

Islamic Work Behavior: Antecedent Variables and Impact on Elementary School Teacher's Performance in Banten

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ABSTRACT

Education requires optimal work behaviour and performance from teachers and schools. Islamic schools that are starting to develop a lot are also required to develop the quality of education, including from the aspect of education personnel. The aims of s study were 1) to analyse the effect of motivation and job satisfaction on the performance of elementary school teachers in Banten; 2) to analyse the effect direct and indirect of job satisfaction on the work behaviour and performance of elementary school teachers in Banten as well as to analyse the effect of behaviour Islamic work on the performance of elementary school teachers in Banten. The research design were a quantitative method. The population were elementary school teachers in the Banten area. The selected sample were 105 teachers. Analysis technique was path analysis. Based on the results of the study, it can be concluded as follows motivation and job satisfaction had a positive effect on teacher's Islamic behaviour and performance in elementary school teachers in Banten. Islamic behaviour of teachers in elementary school teachers in Banten had a positive effect on teacher performance in elementary school teachers in Banten. Motivation and job satisfaction had an indirect effect on the performance of elementary school teachers in Banten through Islamic behaviour.

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1. INTRODUCTION

Education is a means to develop and transfer science because education is an investment in the future nation, as well as a very basic basis for achieving the progress and success of a nation, because without education, civilisation will not change(Suryana, 2020). Education is the process of changing the attitude and behaviour of a person or group of people in an effort to mature humans through teaching and training efforts. One of the causes of the low quality of education in Indonesia is the component of teacher quality (Sari, Anjani, Farida, & Ramdhani, 2017; Sarmiento, Bradley, & Travassos, 2015; Widiaswara, Sri, & Asih, 2019). Education is very important in the age of

globalisation (Singh, 2019). The educational provisions that society has developed sufficiently are undeniable (Ghavifekr & Rosdy, 2015; Yaman, Saatçioğlu, & Karademir, 2020), and the community will be increasingly qualified and able to compete fiercely, as well as entering an era of fiercer and more intense competition in all aspects of life. National Education System, Law No. 20 of 2003, states: National education functions to develop capabilities and shape the character and civilisation of a nation with dignity to educate the nation's life, with the goal of developing the potential of students to become loyal and human. It is envisaged that teachers who work diligently will enhance the overall school performance, so fostering prosperity for all (Haigh, 2017; Hajisoteriou & Neophytou, 2022; Tuzlukova, Al Busaidi, & Burns, 2017). To reach all goals, it is vital to consider job satisfaction, the amount of work assigned, and how it affects performance. (Thus, by focusing on these three factors, the best academic quality will be achieved.

Teachers must have work performance and behaviour that is truly optimal for the school. Scientists regarding performance or achievement express various opinions (Wahyudi et al., 2022). Epistemologically, performance comes from the word performance or means work performance. Performance or work performance or performance is the desired result of behaviour. Work performance is a person's ability to achieve better/more prominent work results towards achieving school goals (Mangkunegara, 2015). Performance or work performance is the result of the work of people in quality and quantity achieved by a teacher in carrying out his duties by the responsibilities given to him within a specified period (Yuliani, Harun, & Yusrizal, 2022). Based on this opinion, it can be said that performance is a description of the level of achievement of the implementation of an activity/program/policy in realising the goals, objectives, vision and mission of the school contained in the formulation of an organisation's strategic scheme. In general, it can also be said that performance is an achievement that can be achieved by a school within a certain period.

This conforms to the performance notion, which includes the following three components: personal performance, collective performance, and institutional performance. When used as a performance indicator, instructors' observance of Islamic work ethics can reveal whether they are meeting their duties and how willing they are to think beyond the box. The actions taken at work can help students succeed in school by sparking interest in extracurriculars (Yuliani et al., 2022). Good teachers (good citizens) tend to display work behaviour in their work environment, so schools will be better with good teacher behaviour. Teaching in a way that encourages students to do their best is essential if the school as a whole is to succeed. The organisation requires both in-role and out-of-role behaviour from its educators. An individual's actions while at work contribute to the organisation's overall success. The definition of work behaviour emphasises the attitude taken by workers to determine what will be done in the workplace, while the condition of people in the work environment can actualise themselves through attitudes in work is the focus. It follows that Islamic workplace behaviour is best understood as an individual's pursuit of self-actualisation through work attitudes in a setting where those values are emphasised and respected (Hasanah & Kosim, 2021; Indiati, Supandi, Ariyanto, & Kusumaningsih, 2021; Zakaria, Mistima Maat, & Khalid, 2019).

Teacher job satisfaction in an educational institution is very important to note. Job satisfaction is the expectation of each teacher, but many factors cause job satisfaction not to be fulfilled in implementing teachers as teachers and educators. Reveals extrinsic motivation given to workers in an organisation significantly affects the workers' performance (Elvina & Chao, 2019). On the bases of these findings, employers are continually challenged to develop pay policies and procedures that will enable them to attract, motivate, retain and satisfy their employees. Motivation and job satisfaction significantly affected the performance of Private Madrasahs in Maros Regency. That is, work motivation must be increased so that it can affect teacher performance. If job satisfaction is increased, the motivation of teachers to work must be increased. Together, motivation and job satisfaction have a significant effect on teacher performance in Maros district (Nur, Rahman, & Musdalifa, 2019)

Work motivation is a key factor influencing productivity. Behavior and productivity on the job can benefit from a little inspiration. When workers are inspired to do their best, they become more

productive overall. In order to achieve the company's organisational goals, employees need to be motivated to do their best, and this motivation comes from within. As of the year 2021 (Anisya) If an employee is highly motivated, he will give his all in service of the company's goals and objectives. An individual's motivation comes from within, and it's this desire that drives them to take action. Motivation can also be understood as the effort put forth by an individual to achieve an end, such as the completion of a task they are eager to carry out. Motivation is the inner drive that propels an individual to make the most of their time, energy, and resources in the organisation's service. Motivation is the arousal of an individual's intrinsic desire to cooperate and produce an outcome that benefits everyone involved (Batson, 2022; Malone & Lepper, 1983; Widarko & Anwarodin, 2022). From these various definitions, we can deduce that "work motivation" refers to an incentive or inspiration that propels individuals or teams forward toward their objectives. (Anisya, 2021).

In addition, factors that can shape Islamic work behaviour, one of the most important is job satisfaction. The statement is very logical that job satisfaction is the main determinant of teacher work behaviour (Robbins dan Coulter, 2018). Satisfied teachers are more likely to speak positively about school, help coworkers, and make employees' job performance exceed normal estimates. Moreover, satisfied teachers may be more obedient to the call of duty because employees want to repeat positive employee experiences. Job satisfaction has a significant effect on behaviour affecting perceptions of service quality. There is increasing evidence that work behaviour is positively related to individual, group, and school performance (Thahir et al., 2021).

Job satisfaction positively affects the work behaviour of young teachers under 35 years of age. Job satisfaction has a significant effect on work behaviour. However, there are still differences in the results of research conducted to examine the relationship between job satisfaction and work behaviour, (Yuliani et al., 2022) found that job satisfaction has no effect on altruism and compliance, dimensions of work behaviour. (Anisya, 2021) the explained study is to find the effect of motivation on employee performance through employee satisfaction at the tax office in Surakarta. The result of the research shows that motivation is influential in the satisfaction of employees motivation does not affect the performance of employees. Satisfaction work influential on the performance of employees, and motivation is influential on the performance of employees through satisfaction work employees in the Pratama Surakarta tax service office.

Therefore, this research is needed to examine the relationship between job satisfaction and work behaviour. The study of Islamic work behaviour grounded in Islamic teachings is a new contribution to the literature on religion and work. This study is predicated on the idea that Islamic ethics in the workplace are of paramount relevance. For educators, in particular, exhibiting work behaviour according to Islamic religious advice is the foundation for rising to higher levels of achievement. Factors like motivation and job satisfaction can influence workplace behaviour, as suggested by the description, various empirical research, and real phenomena. In light of this, researchers in Banten set out to analyse the impact of Islamic work ethics on the productivity of elementary school teachers.

2. METHODS

This study uses a quantitative method, which means that it uses numbers to show what it found. This kind of research is called "explanatory research" or "confirmatory research." It is research that explains the cause and effect and looks at the relationship between several variables or "hypotheses." This study was done with teachers at elementary schools in Banten. Elementary School teachers in Banten were chosen as the object of study because the problems studied in the pesantren are relevant. Also, the location is close to the researcher's home, so it is easy to get to and can be more effective. The study took place from June to October 2021, for a total of 6 months. All of the people in this study, up to 105 of them, were elementary school teachers in Banten. If the number of people is small, this method is used. Census is another word for saturated sampling. A group of 105 people to study. Path analysis is the method used to look at the data. The path coefficient is found by making a structural equation from the data, which is the path equation.

3. FINDINGS AND DISCUSSION

This research was conducted on elementary school teachers in Banten. The results of the characteristics of the respondents obtained that the research respondents who were elementary school teachers in Banten based on the general education level, 75% were S1 graduates while 25% were S2 graduates. The distribution of respondents from the aspect of gender is generally 65% of respondents are female and 35% are male. Based on the results of research on 105 elementary school teachers in Banten, it can be explained by the results of data analysis. The initial results of the data normality test are described in Table 1 below.

Table 1. Data Normality Test with Kolmogorov-Smirnov

No	Variable	KS Z*	Asym-2 tailed	Information
1	Motivation	1.131	0.110	Normal distribution
2	Job satisfaction	1.321	0.120	Normal distribution
3	Islamic Behavior	1,429	0.212	Normal distribution
4	Performance	1,210	0.145	Normal distribution

Information :

* KS Z :Kolmogorov-Smirnov test

Table 1 shows that the research variables are normally distributed. It appears that the results of the Kolmogorov-Smirnov Test have shown a normal distribution for all variables (significance value > 0.05). After testing the research instrument, then testing the assumptions to see if the prerequisites needed for path modelling can be met. Prerequisites that must be carried out include a normality test, multicollinearity tests, and outliers tests. The model resulting from the path analysis must meet the normality assumptions carried out on the sample using the graph plot described in Figure 1 below.

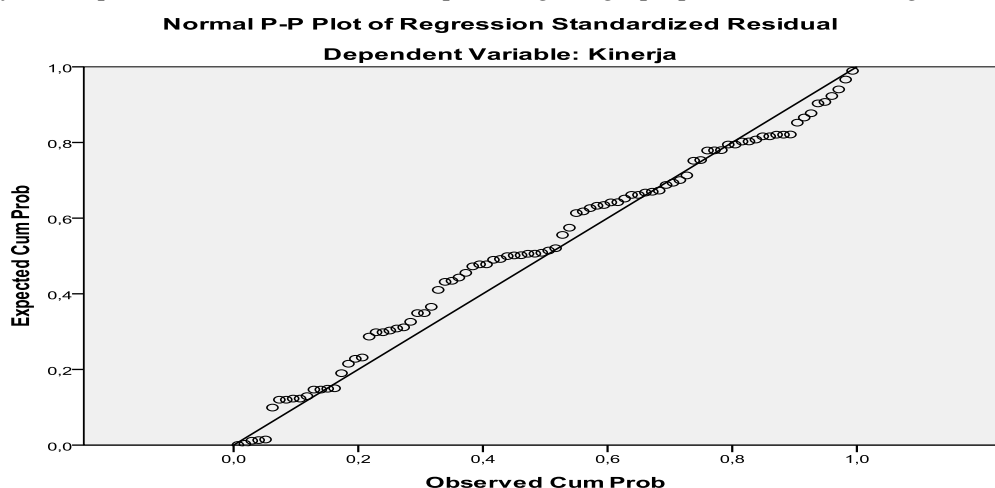


Figure 1. The results of e normality assumption of the model

Figure 1 shows that the regression model can meet the assumption of normality. This is shown by the way the data points are spread out around the diagonal line and move in the same direction as the diagonal line. This means that the model meets the assumption of normality. Multicollinearity means that two independent variables are related to each other, showing that there is more than one significant linear relationship. If the correlation coefficient of the variable in question is outside of the

critical value, then the correlation coefficient is significant, and multicollinearity happens. If the correlation coefficient is within the acceptable range, it is not significant, and there is no multicollinearity.

Table 2. Multicollinearity Test Results

Test	Variable	VIF value	Information
Islamic Behavior	Motivation	1.136	No Multicollinearity
	Job satisfaction	1.029	No Multicollinearity
Performance	Motivation	1.117	No Multicollinearity
	Job satisfaction	1,741	No Multicollinearity
		1,724	No Multicollinearity

Based on the results of the Collinearity Statistics analysis, it is known that there is no multicollinearity in the model. This can be seen in Table 2, where the VIF value of each variable is less than 5. The test results on the graph show that the data distribution does not form a certain line or is random. This means that the independent variable does not form heteroscedasticity.

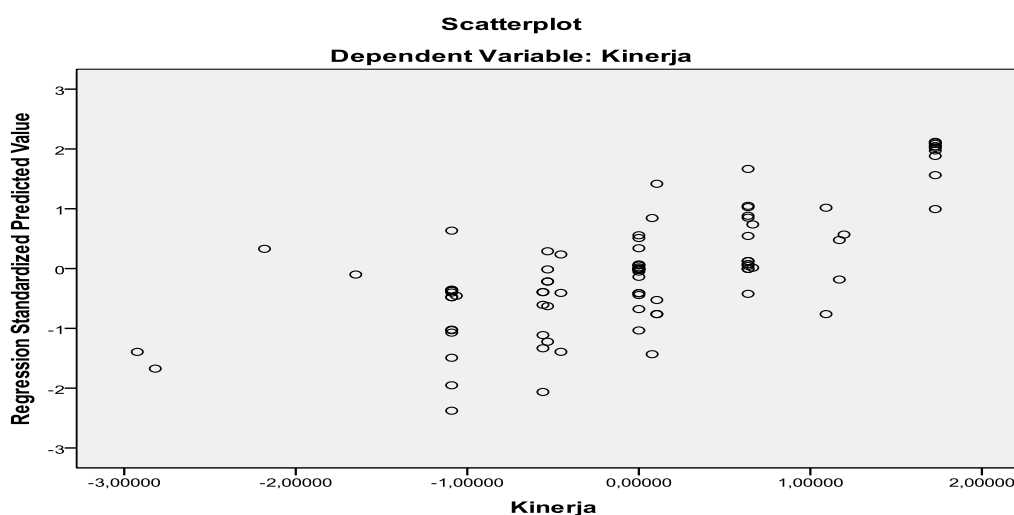


Figure 2. Heteroscedasticity Test Results

The test in this study was conducted by comparing the value of the Durbin-Watson test with the Durbin-Watson test table. The value of the Durbin-Watson table for $n = 90$ and $k = 2$ at the level of significant 5% obtained the value of d_L of 1.634 and the value of d_U of 1.903, while the value of the Durbin-Watson table for $n = 90$ and $k = 3$ at the level of significant 5% obtained the value d_L of 1.613 and the value of d_U of 1,736. Based on the results of the Durbin-Watson (d) test, the value of 1.924 was obtained. Based on the autocorrelation test that has been carried out, it can be seen that the empirical model built has met the assumptions based on the criteria, namely H_0 will be accepted if $d_U < d < 4 - d_U$ or $(1,715 < 1,924 < 2,285 \text{ and } 1)$. So it can be concluded that there is no autocorrelation between independent variables.

Path analysis is used in this section to describe each path in the model section. Each tested path shows how motivation, organisational culture, and job satisfaction affect the performance of elementary school teachers in Banten, both directly and indirectly. Whether or not each path is

significant will answer whether the proposed hypothesis is accepted or rejected. The path coefficient values can be seen in Table 3 below.

Table 3 Path Analysis Results

Variable		B	tcount	Sig.	Information
Islamic Behavior	Constant	0.316	0.000	1,000	Significant
	Motivation	0.566	6,935	0.000	Significant
	Job satisfaction	0.036	3,458	0.048	Significant
Performance	Constant	0.423	,000	1,000	Significant
	Motivation	0.564	6,836	0.000	Significant
	Job satisfaction	0.014	3,135	0.039	Significant
	Islamic Behavior	0.035	3,345	0.037	Significant

Based on the results of the path coefficient, the following equation can be made.

$$Z = 0.316 + 0.566X_1 + 0.036X_2 + e$$

$$Y = 0.423 + 0.564X_1 + 0.014X_2 + 0.035Z + e$$

a. The Effect of Motivational Variable (X1) on Islamic Behavior (Z)

Based on Table 3, it can be seen that for testing the motivational variable on Islamic behaviour, the beta (β) value is 0.566 with an -value of 0.000. Because the value of -value is smaller than ($0.000 < 0.05$), then H_0 is rejected. Thus there is a positive and significant effect of motivation on Islamic behaviour.

b. The Effect of Job Satisfaction Variable (X2) on Islamic Behavior (Z)

Table 3 shows that for testing the variable job satisfaction on Islamic behaviour, a beta (β) value of 0.036 is obtained with an -value of 0.048. Because the -value is smaller than ($0.048 < 0.05$), then H_0 is rejected. Thus there is a positive and significant effect of job satisfaction on Islamic behaviour.

c. The Effect of Motivation Variable (X1) on Performance (Y)

Table 3 shows that for testing the motivational variable on performance, the beta (β) value is 0.564 with an -value of 0.000. Because the value of -value is smaller than ($0.000 < 0.05$), then H_0 is rejected. Thus there is a positive and significant effect of motivation on performance.

d. The Effect of Job Satisfaction Variable (X2) on Performance (Y)

Table 3 shows that for testing the job satisfaction variable on performance, the beta (β) value is 0.014 with an -value of 0.039. Because the -value is smaller than ($0.039 < 0.05$), then H_0 is rejected. Thus there is a positive and significant effect of job satisfaction on performance.

e. The Effect of Islamic Behavior Variables (Z) on Performance (Y)

Table 3 shows that for testing the Islamic Behavior variable on performance, a beta (β) value of 0.037 is obtained with an -value of 0.037. Because the value of -value is smaller than ($0.037 < 0.05$), then H_0 is rejected. Thus there is a positive and significant effect of Islamic behaviour on performance.

This section describes the calculation of the effect of work environment variables consisting of motivation (X1), organisational culture (X2) and job satisfaction (X3) that have direct and indirect effects on performance (Y) through the intervening variable Islamic Behavior (Z). Trimming theory is applied if there is an insignificant path, namely by eliminating or deleting the insignificant path. Then, with the new structure's results, recalculated each path coefficient (path coefficient). The following is the calculation of the path coefficient hypothesis:

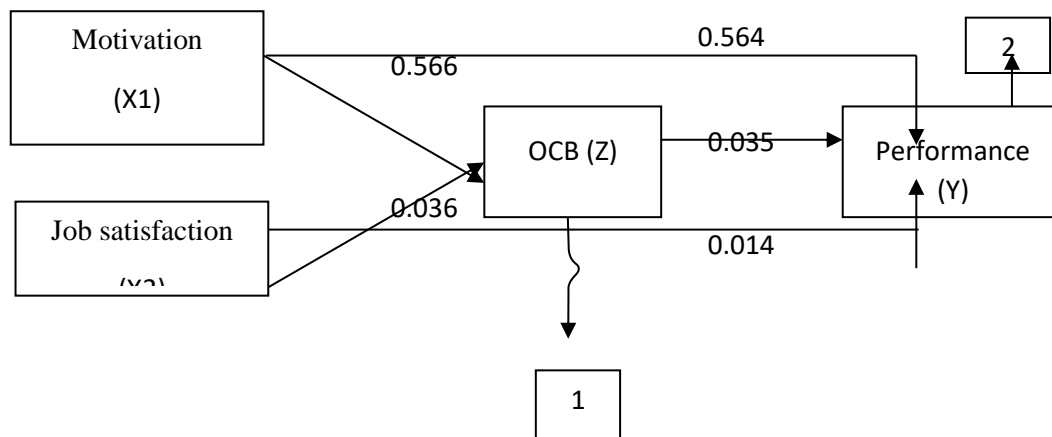


Figure 3. Path Analysis Results

- 1) Effect of X1 on Z
 Direct; $X1 \rightarrow Z = (0.566) = 0.566$
 Indirect; There isn't any
 Total effect; 0.566 or 56.6%
- 2) Effect of X2 on Z
 Direct; $X2 \rightarrow Z = (0.289) = 0.036$
 Indirect; There isn't any
 Total effect; 0.036 or 3.6%
- 3) Effect of Z on Y
 Direct; $Z \rightarrow Y = (0.035) = 0.035$
 Indirect: There isn't any
 Total effect; 0.035 or 3.5%
- 4) Effect of X1 on Y
 Direct; $X1 \rightarrow Y = (0.564) = 0.564$
 Indirect; $X1 \rightarrow Z \rightarrow Y = (0.566)(0.035) = 0.019$
 Total Effect; $0.564 + 0.019 = 0.583$ or 58.3%
- 5) Effect of X3 on Y
 Direct; $X2 \rightarrow Y = (0.014) = 0.014$
 Indirect; $X2 \rightarrow Z \rightarrow Y = (0.014).(0.035) = 0.0004$
 Total Effect: $0.014 + 0.0004 = 0.014$ or 1.4%

Based on the path coefficient calculation results in the attachment, it appears that the total effect of the motivational variable (X1) on performance (Y) is 58.3%, with details of the direct effect of 56.4% and the indirect effect of 1.9%. The total effect of the job satisfaction variable (X3) on performance (Y) is 1.4%, with details of the direct effect of 1.4% and the indirect effect of 0.4%. It shows that motivation, organisational culture and job satisfaction affect performance through Islamic behaviour.

Based on the above calculation, the independent variable that has the strongest effect on the Islamic Behavior variable (Z) is the motivation variable (X1), which is 56.6%. At the same time, the independent variable that has the strongest effect on the performance variable (Y) is the motivation variable (X1), which is 56.6%. And the independent variable that has the strongest effect on the performance variable (Y) through the Islamic behaviour intervening variable (Z) is the motivation variable (X1), which is 56.6%. The summary of the results of hypothesis testing is presented in Table 4; from the table, it is known that not all hypotheses in this study; there are six hypotheses accepted.

Table 4. Summary of Hypothesis Testing Results

No	Information	Hypothesis	Test result
1	Motivation affects Islamic behavior	Hypothesis 1	Positive and significant
2	Job satisfaction affects Islamic behaviour	Hypothesis 3	Positive and significant
3	Motivation affects performance	Hypothesis 4	Positive and significant
4	Job satisfaction affects performance	Hypothesis 6	Positive and significant
5	Islamic behaviour affects performance	Hypothesis 7	Positive and significant

Table 4 shows that the direct effect of motivation on teacher performance has the largest path coefficient value when compared to the path coefficient of the direct effect of motivation on teacher performance and the indirect effect of motivation on teacher performance.

Discussion

In an organisation, it is important to look at factors like motivation, job satisfaction, Islamic behaviour, and teacher performance. This is because many studies have shown that organisational culture and teacher job satisfaction are linked to better teacher performance. Based on the analysis of the previous data, it is clear that the Islamic behaviour of teachers and their performance as elementary school teachers in Banten are affected by factors like motivation and job satisfaction. The answers that respondents gave about factors like motivation, job satisfaction, Islamic behaviour, and the performance of elementary school teachers in Banten also support these results. In the following sub-chapters, the results of the study are talked about:

A. The Effect of Motivational Factors and Job Satisfaction on Islamic Behavior

The Effect of Motivational Factors on Teacher's Islamic Behavior

Motivation refers to any internal drive that encourages or prompts observant Muslim behaviour. The route analysis value suggests that inspiration significantly affects Muslim behaviour. Based on the results of this study, primary school teachers in Banten are much more likely to follow Islamic principles after being exposed to a motivating factor. This supports the first hypothesis, which posited that a person's level of motivation has a crucial role in shaping his or her Islamic behaviour. Teachers' perceptions of their motivation to act Islamically are found to substantially impact their actual behaviour. This is so because excellent performance from elementary school teachers in Banten will be the direct result of the province's motivational initiatives.

Various jobs for all forms of work and the suitability of teachers in executing these jobs explain the adoption of elementary school teachers' research results in Banten. It means that Islamic behaviour might vary depending on the motivations of the individual. Elementary school instructors in Banten are able to develop outcomes on their students' products because of the extensive laboratory work they do in the field of shrimp hatchery.

The results of this study are consistent with the research (Elvina & Chao, 2019) that teachers' Islamic conduct in the classroom is highly impacted by their level of motivation. Ability, skill, and task completion of this type will have a favourable impact on workplace Islamic behaviour. While this study confirms the influence of company bureaucracy on employee motivation, it finds that it is distinct from Islamic teacher behaviour, which depends on the actions of each individual educator.

The Effect of Job Satisfaction Factors on Teacher's Islamic Behavior

A leader with high levels of job satisfaction will see his or her employees in a positive light, giving the impression that the leader is a good source of encouragement and motivation for the staff. When a manager is dissatisfied with his work, he pays less attention to his staff. Also, the relevant superior will hold a negative view of his subordinates, and the subordinates will hold little esteem for and trust of their superiors. The value calculated by the route analysis shows that job satisfaction has a sizable effect on observance of Islamic law. This research shows that elementary school teachers' levels of job satisfaction have a statistically significant effect on whether or not they behave Islamically in the classroom. The first hypothesis is confirmed; job satisfaction significantly affects Muslim conduct.

Responses from respondents back up these findings and show a strong link between how happy teachers are with their jobs and how much they practise Islam in the classroom. This is because teachers would work harder if the plan to make Banten's primary school teachers happier at work is successful. The results of this study back up those of (Nur et al., 2019), which found that how happy teachers are at work greatly affects how well they follow Islamic principles at work. The ability, skill, and ability to finish tasks of this type will be good for Islamic behaviour at work. Organisational support can make the link between job satisfaction and Islamic behaviour stronger or weaker (Thahir et al., 2021). This suggests that job satisfaction has a big effect on Islamic behaviour.

This study's findings can be understood in light of the fact that most respondents have been working for longer than their service bond requires, and many of them are still employed in the field today; this suggests that elementary school teachers in Banten generally enjoy their work and see no reason to leave their current position. There are a lot of long-tenured elementary school teachers in Banten, and that's probably because they enjoy their profession and want to see more Islamic values taught in their classrooms. This is supported by the evaluation results, which show that most respondents agree that the leadership at elementary schools in Banten always gives detailed directions related to teacher duties that must be carried out by Elementary School teachers in Banten as implementing elements to minimise the number of mistakes made. Work tasks, pay, career advancement prospects, bosses, and coworkers were all included in this analysis of job satisfaction.

Findings indicate that elementary school teachers in Banten are generally happy with their jobs, with the highest levels of satisfaction reported for pay and benefits, the lowest for advancement prospects, and the middle for working conditions. The results of this study show that elementary school teachers in Banten are generally content with their jobs and their working conditions, with the highest levels of satisfaction reported for the indicator measuring the quality of supervision provided and the lowest levels of satisfaction recorded for those measuring job advancement prospects, coworker relationships, and job satisfaction. Elementary school teachers in Banten, Indonesia, reported high levels of satisfaction with the supervision indication and low levels of satisfaction with the assessment of salaries, according to the results of a survey conducted to gauge teachers' attitudes toward various aspects of their jobs. Primary school teachers in Banten report high levels of job satisfaction due to their positive expectations being met in many different areas. As a result, elementary school teachers in Banten are more likely to model behaviour consistent with Islamic teachings.

This finding is in line with the Gap theory by (Luthans & Youssef-Morgan, 2017), which states that job satisfaction encourages the emergence of Islamic behaviour because satisfied employees will talk a lot about the organisation, help other individuals and have good behaviour. Likewise, with the consistency of the gap theory where each individual has a desire for various things that are not accepted in reality as expected or not. Individual satisfaction and dissatisfaction are the difference or gap between expectations and reality experienced (Yuliani et al., 2022). The job satisfaction of elementary school teachers in Banten in measuring their attitudes (affective attitudes) towards work, work supervision, remuneration, salary, teamwork, work environment and the implementation of promotions.

Social exchange theory also backs up the results of the study. This theory says that when teachers are happy with their jobs, they will act in ways that are consistent with Islam. Based on the gap theory and the social exchange theory, the fact that elementary school teachers in Banten are happy with their jobs means that people think the teachers are good enough to make people act more Islamically. This is why the teacher doesn't run into problems with getting a promotion, being unhappy with the teacher's supervision system, trusting the leader, and getting along well with coworkers (leaders). Elementary school teachers in Banten act more Islamically when they are happy with their jobs. The leaders paid attention to how the respondents saw their chances of being promoted and given more responsibility. So, leaders are expected to pay attention and evaluate teacher performance in a fair, honest, and objective way, especially when it comes to opportunities for promotion and supervision. In the end, a person's effort at work will have a lot to do with how satisfied they are with their job.

When teachers are displeased with their jobs, they tend to act less than their best, not try to do things as well as they can, and rarely put in extra time and effort to do their work. On the other hand, if elementary school teachers are happy with their jobs, they will be better at their jobs especially when it comes to opportunities for promotion and surveillance. In the end, a person's effort at work will have a lot to do with how satisfied they are with their job. When teachers are unhappy with their jobs, they tend to act less than their best, not try to do things as well as they can, and rarely put in extra time and effort to do their work. On the other hand, if elementary school teachers are happy with their jobs, they will be better at their jobs. Especially when it comes to opportunities for promotion and surveillance. In the end, a person's effort at work will have a lot to do with how satisfied they are with their job. When teachers are unhappy with their jobs, they tend to act less than their best, not try to do things as well as they can, and rarely put in extra time and effort to do their work. On the other hand, if elementary school teachers are happy with their jobs, they will be better at their jobs. They rarely take the time and effort to do their jobs better. On the other hand, if elementary school teachers are happy with their jobs, they will be better at their jobs. and doesn't usually take the time or make an extra effort to do his job well. On the other hand, if elementary school teachers are happy with their jobs, they will be better at their jobs.

Elementary school teachers in Banten are more likely to speak positively about the organisation, help coworkers, and make their job performance exceed normal expectations, moreover, satisfied teachers may be more obedient to the call of duty because they want to repeat positive experiences. Elementary school teachers' satisfaction in Banten is due to the large salaries and allowances after teacher remuneration, which is later expected to be able to improve teacher welfare and form appreciation for teachers. The fact is that the leadership at elementary school teachers in Banten conducts direct and sudden supervision of elementary school teachers in Banten and provides detailed description directions related to the work of teachers to be carried out to prevent elementary school teachers in Banten as implementers from mistakes and with the existence of With good supervision, the leadership of elementary school teachers in Banten can objectively assess the performance of members who provide fairness in evaluating the performance of elementary school teachers in Banten which gives satisfaction to members of elementary school teachers in Banten. In terms of salary issues, it is indeed a policy from the foundation that has the authority to determine salary problems,

The analysis of how the answers about Islamic behaviour were spread out shows that elementary school teachers in Banten have very strong Islamic behaviour. The values and rules of Islam can be used as a guide for how teachers do their jobs. According to the results of Islamic Behavior, teachers in elementary schools in Banten put the success of their students first and get along well with their coworkers to keep the classroom as quiet as possible. Teachers who do well in this area put their students' needs ahead of their own. "Teacher added value" is a term for teachers' positive, constructive, and meaningful social behaviours, all of which are examples of prosocial behaviour.

B. The Effect of Motivation Factors and Job Satisfaction on Teacher Performance

The Effect of Motivational Factors on Teacher Performance

The path analysis result shows that motivation greatly affects how much work gets done. This study's results show a direct link between how motivated teachers are and how well their students do in Banten, Indonesia. This backs up the first theory, which said that a person's motivation level greatly affects how much they got done. The evaluation results show a link between how motivated a teacher thinks they are and how effective they are in the classroom. This is because intrinsic motivation, which can be measured by things like how important the task is and how much the student identifies with it, as well as how different the student's skills are from those of the teacher, has a positive effect on results.

The research results on job characteristics are reflected in the different kinds of work that elementary school teachers in Banten do in hatchery, innovation, and other areas. Having different traits will make it possible for the teacher to act in an Islamic way. In the field of seedlings, for example, Islamic behaviour that is more thorough and able to create new products is more common than in other parts of the job. The results of this study agree with those of Nur et al. (2019), who found that teachers' motivation has a big effect on how well they do their jobs. Ability, skill, and how well a task is done will be able to affect work performance in a good way.

The Effect of Job Satisfaction Factors on Teacher Performance

With high levels of job satisfaction, a manager will have a favourable opinion of his employees, causing them to believe that he provides a great deal of support and incentive. If job satisfaction is low, a supervisor will pay less attention to his employees. In addition, the relevant superior will have an unfavourable opinion of his subordinates, and his subordinates will lack respect and trust for their superiors.

Based on the calculated value of the path analysis, job satisfaction has a big effect on performance. In this study, it's clear that the job satisfaction factor has a direct effect on how well elementary school teachers in Banten do their jobs. This effect is shown to be significant. This proves the first hypothesis, which says that being happy at work has a big effect on how well you do your job. The results of the respondent's evaluation show that teachers are happy with their jobs and that job satisfaction has a big effect on how well teachers do their jobs. This is because elementary school teachers in Banten are happy with their jobs, which leads to good performance by teachers. The results of this study agree with research by Thahir et al. (2021), which found that job satisfaction has a big effect on how well teachers do their jobs.

The Effect of Islamic Behavior on Teacher Performance

A person's behaviour at work is considered to be Islamic if it reflects his or her own values and goes beyond what is required by the job. They are often called actions that go beyond what the task calls for. Since it was first studied almost twenty years ago, there has been a lot of research on Islamic behaviour. Most research on Islamic behaviour has looked at how Islamic behaviour affects the performance of individuals and organisations. Researchers found that the way elementary school teachers in Banten behaved had a positive and significant effect on how well they did their jobs. This means that elementary school teachers in Banten will be judged in part on how they act in the classroom. This is because the teacher has a lot of rules that make it hard for the organisation to work and is very sensitive to colleagues who need help. This is work behaviour that has nothing to do with his formal duties because he is only doing it to get praise or money and make the organisation work better.

Islamic behaviour that is reflective of a primary school teacher's work in Banten includes preexisting laws and regulations that serve as the basis for teachers' actions. By performing the teacher's assignment in accordance with preexisting guidelines, demonstrates the efficacy of Islamic behaviour. This study's findings are in line with those of (Yuliani et al., 2022), who define "Islamic

behaviour" as that of "invisible" teachers, who go above and beyond the norms established by the organisation and ultimately help the business.

The Indirect Effect of Motivational Factors on Teacher Performance

Elementary school instructors in Banten, Indonesia, respond to motivation in a roundabout way: by changing their Islamic behaviour. This demonstrates that a rise in motivation will lead to an increase in Islamic behaviour, which in turn will lead to improved performance. The evaluation results reveal that a positive correlation exists between a teacher's self-perceived levels of motivation and their level of effectiveness in the classroom. Elementary school instructors in Banten have certain qualities that will improve with the right kind of incentive, and this is why indirect impact is put into practise there. Let's say we're talking about a nursery school teacher whose profession involves extreme creativity and attention to detail. The educator's performance in terms of coming up with new methods to use in the classroom's hatchery will improve as a result of the increase in the educator's Islamic behaviour. The findings of this study corroborate those of (Elvina & Chao, 2019), which found that instructors' motivation has a substantial impact on their productivity in the classroom. Work performance can be improved by having the right kind of ability, skill, and task satisfaction.

The Indirect Effect of Job Satisfaction Factors on Teacher Performance

The calculated value from the path analysis shows that job happiness affects performance indirectly. This research shows that primary school teachers' levels of job satisfaction in Banten have a significant indirect effect on their students' academic outcomes thanks to their Islamic behavioural attitudes and practises. According to the evaluations of the respondents, teachers' job happiness has a major impact on their effectiveness in the classroom. This is due to the fact that if the initiative to improve primary school teachers' job happiness in Banten is successfully implemented, it would result in increased productivity on the part of teachers. The findings of this study corroborate those of Elvina and Chao (2019) and Nur and colleagues (2019) in finding that teachers' levels of job satisfaction have a substantial impact on their productivity on the job.

4. CONCLUSION

The findings of this study indicated that elementary school teachers in Banten benefited from increased Islamic observance and performance when they were more motivated and satisfied with their work. Teachers' increased effectiveness in the classroom was correlated with an increase in Islamic behaviour among Banten's primary school teachers. Effects of Islamic behaviour on elementary school teachers' motivation and job satisfaction in Banten. One disadvantage of this study is that it only measures two aspects of performance—motivation and satisfaction. As another caveat, the measurement of Islamic behaviour variables is still based on the work behaviour theory, which has its own set of limitations. Indicators of work conduct according to Islamic beliefs are proposed, as are variables that affect work behaviour and performance.

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