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## The influence of islamic leadership and self efficacy on teacher performance with job satisfaction

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### ABSTRACT

The influence of Islamic leadership and self-efficacy on teacher performance is a dynamic interplay that can significantly impact the quality of education. Leaders who embrace Islamic principles can create an environment that nurtures self-efficacy among teachers, leading to enhanced motivation, job satisfaction, and ultimately, improved student learning outcomes. This study aims to determine the effect of Islamic leadership and self-efficacy on teacher performance with job satisfaction as an intervening variable. The research concept is a path analysis model used to analyze the pattern of relationships between variables to know the direct or indirect effect of the independent variable (exogenous) on the dependent variable (endogenous). The sample of this study was all teachers of SD IT and SMP IT Al-Kautsar Mukomuko as many as 81 teachers. The results of the analysis show that Islamic leadership has a significant positive effect on teacher performance. Self-efficacy has a significant positive effect on teacher performance. Job satisfaction has a significant positive effect on teacher performance; Islamic leadership has a significant positive effect on job satisfaction. The conclusion was job satisfaction mediates the influence of Islamic leadership on teacher performance.



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## Introduction

Education is an important thing that is needed by every individual because education plays a major role in building human civilization in a much better direction, such as technological advances in the current era which is evidence of the enormous role of education in creating human civilization. Education is an activity that begins with humans, for humans and that guides humans to determine goals, directions, and make sense of their lives (Khuzaini et al., 2023).

At the first Taman Siswa Congress in 1930, it was extracted from the book Basic-Basic Education by Dr. H. FuadIhsan, Ki HajarDewantara said that education means efforts to advance the development of character (inner strength, character), mind (intellect), and body of a child; in Taman Siswa, these things cannot be separated to advance the fulfillment of life, the livelihood of children who are raised according to their world (Fattah, 2019). In the Law of the Republic of Indonesia Number 20 of 2003 concerning National Education, it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process

so that students actively develop their potential to have religious spiritual strength, self-control, character, intelligence, noble character, and skills needed for oneself, society, nation and government. Education is a way for humans to gain broad knowledge so that humans have better thoughts because education is very important in human life so that it is a religion that is rahmatanlilalamin and originates from the Al-Qur'an and al-Sunnah. Islam has comprehensive teachings, namely teachings that are holistic, comprehensive, and affect all aspects of life including education (Aslamiah et al., 2023).

Indonesia there are two institutions that carry out education with the same goal, namely educating the life of the nation, these institutions are the Ministry of Religion and the Ministry of Education and Culture. The Ministry of Religion (Kemenag) manages matters related to religion, one of which is Islamic education. Education levels are under the auspices of the Ministry of Religion, namely RA/MI/MTs/MA and MAK while the Ministry of Education and Culture (Kemendikbud) manages all levels of education and culture in Indonesia, namely TK/SD/SMP/SMA/SMK and equivalent (Ahmad et al., 2021).

The Integrated Islamic School (SIT) is a private school under the auspices of the Ministry of Education and Culture, although in essence the Integrated Islamic School is a school that implements the concept of Islamic education based on the Al-Qur'an and As-Sunnah (Jamil et al., 2023; Setya et al., 2023). The Integrated Islamic School is a school with an Islamic concept but with a modern impression (Setiawan et al., 2021).

Human resources is one of the resources in management that plays an important role in an organization. According to Mondy&Martocchio (2016) Human Resource Management is the use of individuals to achieve organizational goals. Human resources, in these case teachers, are an important factor in increasing the number of students each year. According to (Arifin et al., 2020), teacher performance is the result of work or the level of achievement obtained from his work, functioning in accordance with his responsibilities and authorities based on standards that have been set for a certain period to achieve educational goals. According to Kasmir (2016) the factors that influence performance are abilities and skills, knowledge, work design, personality, work motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment, and work discipline.

According to (Arifin et al., 2020) "teacher performance is the result of the work or success of the teacher in carrying out his duties in accordance with his responsibilities and authorities based on predetermined standards in a certain period in order to achieve educational goals". According to (Darmadi, 2018) teacher performance is the teacher's ability to carry out their duties. According to (Kasmir, 2016) the factors that influence performance are abilities and skills, knowledge, work design, personality, work motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment, and work discipline. According to (Cayır & Ulupınar, 2021) performance can be measured through several indicators, namely, as follows: (1) Working quantity. (2) Quality of work (3) Punctuality. (4) Cooperation ability and (5) Presence.

Islamic-based leadership will assume that being a leader is a mandate given to him which can become a field of rewards in the hereafter if carried out properly. According to (Widdah et al., 2021) "Islamic leadership is leadership that has a principled nature in blending Islamic teachings and practicing them in daily life both within the individual and in their environment according to the guidance of the Prophet Muhammad SAW". The teacher becomes the object of carrying out activities in schools so that they play an important role in realizing the goals of educational institutions. According to (Sunarji Harahap, 2016) explain that "Islamic leadership is a process or skill of a person to be able to guide and motivate the behavior of others in accordance with the Al-Qur'an and Hadith in order to achieve the goals to be achieved together". According to "Islamic leadership is leadership that has a principled nature in blending Islamic teachings and practicing them in everyday life both within the individual and in their environment according to the guidance of the Prophet Muhammad SAW". According to (Kabul et al., 2022) obtained from the characteristics of Islamic leadership, namely: Devotion to Allah SWT, Honesty and morals, Competence and breadth of knowledge, Concern for subordinates, Inspiration to others, Patience, Humility heart, Willingness to deliberation. After tracing the Al-Qur'an and Hadith, the indicators of Islamic leadership are as follows: (1) Shiddiq (honest), (2) Amanah (trusted), (3) Fathanah (intelligent), and (4) Tabligh (always telling the truth).

Job satisfaction is an important part in maintaining employee stability and maintaining organizational sustainability. If every employee has job satisfaction, then the employee will optimize his performance. According to (Situmorang, 2022) "job satisfaction is a pleasant or unpleasant emotional state for employees when looking at their work". Burić & Kim(2020) "Job satisfaction is a pleasant or unpleasant emotional state for employees looking at their work". According to (Zhang et al., 2020) "job satisfaction is a positive feeling about work that is generated based on evaluations of its characteristics". From the understanding of these experts, the researchers concluded that job satisfaction is the feeling felt by employees or the attitude of employees towards the place and environment they work. According to (Vidergor, 2023) the factors that influence job satisfaction

are: Empathy, Self-esteem, Quantitative workload, Interpersonal Conflict. According to (Affandi, 2018) indicators of job satisfaction are as follows: (1). Jobs, (2) Wages, (3) Promotion, (4) Overseer and (5) Colleagues.

**Table 1.** Number of Teachers by Education Level in 2022

<b>Educational Stage</b>	<b>SD IT Al-Kautsar</b>	<b>SMPIT Al-Kautsar</b>
Senior High School	7	3
Bachelor	45	26
Total	52	29

Source: SD IT Al-Kautsar dan SMP IT Al-Kautsar

Based on interviews conducted by researchers with SD IT and SMP IT Al-Kautsar, it was found that every year the teacher's performance is getting better, this can be seen from the more optimal learning in class and the achievement of targets and basic competencies that have been set. At SD IT Al-Kautsar in two semesters the teacher has a target of books that must be taught to his students, for grades I to grade III in two semesters the target of books that must be taught is eight books, four books in semester 1 and 4 more books in semester 2. While grades IV to grade VI in two semesters there are 9 books to be taught, five books in semester 1 and four more books in semester 2. These books are general textbooks in the form of thematic books and books books from SD IT Al-Kautsar itself. In contrast to Al-Kautsar IT Elementary School, at Al-Kautsar IT Middle School teachers do not have a target book to teach but must achieve the competencies set in each subject.

This research is in line with previous research conducted by (Romadoni, n.d.)with the research title "The Effect of Self Efficacy on Employee Performance through Job Satisfaction as a Mediation Variable". The results of this study state that Self Efficacy has a significant effect on Employee Performance. Self Efficacy positive and significant effect on job satisfaction. Job satisfaction has a positive effect on employee performance. Self Efficacy has a positive effect on Employee Performance with Job Satisfaction as a Mediating Variable (Ramadhani et al., 2023). Therefore, it is necessary to have teachers who have good self-efficacy. According to (Tambrin et al., 2021) and(Matovu, 2020) suggests that "Self-efficacy is an ability and desire that comes from intrapersonal strength that makes individuals choose to be involved in an activity or achieve certain goals".

Fei (2022) suggests that "Self-efficacy is an individual's self-confidence when facing problems in various situations and being able to determine actions to complete tasks or problems so that they can overcome these obstacles and achieve the expected goals". Self-efficacy is very important in the learning process, especially when learning is brave during the coronavirus disease 2019 (COVID-19) pandemic (Muna & Bahit, 2023). Yoga & Ambarwati (2023) suggests that "Self-efficacy is an individual's belief about his/her capability to manage responsibilities. More specifically, self-efficacy is about the desired objectives of a person to improve his/her abilities. This theory can be interpreted as, "Self-efficacy is an individual's belief about his ability to manage responsibility, or in short self-efficacy is about the goals a person wants to improve his abilities". According to (Dian Nur Aprilia, 2021) suggests that "Self-efficacy is an ability and desire derived from intrapersonal strength that makes individuals choose to participate in an activity or achieve certain goals". Factors that influence Self-Efficacy According to (Fei, 2022) suggests that there are four indicators to measure Self-Efficacy, namely as follows (1) Past experience (past performance), (2)Experience of other individuals (vicarious experience), (3)Verbal persuasion (verbal persuasion), and (4) Emotional states (emotional cues).

Based on the background description above, the researcher is interested in conducting research with the title "The Influence of Islamic Leadership and Self-Efficacy on Teacher Performance with Job Satisfaction as an Intervening Variable (Case Study at SD IT & SMP IT Al-KautsarMukomuko)".

Based on the description of the background above, the formulation of the problem in this study is as follows: (1) Does Islamic Leadership have a direct effect on Teacher Performance? (2) Does Self Efficacy have a direct effect on Teacher Performance? (3) Does job satisfaction have a direct effect on teacher performance?. (4) Does Islamic Leadership have a direct effect on Job Satisfaction?.(5) Does Self Efficacy have a direct effect on Job Satisfaction?.(6) Does Islamic Leadership have an indirect effect on Teacher Performance through Job Satisfaction?.(7) Does Self Efficacy have an indirect effect on Teacher Performance through Job Satisfaction? (1) To determine the direct effect of Islamic leadership on Teacher Performance. (2) To determine the direct effect of Self Efficacy on Teacher Performance. (3) To determine the direct effect of Job Satisfaction on Teacher Performance. (4) To determine the direct effect of Islamic Leadership on Job Satisfaction. (5) To determine the direct effect of Self Efficacy on Job Satisfaction. (6) To determine the indirect effect of Islamic leadership on teacher performance through Job Satisfaction. (7) To determine the indirect effect of Self Efficacy on Teacher Performance through Job Satisfaction.

## Method

Based on the study of the problems and research objectives, the method that researchers believe to be reliable is the quantitative method using structural equations, namely the causality of the dimensions of influence (X1), (X2), and (X3) on (Y), and influence (X1), (X2) against (Y) through (X3) with the type of research being the qualitative method. According to Hardani et al (2020: 254) quantitative research is research that focuses on measuring and analyzing cause-and-effect relationships between various variables. The researcher's research conception is a path analysis model.

### **Causality of Dimensions of Influence (X1, X2, X3) on (Y)**

This part of the question is asking about the direct causal relationships between the variables X1, X2, X3, and Y. In other words, how do changes in X1, X2, and X3 affect Y individually? This could involve performing statistical analysis or experiments to determine the strength and direction of these relationships.

### **Influence of (X1, X2) on (Y) through (X3)**

This part of the question is asking about the indirect causal relationship between X1 and X2 on Y, but this influence is mediated through X3. In other words, changes in X1 and X2 are not directly affecting Y, but they do so through their impact on X3. This could be understood using mediation analysis techniques, where assess whether the effect of X1 and X2 on Y diminishes when you control for X3.

Causality in statistical analysis can be a complex topic, and establishing true causal relationships often requires careful experimental design and rigorous analysis to rule out confounding factors and alternative explanations. Additionally, if working with a specific dataset or scenario, providing more contexts could help in giving a more precise answer.

### **Population**

According to (Sugiyono, 2019) explain that "Population is a generalized field consisting of objects or subjects with certain qualities and characteristics that are applied by researchers to be studied and then conclusions drawn." The population of this study was all teachers of SD IT and SMP IT Al-KautsarMukomuko, totaling 81 people. Data collection and analysis to explore the causal relationships mentioned. Here's a general outline of the steps you might take:

#### ***Data Collection***

Collect data on variables X1, X2, X3, and Y from the 81 teachers sure the data collection process is well-designed to ensure the quality and accuracy of the data.

#### ***Data Analysis***

Analyze the data to examine the causal relationships between the variables. For the causality of dimensions of influence (X1, X2, and X3) on Y, you could perform regression analysis. Fit separate regression models for X1, X2, and X3 against Y. This will help understand the direct influence of each variable on Y. For the influence of (X1, X2) on Y through (X3), might consider mediation analysis. This involves testing whether the relationship between X1/X2 and Y changes when control for X3. If the relationship becomes weaker or non-significant when X3 is included in the model, it suggests that the influence is mediated through X3.

### **Sample**

According to (Sugiyono, 2017) explain that the sample is part of the number and characteristics possessed by the population. Determination of the sample in this study using the non-probability sampling technique, namely the saturated sampling technique. According to (Sugiyono, 2017) saturated sampling is a sampling technique in which all members of the population are sampled. According to (Arikunto, S., 2017) if the total population of the study is less than 100 people, then the total sample is taken as a whole, but if the total population is more than 100 then 10-15% or 20-25% of the total population is taken. In this study, the population numbered 81 people, so the researchers used a saturated sampling technique in determining the sample. It was found that 81 respondents came from teachers from SD IT and SMP IT Al-KautsarMukomuko and using a census approach not selecting a subset of the population for study; instead, including all individuals in your analysis. This approach has the advantage of providing a complete representation of the population, collecting data from every single teacher.

## **Results and Discussions**

### **Results**

This study also measured the average value given by respondents based on the variables used, such as Islamic leadership, self-efficacy, job satisfaction and teacher performance. The explanation is as follows, the average indicators of teacher performance variables are quality at 4.06, quantity at 3.95, punctuality at 4.08, attendance at 4.02, ability to work together at 3.87. The average indicator variable for Islamic leadership is shiddiq of 3.87, fathanah of 3.79, trust of 3.78, tabligh of 3.88. The average indicator of the Self-efficacy variable is experience

of 4.03, vicarious experience of 3.96, verbal persuasion of 3.98, emotional cues of 3.95. The average indicators of job satisfaction variables are 3.91 for work, 3.85 for wages/salaries, 3.72 for promotions, 3.9 for supervisors, 3.87 for co-workers.

This study also measured the average value given by respondents based on the variables used, such as Islamic leadership, self-efficacy, job satisfaction and teacher performance. The explanation is as follows, the average indicators of teacher performance variables are quality at 4.06, quantity at 3.95, punctuality at 4.08, attendance at 4.02, ability to work together at 3.87. The average indicator variable for Islamic leadership is shiddiq of 3.87, fathanah of 3.79, trust of 3.78, tabligh of 3.88. The average indicator of the Self-efficacy variable is experience of 4.03, vicarious experience of 3.96, verbal persuasion of 3.98, emotional cues of 3.95. The average indicators of job satisfaction variables are 3.91 for work, 3.85 for wages/salaries, 3.72 for promotions, 3.9 for supervisors, 3.87 for co-workers.

**Table 2.** Analysis of Direct and Indirect Effects

Description	Influence (%)
Direct Effect (X1) on (Y)	4.4
Direct Effect (X2) on (Y)	5.7
Direct Effect (X3) on (Y)	7.2
Direct Effect (X1) on (X3)	5.7
Direct Effect (X2) on (X3)	24.2
Indirect Effect (X1) on (Y) Through (X3)	27.5
Indirect Effect (X2) on (Y) Through (X3)	37.1

Source: Data Processing Results, 2022

#### Direct and Indirect Influence

From the table 2, it can be explained that the direct effect of Islamic Leadership on Teacher Performance (x1y) is 4.4%, the direct effect of Self Efficacy on Teacher Performance (x2y) is 5.7%, the direct effect of Job Satisfaction on Teacher Performance (x3y) which is 7.2%, the direct effect of Islamic Leadership on Job Satisfaction (x1x3) is 5.7%, the direct effect of Self Efficacy on Job Satisfaction (x2x3) is 24.2%, Indirect influence of Islamic Leadership on Performance Teachers through job satisfaction (x1yx3) is 27.5%, the indirect effect of Self Efficacy on Teacher Performance through job satisfaction (x2yx3) is 37.1%.

#### Influence of Islamic Leadership on Teacher Performances

Present the statistical results related to the relationship between Islamic leadership and teacher performance. Include relevant descriptive statistics, correlation coefficients, and regression analysis outcomes. Interpret the findings and discuss their significance in the context of the study.

#### Influence of Self-Efficacy on Teacher Performance

Present the statistical results regarding the relationship between self-efficacy and teacher performance. Provide descriptive statistics, correlation coefficients, and regression analysis outcomes. Discuss the interpretation of these findings and their implications for the study.

#### Job Satisfaction as an Intervening Variable

Present the results of the mediation analysis, focusing on the role of job satisfaction as an intervening variable. Include information on the mediation effect, the significance of indirect effects, and the strength of the mediation. Discuss how job satisfaction influences the relationship between Islamic leadership, self-efficacy, and teacher performance.

**Table 3.** Significance Test

Substructural Partial Analysis 1 Effect of (X1), (X2) on (X3) Model	t	Sig.
Islamic Leadership (X1)	2.523	0.014
Self Efficacy (X2)	5.191	0.000

Source: Data Processing Results, 2022

From table 3, it can be seen that partially Islamic leadership has a positive and significant effect on job satisfaction of 2,523 with a significance value of 0.014 which is smaller than  $\alpha = 0.05$ . Likewise, the self-efficacy variable has a positive and significant effect on job satisfaction of 5.191 with a significance value of 0.000 which is smaller than  $\alpha = 0.05$ .

**Table 4.** Substructural Partial Analysis 2 Influence (X1), (X2), (X3) on (Y)

Model	t	Sig.
Islamic leadership (X1)	2.051	0.044
Self Efficacy (X2)	2.081	0.041
Job Satisfaction (X3)	2.275	0.026

Source: Data Processing Results, 2022

From table 4 partially Islamic leadership has a positive and significant effect on teacher performance of 2.051 with a significance value of 0.044 less than  $\alpha = 0.05$ . Self efficacy has a positive and significant effect on teacher performance of 2.081 with a significance value of 0.041 less than  $\alpha = 0.05$ . Job satisfaction has a positive and significant effect on teacher performance of 2.275 with a significance value of 0.026 which is less than  $\alpha = 0.05$ .

### Hypothesis Testing

From the hypothesis testing that researchers have done, the results obtained can be seen in the explanation of each hypothesis as follows: 1) The results of the analysis of the influence of Islamic leadership on teacher performance, obtained the value of  $t_{count} = 2.051 > t_{table}$  of 1.664. This means that there is a direct influence of Islamic leadership on teacher performance with an effect of 0.044 or 4.4%, thus  $H_{a1}$  is accepted, and  $H_{o1}$  is rejected; 2) The results of the analysis of the direct effect of self-efficacy on teacher performance, obtained  $t_{count} = 2.081 > t_{table}$  of 1.664. This means that there is a direct effect of self-efficacy on teacher performance with an effect of 0.057 or 5.7%, thus  $H_{a2}$  is accepted, and  $H_{o2}$  is rejected; 3) The results of the analysis of the direct effect of job satisfaction on teacher performance, obtained  $t_{count} = 2.275 > t_{table}$  of 1.664. This means that there is a direct effect of job satisfaction on teacher performance with an effect of 0.072 or 7.2%, thus  $H_{a3}$  is accepted  $H_{o3}$  is rejected; 4) The results of the analysis of the direct influence of Islamic leadership on job satisfaction, obtained  $t_{count} = 2.523 > t_{table}$  of 1.664. This means that there is a direct influence of Islamic leadership on job satisfaction with an effect of 0.057 or 5.7%, thus  $H_{a4}$  is accepted, and  $H_{o4}$  is rejected; 5) The results of the analysis of the direct effect of self-efficacy on job satisfaction, obtained  $t_{count} = 5.191 > t_{table}$  of 1.664. This means that there is a direct effect of self-efficacy on job satisfaction with an effect of 0.242 or 24.2%, thus  $H_{a5}$  is accepted, and  $H_{o5}$  is rejected; 6) The results of the analysis of the indirect influence of Islamic leadership on teacher performance through job satisfaction obtained  $Z_{count} = 1.99 > Z_{table}$  of 1.65. This means that there is an indirect effect of Islamic leadership on teacher performance through job satisfaction with an effect of 0.275 or 27.5%; 7) The results of the analysis of the indirect effect of self-efficacy on teacher performance through job satisfaction obtained  $z_{count} = 1.81 > Z_{table}$  of 1.65. This means that there is an indirect effect of self-efficacy on teacher performance through job satisfaction with an effect of 0.371 or 37.1%.

### The Direct Effect of Islamic Leadership on Teacher Performance

Based on the results of the study, it shows that Islamic leadership has a direct effect on teacher performance. Thus, it can be explained that Islamic leadership can affect teacher performance. This means that if Islamic leadership is properly implemented by the principal, the teacher's performance will be even better. The results of this study strengthen the theory regarding the factors that influence performance. According to (Kasmir, 2016) leadership is one of the factors that influence performance. This research is in line with the results of previous research conducted by (Maksum, 2020) which showed that Islamic Leadership has a positive effect on Employee Performance.

### Direct Effect of Self Efficacy on Teacher Performance

Based on the results of the study, it was found that Self Efficacy had a direct effect on Teacher Performance. Thus, it can be explained that self-efficacy can affect teacher performance. This means that if the teacher has high self-efficacy, it will produce good teacher performance. The results of this study strengthen the theory regarding the factors that influence performance. According to (Kasmir, 2016) personality is one of the factors that affect performance; self-efficacy is one part of one's personality. This research is in line with previous research conducted by (LASMANDA, 2022) which suggests that Self Efficacy affects employee performance. This proves that self-efficacy is one of the factors that support employee performance.

### The Direct Effect of Job Satisfaction on Teacher Performance

The results of data analysis show that job satisfaction has a direct effect on teacher performance. Thus it can be explained that job satisfaction can affect teacher performance. This means that the better the teacher's job satisfaction, the teacher's performance will increase. The results of this study strengthen the theory regarding the factors that influence performance. According to (Kasmir, 2016) job satisfaction is a factor that influences performance. This research is in line with previous research conducted by (Ladendorf et al., 2021), where the results showed that the Job Satisfaction variable has a positive effect on Employee Performance. This proves that there is a need for a teacher to be satisfied with his work because it can affect his performance.

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**Direct Effect of Islamic Leadership on Job Satisfaction**

Based on the results of the study, it was found that Islamic Leadership has a direct effect on Job Satisfaction. Thus, it can be explained that Islamic leadership can influence job satisfaction. This means that if Islamic leadership is properly implemented by the school principal, teacher job satisfaction will also increase. This research is in line with previous research conducted by (Sunarji Harahap, 2016) with research results that leadership has a significant effect on job satisfaction. Our study highlights a significant direct effect of Islamic leadership on job satisfaction among teachers. When Islamic leadership principles are effectively integrated into school administration, it cultivates an environment conducive to job satisfaction. This aligns with the insights provided by (Harahap, 2016), who found that leadership significantly impacts job satisfaction. Our findings suggest that a well-executed Islamic leadership approach positively influences teachers' contentment with their roles.

**Direct Effect of Self Efficacy on Job Satisfaction**

Based on the results of the study, it was found that self-efficacy had a direct effect on job satisfaction. Thus, it can be explained that self-efficacy can affect job satisfaction. This means that if the teacher has high self-efficacy, it will increase job satisfaction for the teacher himself. This research is in line with previous research conducted by (Masruroh & Prayekti, 2021a) suggests that Self Efficacy has a positive effect on Job Satisfaction. The results underscore the substantial direct effect of self-efficacy on job satisfaction among teachers. Teachers with higher self-efficacy tend to experience greater job satisfaction, a concept congruent with previous research by (Masruroh & Prayekti, 2021b). This observation supports the notion that self-efficacy contributes significantly to an individual's sense of fulfillment in their professional role.

**Indirect Influence of Islamic Leadership on Teacher Performance through Job Satisfaction**

The results of data analysis indicate that job satisfaction can mediate the influence of Islamic leadership on teacher performance, meaning that there is an indirect influence of Islamic leadership on teacher performance through job satisfaction. Thus, it can be said that in addition to having a direct influence of Islamic leadership on teacher performance, it is also influenced by an indirect influence through job satisfaction, in other words Islamic leadership also improves teacher performance through job satisfaction. The results of this study are in line with previous research conducted Mediating Islamic Leadership on Employee Performance. Our research unveils an interesting indirect influence—Islamic leadership's impact on teacher performance mediated through job satisfaction. This suggests that Islamic leadership not only directly enhances teacher performance but also indirectly shapes it by fostering job satisfaction. The alignment of these effects offers a more comprehensive understanding of how Islamic leadership influences the overall effectiveness of teachers.

**Indirect Effect of Self Efficacy on Teacher Performance through Job Satisfaction**

The results of data analysis indicate that job satisfaction mediates the effect of self-efficacy on teacher performance, meaning that there is an indirect effect of self-efficacy on teacher performance through job satisfaction. Thus, it can be said that in addition to having a direct effect of self-efficacy on teacher performance, it is also influenced by an indirect effect through job satisfaction, in other words self-efficacy also increases teacher performance through job satisfaction. The results of this study are in line with previous research conducted by (Masruroh & Prayekti, 2021a) with the results showing that Islamic leadership influences employee performance through job satisfaction. Similar to Islamic leadership, our findings reveal that self-efficacy's impact on teacher performance is mediated through job satisfaction. Beyond its direct effect, self-efficacy plays a role in improving teacher performance by enhancing job satisfaction. This parallel effect pathway underscores the multifaceted nature of self-efficacy's influence on teacher effectiveness.

**Contributions and Updates**

This study significantly contributes to the field of education within Islamic school contexts. By unraveling the intricate relationships among Islamic leadership, self-efficacy, job satisfaction, and teacher performance, we offer a comprehensive framework for understanding teacher dynamics. Our research provides a nuanced exploration, enhancing the application of theoretical concepts to practical settings.

**Conclusions**

Based on the results to determine the effect of Islamic leadership, self-efficacy, and job satisfaction on teacher performance, it can be concluded that: 1) There is a direct influence of Islamic leadership on teacher performance; 2) There is a direct effect of self-efficacy on teacher performance; 3) There is a direct effect of job satisfaction on teacher performance; 4) There is a direct influence of Islamic leadership on job satisfaction; (5) There is a direct effect of self-efficacy on job satisfaction; 6) There is an influence of Islamic leadership on teacher performance through job satisfaction; 7) There is an indirect effect of self-efficacy on teacher performance through job satisfaction. Positive significant influence implies that as Islamic leadership increases, teacher

performance also tends to increase. In other words, there's a positive correlation between these two factors in study.

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