

# **The Effect of Competence, Motivation, Islamic Work Ethic, on Job Satisfaction and Performance of Islamic Religious Education Teachers at SMA Negeri Makassar City.**

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## **ABSTRACT**

The problems in this study as formulated are (1) the influence of competence on teacher performance, (2) the effect of motivation on teacher performance, (3) the influence of Islamic work ethic on teacher performance, and (4) whether there is an effect of job satisfaction on teacher performance, (5) whether there is an influence of competence on the teacher's Islamic work ethic, (6) whether there is an influence of motivation on teacher job satisfaction, and (7) whether there is an influence of Islamic work ethic on the job satisfaction of Islamic Religious Education teachers at SMA Negeri Makassar. Based on this research methodology, namely the type of explanatory research, with primary data sources and secondary data. Data were collected through observation, interviews, questionnaires, and documentation techniques. The results of this study found that the competencies implemented by Islamic Religious Education teachers at SMA Negeri Makassar had a positive and significant effect on the performance of Islamic Religious Education teachers. Motivation has a positive and significant effect on teacher performance, and Islamic work ethic has a positive and significant influence on the performance of Islamic Religious Education teachers at SMA Negeri Makassar. The effect of satisfaction that is implemented by Islamic Religious Education teachers in Makassar State Senior High School has a positive and significant influence on the performance of Islamic Religious Education teachers in Makassar State Senior High School. Teacher competence has a positive and significant influence on the work ethic of Islamic Religious Education teachers at SMA Negeri Makassar. Islamic job satisfaction which is implemented in SMA Negeri Makassar has a positive and significant effect on the performance of Islamic Religious Education teachers through work motivation. The competence of Islamic Religious Education teachers at SMA Negeri Makassar has a positive and significant effect on the performance ethos of their teachers through work motivation. Teachers can change students' attitudes in a broad sense and can develop students' awareness to learn, meaning that teachers have high performance. Teacher motivation has a positive and significant effect on teacher performance. The higher the work motivation of the teacher, the higher the performance of the teacher to be able to give birth to quality education, and the competence of the teacher gives birth to a work ethic which then results in high performance.

**Keywords:** Competence, Motivation, Islamic Work Ethic, Job Satisfaction and Performance of Islamic Religious Education Teachers.

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## **I. PRELIMINARY**

The teacher as one of the components of learning activities has a position that will determine the success of learning because the main function of the teacher is to design, manage, implement, and evaluate learning. Teachers are professional educators who have duties, functions, and important roles in the intellectual life of the nation. In addition, the position of the teacher in learning activities is also very strategic and decisive. One of the factors that influence the success of the teacher's task is his performance in planning or designing, implementing and evaluating the learning process. The government and society have high hopes for teachers. Teachers are expected to be professionals and have competence in carrying out their obligations as educators. Law Number 14 of 2005 concerning "Teachers and Lecturers", has been formulated about teachers, namely "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training,

assessing, and evaluating students in early childhood education, formal education, basic education, and secondary education, (2005: 2). In the book "Systematic Teaching Techniques" it is stated that "in society, from the most backward to the most advanced, the teacher plays an important role. Almost without exception, the teacher is one of the main shapers of community candidates, (Amirul Hadi, et al., 2008: 1).

Based on the Law on Teachers and Lecturers (UU RI Number 14 of 2005: 3), it is explained that "professionalism is a job or activity carried out by a person and becomes a source of income for life that requires expertise, skills, or skills that meet certain quality standards or norms. and require professional education. A professional teacher is required to meet several minimum requirements, including having adequate professional education qualifications, having scientific competence according to the field he is engaged in, having good communication skills with his students, having a creative and productive spirit, having a work ethic and high commitment to the profession, and always carry out continuous self-development (continuous improvement) through professional organizations, the internet, books, seminars, and the like. Qualifications and competencies that must be possessed by teachers are further explained in Law No. 14 of 2005 concerning Teachers and Lecturers article 8, article 9 and article 10. Article 8 states that teachers are required to have academic qualifications, competencies, and educator certificates, be physically and mentally healthy and can realize the goals of national education. The academic qualifications as referred to in Article 8 are obtained through a higher education degree program or a four-diploma program. Teacher competence as referred to in Article 8 includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education, (2005: 7).

To achieve the goals of an educational institution equivalent to a State Senior High School (SMAN) it must have an educative learning program and professional teaching staff. The purpose of the institution is directed at the utilization of existing conditions so that students are able able to solve their problems and the problems faced with the resources available in their environment, so that education is not avoided by the community, but is sought for its benefits. Useful education is produced from good and quality resources from the teachers. Good performance is the embodiment of work done by teachers which are usually used as a basis for assessing teachers either on a team or organizational basis or individually, so efforts need to be made to improve performance. Improved teacher performance can be seen from a sense of satisfaction or pleasure with his work or profession. According to Keith Davis as quoted by Mangkunegara (2005: 67) the factors that affect performance are compensation, competence and motivation. These factors are said to have good performance if a person is satisfied with the results. Performance is an activity carried out to carry out, and complete tasks and responsibilities according to the expectations and goals that have been set. Teacher performance is the result of work that has been achieved by a teacher of Islamic Religious Education in an educational institution to achieve goals based on standardization or size and time that is adjusted to the type of work and in accordance with established norms and ethics. While the performance indicators of Islamic Religious Education teachers in carrying out their duties consist of planning, implementation, assessment or evaluation, relations with students, enrichment programs and remedial programs.

Competence is the capacity of an individual to perform various tasks in a job. Suitability with education and skills possessed in accordance with their competencies is also one of the determining factors in increasing job satisfaction and performance. Competence in the form of talents and interests possessed by Islamic Religious Education teachers, with the competencies possessed by Islamic Religious Education teachers can carry out and complete their teaching tasks well. The competence of Islamic Religious Education teachers can also be in the form of skills that need to be improved. These skills can be learned but require a strong dedication to learn the science that requires a positive mentality, motivation, time and sometimes money. For this reason, work competencies are needed to achieve organizational goals (schools) that can be achieved (Rahmantika, 2014: 71). Motivation is shown by supporting activities that lead to goals. Motivation from within a teacher of Islamic Religious Education can come from the need for intensive, appreciation, power, and recognition. Motivation from outside can come from family, coworkers or superiors. There are two types of motivation, namely positive motivation and negative motivation. Positive motivation is the process of influencing people by giving them the possibility of getting a reward while negative motivation is the process of influencing someone through the power of fear such as losing recognition, money or position. There are two forms of motivation, namely intrinsic motivation and extrinsic motivation (Herzberg's theory). Intrinsic motivation is the driving force of work that comes from within the worker in the form of awareness of the meaning of the work carried out. Extrinsic motivation is the driving force of work that comes from outside the worker's self in the form of a condition that requires carrying out the work to the fullest.

The performance of Islamic Religious Education teachers at the State Senior High School level in the Makassar City area is of good quality and quantity, as teachers, they carry out teaching tasks for their students such as making lesson plans and assessing student development. Community assessment is also very meaningful, they are trusted to teach and educate. The performance of Islamic Religious Education teachers is also assessed or monitored by the government, from teaching hours and teaching assignments. It is proven that every teacher already has a NIP (Employee Identification Number). NIP is given to all PNS Islamic Religious

Education teachers as an official Identity Number for identification purposes in various implementation of programs and activities related to Islamic religious education to improve the quality of Islamic Religious Education teachers. The performance of Islamic Religious Education teachers is not influenced by compensation factors alone, but by other factors such as competence. If seen from the average education they have met a good standard of competence. This is in accordance with their social competence. Their positive motivation as Islamic Religious Education teachers makes them like their work as teachers or teaching staff. Islamic Religious Education teachers at SMAN Makassar City are moved to work as teachers and feel proud when they fulfil their responsibilities as professional teachers. The performance of Islamic Religious Education teachers can be seen and measured based on the specifications or competency criteria that each teacher must possess. In relation to teacher performance, the behaviour in question is the teacher's activities in the learning process. With regard to teacher performance, (Law of the Republic of Indonesia No. 20 of 2003: 15) concerning the National Education System, Article 39 paragraph (2), states that educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training as well as conducting research and community service, especially for educators at universities.

Teachers' work performance standards in carrying out their professional duties, teachers are obliged to plan to learn, carry out quality learning processes and assess and evaluate learning outcomes. Teacher performance is teaching achievement that results from activities carried out by teachers in their main tasks and functions in a concrete realization which is a logical consequence as professionals in the field of education. Therefore, teacher performance is a description of the quality of work possessed by teachers and is manifested through mastery and application of teacher competencies. This view shows that performance is a description of mastery and application of teacher competence in actualizing their duties and roles as a teacher. Given the importance of teacher performance, a teacher must carry out his duties and responsibilities as an educator, therefore teacher performance must be built professionally through mastery of competencies that are treated in completing work. These competencies are used as a spirit for teachers in carrying out their performance as educators to the fullest. Professionalization of education personnel is something that is considered controversial, but it must be interpreted as a way to improve teacher performance. Teacher performance is an important element in education, but it is also a determinant of the high and low quality of education. Teacher performance is carried out by the teacher in carrying out the duties of a teacher as an educator. The quality of teacher performance is very decisive in the quality of educational outcomes because the teacher is the figure who most often interacts directly with students during the learning process.

Running the educational process requires good performance, so to determine the performance of Islamic Religious Education teachers, their performance is measured every year with teacher assessment indicators which are often called teacher performance assessments. The performance of a teacher is an important element in creating the quality of Islamic religious education in Indonesia. The higher the performance of Islamic Religious Education teachers, the higher their contribution to the field of education, especially Islamic Religious Education. At the end of each year, the performance of a teacher is assessed with a performance appraisal whose indicators have been set by the government. Teacher performance is created because it is supported by competence, motivation and creativity through the job satisfaction of a teacher who is interrelated in carrying out their duties. The results of researchers' observations at SMA Negeri in Makassar City obtained data that the competence of Islamic Religious Education teachers was not optimal, Islamic work ethic motivation was still lacking, and Islamic Religious Education teacher job satisfaction did not feel optimal. This condition is different from the results of previous research related to teacher competence conducted by Ningrum (2016) stating that competence affects teacher performance. The results of research related to motivational variables conducted by Widiastuti (2013) stated that motivation affects teacher performance. Competence, Islamic work ethic motivation, and job satisfaction affect the performance of Islamic Religious Education teachers. Based on the research context or the background of the problem above, the researcher conducted a research activity with the title "The Influence of Competence, Motivation, Islamic Work Ethic, on Job Satisfaction and Teacher Performance at SMA Negeri Makassar", with the problem "what is competence, motivation, Islamic work ethic, and job satisfaction of Islamic Religious Education teachers can affect the performance of Islamic Religious Education teachers in Makassar City Public Senior High Schools".

## **II. RESEARCH METHODS**

This study used a survey approach, an experimental approach, and a mixed approach. The survey approach according to Sugiono (2018: 27) is a quantitative research approach that is used to obtain data that has occurred in the past or present, about beliefs, opinions, characteristics, and behaviour of variable relationships and to test several hypotheses about sociological and psychological variables from the sample. taken from a certain population, data collection techniques with observations (interviews or questionnaires) that are not in-depth, and research results tend to be generated.

According to Sugiyono (2011: 7), research with an experimental approach is a study that seeks to find

the effect of certain variables on other variables under tightly controlled conditions. Mixed methods research is a research approach that combines or associates qualitative and quantitative forms, which are used to better understand the research problem by convergence (or triangulating) quantitative data in the form of numbers and qualitative data in the form of descriptive details.

In this study, the data analysis used was the Partial Least Square (PLS) approach. Partial Least Square (PLS) is a type of statistical analysis whose use is similar to the Structural Equation Model (SEM) in covariance analysis. Because it is similar to SEM, the basic framework in PLS used is based on linear regression. So what is in linear regression, is also in PLS. PLS is an alternative approach that shifts from a covariance-based SEM approach to a variance-based approach. Covariance-based SEM generally tests causality or theory. While PLS is a more predictive model. PLS is a powerful analytical method (Ghozali, 2011) because it is not based on many assumptions. For example, the data should be normally distributed, the sample should not be large. Besides can be used to confirm the theory. PLS can also be used to explain whether there is a relationship between latent variables. The format model defines latent variables as linear aggregates of the indicators. The weight estimate for creating the component score for the latent variable is obtained based on the specified inner model (structural model that connects latent variables) and outer model (measurement model, namely the relationship between indicators and their constructs). The result is the residual variance of the dependent variable.

### III. RESEARCH RESULTS

Testing the proposed hypothesis is done by testing the structural model (inner model) by looking at the path coefficients that describe coefficients parameter statistical significance value of t. The significance of the estimated parameters can provide information related to the relationship between research variables. The limit for rejecting and accepting the hypothesis proposed above is sig P Values < 0.05. The table below presents the output estimated structural.

Table 21.5 Hypothesis Testing Based on Part Coefficient

	Original sample (O)	Sample Mean (M)	Standard Deviation(STDEV)	T Statistics (O/STDEV)	P Value
Teacher Competence > Teacher Work Ethic	0.012	0.012	0.006	1.976	0.049
Teacher Motivation > Teacher Performance	0.376	0.376	0.148	2.533	0.012
Islamic Work Ethic > Performance Teacher	0.976	0.977	0.009	109.439	0.000
JobSatisfaction > Teacher Performance	0.474	0.488	0.149	3.303	0.002
Competence > Teacher Performance	0.026	0.024	0.008	3.202	0.001
Job Satisfaction > Teacher Performance	0.012	0.012	0.006	1.976	0.049
Competence > Islamic Work Ethic	0.976	0.977	0.009	109.439	0.000

Source: PLS Output, 2022

Based on the value of the inner weight consisting of teacher competence (X1), motivation (X2), and Islamic work ethic (X3), it can be seen partially its effect on job satisfaction (Y) and Islamic performance (Z).

#### Testing the first hypothesis (H1)

The first hypothesis states that there is a significant positive effect between teacher competence on teacher performance. Table 21.5 shows that the teacher competency variable has a significant level of 0.000, which is smaller than 0.05. The parameter coefficient value of +0.976 indicates that the effect given is positive on the dependent variable. This means that H1 is accepted so it can be said that teacher competence has a positive and significant effect on teacher performance.

### **The second hypothesis examiner (H2)**

The second hypothesis states that there is a positive and significant influence between teacher competence on teacher job satisfaction. Table 21.5 shows that the teacher competency variable has a significant level of 0.049, which is smaller than 0.05. The parameter coefficient value of +0.012 indicates that the effect given is positive on the dependent variable. This means that H2 is accepted so it can be said that the Islamic work ethic has a positive and significant effect on job satisfaction and teacher performance.

### **Testing the third hypothesis (H3)**

The third hypothesis states that there is a positive and significant influence between teacher competence on teacher work ethic. Table 21.5 shows that the Islamic work ethic variable has a significant level of 0.001 which is smaller than 0.05. The parameter coefficient value of +0.026 indicates that the effect given is positive on the dependent variable. This means that H3 can be said to be teacher competence and has a positive and significant effect on job satisfaction and teacher performance.

### **Testing the fourth hypothesis (H4)**

The fourth hypothesis states that there is a positive and significant effect between job satisfaction on teacher performance. Table 21.5 shows that the Islamic job satisfaction variable has a significant level of 0.002, which is smaller than 0.05. The parameter coefficient value of +0.474 indicates that the effect given is positive on the dependent variable. This means that H4 is accepted so it can be said that teacher job satisfaction has a positive and significant effect on teacher performance.

### **Testing the fifth hypothesis (H5)**

The fifth hypothesis states that there is a positive and significant influence of competence on Islamic work ethic. Table 21.5 shows that the teacher competency variable has a significant level of 0.012, which is smaller than 0.05. The parameter coefficient value of +0.376 indicates that the effect given is positive on the dependent variable. Therefore, H5 is accepted so that it can be said that competence has a positive and significant effect on Islamic work ethic.

## **IV. DISCUSSION OF RESEARCH RESULTS**

### **The Effect of Teacher Competence on the Performance of Islamic Religious Education Teachers**

Based on the results of hypothesis testing, it is proven that teacher competence has a positive and significant effect on teacher performance. The better the teacher's competence is applied, the more the teacher's performance will make the teacher's performance increase or become more professional. This means that Islamic Religious Education teachers have actualized their competence by carrying out the basics of teacher competence, namely fear of Allah SWT., trustworthiness, fairness, responsibility, deliberation and istiqarah, so that every will, ability, thought, idea, opinion, interests, concerns and others, which vary between individuals, are always valued and channelled for the common good, so that it will improve teacher performance. Teachers at SMA Negeri Makassar have actualized teacher competencies based on Islamic values well for students. The teacher as the leader in his class has now been brave in making decisions and implementing these decisions for the common good and is aware that every decision taken will be accounted for before Allah SWT.

### **The Effect of Motivation on the Performance of Islamic Religious Education Teachers**

The results of the hypothesis test show that the motivation variable has a positive and significant effect on the performance of Islamic Religious Education teachers at SMA Negeri Makassar. The better the motivation, the better the teacher's performance will be. Motivation is an impulse that gives birth to character traits or human habits in work that are based on Islamic beliefs or *aqidah* and are based on the Qur'an and al-Sunnah. Education has a very important role in all aspects of human life. This is because education affects human development. In contrast to other fields, such as architecture, economics and so on, which play a role in creating facilities and infrastructure for human interests. Education is more directly related to human formation. The success of human education cannot be separated from the environment as a social reality. Efforts to develop education at the pace of development are a must and natural. A necessity because education needs to develop itself to play a more role as education in and to develop human resources and the order of life.

### **The Influence of Islamic Work Ethic on the Performance of Islamic Religious Education Teachers**

The results of the hypothesis test show that the Islamic work ethic variable has a positive and significant effect on the performance of Islamic Religious Education teachers. The higher the ethos of Islamic Religious Education teachers, the performance will increase. Motivation plays an important role in humans, because no one will meet a need for us, and will not get what we want unless we try to achieve it ourselves. People who have a strong motivation in themselves always instil sincere intentions, and always work hard, good work according to Islam can be interpreted with a general meaning and a special meaning. Islamic work ethic can be interpreted as a person's encouragement to do something good in meeting personal needs and needs in general, both physical, psychological and social needs. So it can be concluded that SMA Negeri Makassar has been able

to meet the personal needs, physical needs, psychology and social needs of students and educators so that the Islamic work ethic can affect teacher performance and student learning activities.

#### **The Effect of Job Satisfaction on the Performance of Islamic Religious Education Teachers**

The results of the hypothesis test indicate that the job satisfaction variable has a positive and significant effect on the performance of Islamic Religious Education teachers. The better job satisfaction applied by the leader, the higher the performance of Islamic Religious Education teachers. The role of the leader in the perspective of job satisfaction is the existence of an acceptable value from the work that has been done by Islamic Religious Education teachers by all parties, both by the surrounding community, all school members, and superiors as the authorities in assessing the performance of an Islamic Religious Education teacher. . This explanation illustrates that leadership that guides or motivates their subordinates towards the goals set by clarifying the roles and demands of the task, can be classified as an effort that gives results and is accepted by all groups. Islamic Religious Education teachers at SMA Negeri Makassar in carrying out their duties sincerely based on their main duties as teachers in the field of Islamic Religious Education studies who are supported by behaviours that can truly be imitated and imitated, especially by students, so that Islamic Religious Education teachers are considered to have been able to lead students by good, by carrying out the basics of Islamic leadership, namely piety to Allah SWT, trustworthy, fair, responsible, conducting deliberation and istighasah, so that every will, will, ability, idea, opinion, interest and concern and others, which differ between individuals, always appreciated and distributed for the common good, so that all citizens of SMA Negeri in Makassar will be motivated to work.

#### **The Effect of Competence on the Islamic Work Ethic of Islamic Religious Education Teachers**

The results of the hypothesis test show that the competence variable has a positive and significant effect on the Islamic work ethic. The better the competence, the more Islamic work ethic will increase. The most dominant indicator in shaping the Islamic work ethic variable is the al-Mujahadah indicator or optimal hard work, then the al-Ihsan indicator or competition and help are arranged, the indicator looks at the value of favours, the al-Itqan indicator or stability and perfect, and perfect, and the last indicator is al-shalah or good, useful and compatible. Teachers who are active and have an Islamic work ethic are always confronted or even dynamically "accompanied" by various influencing factors, namely internal influences, namely psychic from the impulse of need with all its effects, seeking the meaning of work, frustration, factors that cause laziness and so on. External factors are physical factors that come from outside such as the natural environment and inanimate objects, social environment, culture, education, experience and training, political, economic, and work benefits, as well as promises and threats that come from religious teachings. The work ethic of Islam itself comes from the Qur'an and the hadith of the Prophet Muhammad, which teaches that by working hard to ask for forgiveness and replace it with righteous deeds caused by sin, Allah SWT will forgive him. And there is no better food than what he eats from his toil or toil. The Islamic work ethic provides a view of high dedication to working hard as an obligatory obligation. Then NuhidayahMasri said that "sufficient effort must be part of the work carried out both individually and collectively as an institution, which is part of the obligation of individuals or groups who work with a dedication that is no longer in doubt", (interview, 7 March 2022) ). People with an Islamic work ethic realize that the potential given to them can be related to divine attributes, which is a mandate that must be used as well as possible responsibly in accordance with the teachings of faith in Islam. From the verses of the Qur'an and the hadiths of the Prophet Muhammad, it is clear that not a few have ordered or taught Islam to be active and active at work. That is so that they also take advantage of the sunatullah in this world.

#### **The Effect of Islamic Work Motivation on Job Satisfaction of Islamic Religious Education Teachers**

The results of the hypothesis test indicate that the motivation variable has a positive and significant effect on the performance of Islamic Religious Education teachers through Islamic work motivation. The better the work motivation, both applied by the leadership and the Islamic Religious Education teachers themselves, the higher the work motivation of Islamic Religious Education teachers, so that it has an impact on improving the performance of Islamic Religious Education teachers themselves and other subject teachers in general. The role of leaders in providing and increasing the work motivation of Islamic Religious Education teachers is a leader's strategy to guide or motivate their subordinates towards the goals set by clarifying the roles and demands of the task so that stakeholders in carrying out their duties can complete them on time and as best as possible. In terms of Islamic teachings, it means that the leader is an activity to guide, guide, guide and show the way that is blessed by Allah SWT. This activity intends to develop the ability of teachers and all school stakeholders to do it themselves in the school environment where they work and serve, to seek the pleasure of Allah SWT.

#### **The Influence of Islamic Work Ethic on Job Satisfaction of Islamic Religious Education Teachers**

The results of the hypothesis test show that the Islamic work ethic variable has a positive and significant effect on the job satisfaction of Islamic Religious Education teachers through Islamic work ethic. The better the work ethic of a teacher, the more job satisfaction of Islamic Religious Education teachers will increase which will have an impact on improving teacher performance. Islamic work ethic and good performance satisfaction can also support the success of a school in achieving its goals. Because the Islamic work ethic and good job satisfaction with Islamic work motivation will create a high level of work productivity so that it can support educational success. Conversely, if the level of teacher performance decreases, it will hinder the school from

achieving its goals. Ability is also a behavioural dimension of expertise or excellence of someone who has a lot of knowledge, skills and attitude abilities in solving a problem. The ability to organize is also very necessary, especially to answer the demands of schools, where there are very fast changes, the development of increasingly complex and dynamic problems, and the uncertainty of the future in the order of people's lives. The Islamic work ethic is essentially part of the Islamic concept of humans because the work ethic is part of the process of human existence in a very broad and complex field of life. Work ethics are values that shape a person's personality at work. The work ethic is essentially shaped and influenced by the system adopted by a teacher in working as an educator and teacher. Which then forms the spirit that distinguishes them from one another. According to Yusuf when confirmed, he said that "Islamic work ethic is a personal reflection of a person at work, including for teachers who work by relying on their conceptual abilities that are creative and innovative", (interview, March 8, 2022).

### **The Influence of Competence on the Performance of Islamic Religious Education Teachers in Makassar City Senior High School**

In an organization, including the PAI KKG organization at every level and type of education, of course, it has a work program, one of the points of which is trying to improve the performance of its members, so that they look for ways to increase the competence of each teacher as a member of the organization to improve their performance. This becomes very important because competence as explained by the Islamic Religious Education teacher at SMA Negeri 5 Makassar Baharuddin that "competence is very urgent because it is one of the determining factors for the success of teachers in carrying out their duties and responsibilities as teachers", (interview, 9 April 2022). Primary data based on the results of the interviews above show that competence is an ability or ability to be active in carrying out or carrying out activities or tasks based on knowledge and skills supported by a creative work attitude which then gives birth to sincerity and ability to carry out their duties responsibly. In essence, teacher performance is closely related to the learning process which consists of two complementary activities, namely teaching activities (teachers) and learning activities (students). In learning activities, it is the teacher who plays the most role. Therefore, it is often said that the teacher as a class manager plays a very important role in creating a harmonious, effective, efficient and optimal learning atmosphere. That is why Jabal Rahman (interview, March 08, 2002) when confirmed, he stated that learning activities are very important to be built through harmonious communication to create interaction between teachers and students. From the results of the interviews above, it can be concluded that if a teacher can change students' attitudes in a broad sense and can develop students' awareness to learn, it means that the teacher has high performance. Therefore, the quality of education is never separated from the performance of teachers, who are part of the education system in schools.

### **The Effect of Motivation on the Performance of Islamic Religious Education Teachers in Makassar City Public High Schools**

The performance of Islamic Religious Education teachers at SMA Negeri Makassar City is an achievement achieved as a result of work as a teacher in carrying out the duties and responsibilities assigned to him, according to the authority and abilities possessed. The researcher's shutter looks similar to what Abd. Some (interview, February 8, 2022), that "the motivation that gives rise to performance for teachers is the activity of a teacher in carrying out his duties and obligations as a teacher and educator at the Makassar City Public High School". The results of interviews with Islamic Religious Education teachers at SMA Negeri Makassar above show that technically teacher performance is a teaching activity in the learning process, namely a teacher can carry out his service duties starting with planning learning activities, carrying out learning activities, and assessing student learning outcomes so that the learning process runs. effectively and efficiently. Therefore, the teacher can be measured from the implementation of the duties and responsibilities given to him in accordance with the provisions that have been set, besides the teacher's performance is born from the motivation he has and encourages the realization of optimal performance. According to Baharuddin, a teacher of Islamic Religious Education at SMA Negeri 5 Makassar City (interview, 9 April 2022) that teacher motivation is very influential or affects teacher performance so that the ability of teachers to carry out their duties well can realize the quality of teachers in carrying out their duties who can (1) cooperate with individual students, (2) learning preparation and planning, (3) being able to utilize learning media, (4) involving students in various learning experience activities, and (5) active leadership from the teacher. Understanding the meaning of competence must be accompanied by thinking in the scope of a broad concept.

### **The Influence of Islamic Work Ethic on the Performance of Islamic Religious Education Teachers in Makassar City Public High Schools**

In an interview conducted by the researcher on one of the Islamic Religious Education teachers at SMA Negeri Makassar, namely Nirwati Rauf, she told the researcher that: The Islamic work ethic is a person's paradigm towards work. Becoming a professional religious teacher must be based on a high work ethic because then Islamic religious teachers can carry out their duties as teachers properly and correctly. By having a work

ethic, the teacher will have a positive assessment of his performance or work so that his performance can be said to be successful. Work ethic can make a teacher place view work as an important thing in the existence of work. Therefore, someone will consider the work he does meaningful and useful for others, including students. With a high work ethic, someone will have perseverance and can be used as an important tool in realizing high performance, (interview, 7 March 2022). The birth of the high performance of Islamic Religious Education teachers at SMA Negeri Makassar illustrates that the work ethic of teachers is also high based on the competencies possessed by teachers, both pedagogic competence, personality competence, social competence, and professional competence. The integration of these four competencies illustrates that teacher performance will be more professional, resulting in high performance. Therefore, the Islamic work ethic has a significant and positive influence on teacher performance and has a strong relationship with teacher competencies. In other words, teacher competence gives birth to a work ethic which then results in high performance. So it can be concluded that teacher competence encourages the realization of a high teacher work ethic and gives birth to a significant and positive influence on teacher performance.

## **V. RESEARCH FINDINGS**

In this study, it was found data relating to teachers and their performance, that one of the most interesting things about Islamic teachings is the very high Islamic appreciation for teachers and their performance. This appreciation is so high that it places the position of the teacher at the same level as the position of the prophets and apostles. This award is certainly expected to be a positive asset for a teacher in improving their performance. The findings that researchers also found related to the efforts that must be made to improve teacher performance, namely honing their abilities through seminars, training, reading more books, mastering the material before teaching, and trying to improve their creativity. And the teacher must always carry out his duties as a teacher, namely planning to learn, implementing learning, assessing learning outcomes, and guiding and training students as well as possible to achieve national education goals. To improve teacher performance, it is recommended that teachers pay attention to their work ethic and culture as teachers so that psychologically teachers feel motivated and enthusiastic about completing their work. For this reason, teachers must remain motivated to be better at work and keep learning and practising their abilities.

Several important things will be factors that can improve teacher performance in carrying out their duties, namely (1) cooperative and helpful attitude; (2) cooperative and persuasive parents of students; (3) adequate facilities; (4) students' interest in school subjects; (5) polite students; (6) supervision helps; (7) the school is well organized; and (8) well-formulated policies from schools. From the results of interviews and observations, it was also found that management generally agrees that leadership is a process of influencing the activities of a person or group of people to achieve goals in certain situations. So, the leadership of a teacher, especially in the study room, can provide guidance and influence to students in carrying out their duties and obligations as a student. The realization of it all in principle is a manifestation of the teacher's attitude as a motivator which then gives birth to the principle of Islamic work ethic, Islamic performance, and the birth of job satisfaction.

### **Limitations of The Research**

Based on the researcher's direct experience in the research process, there were several limitations experienced and could be a number of factors to be paid more attention to, especially for future researchers to further refine their research because this research itself certainly has limitations that lead to the need for continuous improvement. and refined in the future.

Some of the limitations in this study, among others:

1. The number of respondents who are only 34 people, of course, is still not enough to describe the actual situation.
2. In the process of collecting data, the information provided by informants through interviews or interviews sometimes does not show the actual opinion of the respondent, this happens because sometimes there are differences in thoughts, assumptions and different understandings of each respondent.
3. This research was conducted in the Makassar area, where principally the Makassar State High School as a whole has different leadership competencies.

## **VI. Conclusion**

1. Teacher competence implemented by Islamic Religious Education teachers in Makassar State Senior High School has a positive and significant effect on the performance of Islamic Religious Education teachers.
2. Motivation has a positive and significant influence on the performance of Islamic Religious Education teachers at SMA Negeri Makassar.
3. The Islamic work ethic has a positive and significant influence on the performance of Islamic Religious Education teachers at SMA Negeri Makassar.

4. The effect of satisfaction that is implemented by Islamic Religious Education teachers in Makassar State High School has a positive and significant influence on the performance of Islamic Religious Education teachers in Makassar State Senior High School.
5. Teacher competence has a positive and significant influence on the work ethic of Islamic Religious Education teachers at SMA Negeri Makassar.
6. Islamic job satisfaction implemented at SMA Negeri Makassar has a positive and significant effect on the performance of Islamic Religious Education teachers through work motivation.
7. The competence of Islamic Religious Education teachers at SMA Negeri Makassar has a positive and significant effect on the performance ethos of their teachers through work motivation.
8. Teachers can change students' attitudes in a broad sense and can develop students' awareness to learn, meaning that teachers have high performance.
9. Teacher motivation has a positive and significant effect on teacher performance. The higher the work motivation of the teacher, the higher the teacher's performance to be able to give birth to quality education.
10. Teacher competence gives birth to a work ethic which then results in high performance. So it can be concluded that teacher competence encourages the realization of a high teacher work ethic and gives birth to a significant and positive influence on teacher performance.

## **VII. Suggestions**

1. In the teacher competency variable, the lowest indicator responded by respondents was having the spirit to move forward and the spirit of service. This is because SMA Negeri Makassar on average has a proud level of achievement.
2. In the work ethic variable, the lowest indicator responded to by respondents was al-shalah or good, useful and compatible, this is because Islamic religious teachers still have the status of voluntary (honorary) teachers although it is still recommended that Islamic religious teachers focus more on their work. in schools, to be able to provide added value for students to be of higher quality and achievement.
3. In the variable of work motivation, the lowest indicator responded by respondents was incentives. Therefore, it is suggested to SMA Negeri Makassar that the incentives received by religious teachers, especially for voluntary (honorary), can motivate them to work.
4. For the competence of Islamic Religious Education teachers at SMA Negeri Makassar to minimize miscommunication that sometimes occurs, it is recommended that relaxed dialogues, joint sports activities, joint tourism entertainment, and so on are held at all times.
5. It is hoped that all leaders or principals at SMA Negeri Makassar will continuously stimulate Islamic Religious Education teachers with the principle of a sense of belonging, which is to feel they have an institution so that their motivation is moved to provide services to students on time.
6. So that every Makassar State Senior High School principal continuously facilitates Islamic Religious Education teachers to take part in training, workshops to improve their skills and insights, including the mastery of Science and Technology.

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