

PERFORMANCES ANALYSIS IN AN ISLAMIC BOARDING SCHOOL: INSIGHTS FROM INDONESIA

Niki Puspita Sari, Helmi Muhammad, Khairul Umam

Universitas Islam Raden Rahmat Malang, Indonesia

E-mail: nikipuspita@uniramalang.ac.id; helmimuhammad@uniramalang.ac.id; khairulumam16121996@gmail.com

How to Cite:

Sari, N.P., Muhammad, H., Umam, K. (2023). Performances Analysis in an Islamic Boarding School Insight From Indonesia. *Fitrah: Journal of Islamic Education*, 4(2), 306-318

<p>KEYWORDS: Job stress, Job Satisfaction, Performance</p>	<p>ABSTRACT</p> <p>Employee performance is an important factor in determining organizational success. Previous studies on employee performance are dominated by the business sector. Whereas the performance of non-business organizations such as Islamic boarding schools also requires administrators to provide high performance as business organizations. Along with modern developments, Islamic boarding schools are required to adapt to a new environment that allows pressure on the management. The demands of adaptive Islamic boarding schools also allow administrators to feel like or dislike their work. This study aims to analyze the performance in Islamic boarding schools influenced by the variables of stress and job satisfaction. Data were collected through questionnaires distributed to 60 administrators of Miftahul Ulum Islamic Boarding School, Malang, Indonesia, using the census method and analyzed by multiple linear regression. The results showed that job stress had a significant effect on the performance of Miftahul Ulum Islamic boarding school administrators. However, job satisfaction has no significant effect on the performance of Miftahul Ulum Islamic boarding school administrators. The results of this study have positive implications for the leadership of Islamic boarding schools to improve performance through human resource management.</p>
<p>KATA KUNCI: Stres kerja, Kepuasan Kerja, Kinerja</p>	<p>ABSTRAK</p> <p>Kinerja pegawai merupakan faktor penting dalam menentukan keberhasilan organisasi. Kajian sebelumnya tentang kinerja pegawai didominasi pada sektor bisnis. Padahal kinerja organisasi non bisnis seperti Pondok Pesantren juga menuntut pengurus memberikan kinerja tinggi sebagaimana organisasi bisnis. Seiring dengan perkembangan modern, Pondok pesantren dituntut beradaptasi dengan lingkungan baru yang memungkinkan ada tekanan kepada pengurus. Tuntutan Pondok Pesantren yang adaptif juga memungkinkan pengurus merasakan suka atau tidak suka terhadap pekerjaan. Penelitian ini bertujuan untuk menganalisis kinerja pengurus di Pesantren yang dipengaruhi oleh variable stress dan kepuasan kerja. Data dikumpulkan melalui kuesioner yang dibagikan kepada 60 pengurus Pesantren Miftahul Ulum, dengan menggunakan metode sensus dan dianalisis dengan regresi linier berganda. Hasil penelitian menunjukkan bahwa stress kerja berpengaruh signifikan terhadap kinerja pengurus Pondok Pesantren Miftahul Ulum. Namun kepuasan kerja tidak berpengaruh signifikan terhadap kinerja pengurus Pondok Pesantren Miftahul Ulum. Hasil penelitian berimplikasi positif bagi pimpinan Pesantren meningkatkan kinerja melalui manajemen sumber daya manusia.</p>

INTRODUCTION

Human resource management is an important factor in organizations in the 21st century (McCartney et al., 2020; Nicoleta et al., 2015; Ulrich & Dulebohn, 2015). Human resource management is urgent because it is used as a strategic and coherent approach to the organization. The orientation is about how organizational resources, namely human resources, which are important assets, are managed properly for organizational development (Sitnikov, 2020). Human resource management is closely related to employee planning, training, relations, strategic recruitment, compensation management, job satisfaction, and employee services. In addition, it includes management policies and practices to improve organizational efficiency and employee engagement and improve organizational performance (Anwar & Abdullah, 2021). This means organizations with good human resource management practices will improve employee performance, the end of which is organizational performance.

Employee performance is considered an important factor in determining organizational success (A. Karem et al., 2019; Gunapalan & Ekanayake, 2019). Employee performance is the capacity of employees to carry out work that contributes to organizational growth (Santos et al., 2018). Employee performance refers to the results of each employee's activity in the organization for a certain time (Islam et al., 2019). Furthermore, the performance consists of

two dimensions, namely task performance and contextual performance (Bhardwaj & Kalia, 2021). Santos et al. (2018) explain that task performance is behavior and work results technically to achieve organizational goals, while contextual performance is not directly related to technical work but supports the organizational, social, and psychological environment. Therefore, both task performance and contextual performance have strategic roles in organizational development and performance.

Employee performance in the organization cannot be separated from influencing factors such as Stress at work is a major problem for an organization because it can have implications for organizational performance (Leung et al., 2011). Unrealistic work demands, inadequate resources, and constraints on employees can cause the workplace to be full of pressure, which will then hurt employee performance. Previous research has shown a correlation between stress at work and employee performance (Foy et al., 2019). Leung et al. (2011) explained that increased stress at work causes reduced performance, concentration, initiative, and motivation. However, previous studies show that job stress has a positive effect on performance, also known as eustress (Avey et al., 2012). Eustress can help employees maintain attention, focus, stimulation, and enthusiasm at a certain point. Previous research explains that positive stress or eustress can lead to higher levels of performance

and productivity (Adaramola, 2012; Avey et al., 2012).

Another factor that affects employee performance is job satisfaction. Several results of empirical studies strengthen this argument that increasing employee performance is influenced by job satisfaction (Sembiring et al., 2020; Soomro & Shah, 2019). Even since 1973, the theme of job satisfaction has been an interesting topic studied in the context of organizational behavior (Deshpande, 1996). Job satisfaction is defined as a combination of positive or negative feelings of employees towards their work (Dinc et al., 2018; Troesch & Bauer, 2017). In this context, it relates to the emotional state resulting from one's work, among others, from aspects of salary satisfaction, promotions, co-workers, the work itself and supervision. Some of these aspects concern the conditions of liking or disliking employees' work in the organization. Some research results show that organizations with employees with high levels of job satisfaction will display high performance compared to employees who are less satisfied with their work (Jameel & Ahmad, 2019). Also, another study conducted in a hospital in Bosnia and Herzegovina showed that job satisfaction has a strong impact on nurse performance (Dinc et al., 2018).

This study was conducted at Pondok Pesantren Miftahul Ulum, Gondanglegi, Malang Regency, East Java, Indonesia. Previous research on performance is mostly dominated by the

business company sector, both multi-national companies and the health sector. While the same study has not been done much, especially in Islamic boarding school organizations. In fact, the performance of organizations such as Pondok Pesantren Miftahul Ulum also requires administrators or management to provide high performance as well as business organizations. Previous research states that the work culture of Islamic boarding schools is carried out through the dominance of the Kyai's role with a paternalistic style in organizational management. As a result, many administrators or employees feel less like or forced to do their work (Ridwan, 2020). Compared to the modern developments that occur today, the management of Islamic boarding schools is required to adapt to a new environment that allows pressure on the management as a result of changes in the kyai's management style (Alam, 2018). The kyai management style in question is like a more modern transformational-servant leadership (Muhammad & Sari, 2021). In this context, the demands of management on the board of Miftahul Ulum Islamic Boarding School are higher, so that it has an impact on feelings of like or dislike. In addition, Islamic Boarding Schools with a modern organizational system are required to provide appreciation (rewards) both non-financial and financial to administrators in order to create job satisfaction. In this regard, previous research results state that rewards are a factor that can increase job satisfaction (Mosquera et al., 2020). This study fills this gap,

which aims to analyze the effect of stress and job satisfaction variables on performance variables. The results of this study may get different results from the perspective of management management in Islamic boarding schools.

THEORY REVIEW

Employee Performance

Employee performance is an important factor in determining organizational success (Gunapalan & Ekanayake, 2019). Employee performance is defined as the quality and quantity of work performed by people and groups after performing a task (Schermerhorn, 1989). Furthermore, employee performance refers to the results of each organizational activity for a certain duration (Islam et al., 2019). Employee performance can be categorized in two ways, namely task performance and contextual performance (Bhardwaj & Kalia, 2021; Goodman & Svyantek, 1999). Task performance refers to the results of technical work and behavior in achieving organizational goals. To complete technical performance, the requirements that employees must possess are knowledge, skills, abilities, and task skills (Bhardwaj & Kalia, 2021; Borman et al., 1995; Motowidlo & Van Scotter, 1994). That is, when employees use technical skills and knowledge to produce goods or services through the organization's technical processes, employees are engaged in task performance. Meanwhile, contextual performance refers to the tendency

and willingness of employees. Contextual performance is not directly related to the technical work but supports the organizational, social and psychological environment. Contextual work behaviors are shown by employees, such as volunteering to help colleagues and the compatibility between the organization and employees (Santos et al., 2018). That is, when employees voluntarily help coworkers who are behind on work, act in a way to maintain good working relationships, or go the extra mile to complete tasks on time, employees engage in contextual performance.

Previous research has also explained that contextual performance benefits organizations in several ways. First, contextual performance behaviors that involve persistence, effort, compliance, and self-discipline can increase the individual effectiveness of employees and managers (Motowidlo et al., 1997; Podsakoff & MacKenzie, 1997; Van Scotter, 2000). Second, helpful, caring, and cooperative behavior can increase the effectiveness of workgroups, improve organizational coordination and control by reducing friction among organizational members (Van Scotter, 2000). High or low organizational performance is influenced by several factors, including job stress and job satisfaction. Some previous research confirms this argument. The results of the study show that the variables that affect performance include job stress (Foy et al., 2019; Leung et al., 2011) and job satisfaction (Nabirye et al., 2011; Sembiring et al., 2020; Soomro & Shah, 2019).

Job Stress

Job stress has become a popular research topic because of its significant impact on employee performance and implications for organizational performance (Cooper et al., 2001; Leung et al., 2011). Stress at work does not always have a negative impact (distress) on employee performance but also has a positive impact (eustress) (Avey et al., 2012; Boswell et al., 2004). In this context, it is explained that there are two different types of stressors, namely, challenge stressors and barrier stressors. Challenge stressors include demands related to learning and task completion. Challenge stressors are very conducive to improving performance because they can increase work motivation and employee performance. Following previous research that positive stress or eustress can increase performance and higher productivity (Adaramola, 2012; Avey et al., 2012). Meanwhile, barrier stressors are related to barriers to goal attainment, such as role ambiguity and role conflict. Barrier stressors decrease work motivation and hence depress performance. Previous research explains that increased stress at work causes reduced performance, concentration, initiative, and motivation (Leung et al., 2011).

Based on the explanation of the concept and previous research on the effect of job stress on performance, the hypotheses of this research are:

Ha: Job stress has a significant effect on the performance of Islamic boarding school administrators

Job satisfaction

Job satisfaction is one of the most studied variables in organizational behavior. Job satisfaction is a positive or pleasant reaction resulting from an appraisal of one's job, work performance, or work experience. The results of the study explain that job satisfaction refers to employees' feelings towards their work, in the form of positive or negative feelings (Dinc et al., 2018). Several authors analyzed the relationship between intrinsic and extrinsic rewards with employee job satisfaction. The results of previous studies showed that intrinsic rewards (social recognition and job autonomy) were positively related to job satisfaction but not to extrinsic rewards (providing incentives) (Kuvaas et al., 2017). However, other researchers explain that both intrinsic and extrinsic rewards positively correlate with job satisfaction (Giancola, 2014). Furthermore, job satisfaction itself influences employee performance. The results of previous research indicate that organizations with employees with high levels of job satisfaction will display high performance compared to employees who are less satisfied with their work (Jameel & Ahmad, 2019).

Based on the explanation of the concept and previous research on the effect of job satisfaction on performance, the research hypothesis is formulated as follows:

Ha: Job satisfaction has a significant effect on the performance of Islamic boarding school administrators

METHODS

This research uses a quantitative approach which is concerned with the systematic investigation of social phenomena, uses statistical or numerical data, involves measurement and assumes that the phenomenon under study can be measured (Watson, 2015). This type of research is associative quantitative which aims to determine two or more variables. The data collection method was carried out by questionnaires distributed to respondents. The questionnaire structure consists of several statements related to the variables of Job Stress, Job Satisfaction and Performance with a total of 21 question items. Each question respondents were asked to rate on a five-point scale (Likert scale) as listed in table 1. The population in this study were all administrators of Pondok Pesantren Miftahul Ulum, Gondanglegi, Malang Regency, totaling 60 people. The selection of this boarding school is based on modern management in organizational management in all lines of institutions such as formal education institutions and boarding schools. The sampling technique was carried out with a census technique, meaning that the entire population in this study was sampled (Nirel & Glickman, 2009). The data analysis technique of this study uses multiple linear regression with SPSS (Statistical Product and Service Solution) software (Moore

et al., 2006), which is to analyze the relationship between a single dependent variable (performance) and several independent variables, namely job stress (x1) and job satisfaction (x2). Hypothesis testing by comparing t count with t table at 5% significance level. If t count is greater than t table and p-value is less than 0.05 then there is an influence of work stress and job satisfaction variables on performance and vice versa.

Table 1. Likert Scale

No	Statement	Score
1	Strongly Agree	5
2	Agree	4
3	Moderately Agree	3
4	Disagree	2
5	Strongly Disagree	1

Source: Karem, et al (2019)

RESULTS AND DISCUSSIONS

Validity test

The validity test of the research instrument aims to determine whether an instrument has met the criteria for a valid value if it is used as a data or information mining tool (Taherdoost, 2016). The test criteria are that if the correlation coefficient $r_{test} > r_{table}$, the question item is declared valid as a data collection tool. The results of the validity test are presented in table 2.

Table 2. Validity Test Results

Variable	Item	<i>R-test</i> (<i>correlations</i>)
X ₁ (Job stress)	X _{1.1}	0.456
	X _{1.2}	0.840
	X _{1.3}	0.626
	X _{1.4}	0.840

	X _{1.5}	0.461
	X _{1.6}	0.626
X ₂	X2.1	0.812
(Job	X2.2	0.571
satisfaction)	X2.3	0.812
	X2.4	0.309
	X2.5	0.302
	X2.6	0.812
	X2.7	0.571
Y	Y.1	0.598
(Performance)	Y.2	0.741
	Y.3	0.741
	Y.4	0.269
	Y.5	0.598
	Y.6	0.741
	Y.7	0.741
	Y.8	0.598

Source: Primary data (2023)

The results of the calculation of the product-moment correlation in Table 1 show that the value of r_{table} is 0.254, so it can be concluded that the value of $r_{test} > r_{table}$ on all items, meaning that all items are declared valid so that they can be used as a data collection tool in this study.

Reliability Test

A reliability test is used to measure the reliability of research instruments. In this study, the reliability test was carried out using the Alpha Cronbach technique (Taherdoost, 2016). If the Cronbach Alpha value > 0.60 , then an instrument is declared reliable. Otherwise, if the Cronbach Alpha value < 0.60 , then the instrument is declared unreliable. The results of

the reliability test of this research instrument are as follows:

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	N of Items
Job Stress	.705	6
Job Satisfaction	.691	7
Performance	.764	8

Source: Primary Data (2023)

Table 3 shows that the Cronbach Alpha value is 0.705 (Job Stress) with 6 question items, 0.691 (Job Satisfaction) with 7 question items, and 0.764 (Performance) with 8 question items. Thus, all test instruments are reliable and meet the requirements for use in research decision-making.

Multiple Linear Regression Analysis

The results of the test with multiple linear regression of the variables of Job Stress (X1) and Job Satisfaction (X2) on Performance (Y) are as table 3.

Based on table 4 multiple linear regression equations can be arranged as follows, $\text{Performance} = 11.838 + 0.562 \text{ Job Stress} + 0.284 \text{ Job Satisfaction}$. This equation shows a positive relationship between the Performance variable and the Job Stress and Job Satisfaction variables, which are indicated by a positive coefficient value. Statistically, the job stress variable has a significant effect, which is indicated by the q -value < 0.05 , while the job satisfaction variable has no significant effect because the q -value is > 0.05 . Although partially, the Job Satisfaction variable has no significant effect on performance, simultaneously, the two variables have a significant effect. This condition can be seen from the F-value which is greater

than the F-table or the q -value less than 0.05. The contribution of the two variables of Job Stress and Job Satisfaction in explaining the

performance variable in the study was 0.236 with a fairly strong correlation of 0.486.

Table 4. Results of Multiple Linear Regression Analysis

Model	β -value	Std. Error	t	Sig	Descript t.
(Constant	11.838	5.920	2.000	.050	
Job stress	.562	.154	3.653	.001	Support
Job satisfaction	.284	.148	1.926	.059	Reject
F-value	= 8.804				
Sig	= .000				
R	= .486				
R ²	= .236				
n	= 60				

The Effect of Job Stress on the Performance of Islamic Boarding School Administrators

This study indicates that job stress has a significant effect on the performance of Miftahul Ulum Islamic boarding school administrators. Based on the respondents' answers, it shows that the job stress of the boarding school administrators is triggered by excessive workload and role ambiguity. Boarding school administrators are responsible for teaching and educating students' morals as well as solving problems such as student delinquency and students who are not disciplined against the rules of the Islamic boarding school. In addition, the administrators still must recite to the Kyai and carry out self-potential development activities and the institution's duties. Excessive workloads and demands as well as role ambiguity that occurs trigger the emergence of job stress for boarding school administrators. As previous research explained that stress in the workplace can come from job-specific aspects, such as job demands, excessive workload, and role ambiguity (Foy et al.,

2019). Job stress that occurs in the management has an impact on decreasing work motivation and suppressing performance.

Another interpretation shows that the administrators of Islamic boarding schools view the given task as a burden that hinders success and triggers stress. Meanwhile, a small part has another meaning: what is assigned by the kyai is a useful life lesson. In a modern perspective called eustress. Actually, in this condition, it is very conducive to improving performance because it motivates the administrators of Islamic boarding schools to improve performance. However, it could be due to individual maturity, emotional factors, and the relatively young age of the administrators, so the factors causing stress are interpreted negatively and become a barrier to improving performance. The results of this study are in line with the results of previous studies that there is a correlation between stress at work and employee performance (Evers et al., 2014; Foy et al., 2019; Leung et al., 2011). That is, stress that occurs in employees causes reduced performance, the concentration at

work, lack of initiative, and decreased work motivation. Prolonged job stress also has a negative impact on employee performance and directly affects the overall performance of Islamic Boarding Schools. So that job stress can be minimized, it is better if the distribution of tasks between the administrators is carried out evenly and the workload is not completed at the same time. Some of the respondents' answers prove that boarding school administrators' disproportionate distribution of tasks is a complaint. The impact is the completion of tasks and targets that are not optimal.

The Effect of Job Satisfaction on the Performance of Islamic Boarding School Administrators

The results of this study indicate that job satisfaction has no significant effect on the performance of Miftahul Ulum Islamic boarding school administrators. This means that the performance of the boarding school administrator is not influenced by job satisfaction. The results of this study are in contrast to the results of previous studies which show that employees with high levels of job satisfaction will also display high performance compared to employees who are less satisfied with their jobs (Jameel & Ahmad, 2019). Several reasons are underlying the results of this study, firstly for the administrators, Islamic boarding school and Kyai are places to study and devote themselves. Second, the management feels happy to do the tasks given without expecting a salary reward (extrinsic rewards). The facts that occur in Islamic boarding schools align with

previous research that explains that extrinsic rewards (providing incentives) do not affect job satisfaction (Kuvaas et al., 2017). Furthermore, there is a good working relationship between the management so conflicts that arise are very rare. In addition, the Kyai's leadership factor also affects the behavior of the administrators who sincerely complete their work responsibilities. This is also inseparable from the values and teachings in Islamic boarding schools such as humility (*tawadu'*) and sincerity (*ikhlas*) inherent in the personality of the boarding school administrators.

In the context of organizational behavior, *tawadu'* and sincerity are called the concept of Organizational Citizenship Behavior (OCB). OCB is interpreted as organizational pro-social behavior, namely self-awareness of things that promote or support organizational effectiveness, carried out spontaneously, not formally ordered, and not related to the organizational reward system (Organ, 2018; Podsakoff et al., 2016; Zhang & Xie, 2017). In organizational psychology, OCB behavior has a very close relationship with job satisfaction, culture, attitudes, personality, and organizational performance (Organ, 2018; Sari & Muhammad, 2019). Although the results of this study indicate that job satisfaction does not have a significant effect on organizational performance, Islamic boarding school leaders must still pay attention to several factors to increase job satisfaction and employee performance, including non-material rewards, a comfortable work environment, and avoiding conflicts between administrators.

CONCLUSION

Human resource management is a strategic approach in organizations on how to plan, manage and evaluate employees so that the performance achieved by employees can be maximized. Employee performance is the result of work from each employee activity within a certain time duration which ultimately contributes to the organization's sustainability. Employee performance in the organization cannot be separated from several influencing factors including job stress and job satisfaction. This study indicates that job stress has a significant effect on the performance of Miftahul Ulum Islamic boarding school administrators. However, job satisfaction has no significant effect on the performance of Miftahul Ulum Islamic boarding school administrators. The results of this study provide positive implications for the leadership of Islamic boarding schools in solving problems that can affect administrators' performance, such as job stress. Further research can examine the elements of spirituality that are possible as non-material determinants of job satisfaction, such as organizational citizenship behavior.

DAFTAR PUSTAKA

- A. Karem, M., N. Mahmood, Y., S. Jameel, A., & Rahman Ahmad, A. (2019). The Effect of Job Satisfaction And Organizational Commitment On Nurses' Performance. *Humanities & Social Sciences Reviews*, 7(6), 332–339. <https://doi.org/10.18510/hssr.2019.7658>
- Adaramola, S. S. (2012). Job Stress and Productivity Increase. *Work*, 41, 2955–2958. <https://doi.org/10.3233/WOR-2012-0547-2955>
- Alam, N. A. R. (2018). Strengthening Leadership Culture (The Role of Kyai in Indonesian Pesantren). *At-Ta'dib*, 13(1), 5. <https://doi.org/10.21111/at-tadib.v13i1.1986>
- Anwar, G., & Abdullah, N. N. (2021). The impact of Human resource management practice on Organizational performance. *International Journal of Engineering, Business and Management*, 5(1), 35–47. <https://doi.org/10.22161/ijebm.5.1.4>
- Avey, J. B., Luthans, F., Hannah, S. T., Sweetman, D., & Peterson, C. (2012). Impact of employees' character strengths of wisdom on stress and creative performance: Impact of character strengths of wisdom. *Human Resource Management Journal*, 22(2), 165–181. <https://doi.org/10.1111/j.1748-8583.2010.00157.x>
- Bhardwaj, B., & Kalia, N. (2021). Contextual and task performance: Role of employee engagement and organizational culture in hospitality industry. *Vilakshan - XIMB Journal of Management*, ahead-of-print(ahead-of-print). <https://doi.org/10.1108/XJM-08-2020-0089>
- Borman, W. C., White, L. A., & Dorsey, D. W. (1995). Effects of ratee task performance and interpersonal factors on supervisor and peer performance ratings. *Journal of Applied Psychology*, 80(1), 168–177. <https://doi.org/10.1037/0021-9010.80.1.168>
- Boswell, W. R., Olson-Buchanan, J. B., & LePine, M. A. (2004). Relations between stress and work outcomes: The role of felt challenge, job control, and psychological strain. *Journal of Vocational Behavior*, 64(1), 165–181. [https://doi.org/10.1016/S0001-8791\(03\)00049-6](https://doi.org/10.1016/S0001-8791(03)00049-6)
- Cooper, C. L., Dewe, P. J., & O'driscoll, M. P. (2001). *Organizational Stress: A Review and Critique of Theory, Research, and Applications*. SAGE Publications, Inc.

<https://doi.org/10.4135/9781452231235>

- Deshpande, S. P. (1996). Ethical climate and the link between success and ethical behavior: An empirical investigation of a non-profit organization. *Journal of Business Ethics*, 15(3), 315–320. <https://doi.org/10.1007/BF00382957>
- Dinc, M. S., Kuzey, C., & Steta, N. (2018). Nurses' job satisfaction as a mediator of the relationship between organizational commitment components and job performance. *Journal of Workplace Behavioral Health*, 33(2), 75–95. <https://doi.org/10.1080/15555240.2018.1464930>
- Evers, K. E., Castle, P. H., Prochaska, J. O., & Prochaska, J. M. (2014). Examining Relationships between Multiple Health Risk Behaviors, Well-Being, and Productivity. *Psychological Reports*, 114(3), 843–853. <https://doi.org/10.2466/13.01.PR0.114.k25w4>
- Foy, T., Dwyer, R. J., Nafarrete, R., Hammoud, M. S. S., & Rockett, P. (2019). Managing job performance, social support and work-life conflict to reduce workplace stress. *International Journal of Productivity and Performance Management*, 68(6), 1018–1041. <https://doi.org/10.1108/IJPPM-03-2017-0061>
- Giancola, F. L. (2014). Should HR Professionals Devote More Time to Intrinsic Rewards? *Compensation & Benefits Review*, 46(1), 25–31. <https://doi.org/10.1177/0886368714537446>
- Goodman, S. A., & Svyantek, D. J. (1999). Person–Organization Fit and Contextual Performance: Do Shared Values Matter. *Journal of Vocational Behavior*, 55(2), 254–275. <https://doi.org/10.1006/jvbe.1998.1682>
- Gunapalan, S., & Ekanayake, E. M. R. D. (2019). Factors Affecting on Job Performance of Employees in Apparel Industry. *2019 8th International Conference on Industrial Technology and Management (ICITM)*, 105–109. <https://doi.org/10.1109/ICITM.2019.8710741>
- Islam, R., Othman, M. F., Osman, N., & Raihan, Md. A. (2019). Impact of Global Leadership Behaviors on Performance of Multinational Companies. *Humanities & Social Sciences Reviews*, 7(3), 661–670. <https://doi.org/10.18510/hssr.2019.7397>
- Jameel, A. S., & Ahmad, A. R. (2019). Leadership and Performance of Academic Staff in Developing Countries. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3432988>
- Kuvaas, B., Buch, R., Weibel, A., Dysvik, A., & Nerstad, C. G. L. (2017). Do intrinsic and extrinsic motivation relate differently to employee outcomes? *Journal of Economic Psychology*, 61, 244–258. <https://doi.org/10.1016/j.joep.2017.05.004>
- Leung, K., Huang, K.-L., Su, C.-H., & Lu, L. (2011). Curvilinear relationships between role stress and innovative performance: Moderating effects of perceived support for innovation: Role stress and innovative performance. *Journal of Occupational and Organizational Psychology*, 84(4), 741–758. <https://doi.org/10.1348/096317910X520421>
- McCartney, S., Murphy, C., & McCarthy, J. (2020). 21st century HR: A competency model for the emerging role of HR Analysts. *Personnel Review, ahead-of-print*(ahead-of-print). <https://doi.org/10.1108/PR-12-2019-0670>
- Moore, A. W., Anderson, B., Das, K., & Wong, W.-K. (2006). Combining Multiple Signals for Biosurveillance. In *Handbook of Biosurveillance* (pp. 235–242). Elsevier. <https://doi.org/10.1016/B978-012369378-5/50017-X>
- Mosquera, P., Soares, M. E., & Oliveira, D. (2020). Do intrinsic rewards matter for

- real estate agents? *Journal of European Real Estate Research*, 13(2), 207–222. <https://doi.org/10.1108/JERER-12-2019-0051>
- Motowidlo, S. J., & Van Scotter, J. R. (1994). Evidence that task performance should be distinguished from contextual performance. *Journal of Applied Psychology*, 79(4), 475–480. <https://doi.org/10.1037/0021-9010.79.4.475>
- Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (1997). A Theory of Individual Differences in Task and Contextual Performance. *Human Performance*, 10(2), 71–83. https://doi.org/10.1207/s15327043hup1002_1
- Muhammad, H., & Sari, N. P. (2021). Implementation of The Synergy Of Transformational-Servant Leadership Character In Islamic Boarding School. *Journal of Leadership in Organizations*, 3(2). <https://doi.org/10.22146/jlo.65642>
- Nabirye, R. C., Brown, K. C., Pryor, E. R., & Maples, E. H. (2011). Occupational stress, job satisfaction and job performance among hospital nurses in Kampala, Uganda: Hospital nurses in Kampala, Uganda. *Journal of Nursing Management*, 19(6), 760–768. <https://doi.org/10.1111/j.1365-2834.2011.01240.x>
- Nicoleta, M. S., Emanoil, M., & Marcela, A. (2015). *The Necessity And Influence Of Human Resources Training For Obtaining And Increasing The Performance Of Multinational Organizations*. Varazdin Development and Entrepreneurship Agency; University North. http://www.esd-conference.com/Book%20of%20Proceedings_Istanbul_2015_Final.pdf
- Nirel, R., & Glickman, H. (2009). Sample Surveys and Censuses. In *Handbook of Statistics* (Vol. 29, pp. 539–565). Elsevier. [https://doi.org/10.1016/S0169-7161\(08\)00021-7](https://doi.org/10.1016/S0169-7161(08)00021-7)
- Organ, D. W. (2018). Organizational Citizenship Behavior: Recent Trends and Developments. *Annual Review of Organizational Psychology and Organizational Behavior*, 5(1), 295–306. <https://doi.org/10.1146/annurev-orgpsych-032117-104536>
- Podsakoff, P. M., & MacKenzie, S. B. (1997). Impact of Organizational Citizenship Behavior on Organizational Performance: A Review and Suggestion for Future Research. *Human Performance*, 10(2), 133–151. https://doi.org/10.1207/s15327043hup1002_5
- Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2016). *Organizational Citizenship Behavior: Introduction and Overview of the Handbook* (P. M. Podsakoff, S. B. MacKenzie, & N. P. Podsakoff, Eds.; Vol. 1). Oxford University Press. <https://doi.org/10.1093/oxfordhob/9780190219000.013.1>
- Ridwan, A. (2020). The Dynamics Of Pesantren Leadership From The Dutch Ethical Policy To The Reformation Period. *Epistémé: Jurnal Pengembangan Ilmu Keislaman*, 15(02), 365–400. <https://doi.org/10.21274/epis.2020.15.02.365-400>
- Santos, A. S., Reis Neto, M. T., & Verwaal, E. (2018). Does cultural capital matter for individual job performance? A large-scale survey of the impact of cultural, social and psychological capital on individual performance in Brazil. *International Journal of Productivity and Performance Management*, 67(8), 1352–1370. <https://doi.org/10.1108/IJPPM-05-2017-0110>
- Sari, N. P., & Muhammad, H. (2019). Organizational Citizenship Behavior Guru Sekolah Menengah Atas dan Sederajat di Lingkungan Pondok Pesantren. *Relevance : Journal of Management and Business*, 2(2). <https://doi.org/10.22515/relevance.v2i2.1928>

- Schermerhorn, J. R. (1989). *Management for productivity* (3rd ed). Wiley.
- Sembiring, N., Nimran, U., Astuti, E. S., & Utami, H. N. (2020). The effects of emotional intelligence and organizational justice on job satisfaction, caring climate, and criminal investigation officers' performance. *International Journal of Organizational Analysis*, 28(5), 1113–1130. <https://doi.org/10.1108/IJOA-10-2019-1908>
- Sitnikov, C. (2020). *The role of Human Resources Management in Optimizing Work Processes*. International Management Conference. <https://doi.org/10.24818/IMC/2020/04.01>
- Soomro, B. A., & Shah, N. (2019). Determining the impact of entrepreneurial orientation and organizational culture on job satisfaction, organizational commitment, and employee's performance. *South Asian Journal of Business Studies*, 8(3), 266–282. <https://doi.org/10.1108/SAJBS-12-2018-0142>
- Taherdoost, H. (2016). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3205040>
- Troesch, L. M., & Bauer, C. E. (2017). Second career teachers: Job satisfaction, job stress, and the role of self-efficacy. *Teaching and Teacher Education*, 67, 389–398. <https://doi.org/10.1016/j.tate.2017.07.006>
- Ulrich, D., & Dulebohn, J. H. (2015). Are we there yet? What's next for HR? *Human Resource Management Review*, 25(2), 188–204. <https://doi.org/10.1016/j.hrmr.2015.01.004>
- Van Scotter, J. R. (2000). Relationships of Task Performance and Contextual Performance with Turnover, Job Satisfaction, and Affective Commitment. *Human Resource Management Review*, 10(1), 79–95. [https://doi.org/10.1016/S1053-4822\(99\)00040-6](https://doi.org/10.1016/S1053-4822(99)00040-6)
- Watson, R. (2015). Quantitative research. *Nursing Standard*, 29(31), 44–48. <https://doi.org/10.7748/ns.29.31.44.e8681>
- Zhang, Y., & Xie, Y.-H. (2017). Authoritarian Leadership and Extra-Role Behaviors: A Role-Perception Perspective. *Management and Organization Review*, 13(1), 147–166. <https://doi.org/10.1017/mor.2016.36>