

The Influence of an Islamic Work Environment and Work Motivation on the Performance of Islamic Junior High School Teachers in Padang Panjang City

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ABSTRACT

This study was motivated by the suboptimal performance of Islamic junior high school teachers in Padang Panjang City, as evidenced by ongoing weaknesses in lesson planning and delivery, the use of instructional media, and the evaluation of student learning outcomes. The study aims to analyze the influence of the Islamic work environment and work motivation on teacher performance, both partially and simultaneously. The study employed a quantitative approach with an ex post facto design. The study population consisted of 104 Islamic junior high school teachers in Padang Panjang City, with a sample of 83 teachers selected using proportional random sampling. Data were collected via a questionnaire that met validity and reliability requirements, then analyzed using partial correlation and multiple regression with the aid of SPSS version 25. The results indicate that the Islamic work environment has a positive and significant effect on teacher performance, with a significance value of 0.000 ($p < 0.05$). Work motivation also has a positive and significant effect on teacher performance, with a significance value of 0.000 ($p < 0.05$). Simultaneously, both variables had a significant effect on teacher performance with an R^2 value of 0.702. These findings indicate that the Islamic work environment and work motivation together explain 70.2% of the variation in teacher performance. Thus, strengthening the Islamic work environment and enhancing work motivation are crucial for improving teacher performance.

1. INTRODUCTION

Teacher performance is one of the factors that determine the success of education. Teachers not only serve as conveyors of learning material but also as educators, mentors, motivators, facilitators, and role models for students. Optimal teacher performance leads to an effective learning process, improves student learning outcomes, and supports the achievement of educational goals. According to Pratama,(2023), teacher performance reflects the degree to which a teacher successfully carries out their duties and responsibilities to achieve educational goals in line with the educational institution's vision and mission. In line with this, Ministry of PANRB Regulation No. 6 of 2022 explains that teacher performance consists of the work outcomes and professional conduct achieved by teachers in carrying out their duties and responsibilities in an objective and measurable manner to improve the quality of educational services. Teacher performance is a critical factor in determining the quality of education because teachers are the ones who interact directly with students throughout the learning process (Ministry of PANRB of the Republic of Indonesia, 2022). Various studies indicate that teacher performance is influenced by both internal and external factors. Internal factors include motivation, competence, experience, commitment, and individual characteristics, while external factors include leadership, organizational culture, facilities, and the work environment. Fatimah et al.,(2023) and (Indriawati

et al., 2022) explain that the work environment and work motivation are two factors directly linked to teachers' work behavior and performance. Findings from international research also indicate that a positive school work environment influences teachers' psychological well-being, job satisfaction, organizational commitment, and teaching effectiveness. Teachers working in a supportive environment tend to demonstrate better performance compared to those working in less conducive environments (Toropova et al., 2021). Therefore, the work environment and work motivation are critical factors that must be considered in efforts to improve teacher performance. From the perspective of Islamic Educational Management, the work environment is understood not only as the physical conditions of the workplace but also encompasses spiritual values, organizational culture, work ethics, and behavior grounded in Islamic teachings (Azahra & Putri, 2023). An Islamic work environment is a working condition that reflects the values of honesty, trustworthiness, responsibility, discipline, Islamic brotherhood (*ukhuwah Islamiyah*), and a worship-oriented approach in every work activity (Salabi et al., 2024). Junianto et al., (2021), explain that an Islamic work environment emphasizes not only physical aspects but also a work atmosphere that supports the implementation of Islamic law and the application of Islamic values within the organization. A work environment grounded in Islamic values is believed to foster a comfortable, harmonious, and productive work atmosphere, thereby contributing to improved teacher performance.

In addition to an Islamic work environment, work motivation is an internal factor that plays a crucial role in improving teacher performance (Harsono et al., 2023). Work motivation serves as a driving force that encourages individuals to work optimally toward achieving predetermined goals. Teachers with high work motivation tend to demonstrate greater enthusiasm, take responsibility for assigned tasks, strive to improve their competencies, and exhibit a strong commitment to their profession. Yanayirtika & Imron (2021) explain that work motivation encourages teachers to continuously develop themselves, improve their competencies, and provide quality instruction. Findings from international research also indicate that work motivation has a significant influence on work engagement, instructional effectiveness, job satisfaction, and overall teacher performance (Li, 2022). Thus, work motivation is a key factor that must be considered in efforts to improve teacher performance. Although, in theory, an Islamic work environment and work motivation influence teacher performance, the results of a preliminary study conducted at Islamic junior high schools throughout Padang Panjang City indicate that teacher performance is still not optimal. The study found that some teachers still prepare teaching materials merely as a formality, without conducting an in-depth analysis of students' needs. In addition, some teachers have not prepared a variety of teaching media, instructional materials, and teaching methods. In the implementation of instruction, teacher-centered learning is still prevalent, with a dominant reliance on lectures, a lack of utilization of technology-based instructional media, and low student engagement in the learning process. Regarding learning assessment, some teachers still place greater emphasis on evaluating cognitive aspects compared to affective and psychomotor aspects. The results of preliminary observations conducted on March 10-12, 2025, of Islamic junior high school teachers in Padang Panjang further reinforce this phenomenon. The observations showed that some teachers have not yet developed complete instructional materials in accordance with curriculum requirements. The teaching methods used still tend to be monotonous, resulting in suboptimal student participation. The use of instructional media and digital technology is also not yet maximized. Furthermore, teachers still rarely provide feedback on student learning outcomes that could help improve the quality of learning. These findings indicate that teachers' pedagogical and professional competencies still need to be enhanced to support a more effective and meaningful learning process.

These findings are reinforced by the results of interviews with students and the vice principal of an Islamic junior high school in Padang Panjang. Based on the interview results, it was found that teachers still more frequently use the lecture method, resulting in students being less actively engaged in learning. Some students also noted that the use of technology-based learning media remains relatively limited. On the other hand, school officials reported that there are still teachers who lack discipline in completing instructional administrative tasks and submitting teaching materials according to the established schedule. This fact indicates that teachers' performance has not yet fully met the school's expectations and the demands of 21st-century learning. Interestingly, this situation occurs at a school that has implemented various Islamic values and work culture. Observation results show that the Islamic junior high school in Padang Panjang has implemented the practice of greeting one another, performing prayers on time, reciting the Qur'an, fostering a culture of Islamic brotherhood (*ukhuwah Islamiyah*), wearing attire in accordance with Islamic law, and various rules that support the creation of an Islamic work environment. Furthermore, teachers' work motivation is also relatively high, as evidenced by their enthusiasm for teaching, their sense of responsibility toward additional duties, the guidance provided by the principal, and the recognition given to high-performing teachers. Theoretically, these conditions should have a positive impact on the improvement of teacher performance. However, empirical evidence indicates that teacher performance remains suboptimal in several aspects.

This situation highlights a gap between the ideal conditions expected and the reality on the ground. Previous research has shown that the work environment and work motivation have a significant impact on teacher performance. Mukhtar,(2019) found that the work environment and work motivation have a positive and significant effect on teacher performance. Similar findings were also reported by Rahmania et al.,(2023), who demonstrated that the work environment and work motivation significantly influence teacher performance in Islamic educational institutions. However, most previous studies have examined the work environment from a general perspective and have not specifically positioned the Islamic work environment as a primary construct in explaining teacher performance. Furthermore, research that integrates the Islamic work environment and work motivation into a single empirical model to explain the performance of teachers at Islamic junior high schools remains relatively limited, particularly in the context of Islamic schools in West Sumatra. This research gap highlights the need for further study on the influence of the Islamic work environment and work motivation on teacher performance from the perspective of Islamic Educational Management. Based on this discussion, this study aims to analyze the influence of the Islamic work environment on teacher performance, the influence of work motivation on teacher performance, and the simultaneous influence of the Islamic work environment and work motivation on the performance of teachers at Islamic junior high schools throughout Padang Panjang City. The novelty of this study lies in the integration of the Islamic work environment and work motivation into a single research model to explain teacher performance in Islamic educational institutions. Unlike previous studies, which have mostly examined the work environment in general, this study positions the Islamic work environment as the primary construct, combined with work motivation, to explain variations in teacher performance. The results of this study are expected to provide an empirical contribution to the development of Islamic Educational Management and serve as a basis for formulating policies to improve teacher performance through the strengthening of the Islamic work environment and work motivation.

2. METHODS

This study employs a quantitative approach using a correlational research design aimed at analyzing the influence of the Islamic work environment and work motivation on the performance of Islamic junior high school teachers in Padang Panjang City. The study was conducted during the 2025/2026 academic year. The study population consisted of all 104 Islamic junior high school teachers in Padang Panjang City. The research sample consisted of 83 teachers, selected using simple random sampling based on the Slovin formula with a 5% margin of error. Research data were collected using a questionnaire with a five-point Likert scale: strongly agree, agree, neutral, disagree, and strongly disagree. The Islamic work environment variable was measured using 50 statements covering indicators such as the implementation of work rules in accordance with Sharia principles, the provision of time and facilities for worship, the creation of an Islamic atmosphere in the workplace, the practice of Islamic values in daily behavior, and the use of Islamic values as a guide for ethics and problem-solving. The work motivation variable was measured using 50 statements covering indicators such as responsibility in performing tasks, the ability to work toward established goals, having clear and challenging objectives, the desire to receive feedback, feeling happy while performing tasks, striving to excel, and prioritizing work performance. The teacher performance variable was measured using 50 statements covering the ability to design learning programs, conduct lessons, establish positive relationships with students and coworkers, assess student learning outcomes, and implement enrichment and remedial programs.

Table 1 presents the operationalization of the research variables.

Variable	Indicators	Number of Items
Islamic Work Environment (X ₁)	Implementation of work rules in accordance with Sharia principles; provision of time and facilities for worship; creation of an Islamic atmosphere; practice of Islamic values in daily behavior; Islamic values as a guide for ethics and problem-solving	50
Work Motivation (X ₂)	Sense of responsibility; working toward goals; clear and challenging objectives; receiving feedback; enjoying performing tasks; striving for excellence; prioritizing achievement	50
Teacher Performance (Y)	Designing instruction; delivering instruction; interpersonal relationships; assessment; enrichment programs; remedial programs	50

Before being used in the study, the instruments were tested for validity and reliability. Validity was tested using Pearson's Product-Moment correlation, while reliability was measured using Cronbach's Alpha. The test results showed that the Islamic work environment instrument had a Cronbach's Alpha value of 0.953, work motivation of 0.949, and teacher performance of 0.963. All of these values were above the minimum threshold of 0.60, so the instruments were deemed reliable and suitable for use as data collection tools. Data analysis was conducted using Statistical Product and Service Solutions (SPSS) version 25. The analysis began with prerequisite tests, including tests for normality, linearity, multicollinearity, autocorrelation, and heteroscedasticity. Hypothesis testing was conducted using partial correlation analysis to determine the effect of each independent variable on teacher performance, as well as multiple correlation analysis to determine the simultaneous effect of the Islamic work environment and work motivation on the performance of teachers at Islamic junior high schools throughout Padang Panjang City.

3. RESULTS AND DISCUSSION

RESULTS

This study involved 83 Islamic junior high school teachers throughout Padang Panjang City as research respondents. Data analysis was conducted using Statistical Product and Service Solutions (SPSS) version 25. Before hypothesis testing was conducted, the data were analyzed using descriptive statistics and preliminary analysis tests, including tests for normality, linearity,

multicollinearity, autocorrelation, and heteroscedasticity. The results indicated that the respondents held positive perceptions regarding the Islamic work environment, work motivation, and teacher performance at Islamic junior high schools throughout Padang Panjang City.

Prerequisite Tests

Before hypothesis testing was conducted, the data were first tested to ensure that the statistical assumptions required for correlation and regression analysis were met. The results of the analysis prerequisite tests are presented in Table 2.

Table 2. Summary of Analysis Prerequisite Tests

Type of Test	Indicator	Value	Description
Normality of X ₁	Asympt. Sig.	0.006	Normal
Normality of X ₂	Asympt. Sig.	0.055	Normal
Normality of Y	Asympt. Sig.	0.042	Normal
Linearity of X ₁ -Y	Deviation from Linearity	0.853	Linear
Multicollinearity	Tolerance	0.601	No multicollinearity
Multicollinearity	VIF	1.664	No multicollinearity
Autocorrelation	Durbin-Watson	2.581	No autocorrelation
Heteroscedasticity of X ₁	Sig.	0.417	No heteroscedasticity
Heteroscedasticity of X ₂	Sig.	0.963	No heteroscedasticity

The Effect of an Islamic Work Environment on Teacher Performance

The first hypothesis was tested using partial correlation analysis to determine the effect of the Islamic work environment on teacher performance. The results of the analysis are presented in Table 3.

Table 3. Results of the Partial Correlation Test of the Islamic Work Environment on Teacher Performance

Correlations					
Control Variables			Islamic Work Environment	Teacher Performance	Work Motivation
-none ^a	Islamic Work Environment	Correlation	1.000	.646	.632
		Significance (2-tailed)	.	.000	.000
		df	0	81	81
	Teacher Performance	Correlation	.646	1.000	.822
		Significance (2-tailed)	.000	.	.000
		df	81	0	81
	Work Motivation	Correlation	.632	.822	1.000
		Significance (2-tailed)	.000	.000	.
		df	81	81	0
Work Motivation	Islamic Work Environment	Correlation	1.000	.287	
		Significance (2-tailed)	.	.009	
		df	0	80	
	Teacher Performance	Correlation	.287	1.000	
		Significance (2-tailed)	.009	.	
		df	80	0	

a. Cells contain zero-order (Pearson) correlations.

Based on Table 3, a correlation coefficient of 0.646 was obtained with a significance value of 0.000 (< 0.05). These results indicate that an Islamic work environment has a positive and significant effect on teacher performance. Thus, the first research hypothesis is accepted.

The Effect of Work Motivation on Teacher Performance

The second hypothesis was tested using partial correlation analysis to determine the effect of work motivation on teacher performance. The results of the analysis are presented in Table 4.

Table 4. Results of the Partial Correlation Test of Work Motivation on Teacher Performance

Correlations					
Control Variables			Work Motivation	Teacher Performance	Islamic Work Environment
-none ^a	Work Motivation	Correlation	1.000	.822	.632
		Significance (2-tailed)	.	.000	.000
		df	0	81	81
	Teacher Performance	Correlation	.822	1.000	.646
		Significance (2-tailed)	.000	.	.000
		df	81	0	81
	Islamic Work Environment	Correlation	.632	.646	1.000
		Significance (2-tailed)	.000	.000	.
		df	81	81	0
Islamic Work Environment	Work Motivation	Correlation	1.000	.699	
		Significance (2-tailed)	.	.000	
		df	0	80	
	Teacher Performance	Correlation	.699	1.000	
		Significance (2-tailed)	.000	.	
		df	80	0	

a. The cells contain zero-order (Pearson) correlations.

Based on Table 4, a correlation coefficient of 0.822 was obtained with a significance value of 0.000 (< 0.05). These results indicate that work motivation has a positive and significant effect on teacher performance. Thus, the second hypothesis of this study is accepted.

The Effect of the Islamic Work Environment and Work Motivation on Teacher Performance

The third hypothesis was tested using multiple correlation analysis to determine the simultaneous effects of the Islamic work environment and work motivation on teacher performance. The analysis results are presented in Table 5.

Table 5. Results of the Multiple Correlation Test

Model Summary									
Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate	Change Statistics				
					R-Square Change	F Change	df1	df2	Sig. F Change
1	.838 ^a	.702	.694	9.185	.702	94,093	2	80	,000

a. Predictors: (Constant), Work Motivation, Islamic Work Environment

Based on Table 5, the multiple correlation coefficient (R) was found to be 0.838 with an F-change significance value of 0.000 (< 0.05). The coefficient of determination (R²) of 0.702 indicates that the Islamic work environment and work motivation together account for 70.2% of the

variation in teacher performance, while the remaining 29.8% is influenced by other factors outside the research model. These results indicate that the Islamic work environment and work motivation simultaneously have a positive and significant effect on the performance of teachers at Islamic junior high schools throughout Padang Panjang City. Thus, the third hypothesis of this study is accepted. Based on the results of the hypothesis testing, it can be concluded that all research hypotheses were accepted. An Islamic work environment has a positive and significant effect on teacher performance; work motivation has a positive and significant effect on teacher performance; and both the Islamic work environment and work motivation simultaneously have a positive and significant effect on the performance of teachers at Islamic junior high schools throughout Padang Panjang City. Among the two independent variables, work motivation showed a higher correlation coefficient than the Islamic work environment, making it the variable that contributes relatively more to improving teacher performance.

DISCUSSION

An Islamic work environment plays a role in improving teacher performance because it not only provides a comfortable working environment but also fosters an organizational climate that supports the strengthening of spiritual, moral, and social values. The implementation of a work culture grounded in the values of trustworthiness, discipline, responsibility, Islamic brotherhood (*ukhuwah Islamiyah*), and a focus on worship encourages teachers to view their professional duties as part of their devotion to Allah SWT. These conditions foster a stronger commitment to work, thereby motivating teachers to carry out their teaching duties to the best of their ability. These findings align with the perspectives of Junianto et al., (2021), and Salabi et al. (2024), who explain that an Islamic work environment can foster more positive work behavior through the internalization of Islamic values within the organizational context. Theoretically, the results of this study can be explained through the organizational behavior perspective, which views the work environment as an external factor influencing individual behavior and performance (Barkah & Hidayat, 2023). A conducive work environment fosters a sense of security, psychological comfort, and harmonious interpersonal relationships, making it easier for individuals to exhibit productive work behavior. In Islamic educational institutions, the work environment serves not only as a means of organizational coordination but also as a medium for fostering Islamic character and work ethic. These findings align with international research indicating that school working conditions, organizational support, collaboration among teachers, and a positive work atmosphere contribute to job satisfaction and the quality of teachers' performance (Toropova et al., 2021). In addition to an Islamic work environment, work motivation is a key factor explaining why teachers are able to demonstrate high performance.

Motivation serves as an internal driving force that encourages individuals to achieve goals, enhance competencies, and maintain the quality of their work. Teachers with high motivation tend to be more active in developing instructional materials, innovating in the learning process, and demonstrating greater responsibility for students' success (Dreer, 2022). These conditions indicate that improvements in teacher performance are influenced not only by environmental factors but also by the internal drive possessed by each individual. The results of this study can be explained through motivation theory, which states that a person's work behavior is strongly influenced by needs, goals, expectations, and the desire to achieve (Zubaidi & Zubairi, 2022). In the context of education, teacher motivation is related to the need for professional growth, gaining professional recognition, achieving learning success, and making a positive contribution to students. Han & Yin,(2022) explain that teacher motivation is a factor closely linked to teaching practices, professional development, and the quality of instruction. Highly motivated teachers are more engaged in learning activities and professional development, which leads to improved professional

performance. The findings of this study also reinforce the results of research by Mukhtar, (2019), Rahmania et al., (2023), and various previous studies indicating that the work environment and work motivation are important factors in improving teacher performance. However, this study makes a more specific contribution because it was conducted in the context of an Islamic junior high school and positions the Islamic work environment as the primary construct. Thus, the results of this study expand the scope of Islamic Educational Management research, which has thus far primarily examined the work environment from a general perspective rather than a work environment specifically built upon Islamic values. The simultaneous influence of the Islamic work environment and work motivation indicates that teacher performance is the result of an interaction between external and internal factors. The Islamic work environment provides conditions that support the development of positive work behavior, while work motivation serves as the driving force that directs that behavior toward the achievement of educational goals. When these two factors are present simultaneously, teachers not only have the desire to perform well but also receive environmental support that enables them to achieve optimal performance. Therefore, improving teacher performance cannot be achieved by strengthening just one factor; rather, it requires a comprehensive approach through the development of an Islamic work culture alongside the enhancement of teachers' work motivation. The theoretical implications of this study reinforce the view that teacher performance is influenced by a combination of complementary internal and external factors. From the perspective of Islamic Educational Management, an Islamic work environment serves as the foundation of values that shape work behavior, while work motivation acts as the primary driver that directs that behavior toward the achievement of organizational goals. Practically, the results of this study indicate that schools need to strengthen an Islamic work culture through spiritual guidance, exemplary leadership, and reinforcement of work ethics, as well as enhance teacher motivation through recognition, professional development, and continuous organizational support. These strategies are expected to improve the quality of teacher performance and ultimately contribute to enhancing the quality of education at Islamic junior high schools.

4. CONCLUSION

Based on the research findings, it can be concluded that an Islamic work environment has a positive and significant relationship with the performance of teachers at Islamic junior high schools throughout Padang Panjang City. An Islamic work environment manifested through the implementation of work rules in accordance with Sharia, the provision of facilities for worship, an Islamic work culture, polite communication, and a religious work atmosphere is capable of creating comfort and boosting teachers' work enthusiasm in carrying out their educational duties. In addition, work motivation also has a positive and significant relationship with teacher performance. Teachers with high work motivation tend to be more disciplined, responsible, creative, and highly committed to the learning process. The research results show that the relationship between the Islamic work environment and teacher performance has a significance value of 0.000 (<0.05) with a correlation coefficient of 0.646, which falls into the "strong" category. Meanwhile, the relationship between work motivation and teacher performance yielded a significance value of 0.000 (<0.05) with a correlation coefficient of 0.822, which falls into the very strong category. Simultaneously, the Islamic work environment and work motivation have a significant relationship with the performance of teachers at Islamic junior high schools throughout Padang Panjang City. This indicates that improvements in teacher performance are influenced by a combination of external factors namely, a conducive Islamic work environment and internal factors namely, teachers' work motivation. A Sig. F Change value of 0.000 ($p < 0.05$), with a multiple correlation coefficient (R) of 0.838 and a coefficient of determination (R-squared) of 0.702, indicates that the two variables have a very strong relationship and contribute 70.2% to improvements in teacher

performance. The findings of this study imply that schools need to continue fostering a comfortable, harmonious Islamic work environment that aligns with the principles of Islamic law, while simultaneously enhancing teachers' work motivation through mentoring, recognition, professional development, and the strengthening of an Islamic work culture so that the quality of learning and education can improve optimally.

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