

Work Discipline as a Strategic Mediator Linking Islamic Leadership, Religiosity, and HR Performance in Competitive Islamic Economic Organizations

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ABSTRACT

This study investigates the mediating role of work discipline in the relationship between Islamic Leadership, religiosity, work motivation, and human resource (HR) performance within Islamic educational institutions. A quantitative explanatory research design was employed to examine causal relationships among the constructs under study. The population consisted of teachers at State Islamic High School Semarang, Indonesia, and data were collected using saturated sampling, a non-probability technique in which the entire accessible population is used as respondents. A total of 60 teachers participated by completing a structured questionnaire measured on a five-point Likert scale. Instrument reliability and validity were assessed through Cronbach's alpha, composite reliability, and convergent validity indicators. Data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM), which is appropriate for small sample sizes, complex mediation models, and non-normal data structures. The results reveal that work discipline significantly mediates the effect of Islamic Leadership on HR performance, as indicated by a higher indirect effect value ($9.558 > 2.247$). A similar pattern is observed in the relationship between religiosity and HR performance, where the indirect effect ($11.158 > 5.066$) exceeds the direct impact. Moreover, work discipline is found to mediate the influence of work motivation on HR performance, supported by a more substantial indirect effect ($15.474 > 0.801$). Overall, the findings highlight work discipline as a critical mechanism that strengthens HR performance in Islamic institutional settings.

Keywords: reconstruction, akad mudharabah, sharia banking, profit sharing, transformation.

INTRODUCTION

The explanation for the steadily increasing advancement of mechanical science is the belief that human resources, especially in the context of Islamic education, are capable of producing truly exceptional results. The organization's ability to fulfill its stated vision and goal will be greatly influenced by its human

resource component.¹ One of the foremost critical parts of each organization is its human assets. The degree of significant quality of human assets is as critical as their capacity and imagination in determining their overall quality. Educators' execution is one of the most crucial components within the setting of direction organization.

Work performance as it relates to accountability, teamwork, honesty, and quality of work is what is meant by teacher performance. The principal's supervision results indicate that MAN Semarang teachers are performing better. This can be seen from the existing accreditation achieved by MAN in Semarang, where human resources are one of the contributions to this achievement. Apart from that, teacher administration has been carried out well. Apart from this, the teacher's discipline is very good in arriving on time. If the teacher is going to be late or not leave, he must notify the other teachers with a logical reason. The explanation above shows teacher performance.²

In Semarang, the MAN is developing. Inquiring about factors that are expected to influence educator execution is significant. Islamic administration, inspiration, and religiosity are components that influence how well instructors perform. The findings of a chance conversation with one of the professors serve as the foundation for the phenomenon of Islamic leadership.³ The principal carries out leadership in accordance with Islamic teachings in carrying out his duties. The principal is trustworthy in financial matters at MAN Semarang. The principal himself provides information to all teachers about financial matters with the aim of making teachers understand the financial conditions at MAN Semarang, and teachers can be sure that the principal is honest in financial matters. The next phenomenon is that most school principals have implemented boarding schools at this time. Or we can say an Islamic boarding school-based, which is intended for students living within the school environment to deepen their knowledge of the Islamic religion, and all teachers are involved in Islamic boarding school activities to guide students.⁴

¹ Ferin Annisa, Eka Sariningsih, and Muhammad Luthfi, "Pengaruh Partisipasi Penyusunan Anggaran, Kejelasan Sasaran Anggaran, Profesionalisme Sumber Daya Manusia Dan Komitmen Organisasi Terhadap Kinerja Manajerial (Studi Kasus Pada Skpd Kabupaten Pesawaran)," *Jurnal Ilmiah Akuntansi Rahmadiyah* 3, no. 2 (2020): 1, <https://doi.org/10.51877/jiar.v3i2.149>.

² Gatut Rubiono and Nurida Finahari, "Dosen: Profil-Profil Sederhana Dalam Profesi Yang Rumit," *JAS-PT Jurnal Analisis Sistem Pendidikan Tinggi* 1, no. 1 (2017): 11, <https://doi.org/10.36339/jaspt.v1i1.35>.

³ I Made Gelgel Widhyatmika, Desak Nyoman Sri Werastuti, and Edy Sujana, "Pengaruh Sikap, Norma, Persepsi Kontrol Perilaku, Kewajiban Moral, Dan Religiusitas Terhadap Intensi Whistleblowing," *JIMAT (Jurnal Ilmiah Mahasiswa Akuntansi) Undiksha* 14, no. 03 (2023): 691-702, <https://doi.org/10.23887/jimat.v14i03.52207>.

⁴ Salsabila, "Pengaruh Kepemimpinan Islam Dan Religiusitas Terhadap Kinerja Melalui Motivasi Sebagai Variabel Intervening (Studi Pada Guru MAN 4 Kebumen)," *Jurnal Manajemen STIE Putra Bangsa*, 2020, 1-10.

Various indications of achievements in Islamic education under his leadership. The results of Hozairi research,⁵ specifically the substantial positive influence of Islamic leadership on worker performance. According to this, the effective implementation of Islamic leadership principles can improve worker performance. Religiosity is the factor that is supposed to affect performance⁶. Based on the findings of a random interview with an Al Qur'an Hadith instructor, the phenomenon of religiosity revealed that the teachers were not only focused on instruction but also on addressing the spiritual needs of the current MAN teachers. These spiritual needs are carried out every month on a certain date, which must be followed by all teachers at MAN in Semarang. Then, every morning before teaching activities begin, students and subject teachers carry out scheduled religious activities on each day, such as reading the Asmaul Husna, short letters, and every Friday, reading Surah Al-Kahf, verses 1 to 10 and verses 100 to 110. The phenomenon of religiosity.

Lastly, teachers are required for congregational prayers. After midday prayers, teachers and students attend the kultum (seven-minute lecture), which is the filler for the kultum, namely one of the teachers at MAN who has been scheduled for each day. 75% of teachers have their turn to be lecturers. The last factor that is thought to influence performance is motivation. The motivation phenomenon based on interviews shows that teachers can be well motivated, namely that MAN teachers, if given a task, will try as hard as possible to achieve the goal. MAN teachers in Semarang are more motivated within each individual, this is proven when given a task, they can try as hard as possible to prepare plans. Human resources carry out performance implementation because they are qualified, competent, driven, and interested in what they do.⁷

METHODS

Quantitative research and hypothesis testing are used in this design. MAN teachers in Semarang City made up the study's population, and a saturation sample strategy was used, namely all MAN teachers in Semarang City, with a total of 60 people.⁸ Data collection techniques used include: interviews, questionnaires, and literature studies. Data processing tools using PLS. The tests carried out are instrument tests, starting with the outer model. The components of this comprise discriminant validity, composite reliability, and convergent

⁵ Hozairi and Akhmad Arif Kurdianto, "Peningkatan Keterampilan Siswa Sma/Ma Bidang Sains Dan Teknologi Melalui Pelatihan Robotika Berbasis Mikrokontroller," *Community Development Journal* 3, no. 1 (2019): 1–8, <https://doi.org/10.33086/cdj.v3i1.930>.

⁶ Aji D Mulawarman, "Paradigma Nusantara" (Penerbit Peneleh, 2022), <https://doi.org/10.52893/peneleh.2022.50.adm>.

⁷ Riki Sanjaya Lubis, "Hubungan Kepemimpinan Profetik Dengan Komitmen Organisasi Karyawan Di MTS Kota Tanjungbalai," 2017, 32.

⁸ Nofri Satriawan, "Pengertian Metode Penelitian Dan Jenis-Jenis Metode Penelitian," *Ranah Research*, 2023.

validity. Following that are the inner model, R-squared predictive relevance, direct and indirect influence, and hypothesis testing.⁹

RESULT AND DISCUSSION

Instrument Test

The examination strategy utilizing Halfway Slightest Square (PLS) may be a variance-based Structural Equation Modeling (SEM) demonstration. Assessment of the Fractional Slightest Square (PLS) is based on 2 crucial assessments, to be specific, the assessment of external demonstrate estimation comes about and the assessment of the auxiliary show (inward demonstrate). The legitimacy test criteria in a think about allude to the greatness of the external stacking of each marker on the inactive variable. Assessment of external demonstrative estimations utilizing a measurable method, which may involve numerous reaction factors informative at once.¹⁰ The test will be described as follows:

Measurement Model (Outer Model)

The estimation shows that with intelligent markers, it is assessed with focused legitimacy and composite stability for square markers.

a. Convergent Validity

Focalized legitimacy is utilized to calculate the legitimacy of reflexive pointers as variable estimations, which can be seen from the external loading of each variable pointer. In case the external stacking esteem is over 0.70, the instrument is said to have a great legitimacy esteem.¹¹ The outer loading value that is still acceptable is 0.50, and values below 0.50 can be excluded from the analysis.¹²

From the inquiry that comes about, it can be seen that the cross-stacking between markers and variable measuring develops is more noteworthy than 0.50 – 0.70. It appears that each marker has a great unwavering quality and is reasonable to be pursued in research.

b. Composite Reliability

To carry out unwavering quality tests on surveys or disobedience in this investigation, utilize the Cronbach's Alpha strategy by means of the Calculation Report menu by looking at the Quality Criteria Composite Unwavering quality values within the Smart PLS application program. The results are announced depending on whether the relationship estimate is over 0.70. In this way, the instrument being tested can be declared reliable, meaning that as a measurement tool, the instrument can measure consistently. The reliability is:

⁹ I. Ghozali and H. Latan, *Partial Least Squares Konsep, Teknik Dan Aplikasi Smart PLS* (Semarang: Penerbit Diponegoro, 2012).

¹⁰ Crowdfunding Di Instagram and Zuhurul Anam, "Trust Dan Empathy Terhadap Keputusan Berdonasi Melalui Platform" 2, no. 1 (2024).

¹¹ Imam Ghazali, *Partial Least Squares: Konsep, Teknik Dan Aplikasi Menggunakan Program SmartPLS 3.2.9 Untuk Penelitian Empiris*, 3/E. (Semarang: Badan Penerbit Universitas Diponegoro., 2021).

¹² Sarwono, *Metode Penelitian Kuantitatif Dan Kualitatif, Экономика Региона*, 2017.

Table 1. Results of Composite Reliability

Variable	Composite Reliability	Criteria
Islamic Leadership (X1)	0,942	0,7
Religiosity (X2)	0,829	0,7
Work Motivation (X3)	0,902	0,7
Discipline (Y1)	0,868	0,7
HR Performance (Y2)	0,901	0,7

Source: 2024 processed original data

The Composite Unwavering quality esteem is more prominent than 0.70. This implies that the pointers measuring the development appear palatable, specifically more prominent than the standardization value of 0.70. This clarification can be translated as meaning that the factors of supervision, inspiration, organizational commitment, teaching, and execution can generally give the same results when measured once more on the same subject.

c. Discriminant Validity

The Normal Fluctuation Extricated (AVE) is the criterion used to assess the discriminant legitimacy of each build in reference to other developments in the show. If each develops AVE esteem that is more than the correlation between other buildings, then it suggests that the show's discriminant validity is sufficient.

Table 2. Discriminant Validity Results

Variable	Average Variance Extracted (AVE)
Islamic Leadership (X1)	0,845
Religiosity (X2)	0,619
Work Motivation (X3)	0,754
Discipline (Y1)	0,627
HR Performance (Y2)	0,696

Source: 2024 processed original data

The results of the discriminant validity test show that the construct values of the study variables have sufficient discriminant validity, as each variable's AVE value is greater than the minimal threshold of 0.5.

Inner Model

This study employs the Structural Equation Model (SEM) method to evaluate the effects of Islamic leadership, work motivation, and religiosity on human resource performance, with discipline serving as an intervening variable. The following results were obtained from the test findings:

Table 3. Discipline is an intervening variable in the Partial Least Squares (PLS) Path Equation of Islamic Leadership, Religiosity, and Work Motivation on HR Performance

	Original Sample	Sample Mean	Standard Deviation	T Statistics
Islamic Leadership -> Discipline	0,334	0,331	0,110	3,030
Religiosity -> Discipline	0,360	0,359	0,141	2,560
Work Motivation -> Discipline	0,526	0,541	0,085	6,165
Islamic Leadership -> HR Performance	0,265	0,279	0,118	2,247
Religiosity -> HR Performance	0,545	0,533	0,108	5,066
Work Motivation -> HR Performance	0,088	0,090	0,110	0,801
Discipline -> HR Performance	0,245	0,240	0,103	2,380

Source: Processed primary data, 2024

Utilizing teaching as an intervening variable, the effect of Islamic authority, religion, and work motivation on human capital performance is calculated using the following condition, which is based on the preceding table:

Y_1 is equal to $0.360 X_2 + 0.526 X_3 + 0.334 X_1$.

Y_2 is equal to $0.265 X_1 + 0.545 X_2 + 0.088 X_3 + 0.245 Y_1$.

This equation demonstrates that:

- The Islamic authority variable within the unique test had a positive parameter estimate of 0.334 and a measurable T estimate of 3.030, showing that the greater the impact of Islamic administration on education, the greater.
- The Islamic authority variable within the unique test had a positive parameter estimate of 0.334 and a measurable T estimate of 3.030, showing that the greater the impact of Islamic administration on education, the greater.
- c. The work inspiration variable within the unique test had a positive parameter estimate of 0.526 and a measurable T estimate of 6.165, demonstrating that the impact of work inspiration on teaching increased with increasing levels of it.
- d. The Islamic authority variable within the unique test had a positive parameter estimate of 0.265 and a factual T estimate of 2.247, showing that the more prominent the effect of Islamic authority on HR execution, the more significant its impact.
- e. The religiosity variable within the unique test had a positive parameter estimate of 0.545 and a measurable T estimate of 5.066, showing that the more prominent the impact of religiosity on HR execution, the more significant the influence.
- f. The work inspiration variable within the unique test had a positive parameter estimate of 0.088 and a measurable T estimate of 0.801, showing

that the effect of work inspiration on HR execution increased with increasing levels of impact.

- g. The teacher variable's unique test yielded a positive parameter esteem of 0.245 and a factual T esteem of 0.2380, demonstrating that the more significant the discipline's impact, the more significant its effect on HR execution.

Hypothesis testing

Table 4. Discipline is an intervening variable in the Partial Least Squares (PLS) Path Equation of Islamic Leadership, Religiosity, and Work Motivation on HR Performance

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Islamic Leadership -> Discipline	0,334	0,331	0,110	3,030	0,003
Religiosity -> Discipline	0,360	0,359	0,141	2,560	0,011
Work Motivation -> Discipline	0,526	0,541	0,085	6,165	0,000
Islamic Leadership -> HR Perfomance	0,265	0,279	0,118	2,247	0,025
Religiosity -> HR Perfomance	0,545	0,533	0,108	5,066	0,000
Work Motivation -> HR Perfomance	0,088	0,090	0,110	0,801	0,423
Discipline -> HR Perfomance	0,245	0,240	0,103	2,380	0,018

Source: 2024 processed original data

1. Islamic Leadership's Impact on Discipline

The measurable T values and P values for the variable impact of Islamic leadership (X1) on discipline (Y1) were 3.030 and 0.003, respectively, based on the yield results. So the T factual esteem is $3.030 > 1.96$ and the P esteem is $0.003 < 0.050$. This clarification can be translated as meaning that the test acknowledges the primary hypothesis, meaning that there's a noteworthy impact of Islamic leadership (X1) on discipline (Y1).

2. The Influence of Religiosity on Discipline

Based on the yield comes about, the factual T esteem and P esteem for the variable impact of religiosity (X2) on discipline (Y1) are 2.560 and 0.011 individually. So the T factual esteem is $2.560 > 1.96$ and the P esteem is $0.011 < 0.050$. This clarification can be translated as meaning that the test acknowledged the moment theory, meaning that there's a critical impact of religiosity (X2) on dicipline (Y1).

3. The Influence of Work Motivation on Discipline

The variable impact of work motivation (X3) on discipline (Y1) has measurable T values and P values of 6.165 and 0.000, respectively, based on the yield. So the T measurable esteem is $6.165 > 1.96$ and the P esteem is $0.000 < 0.050$. This clarification can be translated as meaning that the test acknowledged the third speculation, meaning that there's a noteworthy impact of work motivation (X3) on discipline (Y1).

4. Islamic Leadership's Effect on HR Performance

The measurable T values and P values for the variable influence of Islamic leadership (X1) on HR performance (Y2) are 2.247 and 0.025, respectively, based on the yield results. So the T measurable esteem is $2.247 > 1.96$ and the P esteem is $0.025 < 0.050$. This clarification can be deciphered as meaning that the test acknowledged the fourth theory, meaning that there's a noteworthy impact of Islamic leadership (X1) on HR performance (Y2).

5. The Impact of Religion on Personnel Performance

The measurable T values and P values for the variable impact of religiosity (X2) on HR performance (Y2) are 5.000 and 5.066, respectively, based on the yield results. So the T measurable esteem is $5.066 > 1.96$, and the P esteem is $0.000 < 0.050$. This clarification can be translated as meaning that the test acknowledged the fifth speculation, meaning that there's a critical impact of religiosity (X2) on HR performance (Y2).

6. Workplace Motivation's Effect on HR Performance

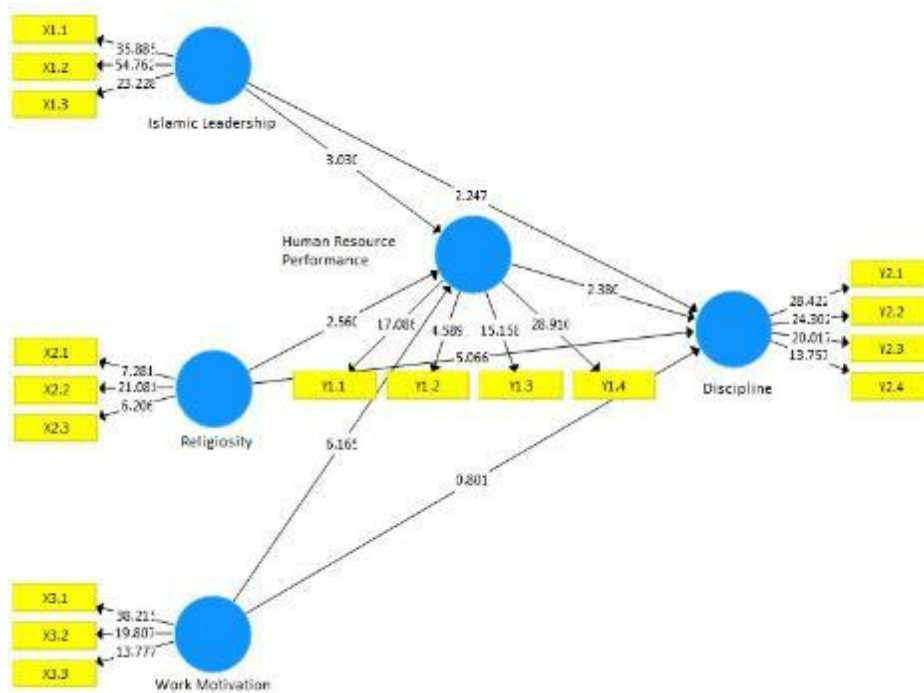
The genuine T values and P values for the variable impact of work motivation (X3) on HR performance (Y2) are 0.801 and 0.423, respectively, based on the yield results. So the T measurable esteem is $0.801 > 1.96$ and the P esteem is $0.423 < 0.050$. This clarification can be translated as meaning that the test rejects the 6th theory, meaning that there's no critical impact of work motivation (X3) on HR performance (Y2).

7. The Impact of HR Performance on Discipline

The genuine T values and P values for the variable impact of discipline (X3) on HR performance (Y2) are, respectively, 0.801 and 0.423 based on the yield results. So the T measurable esteem is $0.801 > 1.96$ and the P esteem is $0.423 < 0.050$. This clarification can be translated as meaning that the test rejects the 6th theory, meaning that there's no critical impact of discipline (X3) on HR execution (Y2).

Direct and Indirect Influence

The following image illustrates the categories of direct and indirect influence that work motivation, religiosity, and Islamic leadership have on human resource performance when discipline is used as an intervening variable:



Path Analysis using the PLS Method in Figure 1

1. The Impact of Islamic Administration on HR Execution Through Teach

It makes sense in light of the PLS test comes about, which are as takes after:

- The starting test gauge esteem for the interceding variable's affect on HR execution was 2.380, though the coordinate impact of Islamic administration on HR execution was found to be 2.247.
- $3,030 \times 2,380 = 7,211$ is the backhanded affect of Islamic authority on HR execution.
- The full backhanded impact is $2,247 + 7,211 = 9,458$

It is obvious from the over computation comes about that the backhanded affect esteem is bigger than the coordinate impact esteem ($9.458 > 2.247$). These calculations' discoveries propose that teach may act as a intervening figure between HR execution and Islamic authority.

2. The Influence of Religiosity on HR Performance Through Discipline

It makes sense in light of the PLS test results, which are as follows:

- The initial sample estimate value for the influence of discipline as a mediating variable on HR performance was 2.380, whereas the direct effect of religion on HR performance was 5.066.
- $2,560 \times 2,380 = 6,092$ is the indirect effect of religion on HR performance.
- The overall indirect impact is 11.158 ($5.066 + 6.092$).

The computation results above make it clear that there is a greater indirect influence value ($11.158 > 5.066$) than there is direct influence value. The results of these computations imply that discipline might serve as a mediating element between religiosity and HR performance.

3. The Influence of Motivation on HR Performance Through Discipline

It makes sense in light of the PLS test results, which are as follows:

- a. The initial sample estimate value for the mediating variable's impact on HR performance was 2.380, whereas the direct effect of motivation on HR performance was found to be 0.801. h. Religion's indirect impact on HR performance is equal to 6.165×2.380 , or 14.673.
- b. The overall indirect impact is equal to 15.474 ($0.801 + 14.673$).

The computation results above clearly show that the indirect effect value ($15.474 > 0.801$) is greater than the direct impact number. The results of these computations imply that discipline might serve in the role as a moderating factor between HR performance and motivation.

Predictive Relevance of R-Square

The model's accuracy in determining the parameters and constructing the observed values is evaluated using the R-square predictive noteworthiness metric. An R-Square regard that is more than zero indicates a predictively relevant illustration; a regard that is less than zero indicates a predictively insignificant illustration. The Sharp PLS software maintained the computation handle in this study, as seen in the following table:

Table 6. R-Square Value

	R Square	Modified R Square
The Impact of Islamic Leadership, Faith, and Job Motivation on Workplace Discipline	0,378	0,344
The Impact of Islamic Administration, Religiosity, Work Inspiration and Teach on HR Execution	0,628	0,601

Source: Processed primary data, 2024

As the clarification of the over table appears, the model is regarded to have prescient significance since the R-Square value is more prominent than zero. The impact of Islam, religion, and work motivations on teaching has an R-Square of 0.344. Agreeing to this viewpoint, the teach variable can be clarified by varieties in Islam, religion, and 34.4% of employees' inspiration at work. Meanwhile, the teaching variable mediated the impacts of the Islamic authority, religion, and work motivation factors on execution, yielding an R-Square value of 0.601. Since the R-Square esteem is more than zero, the show is considered to have prescient legitimacy. This clarification can be taken to cruel that 60.1% of the variety within the variable show of Islamic administration, religiosity, work inspiration, and teach can clarify the HR execution variable.

Theoretical Implications, are : (1) Development of Islamic Management Theory: This research can help develop a more comprehensive Islamic management theory integrated with Islamic values. (2) Development of the Human Resource Performance Concept: This research can help develop a more specific and relevant concept of human resource performance within the context of Islamic management. (3) Development of an Islamic Management Model: This

research can help develop a more effective and efficient Islamic management model for improving human resource performance.

Practical Implications, are : (1) Improving Human Resource Performance: Training may help improve human resource performance by increasing employee awareness and responsibility towards the organization. (2) Improving Efficiency: Training may help improve efficiency by reducing costs and increasing productivity. (3) Improving Employee Satisfaction: Training may help improve employee satisfaction by increasing employee awareness and responsibility towards the organization. (4) Developing Organizational Culture: Training may help develop a more positive and Islamic organizational culture.

CONCLUSION

The computation findings indicate that discipline may function as a moderating factor in the association between Islamic leadership and HR performance. The findings of the computation indicate that discipline may have a moderating effect on the association between religion and HR performance. The discipline variable mediated the effects of the work motivation, religion, and Islamic leadership factors on performance. This interpretation suggests that the HR performance variable may be explained of the variation in the variable model of Islamic leadership, religiosity, work incentive, and discipline. Discipline can play a role as a factor influencing the relationship between Islamic leadership and human resource performance. Organizations must improve employee discipline and develop effective Islamic leadership to improve human resource performance.

Managerial Implications are : (1) Developing Human Resource Management Strategies: The results of this research can help managers develop more effective and efficient human resource management strategies to improve human resource performance. (2) Improving Teacher Quality: Managers should improve the quality of teachers by increasing their awareness and responsibility towards the organization. (3) Integrating Islamic Values: Managers should integrate Islamic values into all aspects of management, including teaching and training and (4) Evaluation and Monitoring: Managers should conduct regular evaluation and monitoring to ensure the effectiveness of teaching programs.

Pedagogical Implications, are : (1) Curriculum Development: The results of this research can help educators develop more relevant and effective curricula to improve human resource performance. (2) Improving Teaching Quality: Educators must improve the quality of their teaching by increasing their awareness and responsibility towards the organization. (3) Using Innovative Learning Methods: Educators must use innovative learning methods that are relevant to students' needs and (4) Evaluation and Monitoring: Educators must conduct regular evaluation and monitoring to ensure the effectiveness of the teaching program.

Author's Contribution

Ardiani Ika Sulistyawati,: Contribute to formulating research ideas, collecting data, processing data, and interpreting data.

Ericke Fridatien: Contributing to writing systematics and research methods.

Vensy Vydia: Contributing to analyzing interpretation results.

Aprih Santoso: Contributing to collecting data.

Amerruddin Shah Suboh: Contribute to compiling a literature review and to the language proofread.

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Declaration of Competing Interest

The author declares that there is no conflict of interest.

Ethical Approval

Ethical approval No patient-identifying parts in this paper were used or known to the authors. Therefore, no ethical approval was requested.

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