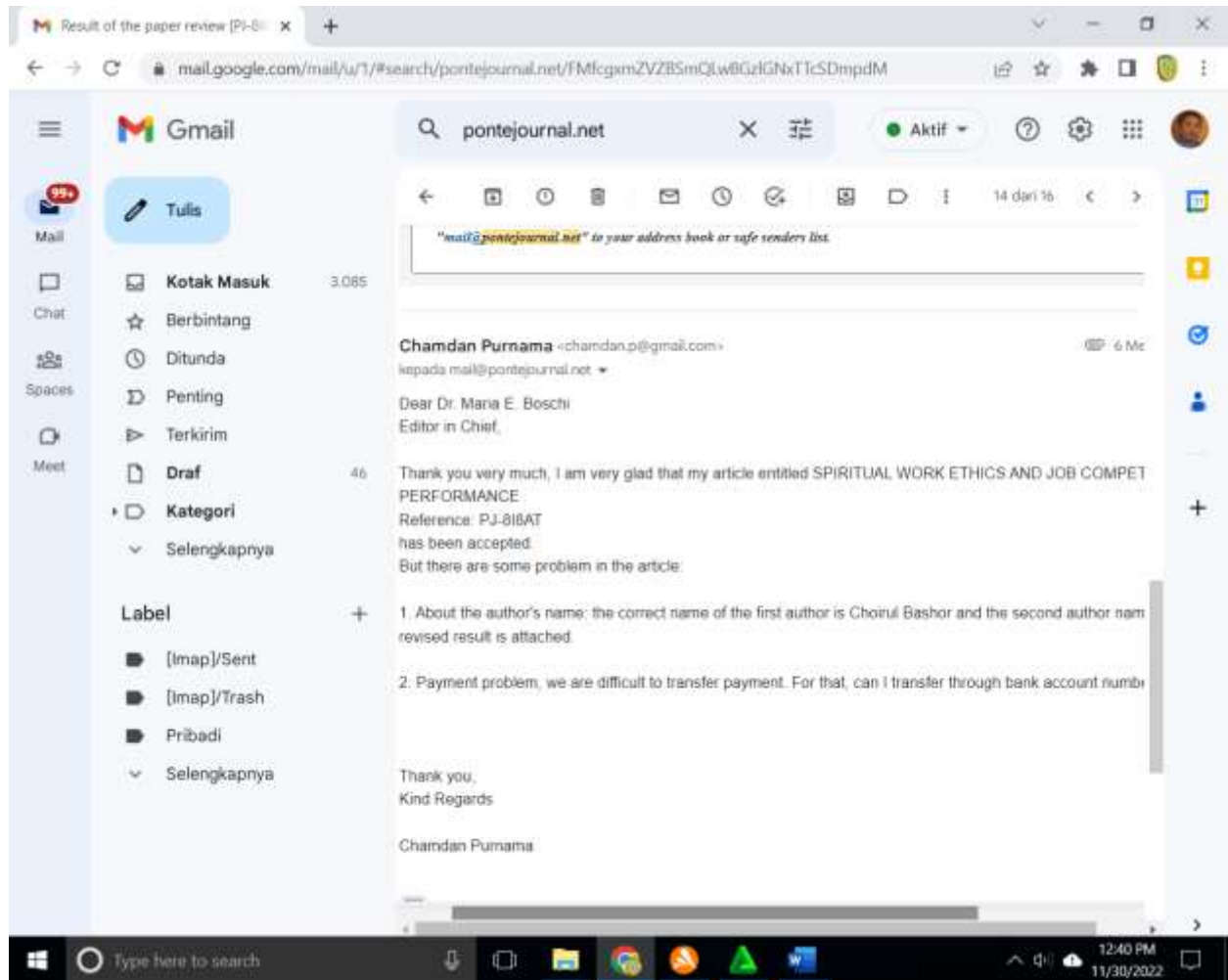
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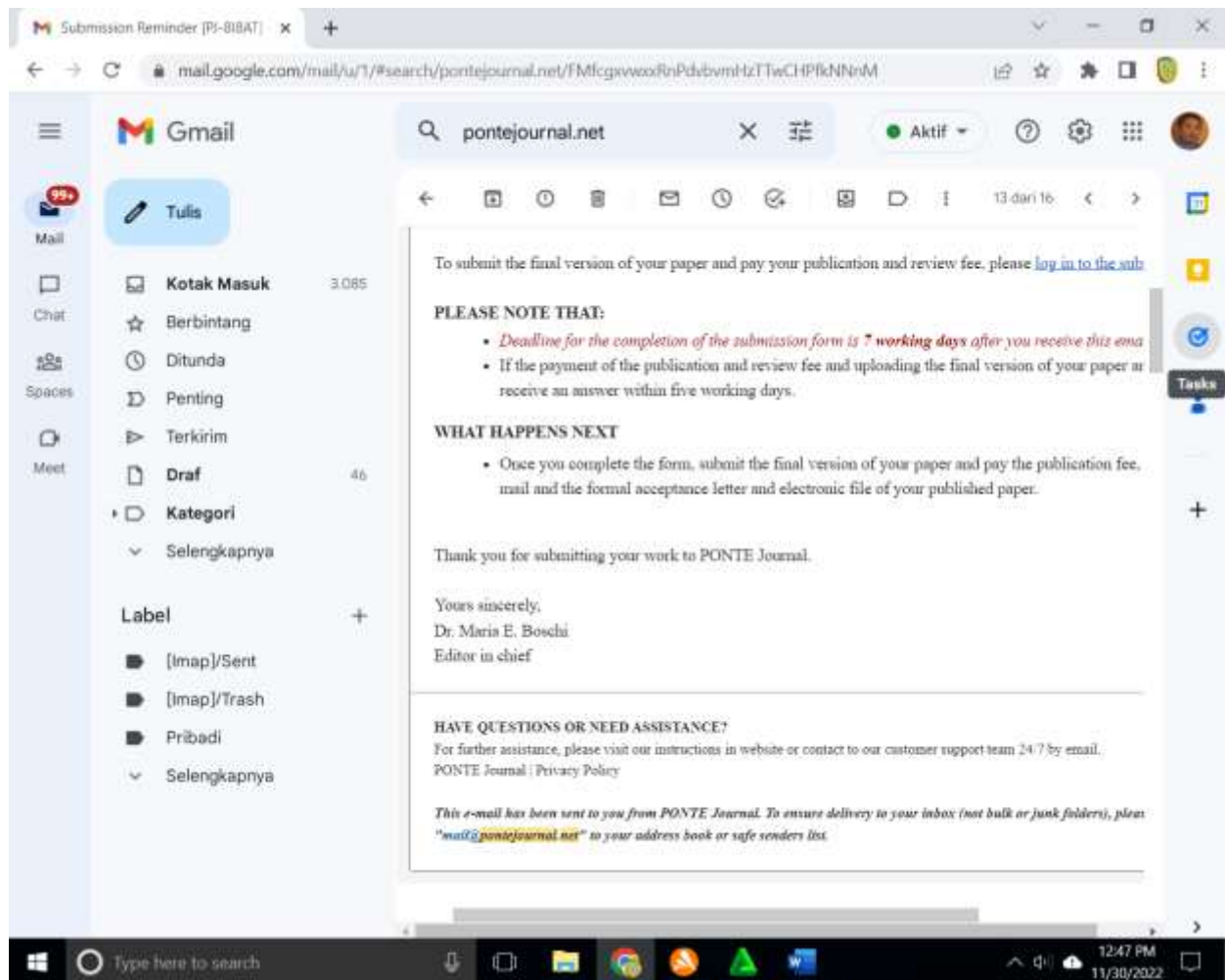
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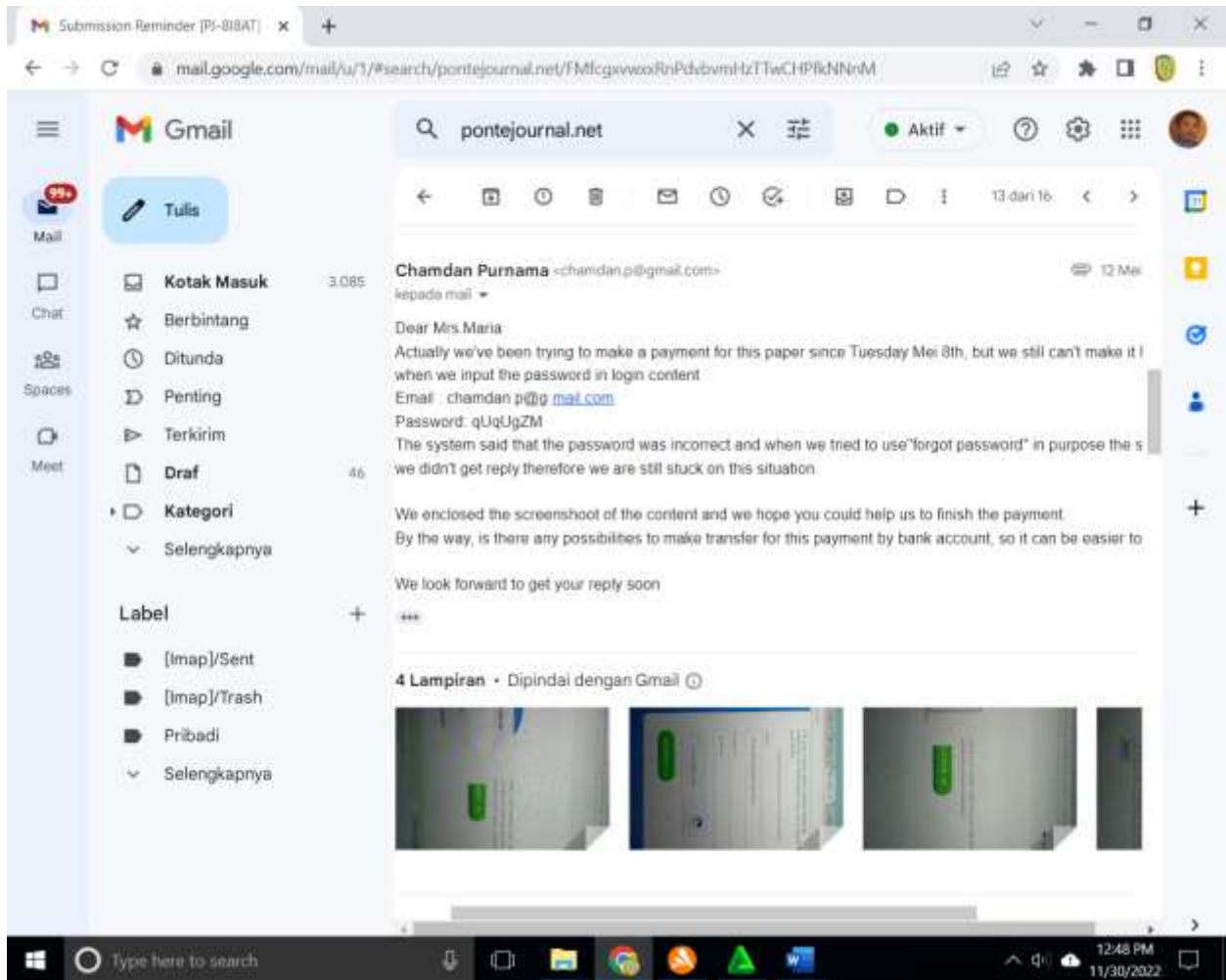
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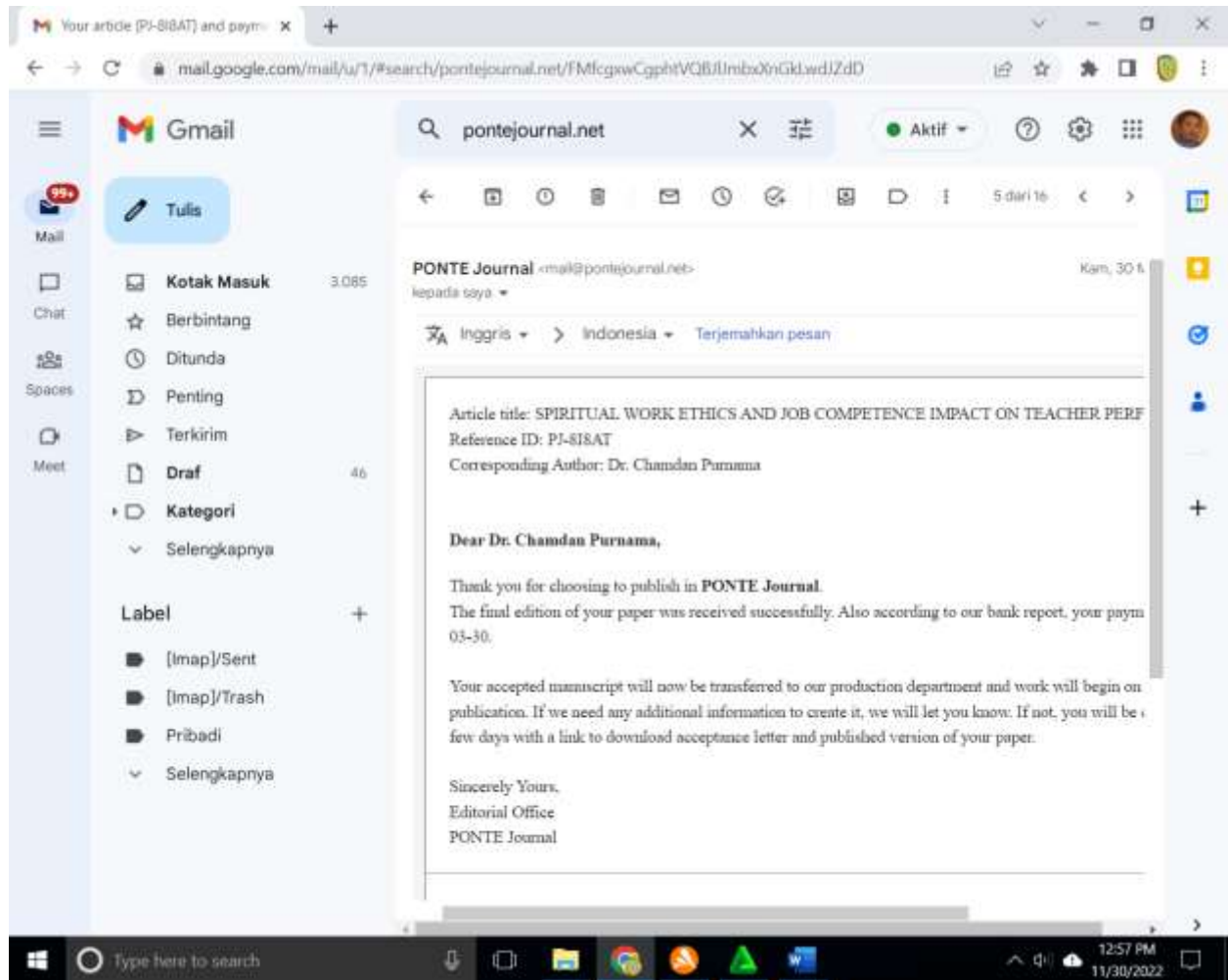
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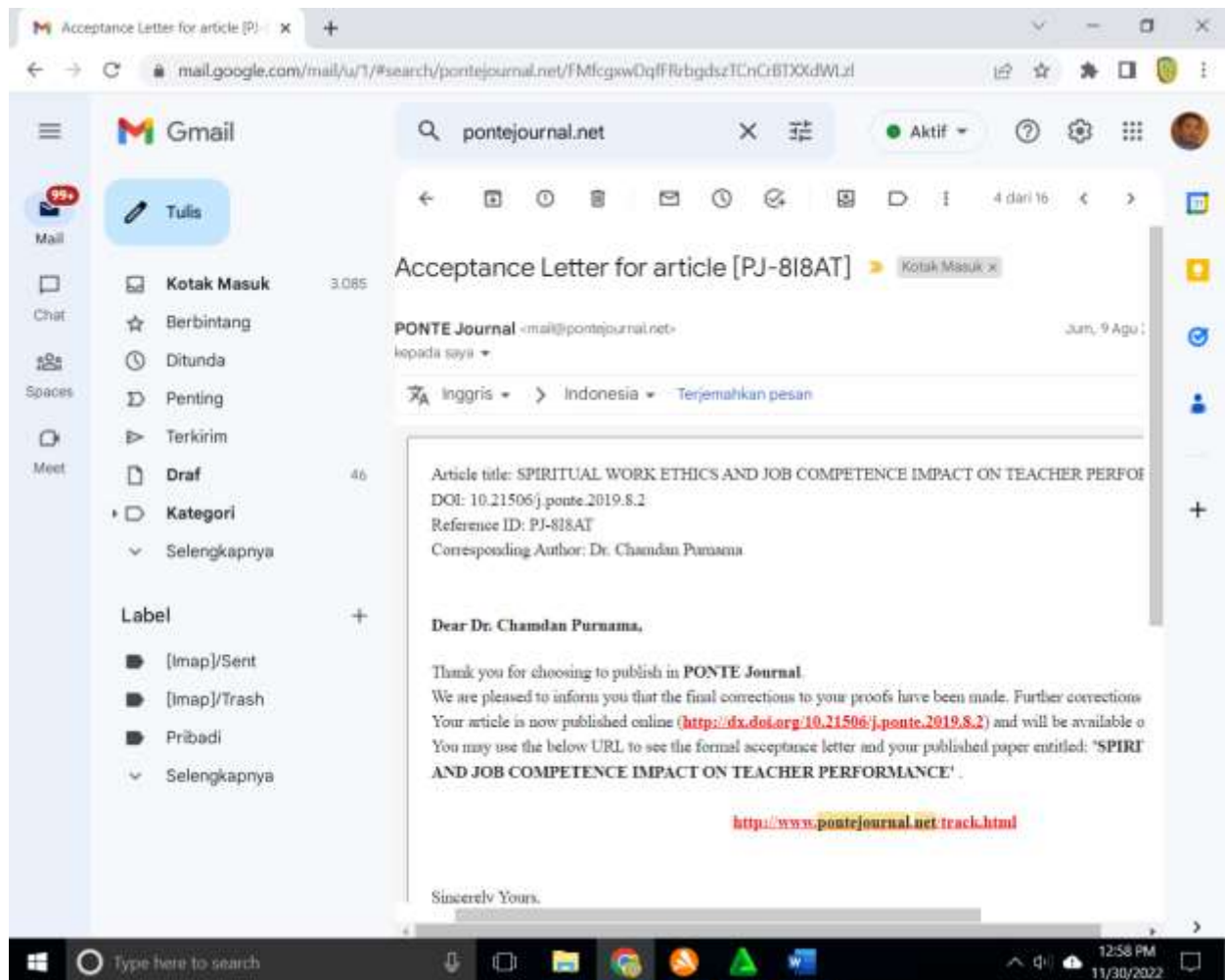
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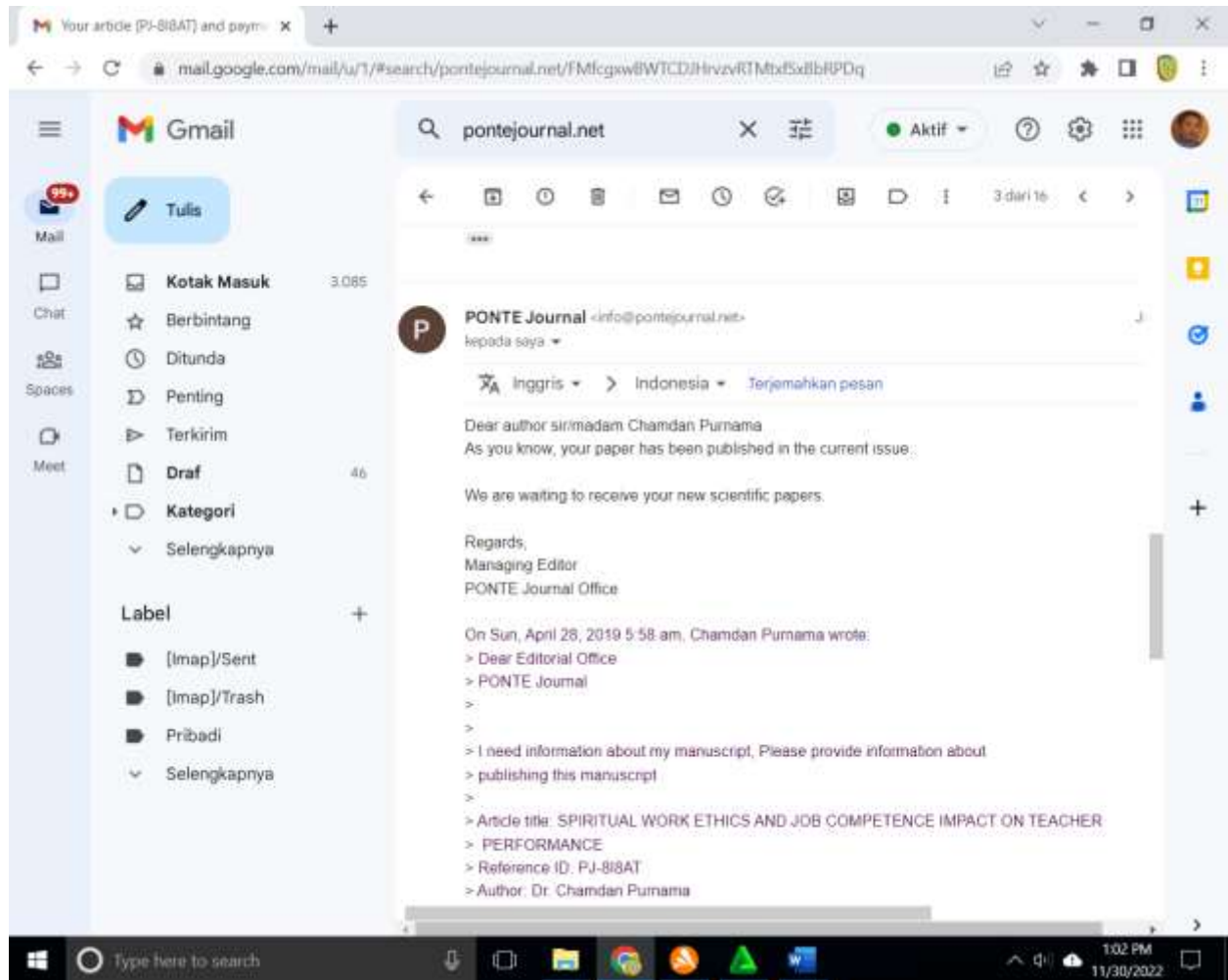


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