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The Influence of Teacher Job Satisfaction and Loyalty on the Productivity of Islamic Educational Institutions

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Abstract

This study aims to analyze the influence of job satisfaction and teacher loyalty on the productivity of Islamic educational institutions. The approach used is quantitative with the Partial Method. Least Square-Structural Equation Modeling (PLS-SEM). The population and sample of the study were 35 teachers using a saturated sampling technique. The results of the outer model evaluation showed that all indicators met the convergent validity requirements with the outer model values. loadings > 0.60 and AVE > 0.50. Construct reliability is met through the HTMT value which is below the threshold of 0.90. The coefficient of determination (R^2) of 0.692 indicates that both variables are able to explain 69.2% of the variance in institutional productivity. Hypothesis testing proves that job satisfaction has a significant effect on the productivity of Islamic educational institutions (T-statistic = 2.597; p-value = 0.009), and teacher loyalty also has a significant effect on the productivity of Islamic educational institutions (T-statistic = 3.224; p-value = 0.001).

Keywords: Teacher Job Satisfaction, Teacher Loyalty, Productivity, Islamic Educational Institutions, PLS-SEM

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Introduction

Islamic educational institutions play a strategic role in developing a generation with character, knowledge, and noble morals. Amidst the increasingly complex challenges of global competition, the productivity of Islamic educational institutions is a crucial benchmark for assessing the effectiveness of human resource management, particularly teaching staff (Aryani & Rindaningsih, 2024a). As the spearhead of the educational process, teachers play a crucial

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role in maintaining and improving the overall quality of the institution's output.

Job satisfaction is a factor consistently linked to the performance and productivity of educational organizations. Teachers who are satisfied with their work tend to demonstrate higher dedication, lower absenteeism rates, and more optimal contributions to the learning process (Murwaningsih, 2024). Job satisfaction encompasses various dimensions, including compensation, work environment conditions, interpersonal relationships with colleagues, leadership of the principal, and career development opportunities (Suprihatin et al., 2022).

In addition to job satisfaction, teacher loyalty is a critical variable that influences institutional productivity. Loyal teachers tend to have a long-term commitment to the institution, are willing to contribute beyond formal requirements, and actively support the institution's vision and mission (Lertpanyawiwat et al., 2022). Previous research has shown that loyalty is a significant predictor of educational organizational performance and effectiveness (Özdemir, Abashı, Mavi, et al., 2024).

Although extensive research has been conducted on job satisfaction and loyalty, studies specifically examining both as predictors of productivity in Islamic educational institutions are limited. Most studies position loyalty as a dependent variable of job satisfaction, rather than as an independent variable directly influencing institutional productivity (Anifah & FoEh, 2022). This research gap is the primary basis for this study.

Based on this background, this research was formulated to answer two main questions: (1) whether teacher job satisfaction has a significant influence on the productivity of Islamic educational institutions, and (2) whether teacher loyalty has a significant influence on the productivity of Islamic educational institutions.

Method

This study uses a quantitative approach with a causal design. The data analysis method chosen is Partial Least Square-Structural Equation Modeling (PLS-SEM) used SmartPLS software, which is considered appropriate for small sample sizes and does not require normally distributed data (Hair et al., 2022). The study population was all 35 teachers at Islamic educational institutions. Given the limited population, a saturated sampling technique (census) was applied so that all members of the population were selected as respondents (Sugiyono, 2019).

Data collection was conducted through a questionnaire with a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The research variables consisted of: (1) teacher job satisfaction (X1) measured by 7 indicators (X1.1–X1.7); (2) teacher loyalty (X2) measured by 7 indicators (X2.1–X2.8); and (3) productivity of Islamic educational institutions (Y) measured by 7 indicators (Y1–Y7).

Model evaluation is carried out in two stages. First, the outer model evaluation includes a convergent validity test through the outer model value, loadings (> 0.60) and Average Variance

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Extracted /AVE (> 0.50), as well as reliability testing through Heterotrait-Monotrait Ratio /HTMT (< 0.90) (Kartiko, 2024) Second, the evaluation of the inner model includes assessing the coefficient of determination (R^2) and testing the significance of the hypothesis through T-statistics (> 1.96) and p-value (< 0.05) with a bootstrapping procedure of 5,000 subsamples.

Results

A. Outer Model Evaluation (Measurement Model)

Outer model evaluation is carried out to assess the validity and reliability of the construct through outer values, loadings, AVE, and HTMT. The complete test results are presented in Table 1 below.

Table 1. Validity Test Results (Outer Loadings)

<i>Variables</i>	<i>Indicator Code</i>	<i>Outer Loading</i>	<i>HTMT</i>	<i>AVE</i>	<i>Description</i>
Teacher Job Satisfaction X1	X1.1	0.733	0.799	0.606	VALID
	X1.2	0.741	0.799	0.606	VALID
	X1.3	0.716	0.799	0.606	VALID
	X1.4	0.827	0.799	0.606	VALID
	X1.5	0.788	0.799	0.606	VALID
	X1.6	0.797	0.799	0.606	VALID
	X1.7	0.838	0.799	0.606	VALID
Teacher Loyalty X2	X2.1	0.671	0.713	0.508	VALID
	X2.3	0.768	0.713	0.508	VALID
	X2.4	0.654	0.713	0.508	VALID
	X2.5	0.704	0.713	0.508	VALID
	X2.6	0.748	0.713	0.508	VALID
	X2.7	0.645	0.713	0.508	VALID
	X2.8	0.767	0.713	0.508	VALID
Productivity of Islamic Educational Institutions Y	Y.1	0.767	0.846	0.716	VALID
	Y.2	0.905	0.846	0.716	VALID
	Y.3	0.802	0.846	0.716	VALID

Y.4	0.888	0.846	0.716	VALID
Y.5	0.761	0.846	0.716	VALID
Y.6	0.920	0.846	0.716	VALID
Y.7	0.775	0.846	0.716	VALID

Source: Processed Primary Data (2026)

Based on Table 1, all indicators in the three research variables are declared **valid**. The teacher job satisfaction variable (X1) has seven indicators (X1.1–X1.7) with outer values The loadings ranged from 0.733 to 0.838. The HTMT value of construct X1 was 0.799 and the AVE was 0.606, both of which met the required limits (HTMT < 0.90; AVE > 0.50). The teacher loyalty variable (X2) had seven indicators (X2.1–X2.8) with outer values The loadings ranged from 0.635 to 0.768. The HTMT value of construct X2 was 0.713 and the AVE was 0.508, also meeting the minimum requirements. The Islamic educational institution productivity variable (Y) has seven indicators (Y1–Y7) with outer values The loadings ranged from 0.761 to 0.920. The HTMT value of construct Y was 0.846 and the AVE was 0.716, both of which met the required criteria. (Hair et al., 2022). Thus, all constructs in this research model have good convergent validity and reliability.

B. PLS-SEM Structural Model

Output path diagram. SmartPLS below.

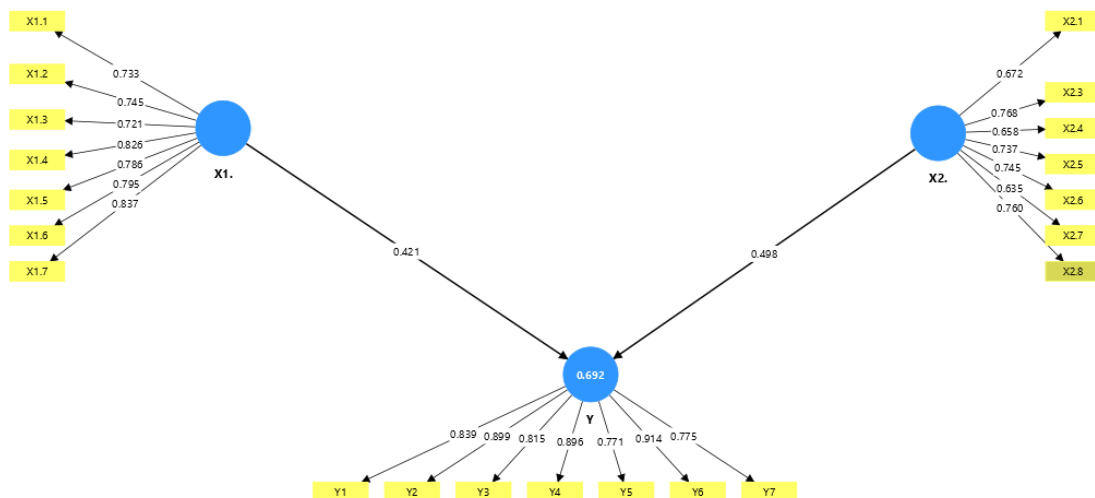


Figure 1. Structural Model Estimation Results (PLS Algorithm)
Source: SmartPLS Data Analysis Results (2024)

Figure 1 displays the results of the PLS-SEM structural model estimation visually. The teacher job satisfaction variable (X1) has a path value of coefficient of **0.421** on the productivity of Islamic educational institutions (Y), while the teacher loyalty variable (X2) has a path value coefficient of **0.498** against Y. The number **0.692** listed in the circle of the Y variable is the R- Square value, which means the model is able to explain 69.2% of the variance in institutional productivity. The outer value The loadings of all indicators are visible on each connecting line and are all above the minimum threshold of 0.60, confirming the convergent validity of the model as a whole. The coefficient X2 (0.498) which is greater than X1 (0.421) indicates that teacher loyalty has a more dominant contribution to institutional productivity than job satisfaction.

C. Inner Model Evaluation and Hypothesis Testing

Hypothesis testing was conducted using the bootstrapping procedure. The results of the hypothesis testing are presented in the following table.

Table 2. Hypothesis Testing Result (Path Coefficients)

<i>Hypothesis</i>	<i>Path coefficients</i>	<i>T- Statistics</i>	<i>P- value</i>	<i>Verdict</i>
H1	Job satisfaction affects productivity	2,597	0.009	<i>Supported</i>
H2	Teacher Loyalty Influences Productivity	3,224	0.001	<i>Supported</i>

Based on Table 2, the results of the hypothesis testing show:

1. **H1 Job satisfaction influences productivity (Supported).** The T-statistic value of **2.597** exceeds the critical limit of 1.96, and the p- value of **0.009** is below $\alpha = 0.05$. This means that teacher job satisfaction has been proven to have a positive and significant influence on the productivity of Islamic educational institutions, so H1 is accepted.
2. **H2 Teacher loyalty influences productivity (Supported).** The T-statistic value of **3.224** exceeds the critical limit of 1.96 and the p- value of **0.001** is below $\alpha = 0.05$. This means that teacher loyalty has a positive and significant effect on the productivity of Islamic educational institutions, so H2 is accepted. The T-statistic value of H2 (3.224) which is greater than H1 (2.597) confirms that teacher loyalty is a stronger predictor than job satisfaction in influencing institutional productivity.

Discussion

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A. The Influence of Teacher Job Satisfaction on the Productivity of Islamic Educational Institutions

The results of the H1 test prove that teacher job satisfaction has a positive and significant effect on the productivity of Islamic educational institutions (T-statistic = 2.597 > 1.96; p-value = 0.009 < 0.05) with a path value of coefficient of 0.421. This finding aligns with research by (Aryani & Rindaningsih, 2024b) , which concluded that job satisfaction is a determining factor in improving the performance of teaching staff in educational institutions. Similarly, (Sypniewska et al., 2023) found that high job satisfaction is strongly correlated with increased productivity and sustained employee engagement.

In the context of Islamic educational institutions, teacher job satisfaction is also influenced by Islamic values inherent in the madrasah work culture, such as trustworthiness, dedication, and sincerity in carrying out duties (Asutay et al., 2022) . Teachers who perceive alignment between their personal and institutional values tend to be more satisfied and productive. These results are also consistent with Herzberg's two-factor theory, which asserts that motivating factors such as recognition and fulfilled responsibilities will drive improved overall performance and productivity.

B. The Influence of Teacher Loyalty on the Productivity of Islamic Educational Institutions

The results of the H2 test prove that teacher loyalty has a positive and significant effect on the productivity of Islamic educational institutions (T-statistic = 3.224 > 1.96; p-value = 0.001 < 0.05) with a path value of coefficient of 0.498. The T-statistic value of teacher loyalty (3.224) is greater than job satisfaction (2.597), and the path a higher coefficient (0.498 vs 0.421), consistently indicates that loyalty is a stronger predictor in influencing institutional productivity.

This finding is in line with (Özdemir, Abaslı, & Mavi, 2024) , which proves that teachers' organizational loyalty significantly predicts school performance and effectiveness. (Lertpanyawiwat et al., 2022) also found that teachers who are loyal to private schools show higher commitment and work engagement, which leads to increased institutional productivity. From an Islamic management perspective, teacher loyalty is not only professional but also spiritual, namely the responsibility of an educator as a mandate that must be carried out wholeheartedly (Budiyarti et al., 2023). Furthermore, (Nabhan & Munajat, 2023) emphasized that employee commitment and loyalty have a significant influence on performance through organizational mechanisms. citizenship behavior (OCB), where voluntary behavior that goes beyond formal job descriptions contributes directly to organizational productivity.

Conclusion

Based on the analysis and discussion, this study concludes three main points. First, teacher job

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satisfaction has a positive and significant effect on the productivity of Islamic educational institutions (T-statistic = 2.597; p- value = 0.009; path = 0.009). coefficient = 0.421). This means that the higher the job satisfaction felt by teachers, the higher the productivity of Islamic educational institutions.

Second, teacher loyalty has a positive and significant effect on the productivity of Islamic educational institutions (T-statistic = 3.224; p- value = 0.001; path coefficient = 0.498). Teacher loyalty is proven to be a stronger predictor than job satisfaction in influencing institutional productivity, as indicated by the T-statistic and path values. higher coefficient.

Third, simultaneously, job satisfaction and teacher loyalty are able to explain 69.2% of the variance in the productivity of Islamic educational institutions ($R^2 = 0.692$; R^2 Adjusted = 0.674), which is considered substantial in social research.

The managerial implications of this study suggest that leaders of Islamic educational institutions consistently address teacher job satisfaction by increasing fair compensation, creating a conducive work environment, and providing opportunities for continuous self-development. Furthermore, building a culture of loyalty through appreciation, trust, and transparent communication will boost long-term institutional productivity. Further research is recommended to include mediating variables such as work motivation or organizational commitment to enrich the research model.

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