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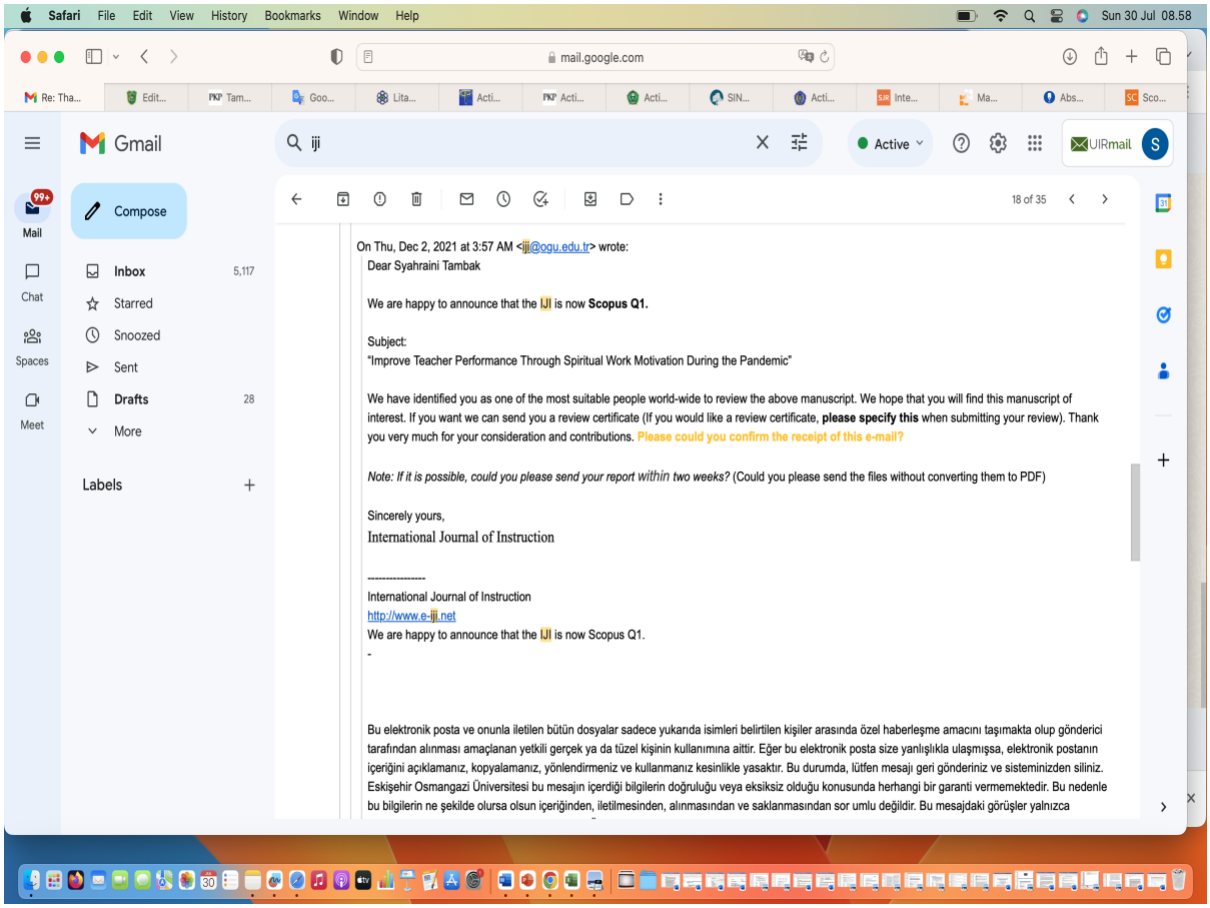

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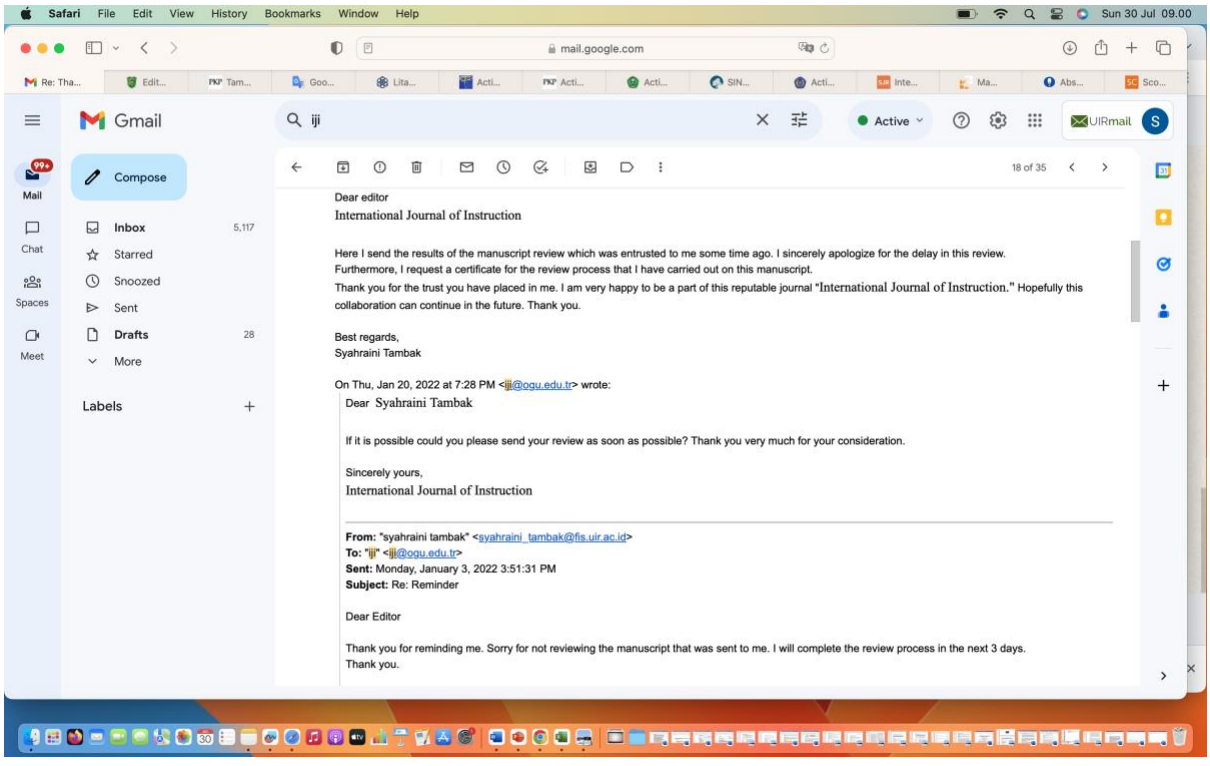

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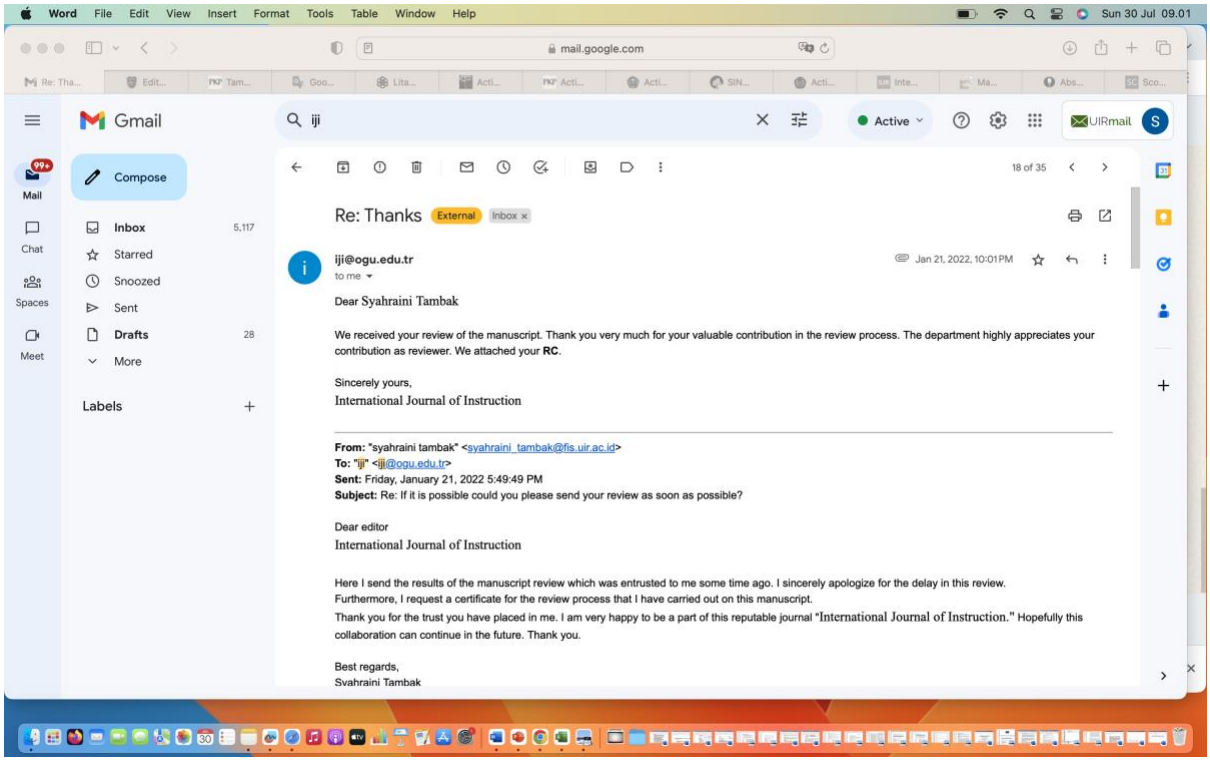
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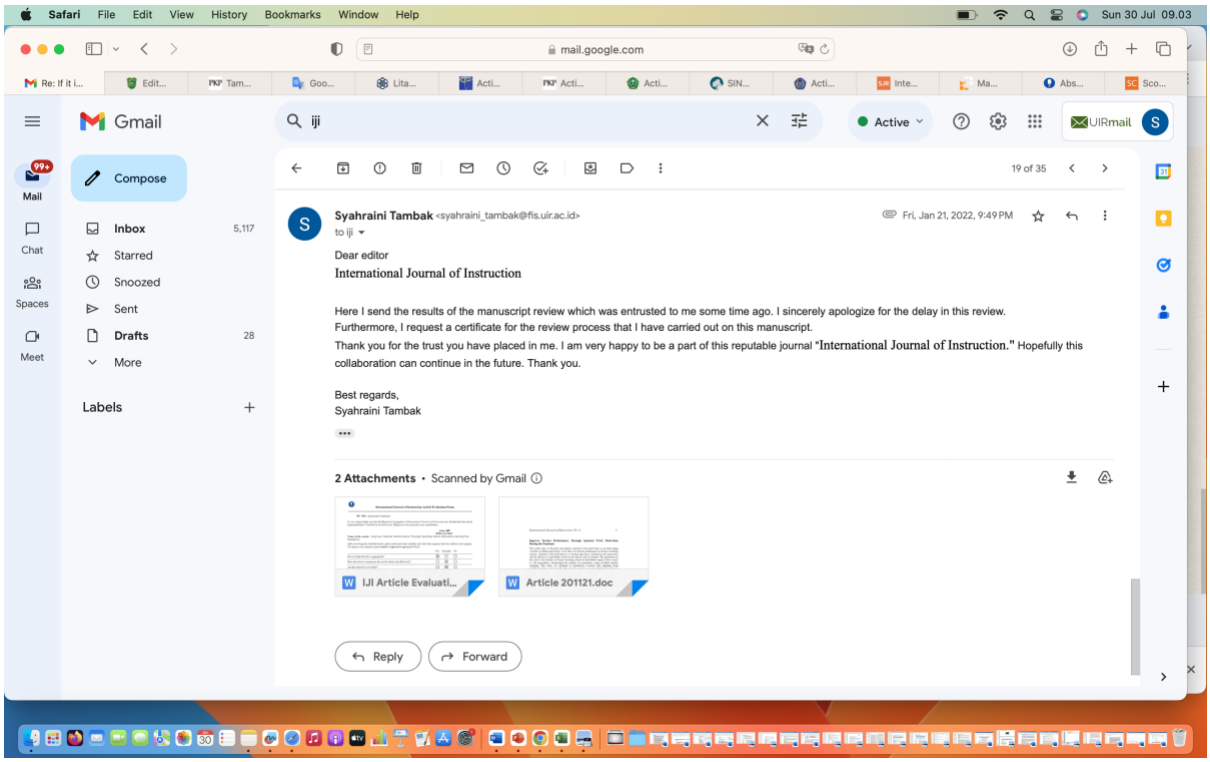
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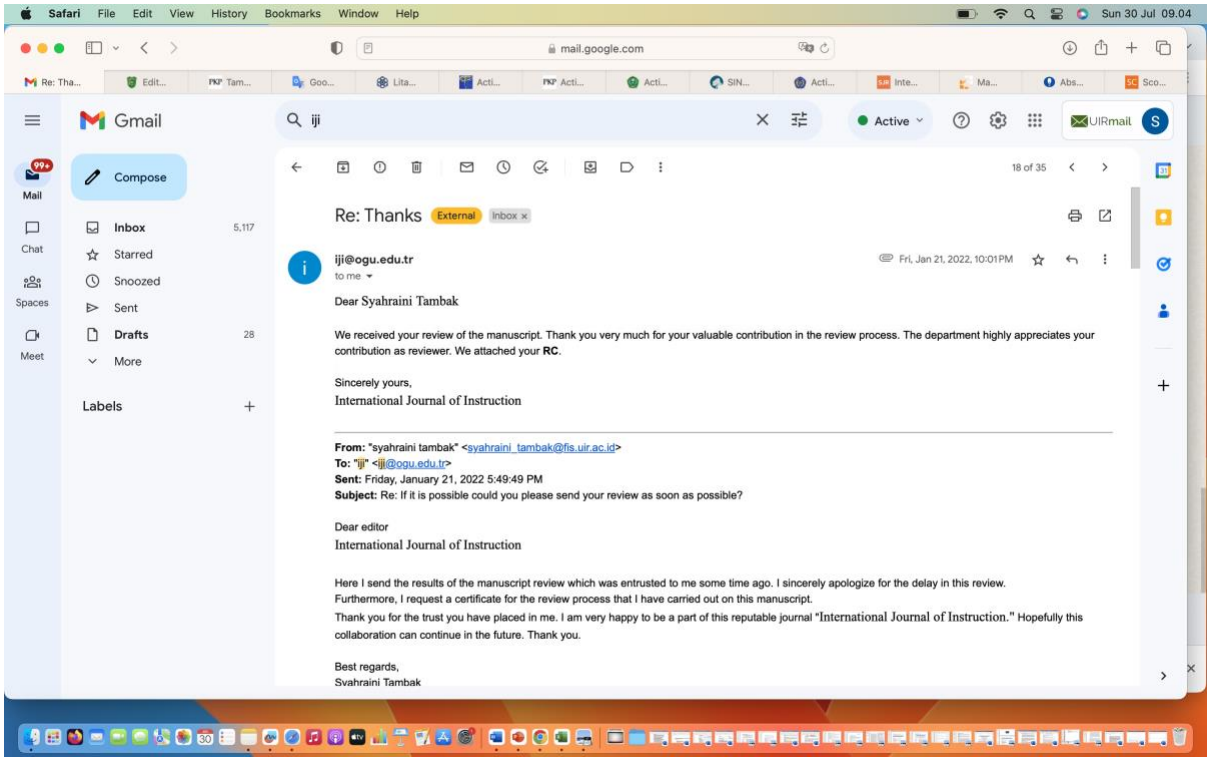
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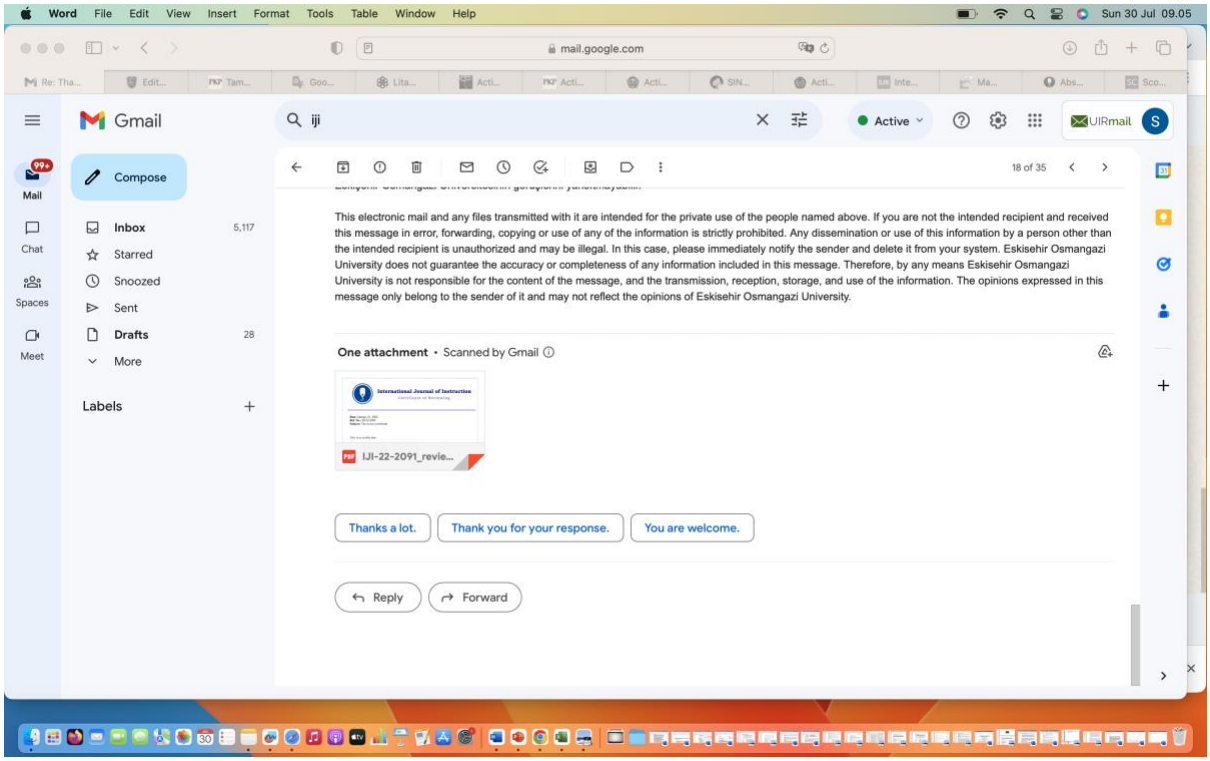
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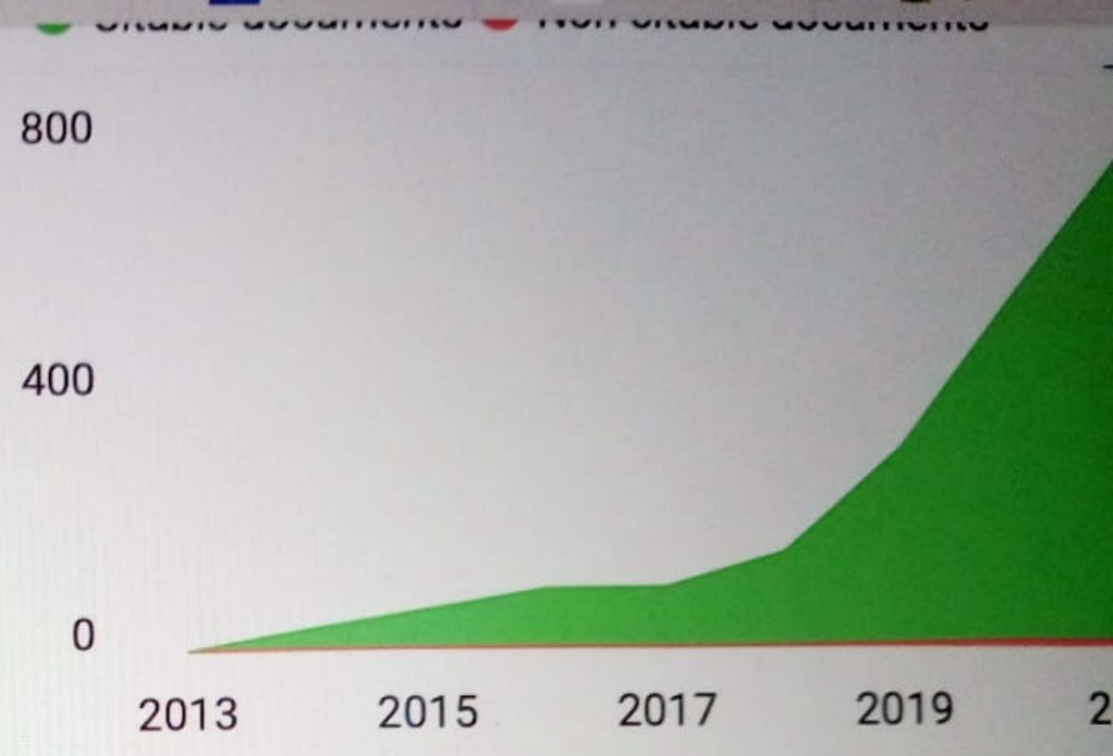

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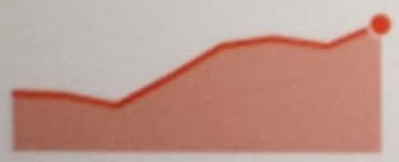

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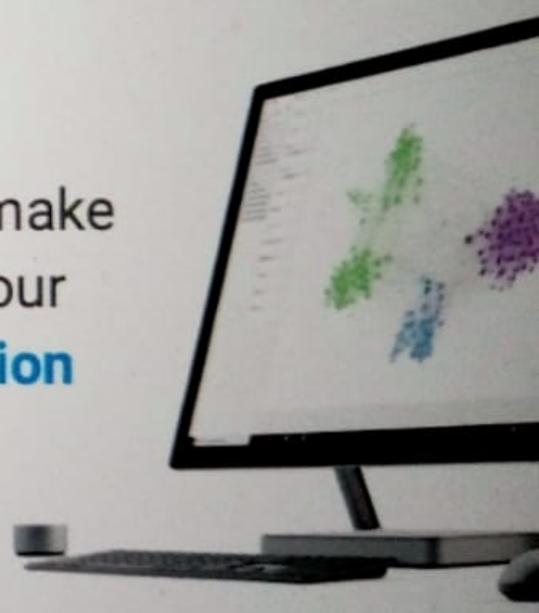

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- Comprehensive?
- Consistent?

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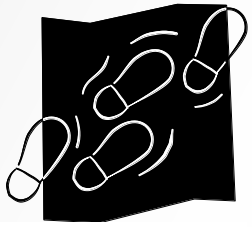

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- ♪ Focus on the consistency of the findings, methodology and the argument of the study
- ♪ Focus on the originality and the contribution of the study to the field
- ♪ Be guiding for the author and the editor about what to do next and how
- ♪ Be critical and objective

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Improve Teacher Performance Through Spiritual Work Motivation During the Pandemic

This study aims to describe and analyse spiritual work motivation as an intervening variable in influencing Islamic work ethics on teacher performance in Islamic boarding schools. Spiritual work motivation is a research gap that is formed on the motivation and the theories of spirituality based on the Qur'an and As-Sunnah. The population in this study were teachers in Islamic boarding schools in the Madura region with as many as 140 respondents, determining the number of respondents using stratified random sampling. This study was designed as explanatory research with sampling using stratified random sampling. The data analysis technique used is Partial Least Square (PLS) with SmartPLS version 3. The findings of this study state that Spiritual work motivation on the influence of Islamic work ethics on teacher performance acts as a perfect mediation which means, Islamic work ethics can affect teacher performance by through the mediation of spiritual work motivation, while directly Islamic work ethics cannot affect teacher performance. Regarding the empirical situation, the results of this analysis prove that spiritual work motivation is an intervening variable that acts as a mediation on the perfect relationship between spiritual work motivation and teacher performance.

Keywords: Islamic work ethic, teacher performance, spiritual work motivation

INTRODUCTION

The development of today's society requires the development of students who are carried out in a balanced way between the values of religiosity and attitude, knowledge, intelligence and skills, the ability to communicate and interact with the wider community, and increase awareness of the natural environment. This kind of coaching principle is offered by Islamic boarding schools. Furthermore, nowadays Islamic boarding schools do not only function as a means of religious education. However, in its development, it turns out that there are also many Islamic boarding schools that guide their students to have skills and skills or life skills in accordance with their talents and the availability of educational facilities. Therefore, teachers are required to have good performance in order to satisfy the hopes and desires of all parties, especially the community who have entrusted schools and teachers in fostering students. However, the implementation of organizational management, in this case Islamic boarding schools, faces serious problems with its human resources. Moreover, in the condition of the nation which is experiencing moral decadence.

The existence of moral decadence reflects a crisis of morality from generations of education, especially teachers. For this reason, teachers in Islamic boarding schools need to pay attention to factors in mastering teaching materials accompanied by Islamic values. Islamic work ethic is one of the characteristics of Islamic boarding school education. An individual who understands, appreciates, and practices the values of the Qur'an and As-Sunnah regarding the drive to work will show an Islamic work ethic (Tufail, et al., 2017; Khan et al., 2015; Husin & Kernain, 2019). Teachers must apply an Islamic work ethic in carrying out their duties, both in the organization where they work

and in their daily lives. The Islamic work ethic of a teacher determines the quality of performance in an Islamic boarding school.

In islamic boarding schools, the existence of an Islamic work ethic for teachers emphasizes the importance of collaboration and friendship between teachers, especially when faced with difficulties. Apart from being a means to improve the quality of work, the existence of an Islamic work ethic also encourages healthy competition among teachers as the main principle to protect their welfare and to ensure that the work is in harmony with Islamic teachings. According to Husin and Kernain (2019), the application of Islamic work ethics will result in the development of individuals to become mature, disciplined and ethical workers. It can then transform workers to be honest and trustworthy in performing their duties without expecting compensation or rewards. These characteristics, if developed by the teacher, will be able to lead to an increase in organizational performance and productivity. Therefore, in every effort to increase organizational growth, instilling Islamic work ethic values based on the Qur'an and As-Sunnah must be considered.

In addition, teachers are also required to have high work motivation (Laseinde et al., 2020) in Islamic boarding schools. In this study, work motivation is based on the spiritual side or what researchers call spiritual work motivation. This study is a research gap that is formed on the motivation and the theories of spirituality which is based on the Qur'an and As-Sunnah by applying the five souls of Islamic boarding schools which include: sincerity, simplicity, independent, Muslim brotherhood, and freedom. The implementation of the five souls in the Islamic boarding schools education system can affect the morals of teachers and students so that they have the values of sincerity, simplicity, independence, muslim brotherhood and freedom. Hidayatullah, (2019) stated that the concept of the five souls was built so that teachers and students understand the true meaning, value, and purpose of education; that the important education is morality and personality, and is supported by adequate intellect. In this case, teachers and students must have personal characters who have noble character, are in good health, are knowledgeable, and are free to think as personal theological aspects based on integral educational values.

LITERATURE REVIEW

Islamic Work Ethic

According to Toto Tasmara (2002) in his book "Cultivating Islamic work ethic" is defined as a personality attitude that gives birth to a very deep belief that work is not only to glorify himself, to show his humanity, but also as a manifestation of good deeds. Therefore, working based on the principles of faith not only shows the nature of a Muslim, but at the same time elevates his dignity as a servant of God who is wracked with longing to make himself a trustworthy person, presents himself as a responsible human being, and shows an attitude of devotion.

Tufail et al., (2017); Khan et al., (2015); Purnama (2019) and Husin & Kernain (2019) conclude that the Islamic work ethic is a belief system based on the teachings of the Qur'an and As-Sunnah of the Prophet Muhammad SAW that encourages individuals

towards work with a view of duty and responsibility as virtues. In other words, the orientation that influences and shapes participation and involvement in the workplace is a virtue considering that work is a person's needs. Islamic moral values based on the Qur'an and the Sunnah include: Integrity is right in saying and good in deeds. Responsibility is when a promise is kept and if something is entrusted, then he takes good care of it. Leadership is being able to communicate gently and weakly convey words that are easy to understand. Professionals are smart and have broad insight.

Spiritual Work Motivation

Study spiritual work motivation is a research gap formed by the motivation and the theories of spirituality based on the Qur'an and As-Sunnah. The development of Islamic spiritual studies refers to the application of the five souls of Islamic boarding schools so as to provide new findings that can be proven empirically. According to Safitri (2017), someone who has spiritual work motivation is expected to have the following attitude: Good and right intentions. Fear at work. Sincere at work.

Spiritual work motivation was chosen because it was motivated by indications, humans are currently in a spiritual void which is disappointing and affects their performance. The existence of work motivation spiritual support in this case is expected to increase teacher performance and productivity to be greater. The spiritual values of work motivation in Islamic boarding schools according to Hidayatullah (2019) are sincerity, simplicity, independent, Muslim brotherhood, and freedom. The concept of these principles is built so that teachers and students understand the true meaning, value, and purpose of education; that the important education is morality and personality, and is supported by adequate intellect. In this case, teachers and students must have personal characters who have noble character, are in good health, are knowledgeable, and are free to think as personal theological aspects based on integral educational values. Furthermore, it is used as an indicator in this study.

Teacher performance

Teacher performance is a professional activity in which the professional competence of a teacher is seen, and this is expressed as a set of Knowledge, skills (Trávníčková and Puhrová, 2020). Attitude, values and personal qualities of teachers (Syslova, 2019). Teacher performance measurement is based on the opinion of Pernama et al. (2021) and Purwanti (2017) which then also refers to the Qur'an and As-Sunnah with indicators that include integrity, initiative, presence, and attitude. Collaboration, reliability, Knowledge about work and responsibilities.

Development of Conceptual Framework

Teachers must apply an Islamic work ethic in carrying out their duties, both in the organization where they work and in their daily lives. The Islamic work ethic of a teacher determines the quality of performance in an Islamic boarding school. Islamic work ethic is needed to improve the effectiveness and efficiency of the learning process in an educational institution. By increasing the Islamic work ethic, it will affect the performance displayed by the teacher with the accuracy of task completion, the

suitability of working hours, the level of presence, and good collaboration between fellow Islamic boarding schools.

Work motivation in this study is formed from the concept of work motivation based on spiritual values called spiritual work motivation. Do (2018) suggests that the link between individual life and spiritual life can help their work to be happier, balanced, meaningful and spiritually nourished. In addition, because of this integration, someone who has spiritual work motivation will become a more ethical and more productive employee which will be very beneficial. Based on the description above, the conceptual framework can be seen through the following figure:

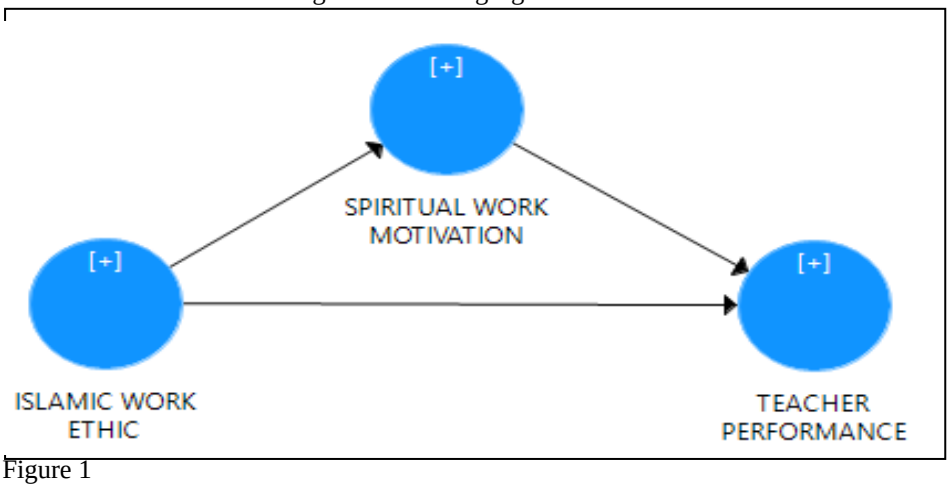

Figure 1
Conceptual Framework

Research Hypotheses

Islamic work ethic is one of the important employee attitudes in organizations. Islamic work ethic is needed to have a strong commitment within the organization. Employees must apply an Islamic work ethic in carrying out their duties. Both in the organization where they work and in their daily lives. According to Husin and Kernain (2019), the application of Islamic work ethics will result in the development of individuals to become mature, disciplined, and ethical workers. It can then transform workers to be honest and trustworthy in performing their duties without expecting compensation or rewards. It can be concluded that Islamic work ethic has an effect on employee performance (Mohammad and Quoquab, 2016; De Clercq et al., 2018; Ahmed et al., 2019; Amilin et al., 2018; Fatmah, et al., 2020). In addition to employee performance, Islamic work ethic and Islamic work motivation are very important to improve the quality of human resources in the company (Anoraga and Prasetyo, 2015). Muslims are encouraged to have a passion for work and do charity without complaining so that every Muslim can show satisfaction for himself.

In line with this, if Islamic spiritual leadership and workplace spirituality increase, it will increase work ethic. Spiritual leadership positive and significant effect on

performance employees, while the work ethic variable is proven to be an intervening variable with the mediation of Islamic spiritual leadership and workplace spirituality on employee performance (Pangestika, 2018). Based on the description above, the hypothesis developed in this study is formulated as follows:

H1: Islamic work ethic has a significant effect on teacher performance.

H2: Islamic work ethic has a significant effect on spiritual work motivation.

H3: Spiritual work motivation has a significant effect on teacher performance.

H4: Islamic work ethic on teacher performance with spiritual work motivation as an intervening variable.

RESEARCH METHOD

Based on Sugiyono, (2017) this study was designed as an explanatory study that aims to provide an explanation of the relationship of spiritual work motivation as an intervening variable in influencing Islamic work ethics on teacher performance in Islamic boarding schools. The population in this study were teachers who served as homeroom teachers (supervisors), caregivers, and supervisors at Islamic boarding schools in the Madura region as many as 140 respondents, determining the number of respondents as according to Ferdinand (2014) using stratified random sampling. Then the limitation of Islamic boarding schools was carried out with the criteria of Islamic boarding schools in the Madura area which had been established or active for at least 20 years and Islamic boarding schools were selected based on the number of students and graduates / alumni of the boarding school. With the provisions of the criteria for the limitation of Islamic boarding schools, it is known that there are 4 Islamic boarding schools from each district that are sampled.

In this study the measurement used is the scale Likert. As for the scale procedure Likert, a number of questions are arranged with respondents' answers on a continuum. The weights given are in accordance with the indicators. In this study the weights given were 1 to 5. Examples of alternative answers used in this research questionnaire were: strongly agree was given a score of 5, agreed was given a score of 4, disagreed was given a score of 3, disagreed was given a score of 2, strongly disagree was given a score 1 (Sugiyono, 2017).

The data analysis technique used is Partial Least Square (PLS) with SmartPLS version 3. The technique PLS analysis in this study was carried out in two stages. The first stage is to evaluate the measurement model or outer model. There are four criteria to assess the outer model, namely dimensional reliability, internal consistency reliability, convergent validity, and discriminant validity. The second stage is to evaluate the structural model or inner model which is carried out to see the relationship between the construct, significance value, R-square and Q-square of the research model. testing empirical models of PLS-based research with SmartPLS software (Ghozali, 2021).

RESULTS

Research Instrument Test

Results Validity Test Results

An instrument is said to be valid if the statement on the questionnaire is able to reveal something that will be measured by the questionnaire (Ghozali, 2021). The validity test was carried out by correlating the score of the questions with the total score of the variables. Each variable in this study is a valid value outer loading of more than 0.7.

The results of the instrument validity test Table 1 shows that the statement items for the variables Islamic work ethic, spiritual work motivation and teacher performance have a correlation coefficient greater than 0.7. The number of items statement that are greater than 0.7 indicates that the items statement is valid.

Table 1
Validity Test Results

Variable	Indicator	Loading Factor	Information
Islamic work ethic	Integrity	0.900	Valid
	Professional	0.869	Valid
	Responsibility	0.808	Valid
	Leadership	0.788	Valid
Spiritual Work	Sincerity	0.811	Valid
Motivation	Simplicity	0.909	Valid
	Independent	0.727	Valid
	Muslim brotherhood	0.830	Valid
	Freedom	0.829	Valid
Teacher	Presence	0.911	Valid
performance	Attitude	0.729	Valid
	Collaboration	0.818	Valid
	Reliability	0.880	Valid
	Knowledge	0.843	Valid

Based on Table 1 above, the entire value of the loading factor shows that it is more than 0.7. Thus it can be stated that the dimensions of the variables observed in the study have met the requirements to be said to be valid.

Reliability Test Results

An instrument can be said to be reliable, if it can be used to measure a symptom at different times, it always shows the same results or consistently gives the same measurement results. The instrument can be said to be reliable if the alpha coefficient value is 0.6 (Malhotra, 2004).

Evaluation of the reliability of the PLS measurement model can use composite reliability with a value of more than 0.7 and Cronbach's alpha with a value of more than 0.6. The results of this evaluation of reliability are used to see the dimensions have consistency when used to measure a construct. The results of the values composite reliability and Cronbach alpha can be seen in Table 2 below.

Table 2
Reliability Test Results

Variable	Average	Variance	Composite	Cronbach's	Information

	Extracted	Reliability	Alpha	
Islamic work ethic	0.709	0.907	0.863	Reliable
Spiritual Work Motivation	0.678	0.913	0.880	Reliable
Teacher performance	0.703	0.922	0.893	Reliable

Based on Table 2 above, it can be seen that all variables have a value composite reliability of more than 0.7, Cronbach's alpha value of more than 0.6 and Average Variance Extracted of more than 0.5. Thus it can be concluded that all variables have met the requirements of reliability and validity in a study.

Outer Model Results

Testing Out Model commonly known test or loading factor is used to indicate the weight of each dimension as a measure of each variable. Dimensions with loading factors indicate that these dimensions are the strongest (dominant) variable measuring and vice versa. The outer model or measurement model is a model with calculation results based on the calculation of the SmartPLS version 3.0 program. The method used is confirmatory factor analysis, by using this tool it will be known that the dimensions that exist can really explain a construct. In the model, the Partial Least Square (PLS)loading factor for the reflective dimension is the outer loading. Each variable in this study is valid, the value outer loading is greater than 0.5.

Based on Table 2, the entire value of the loading factor shows that it is greater than 0.50. Thus it can be stated that the dimensions of the variables observed in the study have met the requirements to be said to be valid.

Evaluation of the validity of the measurement model can also be done by looking at the average variance extracted value, namely with a standard 0.50 all dimensions on the variable can be said to be valid if the average variance extracted is more than 0.50 (Ghozali, 2021).

Inner Model Results

Structural models focus on hypothesized relationships or pathways between latent variables. The results of the inner model test can be seen in Figure 2.

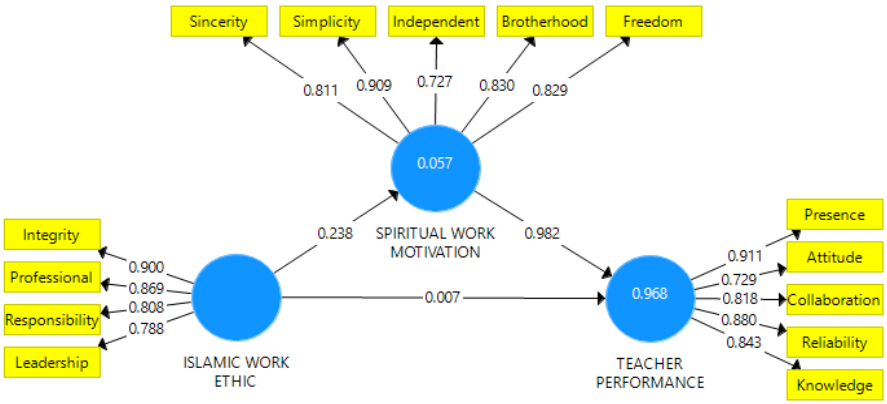

Figure 2
Structural Model

The structural model was evaluated using R-square for the dependent construct and the significance of the coefficients of the structural path parameters.

Coefficient of Determination. In this study, bootstrap will be carried out which will produce two structural model measurements, namely: values R-square and Q-square which will be interpreted the same as multiple regression analysis in general. The predictive power of a research model can be seen by looking at the values R-square and Q-square generated by the bootstrap process, in Table 4. the R-square and Q-square values for each exogenous variable contained in the model are as follows:

Table 4
Coefficient of Determination

Variable	R-square	Q-square
Islamic work ethic	0.057	0.035
Teacher performance	0.968	0.911

Based on Table 4, the R-square value of teacher performance is 0.968 or 96.8%. These results indicate that the diversity of teacher performance variables can be explained by islamic work ethics and spiritual work motivation of 96.8%. In other words, the contribution of Islamic work ethic and spiritual work motivation towards teacher performance of 96.8%, while the remaining 3.2% is the contribution of other variables that are not addressed in this study.

The R-square value on the variable spiritual work motivation is 0.057 or 5.7%. These results indicate that the diversity of variables spiritual work motivation can be explained by islamic work ethic of 5.7%. In other words, the contribution of islamic work ethic of the spiritual work motivation by 5.7%while the remaining 94.3% is contributed by other variables that are not addressed in this study.

In the value of Q-square predictive relevance, the teacher performance variable has a value of 0.037. This shows that Islamic work ethic and spiritual work motivation have less strong predictive power on teacher performance. The Variable spiritual work motivation has a Q-square predictive relevance value of 0.035. This shows that Islamic work ethic has a not so strong predictive power on spiritual work motivation.

Results Hypothesis Testing

The hypothesis testing results fully in the following description below:

Testing the hypothesis of direct effect

The results of the testing of hypotheses and path coefficients direct influence between variable islamic work ethic, spiritual work motivation and teacher performance as presented in Table 5 below this.

Table 5
Test Results Direct Effect

Variable Independent	Variable	Path	T-	P-	Conclusion

	Dependent	Coefficient	Statistic	Value	
Islamic work ethic	Teacher performance	0.007	0.433	0,665	Not Significant
Islamic work ethic	Spiritual Work Motivation	0.238	2.823	0,005	Significant
Spiritual Work Motivation	Teacher performance	0.982	214.307	0,000	Significant

Hypothesis Testing Indirect Effect

The test is indirect effect indirect effect of carried out with the aim of testing whether there is the independent variable on the dependent variable through its mediating variable. Testing criteria states that if p-values ≤ level of significance (α = 5%), it is stated there is a significant effect of exogenous variables on endogenous variables through mediation variables. The test results indirect effect can be seen in the following table:

Table 6
Test Results Indirect Effect

Variable Independent	Variable Mediation	Variable Dependent	Path Coefficient	T-Statistics	P-Value
Islamic work ethic	Spiritual Work Motivation	Teacher performance	0.234	2.825	0,005

DISCUSSION

Based on Table 5 it can be explained that the results of testing the direct influence of each variable are as follows:

The influence of islamic work ethics on teacher performance

The results of the research on the influence of Islamic work ethics on teacher performance have a path coefficient value of 0.130 with a significance level (p-value) of 0.081. Considering that the p-value of 0.081 is greater than the level of significance (α=0.05), there is evidence that empirically rejects the influence of Islamic work ethics on teacher performance. That is, the better the Islamic work ethic has not had an impact on increasing teacher performance. Thus, it can be concluded that Islamic work ethic has no positive effect on teacher performance (H1 is rejected). These results are empirical evidence that there is no positive relationship between the two, especially in the Islamic work ethic of Islamic boarding schools that prioritize integrity, leadership, responsibility, and professionalism have an influence on teacher performance such as determining learning activities and evaluating learning assessments in Islamic boarding schools in the Madura region. This finding is supported by previous research by Sapada et al. (2017) and Wahyudi (2015) the results of their research show that work ethic has no effect on employee performance. Relying on the urgency, it is necessary to develop teachers and establish a comfortable work environment, both the culture of the Islamic boarding school and the climate of the Islamic boarding school and have a qualified Islamic work ethic to improve teacher performance.

Theoretically, the results of this study are not in line with the research of Aswadi et al. (2017) which states that the results of Islamic work ethics have a positive and significant effect on teacher performance. Previous relevant research related to Islamic work ethic, among others, research by Ahmed et al. (2020), Adnalin et al., (2018) and Amilin et al. (2018) revealed their findings that Islamic work ethic has a positive influence in influencing employee behavior, changes in organizational attitude, and job satisfaction. In this case, it is possible for employees to be able to help colleagues, especially in a work context characterized by leadership that triggers stress (De Clercq et al., 2018). The existence of an Islamic work ethic can also benefit organizations in managing their workforce with the aim of getting maximum benefit from the opportunities offered by globalization (Alam and Talib, 2015).

The influence of islamic work ethic on spiritual work motivation

The results of testing the influence of Islamic work ethic on spiritual work motivation have a path coefficient value of 0.314 with a significant level (p-value) of 0.008. Considering that the p-value of 0.008 is greater than the level of significance (α=0.05), then there is evidence that empirically accepts the influence of Islamic work ethics on spiritual work motivation. The path coefficient has a positive sign, this indicates that the direct influence between Islamic work ethics and spiritual work motivation is unidirectional. That is, the better the Islamic work ethic, the better the spiritual work motivation. Conversely, the worse the Islamic work ethic, the worse the spiritual work motivation. Thus, it can be concluded that Islamic work ethic has a positive effect on spiritual work motivation (H2 accepted).

These results are empirical evidence that there is a positive relationship between the two, especially in the Islamic work ethic of Islamic boarding school teachers who put forward Islamic boarding schools. integrity, responsibility, leadership and professional that have an influence on spiritual work motivation such as simplicity, sincerity, independence and Muslim brotherhood in Madura Islamic boarding school. This finding is also supported by previous research conducted by Anoraga and Prasetyo (2015) showing the results that the Islamic work ethic of employees has a significant effect on Islamic work motivation. Research Suripto (2016) states that basically Islamic work motivation is the feeling or desire of someone who is and works in an effort to fulfill material or living needs based on the Qur'an and Hadith. According to Mohammad et al. (2018), Islamic work ethic is a strong predictor of employee engagement in the workplace and affects employee attitudes and behavior. Employees who have high Islamic work ethics are more loyal to other organizational members compared to those who have low Islamic work ethics tend to leave the organization. Meanwhile, workplaces that apply Islamic work ethics have great potential to increase employee satisfaction, increase innovation, improve organizational performance and increase organizational effectiveness and efficiency (Muhammad and Quoquab, 2016).

The influence of spiritual work motivation on teacher performance

The results of testing the influence of spiritual work motivation on teacher performance, have a path coefficient value of 0.682 with a significant level (p-value) of 0.002. Considering that the p-value of 0.002 is smaller than the level of significance (α=0.05),

then there is evidence that empirically accepts the influence of Islamic work ethics on teacher performance. The path coefficient has a positive sign, this indicates that the direct influence between spiritual work motivation and teacher performance is unidirectional. That is, the better the spiritual work motivation, the better the teacher's performance. On the other hand, the worse the spiritual work motivation, the worse the teacher's performance. Thus, it can be concluded that spiritual work motivation has a positive effect on teacher performance (H3 is accepted).

These results are empirical evidence that there is a positive relationship between the two, especially in the spiritual work motivation of Islamic boarding school teachers who prioritize simplicity, sincerity, independence, and Muslim brotherhood have an influence on teacher performance such as determining learning activities and evaluating learning assessments in Islamic boarding schools in Madura. This finding is supported by previous research by Dewi and Sholahuddin (2016), Mujib et al. (2016) and Do (2018). Spiritual work motivation which is formed from work motivation and theories of spirituality. Spiritual work motivation must be based on the concept of kindness and teachings that direct humans in the context of work independence. Teacher performance is very important to be considered and evaluated because teachers carry out professional duties, meaning that tasks can only be done with special competencies obtained through educational programs. Syslová (2019) in his research shows the findings that teachers with higher quality of reflection achieve higher quality in the chosen field of teacher performance. Teachers with a bachelor's degree achieve higher quality performance. These findings may contribute to the discussion of teacher professional development support in schools. With professional HR arrangements, teachers are expected to work productively. It is not natural that many teachers who potentially should excel cannot show their high productivity just because of mismanagement that prevents teachers from getting an opportunity to show their performance.

The influence of islamic work ethics on teacher performance with the mediation of spiritual work motivation variables

The H4 test aims to see the mediating role of spiritual work motivation on the influence of Islamic work ethics on teacher performance. Based on table 6, spiritual work motivation is able to mediate the relationship between Islamic work ethics and teacher performance. The results of the mediation test also show that spiritual work motivation provides a full mediating role (H4 is accepted).

Previous relevant research related to Islamic work ethic, including research by Ahmed et al. (2020), Adnalin et al. (2018) and Amilin et al. (2018) revealed their findings that Islamic work ethic has a positive influence in influencing employee behavior, changes in organizational attitude, and job satisfaction. In line with this research, research on the relationship between Islamic work ethics and teacher performance was conducted by Aswadi et al. (2017) which also obtained the results that Islamic work ethic has a positive and significant effect on teacher performance. Unlike the case with the study of Sapada et al. (2017), Wahyudi (2015) the results of his research show that work ethic has no effect on employee performance.

CONCLUSION

Based on the results of data analysis and discussion related to islamic work ethic, spiritual work motivation and teacher performance, the following conclusions can be drawn:

1. Islamic work ethic directly has no significant effect on teacher performance. This shows that the higher the Islamic work ethic is not able to improve teacher performance

2. Islamic work ethic directly has a significant effect on spiritual work motivation. this shows that the higher the Islamic work ethic is able to increase the spiritual work motivation

3. Spiritual work motivation directly has a significant effect on teacher performance. This shows that the higher the spiritual work motivation, the higher the teacher performance

4. Spiritual work motivation on the influence of islamic work ethics on teacher performance acts as a perfect mediation which means, Islamic work ethics can affect teacher performance through spiritual work motivation mediation, while directly Islamic work ethics cannot affect teacher performance. Regarding the empirical situation, the results of this analysis prove that spiritual work motivation is an intervening variable that acts as a mediation on the perfect relationship between spiritual work motivation and teacher performance.

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REPORT

Section of the Manuscript	Comments and Notes
Title- Abstract-Summary	The abstracts submitted do not meet the standards of reputable journals. The research objectives in the abstract have errors, the model findings are not elaborated, and future research implications have not been stated.
Introduction and Literature Review	The introduction presented does not meet the elements universally. The introduction has not linked the problem under study with well-known theories from leading international journals. The state of the art has also not been stated in the introduction, so the novelty in this study is not clear. Apart from that, the gap analysis has not yet been clearly stated. The urgency and implications of the research are also not seen to be stated. The last thing is that

	no research focus is stated. Literature review is also still very lacking, especially teacher performance.
Research Methods	The research objectives stated are very wrong. Explanatory research design has not been explored yet. The study population was not explained in detail, both in terms of gender, length of teaching, and others. Data collection techniques are not clear.
Research Findings	Research findings are clear, answer all hypotheses, and modeling has also been proposed according to SEM analysis.
Discussion	The research findings found have not been strongly dialogued with the results of other research findings from reputable international journals. One of the sad things is that research findings in the form of "modelling" are not discussed in this section. This is unfortunate, while it is the core finding of this study. It takes the strength of the researchers to have a comprehensive dialogue on these findings so that this paper is of high quality.
Conclusion and Suggestions	Research conclusions have not been written in a good and quality manner. The results of the study have been partially revealed, but the modeling has not been shown. Conclusions are not found in the closing, including the implications of the research that have not been well written by the researcher.
References and Citation	References are still local, exploration is needed from the author to parse from various reputable journals indexed by Scopus, WoS, and others.
Language	The use of English should be improved properly. In addition, please pay attention to paragraph writing. The paragraph contains one main idea and consists of several sentences. The first sentence in a paragraph contains the main idea, the second sentence explains the main idea, the third sentence also explains the main idea, and so on compares the main idea. Don't let one paragraph fall apart with the main idea and unclear sentences.
Other issues	Why the reasercher talk about the pandemic period in this title, while in terms of objectives, the literature review, methods, results and discussion do not mention anything about it. Very strange idea. So, avoid that word in the title. The title should be; “Improving Teacher Performance with Islamic Work Ethic Through Spiritual Work Motivation.”

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We received your review for this article on January 21, 2022. Thank you very much for your contributions.

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