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The Effects of Organizational Support and Islamic Work Ethic on Teacher Performance: The Mediating Role of Job Satisfaction

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Abstract: Teacher performance in Islamic schools is shaped not only by institutional resources but also by the values through which teachers interpret their work. Prior studies have generally examined organizational support or Islamic work ethic separately, frequently in corporate settings, leaving limited evidence on their simultaneous direct and satisfaction-mediated effects among public Islamic-school teachers. This study examines the effects of organizational support and Islamic work ethic on teacher performance through job satisfaction. A quantitative associative design was applied to 119 teachers at public Islamic junior high schools in Serang City, Indonesia, using a total sampling technique. Data collected by questionnaire in May 2026 were analyzed using partial least squares structural equation modeling. Organizational support, Islamic work ethic, and job satisfaction positively affected teacher performance (β=0.302, 0.408, and 0.239; $p<0.05$). Organizational support and Islamic work ethic also increased job satisfaction (β=0.510 and 0.410; $p<0.001$). Job satisfaction partially mediated both the organizational support–performance (β=0.122; $p=0.019$) and Islamic work ethic–performance (β=0.098; $p=0.035$) relationships. The novelty lies in demonstrating a dual-source mechanism: organizational support primarily strengthens satisfaction, whereas Islamic work ethic provides the strongest direct performance stimulus, with satisfaction transmitting part of both effects in a public madrasah context.

Keywords: Islamic work ethic, job satisfaction, organizational support, teacher performance public madrasah.

INTRODUCTION

Teacher performance is a central determinant of educational quality because teachers translate curriculum, institutional policy, and learning resources into classroom practice. In Indonesia, the performance of madrasah teachers includes pedagogical, personality, social, and professional competencies. The importance of this role is particularly visible in public Islamic junior high schools, where teachers are expected to achieve academic objectives while modelling religious and ethical values. Performance data for public Islamic junior high-school teachers in Serang City showed an average achievement of 81% in 2024. Although this level was categorized as good, it indicated that performance had not yet reached its optimum level.

The organizational context helps explain this gap. A preliminary survey found that 80% of teachers considered learning facilities and resources inadequate, 66.7% reported that they could lose enthusiasm when encountering teaching difficulties, and approximately 66% perceived professional training and development as insufficient. These conditions imply that formal employment status and certification do not automatically guarantee a work environment that sustains high performance. Teachers also require fair treatment, supervisory attention, recognition, development opportunities, and practical assistance when they face instructional problems.

Organizational support refers to employees' general belief that their organization values their contribution and cares about their well-being (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002). Social exchange theory predicts that favorable treatment creates an obligation to reciprocate through constructive attitudes and stronger performance (Blau, 1964). In a school, support may be expressed through procedural fairness, accessible leadership, appropriate facilities, appreciation, and supportive working conditions. When teachers perceive such treatment, they are more likely to invest effort beyond minimum role requirements.

Nevertheless, organizational support represents only the external side of the performance process. In an Islamic educational institution, teachers' internal values can be equally consequential. Islamic work ethic treats work as a morally meaningful activity based on honesty, responsibility, discipline, cooperation, and service to society (Ali, 1988; Ali & Al-Owaihan, 2008). These principles can motivate teachers to perform conscientiously even when external resources are imperfect. The construct therefore offers a culturally and institutionally relevant explanation of teacher behavior that cannot be replaced by a generic work-ethic measure.

Job satisfaction may connect these external and internal sources of motivation to performance. It reflects a favorable evaluation of one's job and work experiences (Locke, 1976; Robbins & Judge, 2022). Organizational support may enhance satisfaction because teachers feel valued and protected, whereas Islamic work ethic may enhance intrinsic satisfaction by making work purposeful and consistent with personal beliefs. Satisfied teachers are more likely to maintain energy, commitment, collegiality, and learning quality. However, satisfaction does not necessarily replace the direct effects of support or values; it may transmit only part of those effects.

Previous studies have produced inconsistent findings regarding the relationships among organizational support, Islamic work ethic, job satisfaction, and employee performance. Suprapto et al. (2025) reported that organizational support positively affected employee performance, whereas Yuniawan et al. (2023) found no significant direct effect. Setiabudi et al. (2024) identified a positive relationship between Islamic work ethic and employee performance. Previous studies also showed that job satisfaction transmitted the effects of organizational support and Islamic work ethic on performance (Amaliasita & Astuti, 2023; Wijaya et al., 2025). These inconsistent direct effects and the growing evidence regarding mediation indicate that the relationships among the four constructs require further examination. Previous studies have generally examined organizational support and Islamic work ethic in separate models and predominantly in corporate, banking, transportation, hospitality, and microfinance settings. Consequently, limited evidence explains how an external organizational resource and an internal Islamic value-based resource simultaneously affect teacher performance, both directly and indirectly through job satisfaction. This limitation is particularly evident among teachers at public Islamic junior high schools, where professional teaching responsibilities and Islamic work values coexist.

This study contributes an integrative dual-source and dual-route framework by simultaneously positioning organizational support as an external organizational resource and Islamic work ethic as an internal value-based resource. Both factors are examined as direct

determinants of teacher performance and as indirect determinants operating through job satisfaction in the context of public Islamic junior high schools. Accordingly, the novelty of this study lies in the integration of the model and its educational context rather than in proposing entirely new constructs. The model tests whether organizational support and Islamic work ethic directly improve teacher performance and indirectly do so by increasing job satisfaction. It further distinguishes the dominant routes: whether support works primarily through psychological evaluation of the job and whether Islamic work ethic operates more strongly as a direct moral-performance driver.

Accordingly, this study examines seven relationships: the effects of organizational support, Islamic work ethic, and job satisfaction on teacher performance; the effects of organizational support and Islamic work ethic on job satisfaction; and the indirect effects of both predictors on teacher performance through job satisfaction. All relationships are hypothesized to be positive and significant.

METHODS

This study used a quantitative, associative, cross-sectional design. The research setting comprised public Islamic junior high schools (Madrasah Tsanawiyah Negeri/MTsN) in Serang City, Banten, Indonesia. The study population comprised 119 teachers at public Islamic junior high schools in Serang City. Total sampling was employed; therefore, all 119 members of the population were included as research respondents. Questionnaires were distributed through Google Forms in May 2026.

The questionnaire measured four latent constructs using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Organizational support was initially measured by six indicators covering fairness, supervisory support, recognition, and working conditions. Islamic work ethic was measured by six indicators representing honesty and integrity, diligence and discipline, and social responsibility. Job satisfaction was initially measured by ten indicators related to the work itself, supervision, co-workers, promotion, and rewards. Teacher performance was initially measured by seven indicators reflecting pedagogical, personality, social, and professional competence. Thus, the initial measurement model contained 29 indicators.

Data were analyzed using partial least squares structural equation modeling (PLS-SEM) in SmartPLS. The measurement model was assessed using indicator loadings, average variance extracted (AVE), Cronbach's alpha, composite reliability, cross-loadings, the heterotrait–monotrait ratio (HTMT), and the Fornell–Larcker criterion. Indicators with loadings below 0.70 were reviewed. Three indicators—Z1-9 (0.632), Z1-10 (0.569), and Y4 (0.655)—were removed, resulting in a final model of 26 indicators. Construct validity was accepted when AVE exceeded 0.50; internal consistency was accepted when Cronbach's alpha and composite reliability exceeded 0.70; discriminant validity was accepted when HTMT values were below 0.90, and each construct's AVE square root exceeded its correlations with other constructs.

The structural model was evaluated using collinearity statistics (VIF), coefficients of determination (R^2 and adjusted R^2), predictive relevance (Q^2), effect sizes (f^2), path coefficients, and bootstrap significance tests. Hypothesis testing was conducted using bootstrapping. A relationship was considered statistically significant when the bootstrap p-value was below 0.05. Mediation was classified as partial when both the direct and specific indirect effects remained statistically significant.

RESULTS AND DISCUSSION

Respondent Profile

Of the 119 respondents, 80% were women and 20% were men. Most respondents held a bachelor's degree (94%), while 3% held a diploma and 3% held a master's degree. Regarding

tenure, 17% had worked for 1–5 years, 65% for 5–10 years, and 18% for more than 10 years. The dominance of experienced bachelor-qualified teachers supports the relevance of their assessments of institutional support, work values, satisfaction, and professional performance.

Measurement Model

After removing three low-loading indicators, all 26 retained indicators exceeded the 0.70 loading threshold. Table 1 summarizes the convergent validity and reliability results. The AVE values ranged from 0.613 to 0.727, indicating that each construct explained more than 50% of the variance in its indicators. In particular, the AVE value of Islamic work ethic was 0.727, indicating that the construct explained 72.7% of the variance in its indicators. Cronbach's alpha values ranged from 0.873 to 0.925, while composite reliability values ranged from 0.905 to 0.941, demonstrating satisfactory internal consistency.

Table 1. Construct Validity and Reliability

Construct	AVE	Cronbach's alpha	Composite reliability
Organizational support	0.613	0.873	0.905
Islamic work ethic	0.727	0.925	0.941
Job satisfaction	0.619	0.912	0.928
Teacher performance	0.688	0.908	0.929

Source: Primary data processed with SmartPLS (2026).

Discriminant validity was also established. Each indicator loaded more strongly on its intended construct than on other constructs; all HTMT ratios were below 0.90; and the square root of each construct's AVE exceeded the corresponding interconstruct correlations. Therefore, the constructs were empirically distinct despite their theoretically related nature.

Structural Model

All inner VIF values were below 5 (1.547–3.101), indicating that collinearity did not threaten the path estimates. As reported in Table 2, Organizational support and Islamic work ethic explained 67.8% of the variance in job satisfaction. Organizational support, Islamic work ethic, and job satisfaction jointly explained 71.0% of the variance in teacher performance. The remaining 32.2% and 29.0% of the variance, respectively, were explained by factors outside the research model. The Q^2 values of 0.408 for job satisfaction and 0.476 for teacher performance were above zero, indicating that the model had predictive relevance.

Table 2. Explanatory and Predictive Power of the Model

Endogenous construct	R^2	Adjusted R^2	Q^2 predict
Job satisfaction	0.678	0.672	0.408
Teacher performance	0.710	0.702	0.476

Source: Primary data processed with SmartPLS (2026).

Effect-size analysis further clarifies the model. Organizational support had a large effect on job satisfaction (f^2=0.522), while Islamic work ethic had a medium effect (f^2=0.337). For teacher performance, Islamic work ethic produced a medium effect (f^2=0.277), organizational support a small effect (f^2=0.134), and job satisfaction a small effect (f^2=0.064). These differences anticipate the dual-route interpretation developed below.

Hypothesis Testing

The bootstrapping results presented in Table 3 show that all direct and indirect relationships were positive and statistically significant at $p<0.05$. Thus, all seven hypotheses were supported. The values displayed as 0.000 in the SmartPLS output are reported as $p<0.001$.

Because the direct and indirect effects remained positive and statistically significant, job satisfaction provided complementary partial mediation in both mediating relationships.

Table 3. Direct and Indirect Effects

Hypothesized relationship	β	t	p	Decision
OS → teacher performance	0.302	3.116	0.002	Supported
IWE → teacher performance	0.408	4.217	<0.001	Supported
Job satisfaction → teacher performance	0.239	2.533	0.011	Supported
OS → job satisfaction	0.510	7.028	<0.001	Supported
IWE → job satisfaction	0.410	5.358	<0.001	Supported
OS → satisfaction → performance	0.122	2.352	0.019	Supported
IWE → satisfaction → performance	0.098	2.105	0.035	Supported

Source: Primary data processed with SmartPLS (2026).

Notes: OS = organizational support; IWE = Islamic work ethic.

Organizational Support and Teacher Performance

Organizational support positively affected teacher performance (β=0.302; p=0.002). This result supports social exchange theory: when teachers perceive that the madrasah values their contribution, protects their welfare, and assists them in meeting instructional demands, they reciprocate through stronger task execution. Supervisory support was among the most salient organizational-support indicators, emphasizing that support is experienced through everyday leadership behavior rather than through policy alone. Clear guidance, fair decisions, appreciation, and timely help can strengthen teachers' willingness to invest effort in pedagogical and institutional responsibilities.

The result is consistent with studies reporting beneficial performance effects of organizational support, while helping to explain contradictory findings in which support did not directly improve performance. In the present setting, organizational support retained a significant direct effect even after satisfaction entered the model. Thus, support can facilitate performance operationally through resources and assistance—and psychologically—through positive evaluation of the work relationship.

Islamic Work Ethic and Teacher Performance

Islamic work ethic produced the strongest direct effect on teacher performance (β=0.408; p<0.001). For public madrasah teachers, work is not solely an employment exchange; it is also an amanah and a form of service. Honesty, discipline, responsibility, diligence, and social contribution therefore provide internal standards that guide behavior even when monitoring is limited. The dominant social-responsibility indicator suggests that teachers associate good work with benefit to students, colleagues, and the wider school community.

This finding extends Islamic work-ethic research beyond corporate and financial settings. Its medium effect size indicates that faith-consistent work values are not peripheral cultural attributes but substantive performance resources. The coefficient also exceeds that of organizational support, showing that internalized moral meaning can be a particularly strong source of performance in an explicitly Islamic educational context.

Job Satisfaction and Teacher Performance

Job satisfaction positively affected performance (β=0.239; p=0.011), although its effect size was small (f^2=0.064). Satisfaction helps teachers sustain motivation, involvement, and constructive interaction in work that demands continuous emotional and intellectual engagement. The strong contribution of co-worker relations to the satisfaction construct further indicates that collegial support is important in coping with teaching demands and maintaining a favorable work experience.

The relatively smaller coefficient does not make satisfaction unimportant. Instead, it suggests that satisfaction functions as an enabling psychological condition alongside direct institutional and value-based drivers. A satisfied teacher is better positioned to translate support and ethical commitment into classroom and professional behavior, but performance continues to depend on resources, competence, and personal responsibility.

Antecedents of Job Satisfaction

Organizational support strongly increased job satisfaction ($\beta=0.510$; $p<0.001$) and had the largest structural effect on this outcome ($f^2=0.522$). Teachers evaluate their jobs more favorably when they experience procedural fairness, supervisor concern, recognition, supportive conditions, and development opportunities. This finding is especially relevant to the preliminary evidence concerning inadequate resources and training: improving support can address both practical obstacles and teachers' perception that the institution values their contribution.

Islamic work ethic also increased job satisfaction ($\beta=0.410$; $p<0.001$). Teachers who view work as worship, responsibility, and socially beneficial service can derive intrinsic meaning from their role. This meaning makes satisfaction less dependent on material rewards alone. The result confirms that satisfaction in a madrasah is jointly formed by the quality of institutional treatment and the congruence between work and personal religious values.

The Mediating Role of Job Satisfaction

Job satisfaction partially mediated the relationship between organizational support and teacher performance. The direct effect of organizational support on teacher performance remained positive and significant ($\beta=0.302$, $p=0.002$), while the specific indirect effect through job satisfaction was also positive and significant ($\beta=0.122$, $p=0.019$). Job satisfaction partially mediated the relationship between organizational support and teacher performance. The direct effect of organizational support on teacher performance remained positive and significant ($\beta=0.302$, $p=0.002$), while the specific indirect effect through job satisfaction was also positive and significant ($\beta=0.122$, $p=0.019$). Because the direct and indirect effects were significant and had the same positive direction, the relationship indicated complementary partial mediation. Organizational support therefore improves teacher performance through two simultaneous mechanisms. Because the direct and indirect effects were significant and had the same positive direction, job satisfaction provided complementary partial mediation. Organizational support therefore improves teacher performance through two simultaneous mechanisms. First, resources, guidance, and fair treatment directly reduce barriers to teachers' work. Second, these experiences increase job satisfaction, which encourages motivation and constructive work behavior. Madrasah management should consequently ensure not only that support exists administratively, but also that teachers experience it as meaningful and responsive.

Job satisfaction partially mediated the relationship between Islamic work ethic and teacher performance. The direct effect of Islamic work ethic on teacher performance remained positive and statistically significant ($\beta=0.408$, $p<0.001$), while the specific indirect effect through job satisfaction was also positive and statistically significant ($\beta=0.098$, $p=0.035$). Because the direct and indirect effects were significant and had the same positive direction, the relationship indicated complementary partial mediation. The smaller indirect coefficient relative to the direct coefficient indicates that Islamic work ethic primarily functions as a direct moral-performance resource, while job satisfaction provides an additional psychological pathway.

Research Novelty and Implications

The principal novelty is the empirical demonstration of a dual-source, dual-route model of teacher performance in public madrasahs. Organizational support and Islamic work ethic are not interchangeable predictors. Organizational support is the strongest driver of job satisfaction (β=0.510; f^2=0.522), showing that the institution mainly shapes teachers' psychological evaluation of work. Islamic work ethic is the strongest direct driver of performance (β=0.408; f^2=0.277), showing that internalized religious values primarily guide responsible action. Job satisfaction partially transmits both effects, but does not absorb either direct relationship.

Theoretically, the findings complement the social exchange perspective by showing that organizational reciprocity operates alongside value-based self-regulation. The exchange mechanism explains why institutional care is reciprocated, whereas the Islamic work ethic explains why teachers may sustain high standards because work carries moral and spiritual meaning. Practically, public madrasahs should use an integrated strategy: strengthen fair procedures, supervisory accessibility, recognition, facilities, and continuous professional development; cultivate honesty, discipline, amanah, social responsibility, and work-as-worship through leadership example and reflective development; and improve satisfaction by preserving meaningful work, collegial relations, autonomy, appreciation, and growth opportunities.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Organizational support, Islamic work ethic, and job satisfaction each positively and significantly improve the performance of public Islamic junior high-school teachers in Serang City. Organizational support and Islamic work ethic also positively enhance job satisfaction. Satisfaction partially and complementarily mediates both predictor–performance relationships. The findings distinguish the roles of the two main predictors: organizational support is most influential in forming job satisfaction, whereas Islamic work ethic exerts the strongest direct influence on teacher performance. Accordingly, optimal performance emerges from the combination of supportive institutional treatment, internalized Islamic work values, and a positive evaluation of the job.

Limitations

The study was cross-sectional and restricted to 119 teachers at public Islamic junior high schools in one city, limiting causal inference and generalization to private schools, other educational levels, or other regions. All constructs were measured through self-reported questionnaires, which may be affected by common-method and social-desirability bias, especially for ethical behavior and performance. The model also focused on three explanatory constructs and did not test leadership, competence, workload, organizational culture, or objective student outcomes.

Recommendations

Madrasah leaders should prioritize visible supervisory support, fair and transparent decisions, adequate learning resources, recognition, and sustained professional development. Islamic work values should be reinforced through leadership example, reflective programs, and daily practices that connect honesty, discipline, responsibility, and social service to teaching. Management should also maintain meaningful work, collegial relationships, opportunities for innovation, and appropriate autonomy to strengthen satisfaction. Future research should use multi-source or longitudinal designs, include public and private institutions across regions, and test leadership, workload, competence, and organizational culture as antecedents or boundary conditions.

Author Contributions

The author contributed to the conceptualization, theoretical development, instrument preparation, data collection, data analysis, interpretation of findings, manuscript preparation, scholarly revision, and approval of the final manuscript.

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