

**A ROLE OF WELL-BEING IN MEDIATING RELATIONSHIP  
BETWEEN WORK COMMITMENT AND RELIGIOUS TEACHER'S  
PERFORMANCE**

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**ABSTRACT:** This research aims to determine the direct and indirect relationships between the variables of work commitment and the performance of Islamic boarding school religious teachers in Serang Regency, Banten Province. (1) Does work commitment significantly influence the performance of modern Islamic boarding school religious teachers in Serang Regency, Banten Province? (2) Does work commitment significantly influence the well-being of modern Islamic boarding school religious teachers in Serang Regency, Banten Province? (3) Does well-being have a significant positive influence on the performance of modern Islamic boarding school religious teachers in Serang Regency, Banten Province? (4) Does work commitment, through well-being, have a significant positive influence on the performance of modern Islamic boarding school religious teachers in Serang Regency? The population of this study consists of all modern Islamic boarding school religious teachers in Serang Regency, Banten Province. The sample size is 84 individuals, obtained by multiplying the total number of indicators by 7, according to Ferdinand's theory. Data collection was done by distributing questionnaires via Google Forms. The data were processed using Smart PLS software version 3.2.9 and analyzed using path analysis. The results of this study indicate that (1) Work commitment has a significant positive influence on the performance of modern Islamic boarding school religious teachers in Serang Regency, Banten Province. (2) Work commitment has a significant positive influence on the well-being of modern

Islamic boarding school religious teachers in Serang Regency, Banten Province. (3) Well-being has a significant positive influence on the performance of modern Islamic boarding school religious teachers in Serang Regency, Banten Province. (4) Work commitment, through well-being, has a significant positive influence on the performance of modern Islamic boarding school religious teachers in Serang Regency.

**Keywords;** Well-being, Performance, Work Commitment, Modern Islamic Boarding Schools;

## **INTRODUCTION**

Islamic boarding schools are one type of Islamic educational institution native to Indonesia (Purwanto & Siregar, 2017). Law No. 20 of 2003 concerning the National Education System recognizes Islamic boarding schools as a form of religious education institution that is regulated by an authorized institution in the field of religion. The government has also issued regulations regarding the recognition of Islamic boarding schools as legal educational institutions, such as Minister of Religion Regulation Number 9 of 2017 Islamic Boarding Schools. This regulation regulates standards, requirements, and procedures for recognizing Islamic boarding schools as educational institutions. The above regulation was used as a legal formality for the founders to build Islamic boarding schools

The number of Islamic boarding schools in Indonesia in 2022 is 26,975 units, with a total of 2.65 million students (Bayu, 2022), other data states the number of Islamic boarding schools in 2022 is 36,600 units, with a total of 3.4 million students (Ramadhani, 2022). By province, West Java has the largest number of Islamic boarding schools, namely 8,343 Islamic boarding schools. The second position is occupied by Banten with 4,579 Islamic boarding schools. Then, there are 4,452 Islamic boarding schools in East Java. Central Java and Aceh each have 3,787 Islamic boarding schools and 1,177 units. A total of 684 Islamic boarding schools are in West Nusa Tenggara. Then, Islamic boarding schools in Lampung and Yogyakarta, respectively, had 677 units and 319 units. Meanwhile, Maluku is the province with the least number of Islamic boarding schools, namely 16 units. Above it is West Papua which only has 18 Islamic boarding schools (Bayu, 2022).

As an educational institution recognized by the national education system, Islamic boarding schools are required to meet educational standards set by the government, especially teacher standards, because teachers are at the forefront of realizing the creation of quality education. The world of education will not experience significant changes if there are no changes and transformations in teacher performance (Wiryatmo et al., 2021) Therefore, teachers are required to have academic qualifications and

competencies to become learning agents who are physically and mentally healthy and can realize national education goals. This academic qualification is the minimum level of education that must be met by a teacher as evidenced by using a diploma or certificate of relevant expertise, namely a minimum undergraduate academic qualification (S-1) or diploma four (D-IV) according to applicable laws and regulations. (Rosdianawati et al., 2022) to support its performance in educating students.

But the facts found in modern Islamic boarding schools, there are still some problems related to religious teachers, such as lack of qualifications and competence, low motivation, lack of discipline, and religious teachers who are still unable to adapt to learning technology (Amirullah, 2018) (Saputro, 2018). Some of these problems can hinder the performance of religious teachers in educating students in modern Islamic boarding schools.

One of the factors that influence the performance of religious teachers is work commitment. Research results of (Sukanto and Pardjono 2016), (Ningsih, 2015), (Fuad & Akhmadi, 2018), (Jamal et al., 2021), (Graceful Release 2020), (Mora et al., 2020), (Ariyani & Sugiyanto, 2020), And (Mustika & Nuralam, 2023) confirm that commitment has a significant positive effect on performance. In contrast to the results of these studies, the study results of (Sutopo, 2018), (Manery et al., 2018) And (Suhardi et al., 2021) confirm that commitment has no significant positive effect on performance.

Based on the problems and research gaps that occurred in previous studies, this research is important to raise, intending to know the effect of commitment on teacher performance through well-being.

## **LITERATURE REVIEW**

### **Well-being**

Well-being according to Busro (2018) as cited by (Wahyudin, 2020) is a condition in which a person feels prosperity (outward well-being) and tranquility (inner well-being). Inner well-being can be achieved because there are wages, ownership of quality housing, quality home furnishings, vacation facilities, transportation facilities, and asset ownership. Human well-being is understood as a holistic concept that encompasses not only material needs but also spiritual and social dimensions. The principle of tawhid, or the oneness of God, underlines the interconnectedness of all aspects of life, which asserts that economic activities must be in line with moral and ethical standards (Chapra, 2000). Meanwhile, inner well-being can be achieved through self-awareness, positive interactions with others, and personal growth. According to Isjoni (2000) as cited by (Zetriuslita and Wahyuni 2013), the well-being of teachers can be measured by four indicators, namely (1) Income every month sufficient for the basic needs of the family in a regular and quality manner, (2) The educational needs of the family can be fulfilled properly and optimally,

(3) Having the ability to develop education sustainably and develop themselves professionally, and (4) Have the ability to develop communication in various directions according to their capacity, both by utilizing technology and conventionally.

### **Commitment**

According to (Greenberg & Baron, 2008) work commitment is the attitude of individual employees towards the organization where they work. In more detail, Gibson et al (2005) as cited by (Mustika & Nuralam, 2023) work commitment is to identify the sense, involvement, and loyalty shown by employees towards the organization. Commitment to work, as well as organizational commitment, provides a complex understanding of an employee's attachment to his work (Ningsih, 2015)). While organizational commitment according to Allen and Meyer (1991) in (Princess 2019) is a psychological state that has feelings and or beliefs about the employee's relationship with the organization and the decision to continue his membership in the organization based on desire, need, or obligation. Commitment has three aspects, namely (1) affective commitment, which is a commitment based on a sense of desire that grows from: personality identity, trust, good relationships, and personal involvement; (2) continuum commitment, which is a commitment based on a preference for investment, dependency, and sacrifice both socially and economically; (3) normative commitment, is a commitment based on the internalization of organizational norms and psychological constructs so that a sense of shared responsibility grows. However, based on observations, (Sukanto & Pardjono, 2016).

### **Performance**

Performance according to Swasto (2004) in (Wahyudin, 2020) is an implementation of work that has been completed by an employee within a certain time limit and is measurable. temporaryAccording to Hariandja, (2008) in (Wibowo, 2017) performance is the result of work produced by employees or real behavior that is displayed according to their role in the organization. While Moehariono is in (Katmas, Faizah, and Wulandari 2022) state that performance is also interpreted as an achievement of an employee in carrying out his work, in other words, an employee who can achieve work results following the performance standards set by the organization then the employee has good performance. Employee performance according to Sastrohadiwiyo (2006) in (Wibowo, 2017) (Najmudin & Sujai, 2022) influenced by five factors, namely (1) ability, (2) motivation, (3) support received, (4) the existence of the work they do, and (5) their relationship with the organization where they work

## **RESEARCH METHODS**

The method used in this research is the quantitative. According to (Arikunto, 2010) Quantitative research is research where the data is expressed in the form of numbers or numbers that can be counted systematically, while according to (Sugiono, 2019) Quantitative research is defined as a research method based on the philosophy of positivism, used to examine certain populations or samples, data collection uses research instruments, data analysis is quantitative/statistical in nature, intending to test a predetermined hypothesis. According to Narbuko & Achmadi, (2015) Descriptive research is research that seeks to answer existing problems based on data. The process of analysis in descriptive research is presenting, analyzing, and interpreting.

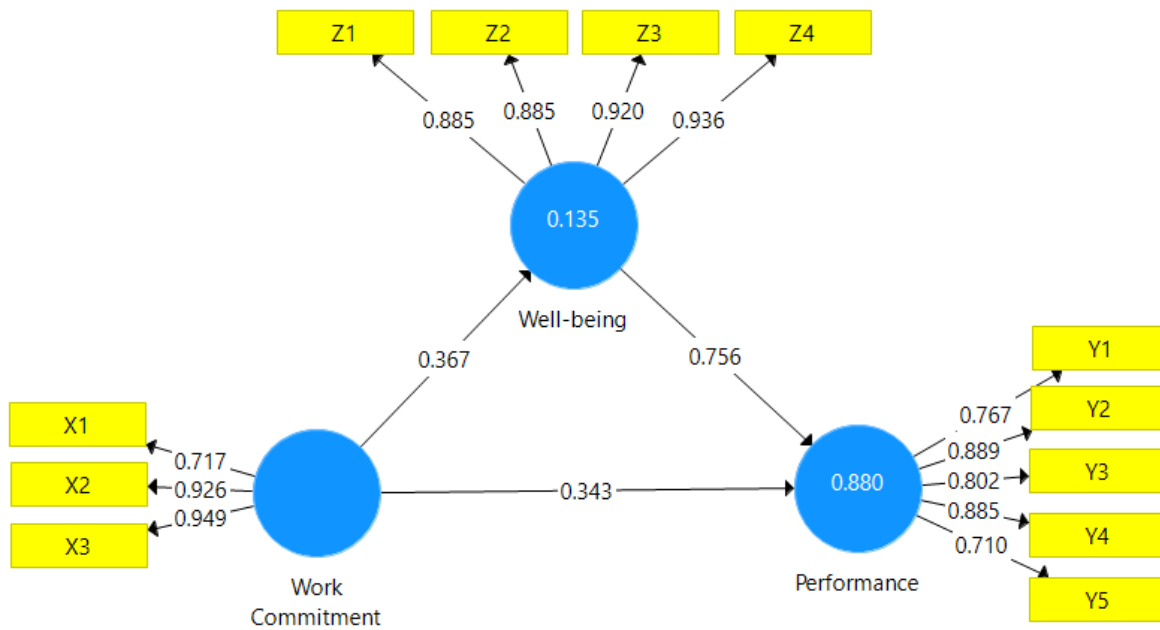
The population of this study is Islamic Religion teachers at Modern Islamic Boarding Schools in Serang District. Determination of the number of samples in this study refers to the opinion of Ferdinand (2002), which states that the sample size depends on the number of indicators used in all variables. The number of samples is equal to the number of indicators multiplied by 5-10. Then the number of samples in this study was set at 84 respondents, which was obtained from all the variable indicators in this study which totaled 12, then multiplied by 7 ( $12 \times 7 = 84$ ). The data in this study were obtained by sending questionnaires directly to modern Islamic boarding school teachers in Serang District. Most of the data the researchers obtained came from two modern Islamic boarding schools in Serang Regency, namely the Assa'adah Modern Islamic Boarding School in Cikeusal and the Daarul Falah Islamic Boarding School in Cerenang. Data is processed using Smart PLS software version 3.2.9

## **RESEARCH RESULTS AND DISCUSSION**

### **Research Results**

#### **Structural Model Testing (Outer Model)**

Testing the structural model (outer model) in this study was carried out using smart PLS software version 3.2.9, the test results can be seen in the following figure:



**Construct Validity Test**

The construct validity test in SEM-PLS consists of two stages, namely convergent validity and discriminant validity.

**Convergent Validity**

In convergent validity, two value criteria are evaluated, namely the value of the loading factor, and the value of the average variance inflation factor (AVE). A convergent validity test was performed using Smart PLS software version 3.2.9. Test results

Table 1. Outer Loading Value

	performance	Well-being	Work Commitment
X1			0.717
X2			0.926
X3			0.949
Y1	0.767		
Y2	0.889		
Y3	0.802		
Y4	0.885		
Y5	0.710		
Z1		0.885	
Z2		0.885	
Z3		0.920	
Z4		0.936	

Source: Smart PLS Data Processed Result 2024

Table 1 above shows that the outer loading value for the work commitment variable with five indicators  $x_1=0.717$ ,  $x_2=0.926$ , and  $x_3=0.949$ , the outer loading value for the performance variable with five indicators  $y_1=0.767$ ,  $y_2=0.889$ ,  $y_3=0.802$ ,  $y_4 = 0.885$  and  $y_5 = 0.710$ , and the outer loading value of the well-being variable with five indicators  $z_1 = 0.885$ ,  $z_2 = 0.885$ ,  $z_3 = 0.920$ ,  $z_4 = 0.936$ . All of the variable indicators in this study already have a factor loading value above 0.60. Thus, the indicators forming the construct of work commitment, well-being, and performance are in the valid category.

Table 2. Average Variance Extracted (AVE) Value

	<b>Cronbach's Alpha</b>	<b>rho_A</b>	<b>Composite Reliability</b>	<b>Average Variance Extracted (AVE)</b>
<b>performance</b>	0.870	0.879	0.907	0.662
<b>Well-being</b>	0.928	0.939	0.949	0.823
<b>Work Commitment</b>	0.839	0.903	0.902	0.758

Source: Smart PLS Data Processed Result 2024

Table 2 above shows the AVE value for the construct of each variable, work commitment = 0.758, well-being = 0.823, and performance = 0.662. The three constructs have a value of  $\geq 0.50$ , meaning that the three constructs are categorized as valid.

### **Discriminant Validity**

Discriminant validity assessment is done by looking at the formula, the squared value of AVE is higher than the correlation value between variables (Hamid & Anwar, 2019). Discriminant validity testing was carried out using Smart PLS software version 3.2.9. the test results can be seen in the following table:

Table 3. A correlation value of latent variables

	<b>performance</b>	<b>Well-being</b>	<b>Work Commitment</b>
<b>performance</b>	0.814		
<b>Well-being</b>	0.882	0.907	
<b>Work Commitment</b>	0.621	0.367	0.870

Source: Smart PLS Data Processed Result 2024

Table 3 above shows that the AVE squared value of all indicators of one construct is greater than the correlation value between variables, thus, all indicators of the three constructs are included in the valid category

### **Reliability Test**

Reliability testing was carried out using Smart PLS software version 3.2.9. test results can be seen in the following table:

Table 4. Reliability Test Results

	<b>Cronbach's Alpha</b>	<b>rho_A</b>	<b>Composite Reliability</b>	<b>Average Variance Extracted (AVE)</b>
<b>performance</b>	0.870	0.879	0.907	0.662
<b>Well-being</b>	0.928	0.939	0.949	0.823
<b>Work Commitment</b>	0.839	0.903	0.902	0.758

Source: Smart PLS Data Processed 2024

Table 4 above shows that the composite reliability value of the work commitment construct = 0.902, well-being = 0.949, and performance = 0.907. All of these composite reliability values have a value above 0.70. So, the constructs of work commitment, well-being, and performance have good reliability.

**Structural Model Testing (Inner Model)**

Testing of the Structural Model (Inner Model) was carried out using PLS software version 3.2.9. Inner Model test results can be seen in the following figure:

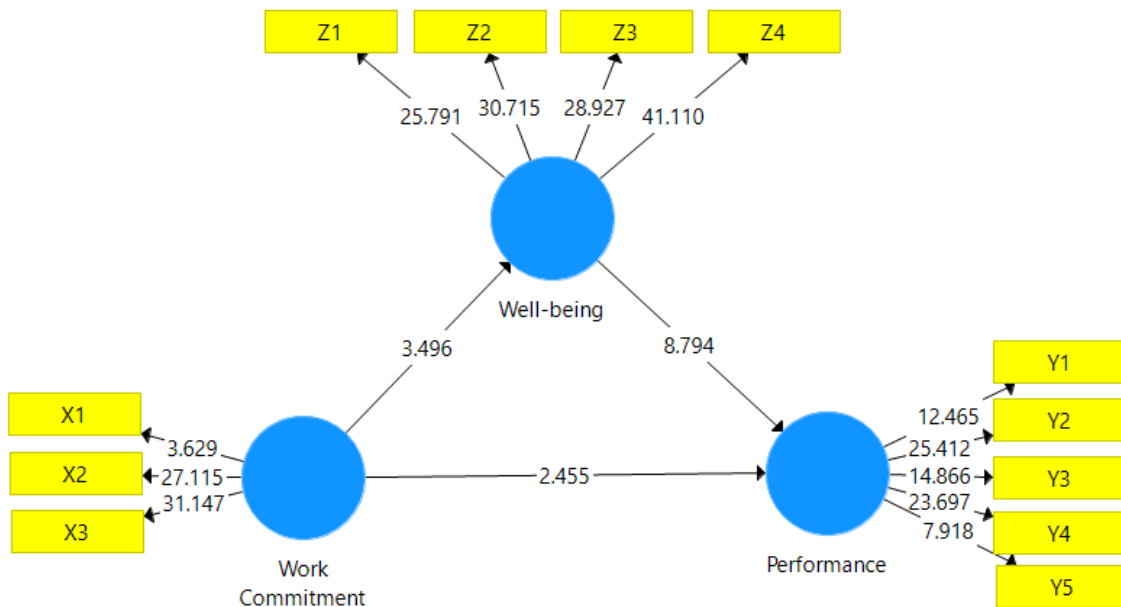


Figure 2. Inner Model

**Research Hypothesis Test**

Hypothesis testing in this study was carried out by looking at the values in the path coefficients table and the total indirect effects. Hypothesis testing was carried out



using Smart PLS software version 3.2.9. the test results can be seen in the following table:

Table 5. Path Coefficients Test Results

	<b>Original Sample (O)</b>	<b>Sample Means (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>T Statistics ( O/STDEV )</b>	<b>P Values</b>
<b>Well-being -&gt; Performance</b>	0.756	0.770	0.086	8,794	0.000
<b>Work Commitment -&gt; Performance</b>	0.343	0.311	0.140	2,455	0.014
<b>Work Commitment -&gt; Well-being</b>	0.367	0.408	0.105	3,496	0.001

Source: Smart PLS Data Processed Result 2024

Based on Table 5 above, it is known that the work commitment variable has a significant positive effect on teacher performance, this is indicated by the p-value of the work commitment variable which is less than 0.05 (0.014 <0.05) and the t-statistic value is greater than the t value -table (2.455>1.667). the work commitment variable has a significant positive effect on well-being, this is indicated by the p-value of the work commitment variable which is less than 0.05 (0.001 <0.05) and the t-statistic value is greater than the t-table value (3.496> 1.667). And the well-being variable has a significant positive effect on teacher performance, this is indicated by the p-value of the work commitment variable which is less than 0.05 (0.001 <0.05) and the t-statistic value is greater than the t-table value (2.455> 1.667)

Table 6. Specific Indirect Effects Results

	<b>Original Sample (O)</b>	<b>Sample Means (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>T Statistics ( O/STDEV )</b>	<b>P Values</b>
<b>Work Commitment -&gt; Well-being -&gt; Performance</b>	0.278	0.317	0.100	2,764	0.006

Source: Smart PLS Data Processed Result 2024

Table 6 above shows that the variable work commitment through well-being has a significant positive effect on teacher performance, this is indicated by the p-value of the work commitment variable which is less than 0.05 (0.006 <0.05) and the t-statistic value is greater than the value t-table (2.764>1.667).

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## Discussion of Research Results

### The Effect of Work Commitment on Performance of Religious Teachers

The results of the above research show that the p-value of the work commitment variable on teacher performance is less than 0.05 ( $0.014 < 0.05$ ) and the t-statistic value is greater than the t-table value ( $2.455 > 1.667$ ). The results of this calculation indicate that work commitment has a significant positive effect on the performance of Modern Islamic Boarding School religious teachers in Serang Regency. Thus, the better the work commitment of religious teachers, the better the performance of religious teachers in educating students.

The results of this study are in line with the findings of (Sukamto and Pardjono 2016), (Ningsih, 2015), (Fuad & Akhmadi, 2018), (Jamal et al., 2021), (Graceful Release 2020), (Mora et al., 2020), (Ariyani & Sugiyanto, 2020), And (Mustika & Nuralam, 2023) which states that work commitment has a significant positive effect on employee performance.

### The Effect of Work Commitment on Well-being of Religious Teachers

The results of the research above show that the p-value of the work commitment variable on the well-being of religious teachers is less than 0.05 ( $0.001 < 0.05$ ) and the t-statistic value is greater than the t-table value ( $3.496 > 1.667$ ). The results of this calculation show that work commitment has a positive and significant effect on the performance of modern Islamic boarding school religion teachers in Serang Regency. Thus, the better the religious teacher's work commitment, the better the well-being of modern Islamic boarding school religious teachers in Serang Regency.

The results of this study are in line with the findings (Wangi, Fahmi, and Lutfiani 2022), (Yonathan 2013), And (Kundi et al. 2020) which state that well-being has a significant positive effect on employee performance.

### The Effect of Well-being on Performance of Religious Teachers

The results of the research above show that the p-value of the well-being variable on teacher performance is less than 0.05 ( $0.001 < 0.05$ ) and the t-statistic value is greater than the t-table value ( $2.455 > 1.667$ ). These results indicate that well-being has a significant positive effect on the performance of modern Islamic boarding school religion teachers in the Serang District. Thus, the better the well-being of religious teachers, the better their performance in educating students.

The results of this study are in line with the research findings of (Zetriuslita and Wahyuni 2013), (Dananjaya, 2018), (2018 Haddons), (Rempowatu et al., 2020), (Wahyudin, 2020), (Harshitha & Senthil, 2021) which states that well-being affects

employee performance

### **The Effect of Work Commitment Through Well-being on Performance of Religious Teachers**

The results of the research above show that the p-values of the work commitment variable through well-being for the performance of religion teachers are less than 0.05 ( $0.006 < 0.05$ ) and the t-statistic values are greater than the t-table values ( $2.764 > 1.667$ ). These statistical results indicate that work commitment through well-being has a positive and significant effect on the performance of modern Islamic boarding school religion teachers in the Serang District. Thus, the better the well-being of modern Islamic boarding school religious teachers in Serang Regency, the better their role in mediating the relationship between work commitment and the performance of modern Islamic boarding school religious teachers in Serang Regency in educating students.

### **CONCLUSION**

The results of the research and discussion above show that work commitment has a significant positive effect on the performance of Islamic religious teachers at modern Islamic boarding schools in Serang District, work commitment has a significant positive effect on the well-being of Islamic religious teachers at modern Islamic boarding schools in Serang District, well-being has a significant positive effect on the performance of religious teachers at Modern Islamic boarding schools in Serang District, and well-being can mediate the relationship between work commitment and the performance of modern Islamic boarding school religious teachers in Serang District in educating students.

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