

Religiosity and Career Commitment on Work Performance Among Teachers

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ABSTRACT

This study examines the positive relationship between religiosity, work commitment, and work performance among teachers and academic staff at the Islamic Education Foundation. The results indicate that religiosity and commitment to work reinforce each other, leading to better work outcomes. With religiosity and career commitment contributing significantly to work performance ($R^2 = 0.498$), teachers with high levels of these attributes are more likely to improve their performance. Educational institutions are advised to integrate religious values into professional development programs through workshops, training, and seminars to enhance teacher performance. Using a quantitative research approach, this study collected data via questionnaires from 94 active teachers and academic staff, comprising 24 men and 70 women, residing in Muara Enim. Data analysis involved multiple linear regression and snowball sampling techniques. The study highlights the importance of religiosity in work performance, suggesting that fostering religious awareness and career commitment can significantly enhance staff performance. These findings underscore the need for professional development programs that emphasize religious values in the workplace, benefiting both individuals and organizations.

INTRODUCTION

Education has a vital role in character building and individual quality. In any education system, teachers play an essential role in shaping the future of a nation (Salifu et al., 2023; Werang et al., 2023). Teachers' professional competence can be essential for a nation's human resources (Fang & Qi, 2023; Lapita & Connie, 2020; Widodo et al., 2022). Their performance directly impacts the quality of education students provide, affecting society's progress (Kumari & Kumar, 2023). Character education is implemented for students from diverse backgrounds by familiarizing them with positive moral values prevalent in religious activities. Furthermore, teachers exemplify good character traits, such as respect for educators, peers, and younger siblings, in their daily lives (Huda et al., 2024). In Indonesia, as in many other countries, the performance of teachers and stakeholders plays a critical role in achieving educational excellence and driving overall development (Harani, 2022).

Work Performance refers to a person's behavior in completing tasks relevant to organizational goals (Campbell et al., 1994). Work Performance is the level of success achieved by employees in carrying out a work activity concerning the tasks that must be done and can be a product of work



activities in the form of behavior, skills, means, and exceptional skills that can support the achievement of organizational goals and objectives (Niati et al., 2021; Widarko & Anwarodin, 2022). In education, work performance is defined as the ability of teachers and teaching staff to provide quality results, produce what is expected on time, be present at work, and cooperate with other employees (Berhanu, 2023). According to Novitasari et al. (2020), a Teacher's work performance is the effort to complete a task within a specific time. It is an essential human resource in education because teachers are responsible for building school culture, especially those that improve school performance and quality (Setyawati, 2023). In addition, a teacher's work performance is also considered the most essential factor in influencing student learning outcomes (Werang et al., 2023).

Kulachai et al. (2023) said work performance depends on personal characteristics, individual efforts, and organizational support. One of the personal characteristics that teachers must have is Religiosity (Harani, 2022). Religiosity is defined as a religious commitment that a person has to their religion and beliefs, and it is seen in their behavior in carrying out their religious rituals and beliefs (Glock & Stark, 1965). Religiosity is the relationship between individuals and God and their understanding of the rules they believe in (Azzam & Sawitri, 2023). Religiosity is the extent to which a person maintains the values, beliefs, and practices of his or her religion and uses them daily (Alotaibi & Abbas, 2023). Al Mukafi et al. (2022) said that Religiosity significantly affects teacher performance because teachers can understand the meaning of sincerity and responsibility and view work as a form of worship when they carry out their duties. In addition, with a high level of Religiosity, the individual's desire to improve status or good performance will also be higher (Imron & Pratiwi, 2022; Susmiyati et al., 2022). Most research on religiosity in Indonesia focuses on the connections to morality and wellbeing (Hafiz, 2020).

Besides Religiosity, work performance is influenced by many things, including career commitment (Martini et al., 2020; Somers & Birnbaum, 1998). Career Commitment is the strength of one's motivation to work in the career role of one's choice (Blau, 1988; Hall, 1971). Career Commitment refers to an individual's attitude toward their career, including interest, dedication, and enthusiasm for their career in working in a particular capacity (Gan & Cheng, 2021; Katz et al., 2019; Reid et al., 2023; Zhu et al., 2021). The existing commitment of teachers is considered one of the critical elements in school effectiveness and the achievement of academic frameworks (Shu, 2022). Individuals' career commitment allows them to explore the meaning of work and, in the process, offers recovery from the emotional exhaustion of burnout (Janib et al., 2022). In addition, individuals who strive to improve their knowledge and skills in their chosen career are more likely to appreciate their current job (Kim et al., 2020). Employees with a solid commitment to their careers will try to understand the organization's needs and proactively align their personal goals with organizational goals, improving their work performance (Angi et al., 2023).

Research conducted by Burhanuddin (2022) shows that religiosity positively influences individual work performance. The greater the level of religiosity a person has, the better the work performance he produces (Robbie & Roz, 2021; Robbie & Sayyaf, 2022). The same thing was also expressed by Radita et al. (2021). As a result, this study shows that the existence of religiosity certainly supports the optimality of employee performance. Good religiosity can be the basis for conducting results-oriented business activities. Then, research conducted by Mrayyan & Al-Faouri (2008) and Iqbal et al. (2014) show that career commitment significantly affects work performance. This is supported by research from Özgenel (2019), which states that for teachers to perform well and succeed, their work commitment must also be high. However, according to the research of Miswanto et al. (2020), the higher the individual's belief in Islamic values, the higher the employee's

commitment and enthusiasm at work, which leads to higher performance results. The studies show that there are only a few studies that discuss these three variables simultaneously. This study aims to examine the influence of religiosity and work commitment on work performance of teachers and academic staff at the Islamic Education Foundation in Muara Enim. The selection of Muara Enim city as a research location is based on its rich culture and history that offers a number of unique features that can be the focus of research for Islamic education foundations, where the majority of the Muara Enim community is Muslim, thus providing wide access to study religious practices, local traditions, and the influence of Islam in everyday life. Muara Enim has a variety of Islamic educational institutions, from elementary to tertiary levels.

METHODS

This study uses a quantitative research approach with a non-experimental or survey method through a questionnaire designed to collect data related to the variables to be studied from participants (Cozby & Bates, 2015; Gravetter et al., 2020). In addition, this study uses multiple linear regression analysis techniques and nonprobability sampling techniques with the snowball sampling method (Sugiyono, 2019). Multiple linear regression analysis is used to test the effect of two independent variables on one dependent variable. The snowball sampling technique was chosen because it was difficult to access the population due to the large number of Islamic educational foundations in Muara Enim. The study aims to determine the effect of religiosity and career commitment on the work performance of teachers and academic staff of the Islamic Education Foundation in Muara Enim. The reason for choosing Muara Enim as the research location is because it has a variety of Islamic educational institutions, from elementary to tertiary level. So, to clarify the characteristics of the sample, the criteria are set: Teachers and academic staff who are still actively working at the Islamic Education Foundation, civil servants or non-civil servants, and domiciled in Muara Enim area: the number of participants who met the characteristics in this study was 94 participants consisting of 24 men and 70 women. The population of this study was relatively homogeneous so a smaller sample size may have been sufficiently representative.

This study collected data by distributing questionnaires through Google Forms. Before distributing the questionnaires, the researcher asked for approval from the participants to participate in this study by filling out informed consent. During the data collection process, the participants involved in this study were involuntary volunteers, and the researcher guaranteed the confidentiality of the participant's data. In this study, there were two independent variables, religiosity and career commitment, while the dependent variable is work performance. The religiosity variable is measured using the 4-BDRS compiled by Saroglou (2011), adapted to Indonesian, and declared valid by Aditya et al. (2021). It is reliable with a Cronbach alpha of 0.90. It comprises 12 question items (e.g.: I feel attached to religion because it helps me find purpose in life) on a 4-point Likert scale (1 = strongly disagree, 4 = strongly agree).

The Career Commitment variable is measured by The Commitment Career Measure (CCM) developed by Carson and Bedeian (1994). This scale has been adapted to Indonesian and declared valid by Ingarianti et al. (2019). It is reliable with a Cronbach alpha coefficient of 0.71 and consists of 9 question items (e.g.: My line of work/career field is an important part of who I am) on a 4-point Likert scale (1 = strongly disagree, 4 = strongly agree).

Work performance variables are measured by the Individual Work Performance Questionnaire (IWPQ) developed by Koopmans et al. (2014). Widyastuti and Hidayat (2018) adapted

it to the Indonesian language. The Cronbach alpha coefficient of 0.89 declared this scale valid and reliable (Dwiliesanti & Yudiarso, 2022). It consists of 18 question items (e.g.: I can plan my work so that I can complete it on time) on a 4-point Likert scale (1 = strongly disagree, 4 = strongly agree).

RESULTS AND DISCUSSION

The results of this study consist of several sections that explain the findings. The first part is the results of descriptive analysis and correlation between variables. Before conducting multiple linear regression analysis, we conducted a classical assumption test. Furthermore, in the second section, the researcher presented the results of multiple regression analysis to determine how much influence religiosity and career commitment have on work performance.

Descriptive analysis

Table 1. Characteristics of Participants

Characteristics	F	%
Gender		
Male	24	
Female	70	
Religion		
Islam	94	100%
Education Level		
Senior High School	17	18.09%
S1	72	76.60%
S2	5	5.32%
Current Position		
Teachers	50	53.19%
Non-Civil Servant Teachers	29	30.85%
Principal	2	2.13%
Academic Staff	13	13.83%

Table 1 explains that all 94 respondent participants adhere to Islam. Participants are also divided into several characteristics: gender, age, regional origin, latest education, and current position.

Table 2. Descriptive Analysis and Correlation Variables

	M	SD	1	2	3
Religiosity	3.46	.37	-		
Career Commitment	2.95	.34	.469	-	
Work Performance	3.16	.34	.595	.613	-

** $p < .01$

The results of the descriptive analysis in Table 1 showed religiosity ($M = 3.46$, $SD = .37$), career commitment ($M = 2.95$, $SD = .34$), and work performance ($M = 3.16$, $SD = .34$). This study's sample was over 50, so the normality test used the Kolmogorov-Smirnov test (Gerald & Patson, 2021). The normality test results showed a significance value of .200 ($p > .05$), indicating that the variables were normally distributed.

The linearity test is carried out by looking at the deviation from linearity on each independent variable. The religiosity variable showed $F (0.397)$; p -value .972 ($> .05$), and the career commitment

variable showed $F(1.689)$; p -value $.075 (> .05)$, so it can be concluded that the effect of the two independent variables on the dependent variable was linear (Garson, 2012).

Then, the multicollinearity test is carried out by comparing the Tolerance value ($> .10$) and VIF (< 10). The multicollinearity test results showed a tolerance value of $0.686 (> .10)$ and a VIF value of $1.458 (< 10)$, which means that the two variables showed no multicollinearity. Thus, the classical assumption test has been fulfilled so that it can continue the correlation between variables and hypothesis testing by conducting multiple linear regression tests using Statistical Package for the Social Sciences (SPSS).

Multiple Regression Analysis

Table 3. Multiple Regression Analysis

	B	SE	β	t	p	95,0% CI	
						LB	UB
(Constant)	0,646	0,268		2,412	0,018	0,114	1,178
Religiosity	0,361	0,077	0,395	4,690	0,000	0,208	0,514
Career Commitment	0,430	0,084	0,428	5,092	0,000	0,262	0,598

$$F(45.061) = 2.734 ; p\text{-value} = .00; R = .705; R^2 = .498; \Delta R^2 = .487$$

** $p < .05$

The results of multiple regression analysis showed that religiosity has a significant positive effect on work performance ($B = .361$, $p < .05$). Then career commitment also has a positive and significant impact on work performance ($B = .430$, $p < .05$) (Table 3). Finally, religiosity and career commitment together showed a positive and significant influence on work performance ($F(45,061) = 2.734$; $p < .05$), and the contribution of religiosity and career commitment to work performance was equal to ($R^2 = .498$) 48.9%. This condition means that teachers who have intense religiosity and high career commitment will be able to improve their work performance for the better.

This study's results indicated a positive and significant influence of religiosity and career commitment on work performance. This suggests that religious values and commitment to carrying out work significantly affect the quality of one's performance. The level of religiosity of teachers in schools can improve teacher performance because the fundamental beliefs and motives of religious people are to carry out their daily activities as a manifestation of faith in God Almighty (Novitasari et al., 2020). Teachers with high levels of religiosity will display different work behaviors from those with low religiosity (Wartenweiler, 2022). The value of religiosity that is embraced becomes a guide for teachers in carrying out their work (Apriasari & Susetyo, 2022). In addition, religiosity improves the teacher's personality (Hanifah & Hamdan, 2021).

Individuals with high career commitment will be attached to work and achieve higher work performance than employees with low career commitment (Hu et al., 2022; Lee et al., 2000). Career Commitment in a person has greater relevance to tasks related to his career to achieve high performance, play an essential role in maximizing his abilities, and maintain attachment to his professional field (Ha & Lee, 2022). In addition, individuals with high commitment tend to have better work performance, enjoy their work, are responsible for their work, and show a high interest in learning, increasing knowledge, and sharing their knowledge with others (Mulyana & Izzati, 2022). Conversely, employees with low career commitment tend to have lower job satisfaction and organizational commitment, which is not conducive to achieving meaningful performance (Huang et al., 2019).

The existence of a positive and significant influence between religiosity and career commitment on work performance in teachers and academic staff at Islamic educational foundations will have an impact on increasing motivation: religious employees tend to have higher intrinsic motivation in working because they see work as part of worship, a strong career commitment makes employees feel more connected to the organization and their work, thus increasing job satisfaction, as well as personal development where a work environment that supports spirituality can provide opportunities for employees to grow personally and professionally.

CONCLUSION

Religiosity has a significant influence on the work performance of teachers. This shows that religious values and belief in God can affect a person's motivation, attitude, and behavior in their work. In addition, work commitment also plays an essential role in determining the work performance of teachers. A high level of commitment is associated with more extraordinary dedication to their duties and responsibilities, resulting in excellent and satisfactory work performance. Religiosity and career commitment have a positive and significant influence on work performance. This suggests that religious elements and commitment to work reinforce each other to create better work outcomes. Therefore, educational institutions are advised to raise awareness of the critical role of religiosity in work performance by integrating it into teachers' professional development programs. This can be done through workshops, training, or seminars emphasizing religious values in the context of work. In addition, encourage management practices that strengthen work commitment, such as rewarding achievements, providing opportunities for career development, and building a healthy and harmonious work environment. This will create a good and supportive work climate for all teachers without differentiating based on racial or religious backgrounds..

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