

## **THE EFFECT OF ISLAMIC WORK ETHIC, COMPETENCE AND MOTIVATION ON THE PERFORMANCE OF STATE MADRASAH ALIYAH TEACHERS IN SOUTH SULAWESI**

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**Abstract:** This study aims to analyze the effect of Islamic work ethic, competence and motivation on the performance of State Madrasah Aliyah teachers in South Sulawesi. This research is quantitative research with a population of 1.723 teachers in State Madrasah Aliyah, South Sulawesi. The sample of this study was taken using the Slovin formula with the provisions of 10% (error level) that consist of 95 teachers from State Madrasah Aliyah in the Regency/City in South Sulawesi Province. The sampling technique uses side probability which is a random sampling technique with the provision of an error rate of 10%, regardless of the strata that exist in the population. The data of this study were analyzed using multiple linear regression analysis techniques with three independent variables and one dependent variable by testing the classical assumption test, which are heteroscedasticity, multicollinearity, autocorrelation, and residual normality test. Based on the results of multiple linear regression analysis, it shows that the significance value is 0.001. Significance < 0.005 (0.001 < 0.05), then H<sub>0</sub> is rejected. Therefore, it can be concluded that Islamic work ethic, competence, and motivation equally affect the performance of State Madrasah Aliyah teachers in South Sulawesi.

**Keywords:** Islamic Work Ethic; Competence; Motivation and Teacher Performance.

### **I. INTRODUCTION**

A high and good Islamic work ethic and competence will support the performance of a teacher in the field of education. A good teacher performance will improve the quality of schools and will be viewed favourably by the community around the Islamic school (Madrasah). The efforts to improve the teachers' performance can be made by increasing the teachers' work ethic and supported by various types of competencies and the existence of motivation, both internal and external motivation of the teachers.

The Government of Indonesia has issued various programs to improve the quality of teachers in Indonesia. Teachers are expected to have the underlying competence in supporting their performance, with the creation of good performance will also increase the students learning achievement. The learning process will not run well without the role of the teacher; therefore, it is hoped that the teacher will be able to meet the expected competence

qualifications in the world of education as a learning agent. According to Rivai<sup>1</sup>, competence is the main factor in determining an excellent performance.

The competencies that are expected to be possessed by teachers consist of four components, namely:

- a. Pedagogic competence, the teachers must be able to master and understand the character of students and be able to find the potential and learning difficulties of students;
- b. Professional competence, the teachers must have skills in self-implementation related to the teacher professionalism in terms of the ability to be able to develop responsibilities, be able to carry out roles well, achieve the educational goals, and carry out classroom learning;
- c. Personality competence, the teacher should be able to be a role model with a positive attitude;
- d. Social competence is no less important than the teacher should interact either directly or indirectly with students, co-workers, parents and the surrounding environment.

Motivation is a willingness to spend a high level of effort conditioned with the ability of that effort to meet an individual need. The emergence of a person's motivation to carry out a job that primarily determined by several things, which are: the support from the people around him/her by discussing the work to be done, inspiration to create ways of working that people have not done and done better than people who have done it, get praise for the work of a teacher, get awards for achievements and get positions according to ability. Motivation is a process that produces an individual intensity, direction and persistence to achieve goals.<sup>2</sup>

Teacher performance is a work result that must be achieved by a teacher in supporting student learning achievement. In various ways, it can be improved so that teacher performance can be achieved, including discussions, training, continuing education, and other efforts. It is expected that a work ethic and competence can support a teacher's performance to achieve optimal educational goals.

The problem formulations of this research are:

- a. Does Islamic work ethic affect the performance of State Madrasah Aliyah teachers in South Sulawesi?
- b. Does competence affect the performance of State Madrasah Aliyah teachers in South Sulawesi?
- c. Does motivation affect the performance of State Madrasah Aliyah teachers in South Sulawesi?
- d. Do the Islamic work ethic, competence, and motivation equally have a positive and significant effect on the performance of State Madrasah Aliyah teachers in South Sulawesi?

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<sup>1</sup> Veithzal Rivai, *Manajemen Sumber Daya Manusia* (Jakarta: Raja Grafindo Persada, 2014), p. 314.

<sup>2</sup> Rahsel Yoeyong, 'Pengaruh Motivasi Kerja Terhadap Kinerja Pegawai Administrasi Pusat Universitas Padjadjaran Bandung (Studi Pada Bagian Administrasi Umum Unpad)', *Jurnal Manajemen Magister Darmajaya*, 2.2 (2016), p. 212 <<https://jurnal.darmajaya.ac.id/index.php/jmmd/article/view/902>>.

From the formulation of the problems and hypotheses mentioned above, the objectives of this research are:

- a. To analyze the effect of Islamic work ethic on the performance of State Madrasah Aliyah teachers in South Sulawesi;
- b. To analyze the effect of competence on the performance of State Madrasah Aliyah teachers in South Sulawesi;
- c. To analyze the effect of motivation on the performance of State Madrasah Aliyah teachers in South Sulawesi;
- d. To analyze the effect of Islamic work ethic, competence equally on the performance of State Madrasah Aliyah teachers in South Sulawesi.

## **II. THEORETICAL REVIEW**

### **a. Islamic Work Ethic**

Work ethic can be interpreted as how to carry out activities that aim to get results or achieve desired results. This work ethic needs to be discussed because it is necessary for Muslims. This topic is necessary for Muslims because it will be a map of their prosperous world, and the world is a place where they can reach the life of heaven, which is the dream of every Muslim. The afterlife is also inseparable from success in the world through worship and practice as taught by Islam.<sup>3</sup>

Work ethic is an attitude, opinion, habit regarding the characteristics or nature of work owned by a person, a group or a nation<sup>4</sup>. Work ethic is a work spirit seen in how a person responds to work and the motivation behind doing a job<sup>5</sup>. The work ethic is a set of positive and high-quality behaviours rooted in a clear awareness and strong belief in a holistic work paradigm<sup>6</sup>.

Tasmara<sup>7</sup>, in his book *Personal Muslim Work Ethic*, states that "work" for a Muslim is an earnest effort, by moving all his assets, thoughts and remembrance to actualize or realize himself as a servant of Allah SWT who must subdue the world and place himself as part of the best society (khaira ummah), or in other words, it can be said that by working people are humanized themselves.

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<sup>3</sup> Cihwanul Kirom, 'Etos Kerja Dalam Islam', *Journal Tawazun: Tof Sharia Economic Law*, 1.1 (2018), p. 59.

<sup>4</sup> Ramli Dodi, Mukhlis Yunus, and Amri, 'Pengaruh Iklim Organisasi, Etos Kerja Dan Disiplin Terhadap Kinerja Karyawan Serta Dampaknya Pada Kinerja PT. Arun NGL Lhokseumawe Aceh', *Jurnal Manajemen Pascasarjana Universitas Syiah Kuala*, 2.1 (2013).

<sup>5</sup> Candra Fadillah, 'Tingkat Pendapatan Dan Pengaruhnya Terhadap Etos Kerja Guru Dalam Mengajar' (UIN Syarif Hidayatullah, 2010).

<sup>6</sup> Hardiansyah, 'Pengaruh Etos Kerja Terhadap Kinerja. Karyawan PT. AE', *Jurnal Al-Azhar Indonesia Seri Humaniora*, 13.1 (2015), p. 152.

<sup>7</sup> Toto Tasmara, *Etos Kerja Pribadi Muslim* (Yogyakarta: Dana Bhakti Prima Yasa, 1995).

## **b. Competence**

According to Kusen, dkk.<sup>8</sup> teacher competence is a set of knowledge and skills to act intelligently and responsibly to hold positions as a profession. Meanwhile, teacher competence, according to Saefuddin<sup>9</sup>, is the result of the incorporation of many types of abilities, which can be in the form of a set of knowledge, skills and behaviours that must be possessed, internalized and mastered by teachers in carrying out their professional duties. Furthermore<sup>10</sup> explained that teacher competence is the ability of teachers to carry out various obligations with full feasibility and responsibility. Based on Law no. 14 of 2005 concerning teachers and lecturers, four competencies must be possessed/mastered by a teacher: personality competence, social competence, pedagogic competence, and professional competence. In detail Mulyana (2010, p.104) describes the competence of a teacher, as follows: 1) Personality competence, this competence is a personal ability that reflects a steady, stable, mature, wise and authoritative personality, being a role model for students; 2) pedagogic competencies, this competencies that must be mastered by the teachers include teachers understanding of students, design and implementation of learning, evaluation of learning outcomes and student development to actualize their potential; 3) professional competence, professional competence is a broad and in-depth mastery of learning materials that must be mastered by teachers, including mastery of curriculum subject matter in school and the scientific substance that overshadows the material as well as mastery of scientific structure and methodologies; 4) social competence, social competence is the ability that must be possessed by teachers to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students and the surrounding community. As a teacher, it is necessary to have competence from educators; a quality learning process in school shows that teachers are capable and have high competence and quality<sup>11</sup>.

## **c. Motivation**

Brahmasari and Suprayento<sup>12</sup> leaders in an organization need to direct teachers to be motivated to work harder so that the performance achievement is also high. The provision of motivation must be well directed according to priorities and can be well received by teachers because motivation cannot be given to every teacher in different forms.

Motivation is a willingness to spend a high level of effort conditioned with the ability of that effort to meet an individual need. The emergence of a person's motivation to carry out

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<sup>8</sup> Kusen and others, 'Strategi Kepala Sekolah Dan Implementasinya Dalam Peningkatan Kompetensi Guru', *Idarah : Jurnal Manajemen Pendidikan*, 3.2 (2019) <<http://journal.uin-alauddin.ac.id/index.php/idaarah/article/view/7751>>.

<sup>9</sup> Saefuddin, *Pengelolaan Pembelajaran Teoritis Dan Praktis* (Yogyakarta: Deepublish, 2014), p. 21.

<sup>10</sup> Rurung, Arifuddin Siraj, and Musdalifah, 'Analisis Kompetensi Kepribadian Guru Pada Madrasah Aliyah Assalam Polongbangkeng Utara Kabupaten Takalar', *Idarah : Jurnal Manajemen Pendidikan*, 3.2 (2019) <<http://journal.uin-alauddin.ac.id/index.php/idaarah/article/view/9636>>.

<sup>11</sup> Mamat Rahmatullah, 'The Relationship between Learning Effectiveness, Teachers' Competence and Teachers Performance Madrasah Tsanawiyah at Serang, Banten, Indonesia', *Higher Education Studies*, 6.1 (2016) <<https://www.ccsenet.org/journal/index.php/hes/article/view/57547>>.

<sup>12</sup> Ida Ayu Brahmasari and Agus Suprayetno, 'Pengaruh Motivasi Kerja, Kepemimpinan Dan Budaya Organisasi Terhadap Kepuasan Kerja Karyawan Serta Dampaknya Pada Kinerja Perusahaan (Studi Kasus Pada PT. Pei Hai International Wiratama Indonesia)', *Jurnal Manajemen Dan Kewirausahaan*, 10.2 (2008).

a job that primarily determined by several things, which are: the support from the people around him/her by discussing the work to be done, inspiration to create ways of working that people have not done and done better than people who have done it, get praise for the work of a teacher, get awards for achievements and get positions according to ability. Motivation is a process that produces an individual intensity, direction and persistence to achieve goals<sup>13</sup>.

#### d. Teacher Performance

Rivai<sup>14</sup> states some explanations of performance as follow: 1) performance is a set of results achieved and refers to the act of achieving and implementing a requested job; 2) performance is one of the total collections of work that exists in workers; 3) performance refers to the achievement of work objectives or assigned tasks; 4) performance refers to the level of success in carrying out tasks and the ability to achieve the goals that have been set; 5) performance as quality and quantity and the achievement of tasks both performed by individuals, groups and organizations. Meanwhile, performance is the willingness of a person or group to carry out an activity and make it perfect according to their responsibilities with the expected results<sup>15</sup>.

Based on several explanations about the definition of performance, it can be concluded that teacher performance results from work achieved in carrying out the task of being a teacher by directing all potential and abilities according to established work standards. To measure teacher performance, the indicators used according to Supardi<sup>16</sup> suggests indicators related to teachers performance variables such as 1) work quality, indicators of the quality of teacher work consist of mastering lesson materials, managing the teaching-learning process, managing classes; 2) speed/accuracy of work. Indicators of speed /determination of the teachers' work related to using media or learning resources, mastering the educational foundation, planning learning programs; 3) Initiative at work. Initiative indicators in teacher work consist of leading the class, managing teaching-learning interactions, assessing student learning outcomes; 4) workability. Indicators of teacher workability include using various methods in learning, understanding and implementing the functions and services of counselling guidance; 5) communication. Communication indicators, in this case, can understand and implement school administration understand and interpret research results to improve the quality of learning.

### III. RESEARCH METHOD

The location of this research was carried out in Madrasah Aliyah Negeri in South Sulawesi within the Regional Office of the Ministry of Religion of South Sulawesi Province. This study uses quantitative data types and primary data sources from respondents taken through questionnaires; the data collecting technique is through Google form due to the covid pandemic period. The population in this study were all teachers at State Madrasah Aliyah in

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<sup>13</sup> Yoeyong, p. 212.

<sup>14</sup> Rivai, p. 16.

<sup>15</sup> N Nursam, 'Manajemen Kinerja', *Kelola: Journal of Islamic Education Management*, 2.2 (2017) <<https://ejournal.iainpalopo.ac.id/index.php/kelola/article/view/438>>.

<sup>16</sup> Supardi, *Kinerja Guru* (Jakarta: Raja Grafindo Persada, 2014), p. 70.

South Sulawesi in total 1.723 teachers spread over 21 districts/cities, and there are 32 State Madrasah Aliyah. From this population, there are 13 Madrasah were taken, with 95 respondents of teachers.

The sampling technique used is probability sampling (random method) with 10 % of the total population using the Slovin formula. The analytical method used is multiple linear regression analysis because it consists of 3 independent variables and one dependent variable. Before distributing the questionnaire, the instrument was tested previously, and instrument item reliability test or reliability test was carried out using product moment correlation analysis and Alpha Cronbach with a value of 0.60.

**Table 1. Recapitulation of the number of questionnaires/respondents**

DATA SOURCE	INSTRUMENT	NUMBER OF QUESTIONS	NUMBER OF RESPONDENT S	NUMBER OF TEACHERS
TEACHER	(VARIABLE X1)	7	95	27 Men 68 Women
	(VARIABLE X2)	26		
	(VARIABLE X3)	13		
	(VARIABLE Y)	12		

#### IV. FINDINGS AND DISCUSSION

##### a. Instrument Testing

Validity testing is used to test the provisions of the instruments used in this study. The validity of the research instrument is tested by using bivariate Pearson (Pearson product-moment correlation). This analysis correlates each item with the total value of the summation of all items processed by using the SPSS version 23 program. The questionnaire is valid if r-value (correlation bivariate) > r-table and the questionnaire is valid if r-value (correlation bivariate) < r-table. The result of validity testing of the instrument can be seen in Table 2 below, as follows:

**Table 2 The result of validity testing of the instrument**

Research Variable	Questions Item	<i>Bivariate Pearson Correlation (r-value)</i>	r-table	Explanation
Islamic Work Ethic	P1	0.056	0.514	Invalid
	P2	0.650		Valid
	P3	0.784		Valid
	P4	0.829		Valid
	P5	0.660		Valid
	P6	0.840		Valid
	P7	0.535		Valid
	P8	0.643		Valid

Competence	P1	0.673	0.514	Valid		
	P2	0.612		Valid		
	P3	0.070		Invalid		
	P4	0.774		Valid		
	P5	0.712		Valid		
	P6	0.735		Valid		
	P7	0.642		Valid		
	P8	0.658		Valid		
	P9	0.673		Valid		
	P10	0.625		Valid		
	P12	0.623		Valid		
	P13	0.671		Valid		
	P14	0.647		Valid		
	P15	0.735		Valid		
	P16	0.673		Valid		
	P17	0.612		Valid		
	P18	0.070		Invalid		
	P19	0.774		Valid		
	P20	0.712		Valid		
	P21	0.735		Valid		
	P22	0.642		Valid		
	P23	0.658		Valid		
	P24	0.673		Valid		
	P25	0.625		Valid		
	P27	0.623		Valid		
	P28	0.671		Valid		
	P29	0.647		Valid		
	P30	0.735		Valid		
	Motivation	P1		0.647	0.514	Valid
		P2		0.831		Valid
P3		0.671	Valid			
P4		0.889	Valid			
P5		0.700	Valid			
P6		1.000	Valid			
P7		1.000	Valid			
P8		0.732	Valid			
P9		0.732	Valid			
P10		1.000	Valid			
P11		1.000	Valid			
P12		1.000	Valid			
P13		1.000	Valid			
	P1	0.747		Valid		
	P2	0.757		Valid		
	P3	0.741		Valid		

Teachers' competence	P4	0.705	0.514	Valid
	P5	0.605		Valid
	P6	0.612		Valid
	P7	0.535		Valid
	P8	0.739		Valid
	P9	0.836		Valid
	P10	0.547		Valid
	P11	0.562		Valid
	P12	0.916		Valid

The table of instrument testing shows that some data have a value that is less than the  $r$ -table, so this data should be taken out and cannot be carried out for further research. Meanwhile, the valid data can be used in the instrument reliability test to measure the reliability of each item of the instrument. After obtaining the results of instrument testing and reliability testing of valid research instruments, it is distributed to the respondents for further research.

The result of the study was then analyzed by using multiple linear regression through ANOVA and Model Summary to find out the level of significant influence between the independent variables on the dependent variable.

#### **b. Reliability Test**

The criterion of the research instrument is considered as reliable if the value Cronbach Alpha is higher than 0.60 or equal, it can be seen in Table 3 below, as follows:

**Table 3. The result of the reliability test of variable**

Variable	Alpha Cronbach	Alpha Value	Explanation
Islamic Work Ethic	0.600	0.60	Reliable
Competence	0.667	0.60	Reliable
Teacher Performance	0.810	0.60	Reliable

The output of the result of the reliability test of the instrument is shown in Table 3 above. Then the question item can be distributed to the actual respondents aside from the respondents of instrument testing so that the research can run smoothly and the result can be tested by using multiple linear regression analysis.

#### **c. Test of Classical Assumption of Regression**

##### **1. Normality Test**

Residual normality test is used to test whether the residual value from regression is distributed normally or not. The good regression model is the model which has a residual value that is normally distributed. The method used is the graphic method. The graphic method can view data distribution on a diagonal source in a regular P-P Plot of a standardized regression graph. As a basis for making decisions, if the points spread around the line and

follow the diagonal line, the residual value is normal, as shown in Figure 1 in the graph below.

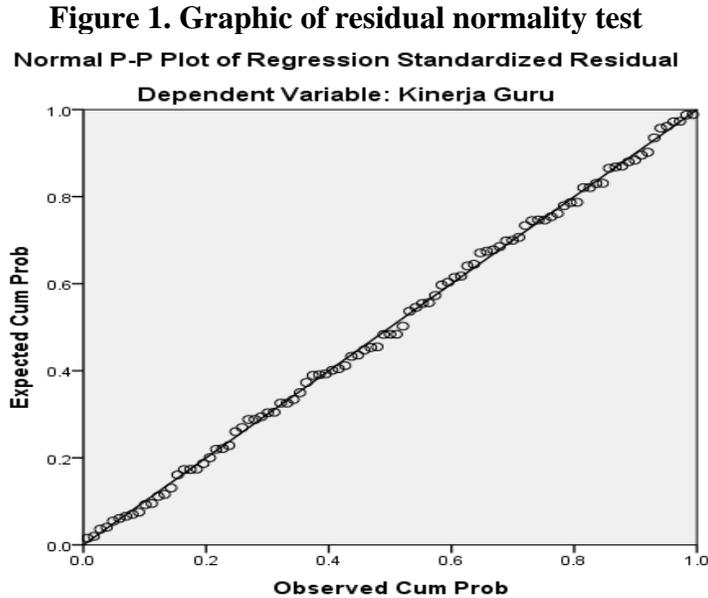
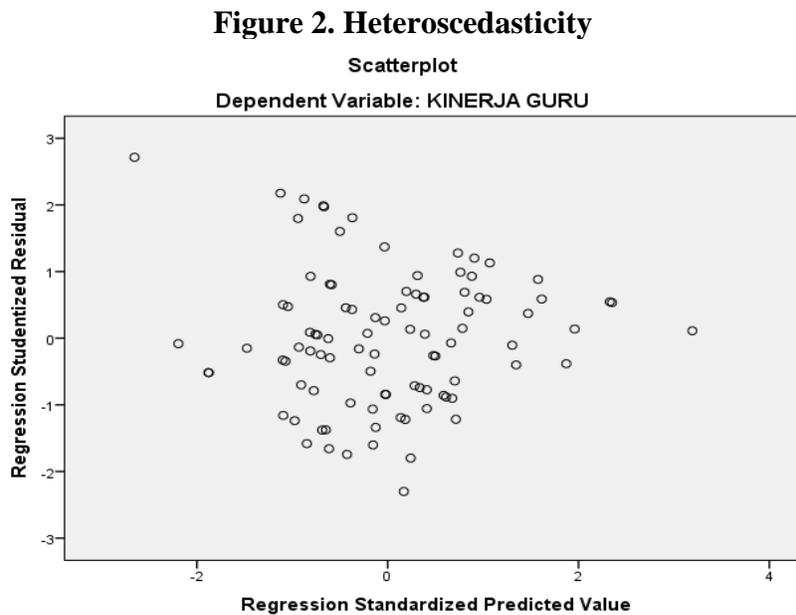


Figure 1 of the graphic above shows that the points spread around the line and follow the diagonal line, so the residual value is normal.

## 2. Heteroscedasticity Test

Heteroscedasticity is a residual variance that does not have similarities in all observations in the regression model. Heteroscedasticity should not occur in the acceptable regression.



As seen in figure 2 above, it can be discovered that the points do not form a clear pattern, and the points spread above and below the number 0 on the Y-axis. So, it can be concluded that there is no heteroscedasticity in the regression model.

### 3. Autocorrelation Test

Autocorrelation is a correlation between the members of observation which arranged according to time or place. Autocorrelation should not occur in the acceptable regression model. Durbin Watson test (DW test) was employed in this study. DW value can be seen in the model summary table. The value in the model summary was 2.222, which indicates that autocorrelation does not occur.

### 4. Multicollinearity Test

A multicollinearity test is conducted in multiple linear regression analysis because there is more than one independent variable in one regression model. *Multicollinearity means that the independent variables in the regression model have a perfect or close to a perfect linear relationship or even 1*). Perfect or close to a perfect correlation between independent variables should not occur in a good model regression.

The result of the multicollinearity test can be seen in the coefficient table; by looking at the tolerance value of both variables, which had more than 0.100 and VIF was less than 10; it can be concluded that there is no multicollinearity between the independent variables. The tolerance value of Islamic work ethic was 0.689, the tolerance value of competence was 0.670, and the value of motivation tolerance was 0.956. The VIF-value of Islamic work ethic was 1.451, the VIF-value of competence was 1.492, and the VIF-value of motivation was 1.046.

#### d. The Analysis of Multiple Linear Regression

**Table 4 Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Motivation, Islamic Ethic Work, Competence <sup>b</sup>		Enter

a. *Dependent Variable: Teachers' competence*

b. *All requested variables entered.*

Table 4 above shows that the independent variables entered into the model are Islamic work ethic and competence; meanwhile, the dependent variable was teachers' competence. There was no variable removed; meanwhile, the regression used the enter method.

**Table 5 Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.403 <sup>a</sup>	.163	.135	.31073	.163	5.891	3	91	.001	2.222

*Predictors: (Constant), Motivation, Islamic Work Ethic, Competence*

*Dependent Variable: Teachers' competence*

Based on the model in table 5 above, it shows that:

1. R is the multiple regressions; it refers to the correlation between two independent variables. R-value obtained was 0.403, which means the correlation between Islamic work ethic, competence, and motivation toward the teachers' competence with the value of 0.403. It is implied that there is a strong influence because the value is close to 1.
2. R square was 0.163. It means that the independent variable gives less influence toward the dependent variable. There is another variable that can support the dependent variable.
3. Adjusted R Square was 0.135. It shows the contribution of the influence of the independent variable on the dependent variable.
4. Standard Error of the Estimate is the measurement of the prediction error, and the value was 0.31073.
5. DW or Durbin Watson value was 2.222.
6. Sig F Change was 0.001.

**Table 6 ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.706	3	.569	5.891	.001 <sup>b</sup>
Residual	8.786	91	.097		
Total	10.493	94			

*Dependent Variable: Teachers' competence*

*Predictors: (Constant), Motivation, Islamic Work Ethic, Competence*

Table 6 above shows that the significance value was 0.0001. Significance < 0.05 (0.001 < 0.05), so that Ho is rejected. Thus, it can be concluded that Islamic ethic work and competence affect the teacher performance simultaneously.

The hypothesis of variables X1, X2, and Y:

Ho: Islamic work ethic and competence do not influence the teachers' competence simultaneously.

Ha: Islamic work ethic, competence, and motivation influence the teachers' competence simultaneously.

Determining the F-value and the significance value:

From the output, the F-value was 5.891, and the significance value was 0.001b

Testing Criteria:

If the F-value  $\leq$  the F-table, so Ho is accepted. If F-value  $>$  F-table, so Ho is rejected.

Conclusion:

F-value  $>$  F-table (5.891  $>$  2.70) and significance  $\leq$  0.05 (0.001b  $\leq$  0.005), so Ho is rejected. From this result, it concluded that Islamic work ethic and motivation influence the teacher performance simultaneously..

**Table 7 Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.958	.453		6.527	.000		
Islamic Work Ethic	.115	.099	.134	1.161	.249	.689	1.451
Competence	-.039	.107	-.043	-.367	.715	.670	1.492
Motivation	.329	.085	.378	3.854	.000	.956	1.046

a. Dependent Variable: Teacher Performance

Table 7 indicates some points, namely:

1. Standardized Coefficients, if the beta coefficient value is close to 0, then the influence of variable X toward Y is weaker.
2. Significance is the magnitude of the probability or opportunity to get an error in making a decision. The significance values were 0.249, 0.715 and 0.000
3. The value of the tolerance of Islamic work ethic was 0.680, the value of competence was 0.670, and the value of motivation was 0.956.
4. VIF-value of Islamic work ethic was 1.451, VIF-value of competence was 1.492, and VIF-value of motivation was 1.046. It shows that the value obtained is higher than 1.

#### e. Discussion

Based on the questionnaire that has been distributed to 95 respondents, it can be seen that the whole teachers who become the respondents were 95 people, so there were 27 men teachers or 28.4%, and there were 68 women teachers or 71.6%.

Based on the statistical test results, it is found that F-value was 5.892, and the F-table was 2.70. It indicates that the variables of Islamic work ethic, competence, and motivation positively influenced the competence of the teachers of Madrasah Aliyah Negeri in South Sulawesi. So, it can be concluded that the hypothesis is accepted; it is classified as significant based on the statistical test.

The hypothesis of variables X1, X2, and Y:

Ho: Islamic work ethic and competence do not influence the teachers' competence simultaneously.

Ha: Islamic work ethic, competence, and motivation influence the teachers' competence simultaneously.

Determining the F-value and the significance value:

From the output, the F-value was 5.891, and the significance value was 0.001b

Testing Criteria:

If the F-value  $\leq$  the F-table, so Ho is accepted. If F-value  $>$  F-table, so Ho is rejected

Conclusion:

F-value  $>$  F-table ( $5.891 > 2.70$ ) and significance  $\leq 0.05$  ( $0.001b \leq 0.005$ ), so Ho is rejected. From this result, it can be concluded that Islamic work ethic and motivation simultaneously influence the teachers' performance.

The significance value of the variable of Islamic work ethic toward the teacher competence, when viewed from the coefficients table, shows that the value was 0.249, competence value was 0.715, and the significance value of the motivation variable was 0.000. It is implied that all variables are significant. The test result indicates that the variable of Islamic ethic work, competence, and motivation toward the competence of Madrasah Aliyah Negeri teacher in South Sulawesi have a positive result. The variables are significant with a sig level of 0.05, which were 0.249, 0.715, and 0.000. These values can be seen in table 6 (Coefficients) and table 5 (ANOVA). From the test result, it can be concluded that the hypothesis is accepted. Islamic work ethic, competence, and motivation influence the competence of Madrasah Aliyah Negeri teacher in South Sulawesi simultaneously with a sig value of 0.001, where the standard value is 5%

From the residual normality test, heteroscedasticity, multicollinearity, and autocorrelation test, it can be concluded that the good data is the data that does not meet heteroscedasticity, multicollinearity, and residuals. It can be seen in the figure that follows the diagonal line and the Asimp tailed table of 0.760 and the residual does not occur.

## **V. CONCLUSIONS AND SUGGESTIONS**

Based on the findings and discussion explained before, there are some conclusions to be drawn:

- a. The variable of Islamic work ethic has a positive and significant influence on the variable of the competence of Madrasah Aliyah Negeri teacher in South Sulawesi; it can be seen from the value of 0.249, where the standard of significance is 0.005.
- b. The variable of competence has a positive and significant influence on the variable of the competence of Madrasah Aliyah Negeri teacher in South Sulawesi; it can be seen from the coefficient table with the value of 0.715.

- c. The variable of motivation has a positive and significant influence on the variable of the competence of Madrasah Aliyah Negeri teacher in South Sulawesi; it can be seen from the value of 0.000.
- d. The variable of Islamic ethic work, competence, and motivation give the positive and significant influence simultaneously toward the variable of the competence of Madrasah Aliyah Negeri teacher in South Sulawesi. It can be seen from the Anova table where the significance value is 0.001 with an error rate of 5%. All of the data were analyzed, and it obtained a significance value of 0.001.

Based on the test, the F-value is higher than the F-table,  $F\text{-value} > F\text{-table}$  ( $5.891 > 2.70$ ). It indicates that the hypothesis can be accepted. All variables, X1 (Islamic work ethic), X2 (competence), and X3 (motivation), give an effect simultaneously on the variable Y (Teacher Performance).

The researcher suggests the policymakers improve the monitoring of the work quality of Madrasah Aliyah Negeri teachers and pay more attention, provide training and education in order to achieve optimal teacher performance.

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