

Research Article

The Influence of Islamic Leadership, Organizational Culture, Organizational Climate and Work Behavior on Teacher and Employee Performance

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ABSTRACT

This study aims to analyze the influence of Islamic Leadership, Organizational Culture, Organizational Climate and Work Behavior on Teacher and Employee Performance at Al-Azhar Jambi, Bungo, and Tebo. Using descriptive quantitative research methods, data were collected from 310 teachers through questionnaires distributed online. Data analysis was carried out using the Smart-PLS 4 application, which allows for effective testing of relationships between variables. Islamic leadership has a positive and significant effect on teacher and employee performance. Organizational culture has a positive and significant effect on teacher and employee performance. Islamic leadership also has a significant positive effect on work behavior, with the Organizational Climate coefficient having a significant effect on work behavior. Work behavior shows a very strong and significant effect on teacher and employee performance.

Keywords: Organizational Culture; Islamic Leadership; Teacher and Employee Performance; Organizational Climate; Work Behavior

1. INTRODUCTION

Al Azhar Jambi Diniyyah School has demonstrated positive progress in fostering a harmonious work climate and implementing strong Islamic leadership values in its organizational governance. One noteworthy strength is the integration of leadership vision, a religious organizational culture, a supportive work environment, and productive work behavior, which together form a high-performing educational ecosystem. Islamic leadership is a central force in creating integrity-based governance in educational institutions. According to Nasution (2019), Islamic leadership emphasizes trustworthiness, justice, and exemplary conduct as core values. These values are highly relevant to the educational context, particularly in religious-based institutions like Diniyyah Al Azhar Jambi, where leaders serve as spiritual and moral role models for teachers and staff. Fitria (2022) also emphasizes that Islamic leadership plays a strategic role in building integrity and loyalty within educational institutions, particularly in enhancing employee motivation and performance. Hasibuan (2021) stated that Islamic-based transformational leadership has been proven to increase employee morale and loyalty. Karim (2020) echoed this sentiment, emphasizing that leaders who implement spiritual values in their leadership will create a harmonious and meaningful organizational culture. Furthermore, other researchers, such as Supriyanto (2022), added that leadership focused on improving spiritual quality also directly impacts employee well-being and performance.

Regarding organizational culture, Robbins (2017) explains that the collective values, norms, and practices upheld within an organization significantly influence the behavior of individuals within it. A positive organizational culture not only creates a comfortable environment but also strengthens the emotional bonds and moral responsibility between individuals and their institutions. This is also expressed by Schein (2010), who states that organizational culture is the foundation that directs individual and group behavior within the organization toward common goals. Sumarni (2021) also emphasizes that a strong organizational culture can be a means to improve teacher work behavior, because the collective values formed within the organization can encourage commitment and responsibility in carrying out tasks.

Research by Wahyudi (2022) confirms that a strong organizational culture fosters collective identity and high work motivation. This is reinforced by findings from Tohir (2021), which show that schools with a deep organizational culture perform better and are able to overcome existing challenges. Furthermore, according to Wulandari (2023), an organizational culture based on Islamic values can increase a sense of responsibility and commitment to the organization's mission. According to Hoy and Miskel Climate (Idrus, 2022: 58) organizational/school climate is a characteristic within a school that differentiates one school from another, and can impact their actions or behavior/school residents. This is in line with research

from Putri's (2020) research which shows that factors such as cleanliness, social relationships, and openness of information greatly influence the comfort and productivity of teachers and education personnel. A similar thing was conveyed by Fauzan (2022) who stated that physical and psychological comfort in the workplace will have an impact on increasing individual work effectiveness.

Furthermore, productive work behavior is rooted in work ethic, discipline, and a collective spirit to achieve the school's vision. According to Tanno (2022), work behavior that reflects responsibility, innovation, and collaboration is the foundation for improving the quality of education in Islamic-based schools. Furthermore, Pratama (2021) suggests that proactive work behavior, including initiatives to perform tasks better, significantly impacts educational quality improvement. A review by Ali (2021) also showed that teacher performance is influenced by positive work behaviors, such as time management, effective communication, and loyalty to the institution. This is reinforced by Ningsih's (2023) findings, which state that proactive work behavior is positively correlated with teacher performance and job satisfaction. A similar finding was also conveyed by Riski (2022), who found that behavioral management Work in the form of improving interpersonal skills can improve teachers' work results in the classroom. Teacher and employee performance is a key indicator of an educational institution's success. According to Armstrong (2020), employee performance reflects the overall effectiveness of the organization. In this context, visionary leadership, a strong organizational culture, a supportive work environment, and constructive work behaviors are crucial variables influencing individual performance in the school environment. Research by Asmara (2022) supports this statement by showing that good performance occurs when these four variables work synergistically.

Several contemporary studies also demonstrate a significant relationship between these variables. For example, research by Santoso (2021) concluded that the influence of spiritually based leadership, combined with a positive work environment and a religious organizational culture, can increase the loyalty and work performance of school employees. Furthermore, Yulianto (2023) also found that an inclusive leadership model based on Islamic principles has a positive impact on a healthy work climate in schools. By considering the strengths and potential of Al Azhar Jambi Diniyyah School, it is important to conduct research that empirically tests the influence of Islamic leadership, organizational culture, work environment, and work behavior on the performance of teachers and employees at this institution. The purpose of this study is to determine how much influence Islamic leadership, organizational culture, work environment, and work behavior have on the performance of teachers and employees at Diniyyah Al Azhar Jambi.

2. RESEARCH METHOD

This research uses a quantitative research method. According to Sugiyono (2019) the quantitative research method is a research method based on the philosophy of postpositivism, used to research the natural conditions of objects, (as opposed to experiments). By using statistics in numerical form, this research is a type of quantitative research because the data in the collected research is interpreted and analyzed by observing the dependent variables of the research (Sukardi, 2013: 165). The type of research that the author uses in this research when viewed from the method aspect is *ex post facto* research or research conducted when the independent variables have occurred when the researcher begins with observing the dependent variables in a study (Sukardi, 2013: 165).

Islamic leadership is a concept of leadership based on Islamic values, such as justice, honesty, and responsibility. According to Wahyudi (2019), Islamic leadership emphasizes the principles of trust and justice in managing an organization. This is reinforced by Nawawi's (2011) opinion, which states that leaders in Islam serve as servants of their followers, not as authoritarian rulers. Hasibuan (2013) revealed that leaders who implement Islamic values tend to have a positive influence on employee loyalty and motivation. Syafii (2014) expressed a similar sentiment, stating that spirituality in leadership encourages the emergence of a productive and harmonious work culture. According to Zainuddin (2018), the Islamic leadership style encourages open communication and participation in decision-making. Meanwhile, Ramli (2020) states that the values of sincerity and honesty in Islamic leadership can increase trust among organizational members. In a study by Fauzan (2021), Islamic leadership can create a positive organizational climate, ultimately impacting both individual and organizational performance. Meanwhile, Muhaimin (2022) emphasized the importance of the concept of *shura* (deliberation) in modern Islamic leadership practices.

Organizational culture is a system of values, beliefs, and norms that guide behavior within an organization. According to Robbins (2017), a strong organizational culture has a significant influence on employee attitudes and behavior. This echoes Schein's (2010) opinion, which emphasizes the importance of a deep understanding of culture in building an effective organization. Suharnomo (2013) explains that organizational culture creates a sense of belonging and identity for members. Meanwhile, Triyuwono (2018) adds that in the context of religious-based organizations, culture is an important tool in instilling work ethics. According to Mangkunegara (2015), a positive organizational culture can increase job satisfaction and reduce turnover rates. Meanwhile, research by Gultom (2020) suggests that strong cultural values can strengthen team synergy. Handoko (2014) stated that an adaptive organizational culture will more easily adapt to changes in the external environment. Meanwhile, Luthans (2018) emphasized the importance of leaders in shaping and maintaining organizational culture.

Organizational climate is the perception of employees or teachers about how they feel about working in an organizational unit and includes environmental aspects which can directly influence people's ability to complete a job (Idrus, 2022: 59). Meanwhile, Davis and Newstrom 1993 (Idrus, 2022: 58) argue that organizational atmosphere or organizational climate is a human environmental condition where organizational employees carry out their work. According to Hoy and Miskel Climate (Idrus, 2022: 58) organizational/school climate is a characteristic within a school that differentiates one school from another, and can have an impact on the actions or behavior of the school community. The work environment encompasses all physical and non-physical aspects that influence the work atmosphere within an organization. According to Sedarmayanti (2017), a comfortable and safe work environment significantly impacts employee productivity. Wibowo (2016) echoed this sentiment, highlighting the importance of a psychological work environment, such as good interpersonal relationships. According to Nitisemito (2014), cleanliness, lighting, and air circulation are important physical aspects in creating a healthy work environment. Furthermore, Rizky (2020) added that social support from superiors and coworkers also contributes to a conducive work environment. A study by Febrianti (2021) showed that a positive work environment leads to increased job satisfaction and employee loyalty. This finding is reinforced by Hasibuan's (2019) statement that work environment factors significantly contribute to work morale. An inclusive work environment is also crucial. According to Putri (2022), diversity and a sense of appreciation in the workplace can foster creativity and innovation. Meanwhile, Susilo (2020) emphasized that supportive and communicative leadership creates a healthy work climate. Based on several opinions from experts, the school environment is a condition that exists in the school environment which can influence the behavior of people who are connected to the school.

Work behavior refers to all actions, attitudes, and ethics demonstrated by individuals in carrying out their duties in the workplace. According to Gibson (2012), work behavior reflects motivation, attitudes, and perceptions of work. Robbins (2018) adds that positive work behavior supports the achievement of organizational goals. According to Siagian (2014), discipline, responsibility, and a strong work ethic are key indicators of effective work behavior. Meanwhile, research by Fauziah (2020) shows that organizational commitment influences employee work behavior. Sopiah (2019) stated that adaptive and proactive work behavior is essential to facing the challenges of modern organizations. Meanwhile, research by Wijaya (2021) emphasized the importance of developing positive work habits through training and development. Employees with positive work behaviors tend to have high levels of loyalty. According to Rahmawati (2018), this loyalty grows from a work environment that values individual contributions. This is reinforced by a study by Anshori (2022), which found that managerial support significantly influences work behavior. Robbins & Judge (2017) Robbins and Judge state that work behaviors such as motivation, attendance, participation, and commitment significantly determine individual performance within an organization. Teachers or employees who demonstrate positive work behaviors will be more engaged and have better work results. Negative behaviors such as absenteeism, disobedience, and lack of communication will decrease performance.

Performance is the work results achieved by an individual based on standards set by the organization. According to Mathis (2011), teacher and employee performance encompasses aspects of productivity, effectiveness, and work quality. Hasibuan (2016) states that motivation, skills, and discipline are the primary determinants of individual performance. Mangkunegara (2017) emphasized that good performance stems from the integration of ability and willingness to work. According to Sutrisno (2015), regular performance evaluations are essential to track achievements and serve as a basis for improving competency. Research by Yuliana (2021) found that teacher performance is significantly influenced by the work culture and leadership of the principal. Meanwhile, Fitriyani (2020) stated that ongoing training can improve the quality of teacher teaching. According to Dewi (2018), well-being and a balanced workload are crucial for maintaining optimal performance. A study by Prasetyo (2022) further added that a supportive work environment positively impacts employee performance. This study aims to analyze the influence of Islamic Leadership, Organizational Culture, Organizational Climate and Work Behavior on Teacher and Employee Performance. Specifically, the objectives of this study are: Islamic Leadership and Work Behavior. Beekun & Badawi (1999) According to Beekun and Badawi, Islamic leadership emphasizes ethical values such as justice, trustworthiness, shura (deliberation), and service to others. Islamic leaders are seen as moral role models who must demonstrate integrity and sincerity. Its impact on work behavior: Increases employee integrity and responsibility. Encourages cooperation and mutual trust in the work environment. Fosters work enthusiasm due to inherent spiritual values. H1: There is an Influence of Islamic Leadership on Work Behavior.

Islamic Leadership and Teacher and Employee Performance. In a study by Fauzan (2021), Islamic leadership can create a positive organizational climate, which ultimately impacts individual and organizational performance. Meanwhile, Muhaimin (2022) emphasized the importance of the concept of shura (deliberation) in modern Islamic leadership practices. H2.: There is an Influence of Islamic Leadership on Teacher and Employee Performance.

Work Environment and Work Behavior. Sedarmayanti (2001) stated that the physical work environment (such as lighting, temperature, cleanliness, and layout) as well as the non-physical environment (inter-employee relations, managerial systems) greatly influence employee work behavior. The effect is that a good work environment creates positive work behavior such as discipline, responsibility, and high work ethic. A bad environment can trigger conflict, absenteeism, and low motivation. H3: There is an Influence of Organizational Climate on Work Behavior. Work Behavior and Performance of Teachers and Employees. Robbins & Judge (2017) state that work behaviors such as motivation, attendance, participation, and commitment significantly determine individual performance within an organization. Teachers or employees who demonstrate positive work behaviors will be more engaged and achieve better work outcomes. Negative

behaviors such as absenteeism, disobedience to rules, and lack of communication will reduce performance. H4: There is an Influence of Work Behavior on Teacher and Employee Performance

Organizational Culture and Teacher and Employee Performance. According to Mangkunegara (2015), a positive organizational culture can increase job satisfaction and reduce turnover rates. Meanwhile, research by Gultom (2020) suggests that strong cultural values can strengthen teamwork synergy. H5: There is an Influence of Organizational Culture on Teacher and Employee Performance Figure 1. Illustrates the proposed model. This model shows the complex interactions between variables, illustrating how each variable influences the others. By presenting these relationships visually, this figure facilitates understanding of the dynamics present in the educational context and provides a solid foundation for further analysis and hypothesis testing in this study. The total population in this research is 310. The sample is a portion or representative of the population being studied (Suharsimi Arikunto, 2006:131). This sampling is intended to obtain information about the research object and is able to provide an overview of the same population. The sample used in this survey is Teachers and Employees at Al-Azhar Jambi. The sample obtained in this study amounted to 310 respondents who used. The determination of the sample was carried out using Purposive Sampling Arikunto (2006) which means: a method of collecting illustrations without being based on random, region or strata, but rather based on the existence of views that focus on certain objectives, namely the technique of determining the sample when all members of the population are used as samples. This study used a questionnaire based on Google Form in data collection. The selection of this variable is based on considerations of efficiency of use, ease of distribution process, this study was conducted at Al-Azhar schools in the cities of Jambi, Bungo and Tebo.

The questionnaire in this study refers to theoretical research that has been previously measured so that it has good validity and reliability. This study uses a Likert scale of 1-5 which is used to measure the level of perception or attitude towards a question. Islamic Leadership, Organizational Culture, Organizational Climate, and Work Behavior on Teacher and Employee Performance will be measured using validated tools. Islamic Leadership is measured by (Kessi et al., 2022), organizational culture is measured by (Schein, 2010), then the work environment and performance are measured by (Sedarmayanti, 2017) and teacher and employee performance is measured by (Robbins & Judge, 2013). All respondents were informed of the nature of the study and asked to participate voluntarily. Each participant signed a note stating their acceptance of the criteria associated with the measurement instrument. Each participant was explained, in the same terms, regarding the Influence of Islamic Leadership, Organizational Culture, Organizational Climate, and Work Behavior on Teacher and Employee Performance. Data collection was conducted from February 22 to March 27, 2025. For data analysis, Partial Least Squares-Structural Equation Modeling (PLS-SEM) technique was used through SmartPLS and SPSS software to analyze the data and test the moderator effects in this study. PLS-SEM was chosen as the primary analysis method in this study due to several variables. In this study, there are 5 variables and 6 paths, which shows that PLS-SEM can support models with complex interactions involving several variables and paths. Structural Equation Modeling Partial Least Square (SEM -PLS) is a variable analysis to evaluate a model consisting of a linear relationship between variables which are usually variables that cannot be observed directly. There are 2 model evaluations in this study, namely: Evaluation of the Measurement Model (Outer Model) This evaluation aims to prove that the measurement model is valid and reliable. In the evaluation of this measurement model there are three evaluations, namely Convergent Validity by looking at the expected loading factor value > 0.7, Discriminate Validity by looking at the cross loading value > 0.7 and Internal Consistency seen from the composite value Reliability must be worth > 0.7. Can be seen from the Cronbach Alpha coefficient. Structural Model Evaluation (Inner Model) Model evaluation aims to predict the relationship between latent variables based on substantive theory by using R-square for endogenous constructs and t-statistic values from path coefficient testing. In this evaluation, there are several variables that need to be considered, namely: Coefficient of Determination (R²), Path Coefficient, T-Statistic, Predictive Relevance (Q²), and F-.

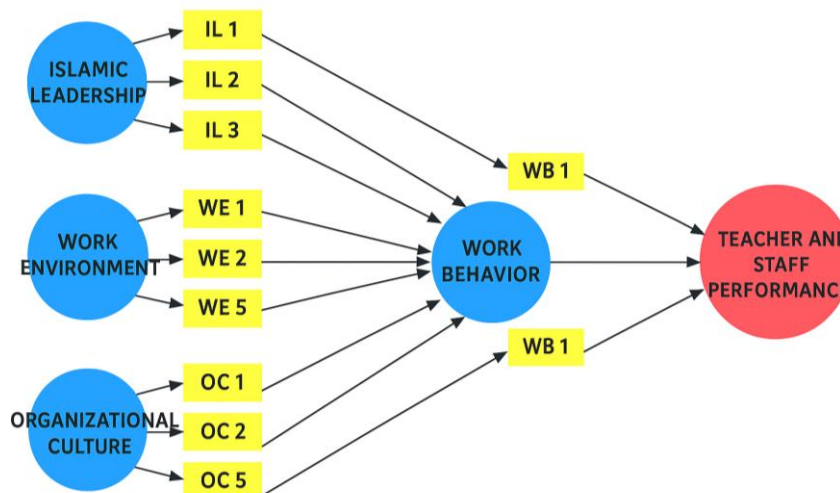


Figure 1. Research Framework

3. RESULTS AND DISCUSSION

Model Evaluation Measurement (Outer Model)

The outer model, or measurement model, defines how each indicator block relates to its latent variable. There are three criteria for evaluating the outer model: Convergent Validity, Discriminant Validity (AV), and Construct Reliability, measured using Composite Reliability and Cronbach's Alpha.

Table 1. Cronbach's Alpha, CR (rho_a), and composite values for internal consistency validity and reliability analysis

	Outer loadings	Cronbach's alpha	Composite reliability (rho a)	Composite reliability (rho_c)	Average variance extracted (AVE)
BO 1	0.821	0.906	0.913	0.930	0.725
BO 2	0.864				
BO 3	0.851				
BO 4	0.848				
BO 5	0.874				
KGK 1	0.749	0.840	0.841	0.887	0.611
KGK 2	0.799				
KGK 3	0.828				
CCC 4	0.790				
CCC 5	0.738				
KI 1	0.881	0.929	0.931	0.947	0.780
KI 2	0.891				
KI 3	0.902				
KI 4	0.888				
KI 5	0.852				
IO 1	0.879	0.919	0.927	0.939	0.754
IO 2	0.880				
IO 3	0.876				
IO 4	0.877				
IO 5	0.830				
PK 1	0.754	0.839	0.841	0.886	0.609
PK 2	0.806				
PK 3	0.807				
PK 4	0.764				
PK 5	0.770				

Source: Data processed by SMART PLS 0.4 2025

Based on **Table 1**, the organizational culture variable shows good validity and reliability, with an AVE of 0.725 and Composite Reliability and Cronbach's Alpha values of 0.913 and 0.930, respectively. All indicators (BO1–BO11) have outer loading values > 0.70, indicating a significant contribution to the construct. The teacher and employee performance variables are also reliably measured, indicated by an AVE of 0.611, CR of 0.841, and CA of 0.887. Indicators KK1–KK8 show outer loadings between 0.749 and 0.828, reflecting high measurement consistency and accuracy. Furthermore, Islamic leadership has an AVE of 0.780, CR of 0.931, and CA of 0.947. The outer loading values of indicators KI1–KT5 are in the range of 0.852–0.902, which means all indicators are relevant in measuring this construct. Work environment, with AVE 0.754, CR 0.927, and CA 0.939. Indicators IO1–IO7 show high outer loading (0.830–0.880), reflecting a very good representation of the construct. Finally, the work behavior variable shows an AVE of 0.609, CR 0.841, and CA 0.886, with outer loading values of indicators PK1–PK5 ranging from 0.764 to 0.807, indicating a fairly strong contribution of the indicators to the variable. The Fornell-Larcker criteria, the cross-loading value (in bold) must be higher than the loading value of other constructs. The results of the Fornell-Larcker Criterion in Table 1.3, each variable has a root AVE value (shown on the diagonal) that is higher than the correlation between other constructs, which indicates that discriminant validity has been met. For example, the root AVE value for organizational culture (0.852) is greater than its correlation with other variables such as teacher and employee performance (0.470) or Islamic leadership (0.053). Similar things are also seen in other variables, indicating that each construct in the model is stronger in representing its own indicators compared to other constructs.

Table 2. Heterotrait-monotrait (HTMT)

	BO	KI	KGK	IO	PK
BO					
KI		0.086			
KGK		0.533	0.572		
IO		0.085	0.088	0.524	
PK		0.455	0.536	0.817	0.479

Source: Processed by SMART PLS 0.4 2025

Based on **Table 1.4**, the results of the Heterotrait-Monotrait Ratio (HTMT) analysis, all HTMT values between constructs are below the threshold of 0.90. This indicates that each construct in the model has good discriminant validity. In other words, each variable Organizational Culture (BO), Teacher and Employee Performance (KGK), Islamic Leadership (KI), Work Environment (LK), and Work Behavior (PK) measures a distinct concept, and there is no overlap between constructs.

Table 3. Cross Loading

	Organizational Culture	Islamic Leadership	Teacher and Employee Performance	Organizational Climate	Work Behavior
BO	0.821	0.106	0.432	0.062	0.363
BO	0.864	0.020	0.375	0.046	0.334
BO	0.851	-0.029	0.344	0.067	0.312
BO	0.848	-0.007	0.364	0.020	0.309
BO	0.874	0.106	0.463	0.111	0.378
KGK	0.344	0.403	0.749	0.327	0.537
KGK	0.358	0.459	0.799	0.359	0.563
KGK	0.373	0.395	0.828	0.361	0.518
KGK	0.371	0.370	0.790	0.426	0.541
KGK	0.393	0.347	0.738	0.339	0.525
KI	0.048	0.881	0.428	0.077	0.407
KI	0.019	0.891	0.471	0.100	0.410
KI	0.112	0.902	0.459	0.044	0.434
KI	0.003	0.888	0.463	0.097	0.443
KI	0.056	0.852	0.413	0.040	0.397
IO	0.039	0.057	0.367	0.879	0.345
IO	0.079	0.109	0.453	0.880	0.398
IO	0.087	0.021	0.392	0.876	0.355
IO	0.081	0.104	0.429	0.877	0.427
IO	0.028	0.049	0.358	0.830	0.308
PK	0.280	0.360	0.488	0.278	0.754
PK	0.361	0.385	0.584	0.327	0.806
PK	0.322	0.331	0.538	0.352	0.807
PK	0.318	0.365	0.542	0.370	0.764
PK	0.282	0.406	0.526	0.333	0.770

The Cross Loading Table is used to evaluate discriminant validity, namely to ensure that each indicator better reflects the construct (latent variable) it measures compared to other constructs. Based on the results in Table 5, it can be seen that each item has the highest loading value on the intended construct. For example, all indicators representing the Organizational Culture variable (BO1–BO5) show the highest loading value on the BO construct compared to the values on other constructs such as Employee Performance (KK), Islamic Leadership (KI), Organizational Climate (IO), and Work Behavior (PK). Similarly, the indicators on the Teacher and Employee Performance variable (KGK1–KGK5) show the highest loading value on the KGK construct. This strengthens that the indicators are valid in measuring performance variables. In the Islamic Leadership construct, indicators KI1 to KI5 show the highest value on the KI construct compared to other constructs, which means that each item consistently measures the dimensions of transformational leadership. The Work Environment variable also showed good results, with indicators IO1 to IO5 having the highest loading values on the LK construct, demonstrating consistency and clarity of measurement. The same was seen for the PK variable, with indicators PK1 to PK5 having the highest loadings on the PK construct itself, with relatively high values far exceeding the loading values on the other constructs. Overall, the cross-loading results indicate that all indicators have adequate discriminant validity, as each indicator points more toward its own construct than toward other constructs. This strengthens the validity of the measurement model in this study and indicates that the items used appropriately represent each variable.

Structural Model (Inner Model)

Structural model assessment process (Inner Model) The analysis begins with an analysis of the collinearity problem. This is followed by a relationship analysis, using the path coefficients of the t and p values. The next analysis involves testing the coefficient of determination (R2). **Figure 2** displays the final results of the path analysis conducted using the Smart-PLS application, which demonstrates the relationships between variables in this research model. Each connecting line in the diagram reflects the direction and magnitude of the influence between variables, while the R-square value indicates the extent to which the independent variables are able to explain the variation that occurs in the dependent variable. The resulting R-square value reflects the extent to which the model is able to fit the observed data; the higher the value, the better the model's ability to explain the phenomenon under study. The relationships between the variables depicted in these paths indicate a positive and significant influence, thus supporting the previously formulated hypothesis. Through this path mapping, it is clear how elements such as transformational leadership, organizational culture, organizational climate, and human resources are related. interact simultaneously to influence employee performance. These findings provide a deeper

understanding of the dynamics within the educational environment and imply its importance as a basis for developing policies and managerial strategies in schools.

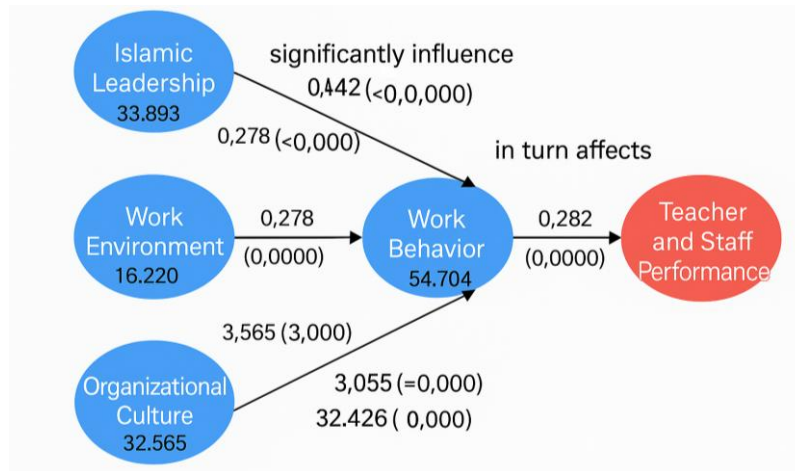


Figure 2. Final results of the path analysis conducted using the Smart-PLS application

Table 4. Results of initial hypothesis testing and path estimation.

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Interpretation
Organizational culture -> teacher and employee performance	0.278	0.276	0.041	6,781	0.000	Supported
Islamic leadership -> teacher and employee performance	0.282	0.282	0.041	6,926	0.000	Supported
Islamic leadership -> work behavior	0.442	0.442	0.041	10,877	0.000	Supported
Organizational climate -> work behavior	0.391	0.390	0.046	8,492	0.000	Supported
Work behavior -> teacher and employee performance	0.443	0.444	0.044	10,034	0.000	Supported

Source: Processed by SMART PLS 0.4 2025

Based on the results of hypothesis testing, there are several significant and statistically supported relationships. Islamic leadership has a positive and significant effect on performance, with a coefficient value of 0.282, a t-statistic of 6.926, and a p-value of 0.000 ($p < 0.05$), thus supporting this hypothesis. This indicates that the better the Islamic leadership implemented, the higher the performance of teachers and employees. Organizational culture has a positive and significant effect on teacher and employee performance, with a coefficient of 0.278, a t-statistic of 6.781, and a p-value of 0.000. This indicates that cultural conditions in the workplace will have a different impact on performance. Islamic leadership also has a significant positive influence on work behavior, with a coefficient of 0.442, a t-statistic of 10.877, and a p-value of 0.000. This indicates that good leadership will have an impact on changing a person's behavior. Organizational climate has a significant influence on work behavior, with a coefficient of 0.391, t-statistic of 8.492, and p-value of 0.000, so a conducive organizational climate will influence work behavior. Work behavior shows a very strong and significant influence on teacher and employee performance, with a coefficient value of 0.443, a t-statistic of 10.034, and a p-value of 0.000. This means that behavior is a dominant factor in creating good performance.

Coefficient of Determination (R2)

The coefficient of determination (R2) is commonly used to evaluate structural models because it measures the predicted relationship between the dependent and independent variables. This value ranges from 0 to 1, with higher R2 values indicating greater predictive accuracy in the research model. R2 values less than 0.25, between 0.5 and 0.75, and above 0.75 are categorized as weak, moderate, and sufficient, respectively.

Table 5. Coefficient of Determination (R²) for Endogenous Variables

	R-square	Interpretation
Teacher and Employee Performance	0.578	Moderate
Work Behavior	0.376	Enough

The coefficient of determination (R^2) indicates how much variation in the dependent variable can be explained by the independent variables in the model. Work behavior has an R^2 value of 0.376, which is considered sufficient, so that the independent variables only explain about 37.6%. Meanwhile, teacher and employee performance has an R^2 value of 0.578, which is included in the moderate category, meaning that about 46.1% of the variation in employee performance can be explained by the independent variables in the model. Thus, this model is the most powerful in explaining the factors that influence employee performance, although overall it can still be improved to produce more substantial predictions.

4. CONCLUSION

Based on the findings in this study, it states that Islamic Leadership has a positive and significant effect on performance, with a coefficient value of 0.442, a t-statistic value of 10.877 and a p-value of 0.000 ($p < 0.05$), so this hypothesis is supported. This shows that the better the Islamic leadership applied, the higher the work behavior of a person produced. In line with Nisrina's research (2024) Based on testing the independent variable of transformational leadership on the dependent variable of innovative work behavior with knowledge sharing as a mediating variable. The results of the analysis of the data that have been obtained, it can be concluded that the results of the study show that transformational leadership has a positive and significant effect on innovative work behavior in employees at PT X. Based on the findings in this study, it states that Islamic Leadership has a positive and significant effect on performance, with a coefficient value of 0.282, a t-statistic value of 6.926 and a p-value of 0.000 ($p < 0.05$), so this hypothesis is supported. This indicates that the better the Islamic leadership implemented, the higher the resulting performance. Islamic Leadership is a leadership concept based on Islamic values, such as justice, honesty, and responsibility. In conclusion, leadership style is a method used by a leader to influence, direct, encourage, and control his employees in order to achieve organizational goals efficiently and effectively. Employees and leaders contribute greatly to the company, because without both of them the company will not run. The results of this study are in line with research conducted by Supriyanto (2022) who added that leadership that focuses on improving spiritual quality also directly affects employee well-being and performance.

Based on the findings in this study, it states that Islamic Leadership has a positive and significant effect on performance, with a coefficient value of 0.278, a t-statistic value of 6.781 and a p-value of 0.000 ($p < 0.05$), so this hypothesis is supported. This shows that the better the organizational culture in an agency that is applied, the higher the resulting performance. In line with Rosvita's research (2017). In the T test, the significance value of the t count of the organizational culture variable was 0.000. These results indicate that partially the organizational culture variable has a significant effect on employee performance variables. The organizational culture variable affects employee performance with a determination coefficient value of 0.827. Based on the findings in this study, it states that Organizational Climate has a positive and significant effect on Work Behavior, with a coefficient value of 0.391, a t-statistic value of 8.492 and a p-value of 0.000 ($p < 0.05$), so this hypothesis is supported. This shows that the more conducive and better the Organizational Climate in an institution, the more it can change a person's work behavior at school.

Based on the findings in this study, it states that Work Behavior has a positive and significant effect on Teacher and Employee Performance, with a coefficient value of 0.443, a t-statistic value of 10.034 and a p-value of 0.000 ($p < 0.05$), so this hypothesis is supported. This shows that the more a person's behavior in working in an agency, the more it can change performance towards a better direction in school. In line with Barasa's research (2021). based on questionnaire data acquisition and data processing. The results obtained indicate that the correlation (R) between work behavior and performance is 0.671. This means that there is a strong and positive influence between work behavior and employee performance, and based on the hypothesis testing that has been carried out using the "t test" it is obtained that $t_{count} > t_{table}$. Because $t_{count} > t_{table}$ then reject H_0 . Thus it is proven that "There is a positive influence between work discipline on employee performance at PT. Sumber Bumi Global Niag

ACKNOWLEDGEMENTS

The author would like to express his gratitude to all parties who have supported the preparation of this article. Special thanks are extended to the supervisor and colleagues who provided valuable input, as well as to the institution that provided the facilities and data needed for this research. Hopefully, this article will benefit the development of scientific knowledge and further research.

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