

THE EFFECT OF INTRINSIC MOTIVATION ON TEACHER LOYALTY WITH RELIGIOSITY AS MEDIATION

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Abstract: Teacher loyalty has a very important role in advancing an Al-Quran educational institution. Teacher loyalty will make a very large contribution to the institution, especially the students. Teacher loyalty will make it easier to do learning or teaching to students, this is because a teacher already understands the condition of the students in the institution. This study aims to examine the effect of intrinsic motivation on teacher loyalty with religiosity as a mediation. This study uses a quantitative approach, the research data obtained by distributing questionnaires to respondents. The population in this study were all teachers of the Al-Quran educational institution of Al-Karimi as many as 45 respondents, while the sample used was total sampling, where all members of the population were used as a sample, namely as many as 45. The instrument was developed with a linkert scale with four scales. The lowest score is 1 and the highest has a score of 4. The results of this study show that the intrinsic motivation variable has no significant effect on teacher loyalty because the intrinsic motivation variable has a T-statistic value of 1.011 less than < 1.96 , the religiosity variable mediates the influence of the intrinsic motivation variable on teacher loyalty. because the T-Statistic value is 2,337 above > 1.96 . The conclusion of the study is that intrinsic motivation has no significant effect on teacher loyalty and religiosity mediates the effect of intrinsic motivation on teacher loyalty.

Keywords: Intrinsic Motivation; Religiosity, Teacher Loyalty

1. Introduction

Teacher loyalty is an important factor in efforts to improve the quality of Islamic educational institutions. The progress of an Islamic educational institution depends on the management of its teachers. Teacher loyalty is a major problem that must be paid attention of the institution, where the success of an Al-Quran educational institution in achieving its goals is largely determined by the expertise, patience, skills, and abilities of teachers in handling and guiding students (Gunawan, 2018). Al-Quran educational institution of Al-Karimi has many students of various ages and levels of education. Al-Quran educational institution of Al-Karimi is committed to provide knowledge and skills in understanding and reading the Qur'an correctly based on the right intonation, articulation, pronunciation, and rhythm. There have been several hundreds of graduates from the Al-Quran educational institution of Al-Karimi, this is very much supported by the presence of a teacher who patiently guides the students even though the Institute cannot provide a commensurate salary. The loyalty of teachers who teach at this institution is very high, this can be seen in the figure below.

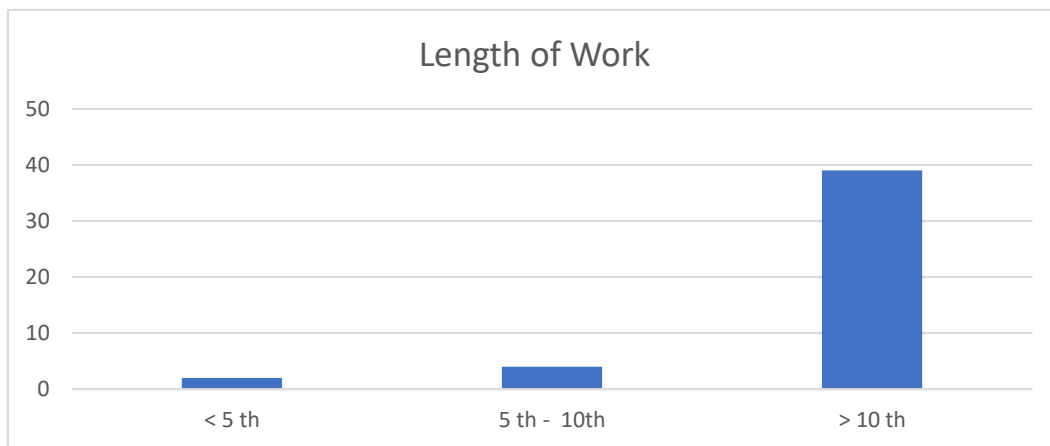


Figure 1. Teacher's Length of Work

Teacher loyalty created at the Al-Quran educational institution of Al-Karimi will be able to encourage and improve the ability of teachers to be optimal. Teachers at the Al-Quran educational institution of Al-Karimi will continue to serve and teach to the maximum even during difficult times at the institution or during the personal life of a teacher.

Loyalty from an individual cannot be separated from individuals who have internal motivation to always serve and try to remain consistent in contributing to the institution (Oktavianda, 2018; hulanova et al., 2018). The role of intrinsic motivation of a teacher is very important in contributing to the Institute both now and for the Institute in the future. Intrinsic motivation has a very important role, this is because intrinsic motivation can lead to, produce and maintaining human behavior to carry out activities to achieve certain goals (Winarto, 2021). Intrinsic motivation is a psychological process that is owned by an individual teacher. Having intrinsic motivation by a teacher is due to a great need and desire from the individual teacher (UTAMI SARAGIH, 2020).

The desire to serve and teach the knowledge possessed by an individual on the basis of sincerity because Allah alone is the basis of religious values that can facilitate a teacher to be loyal to the institution (Najiyah, 2017). A feeling of always wanting to be close to God makes a strong desire to always serve and contribute to the institution or to the students will trigger the inner peace of a teacher which ultimately makes the teacher have a high loyalty to the institution (Syfa and Amir, 2017)

From the problems above, it can be seen that the loyalty of a teacher has a relationship with the intrinsic motivation of the teacher and the religiosity of a teacher. This makes the basis for researchers to examine more deeply the loyalty of a teacher to the Al-Quran educational institution of Al-Karimi so that in the future it can be taken into consideration for the Al-Karimi institution or other institutions.

2. Literature Review

Loyalty has to do with a person's desire to participate in an institution or organization (Sitonga, 2018). A person's strong desire to make a contribution to the institution will have a relationship with one's loyalty. Someone who has loyalty to an institution or organization will really understand and know the policies, strategies, and missions of the organization completely and well which will bring the individual to know how to take attitudes and steps according to the strengths of their organization (Esmaeilpour and Ranjbar, 2018). Loyalty possessed by an individual will have a direct impact on the organization or institution itself (Tomic et al., 2018).

Loyalty means the willingness or willingness of someone with all the skills, thoughts, energy, and time to participate in achieving the goals of the organization and keep all organizational secrets and will not take an action or deed that can harm the organization (Sandi, 2019). an individual who has high loyalty will have; (1) obedience to organizational regulations (2) responsibilities given by the institution or organization (3) willingness to work together (4) sense of belonging or belonging to an institution or organization (5) good relations between friends (6) high love for the profession (Fajarullaili, 2018; Sartika, 2017).

Loyalty is defined as the willingness of an individual to cooperate which means the sincerity to sacrifice oneself or self-awareness to always devote oneself to the institution. Loyalty to an institution or organization as an attitude is defined as the extent to which an individual recognizes or identifies his/her workplace which is displayed with a desire to always work and try as much as possible and secondly, loyalty to the institution as behavior, which is a process where an individual takes a decision not to leave. from institutions or organizations (Suwardi, Firmiana, and Nida, 2017).

Based on the description of some of the opinions above, it can be explained that loyalty can be interpreted as a state of activity that includes physical and psychological which makes an individual have an attitude to obey the rules and regulations of the institution or organization, practice something that is obeyed with full awareness and responsibility towards achieving the goals of the institution or organization and followed by a very strong dedication.

Intrinsic motivation comes from the value of the work itself to the person. Someone who is intrinsically motivated will carry out tasks because they feel comfortable so participation in carrying out tasks is a gift in itself and does not depend on praise and external gifts (Yuka, Martin, and Suryadi, 2020). Intrinsic motivation is not separated from an individual because it will encourage behavior change and determine the future of an individual (Ng, 2018). An individual who has intrinsic motivation will carry out tasks with full responsibility even though there is no appreciation from the surrounding environment (Jaques et al., 2018).

Intrinsic motivation possessed by every teacher will play a very important role in relation to teaching or knowledge transfer carried out by teachers to their students or students (Tang et al., 2020). Intrinsic motivation is defined as a motive that arises from within a person that drives him to behave, this behavior is as strong as a desire that comes from within (Wiriyanti, 2017). The stronger the desire of an individual, the stronger the behavior will be to encourage him to achieve one's goals. An individual's intrinsic motivation will trigger a strong desire to work responsibly that arises from the individual's own awareness (Simanjuntak, 2021).

A strong will or determination that comes from within the teacher to carry out his duties and provide energy in his service to achieve the goals of the institution or organization is the meaning of intrinsic motivation (Dewi, 2018). Intrinsic motivation is a motivation that becomes aggressive or its functioning does not require external stimulation, because within the individual there is already an urge to do something (Ambarita et al., 2021). Intrinsic motivation will be built from various factors including (1) recognition (2) responsibility (3) the work itself (4) development (5) achievement (Hidayati and Ermiyanto, 2017; Linawati, 2017).

Based on the explanation above, intrinsic motivation can be explained as a willingness or desire of an individual to carry out or carry out actions or actions in his life that arise or arise from within an individual himself. In other words, a will or desire from an individual that is not produced or obtained from external factors of the institution or organization.

Religiosity is defined as an individual's awareness of knowledge, a willingness to always accept the teachings he believes in, and manifest in daily activities (Hutagalung et al., 2020). An individual teacher who has religiosity will become a person who has a high level of faith and piety so that the individual becomes a person who is obedient, honest, and responsible in his work, namely teaching (Basuki, 2019). Religiosity is the internalization of religious values that are actualized in actions or behavior or work in a person's individual self (Hariyadi and

Mahmudi, 2019). Religiosity is a very strong belief that what will happen to an individual's life is solely the will of God (Sari and Kasman, 2021).

Religiosity is actualized in observations, feelings, thoughts, responses, and obedience to God (Novitasari et al., 2020). The religiosity possessed by a teacher makes or makes a teacher consider teaching or imparting knowledge part of seeking the pleasure of God (Chomarindariyana, Desembrianita, and Suyoto, 2021). Religiosity is defined as a cultural subsystem that refers to a belief or belief and real action against God Almighty (Aliman, Ariffin, and Hashim, 2018).

With religiosity, a person will show behavior that is very supportive of his duty, whether related to God or with humans. Religiosity is manifested by religious individuals by not only manifesting it in the form of religious activities but religiosity is also displayed by a religious person by manifesting it in all aspects of life and every activity carried out, where religiosity can be supported by several dimensions, including: (1) belief (2) religious knowledge (3) practice (4) knowledge (5) experience (Hanifah and Hamdan, 2021; Alfisyah & Anwar, 2018). Based on the description above, religiosity can be explained as a condition possessed by an individual who makes or encourages him to do something with a level of obedience and obedience to religion.

Conceptual Framework

The conceptual framework in this study can be seen in the image below:

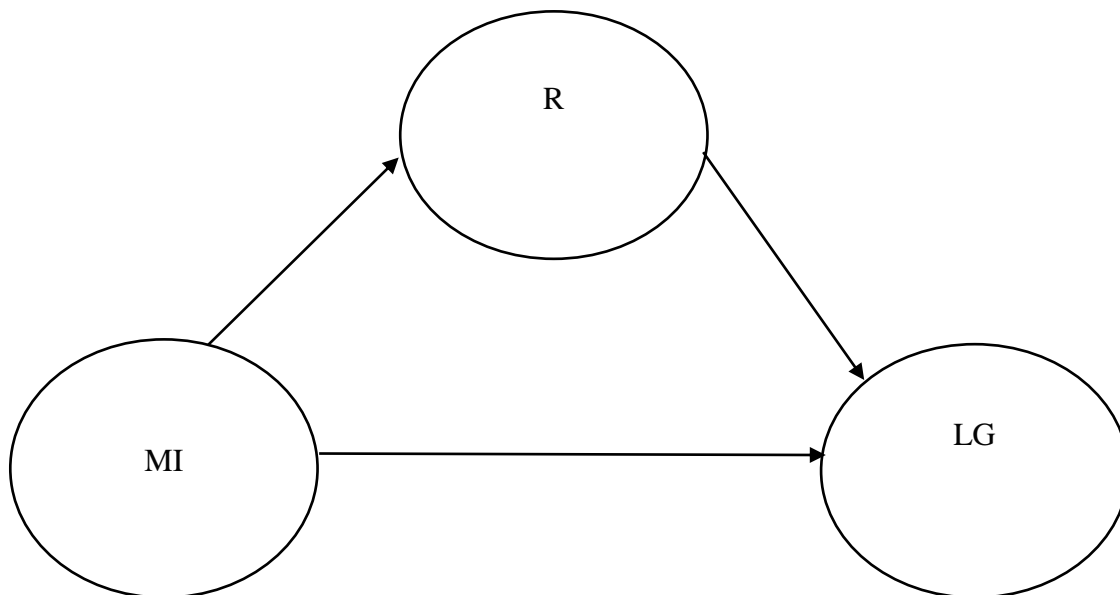


Figure 2. Conceptual Framework

Description:

MI = intrinsic motivation

R = Religiosity

LG = Teacher loyalty

Research Hypothesis

Referring to the conceptual framework above, there are two hypotheses in this study:

1. Intrinsic motivation affects teacher loyalty
2. Religiosity mediates the influence of intrinsic motivation on teacher loyalty

3. Method

In this study, researchers used a quantitative approach. The population in this study were all 45 teachers of the Al-Quran educational institution of Al-Karimi, while the sample used was total sampling, where all members of the population were used as a sample of 45. The data collection technique in this study was by distributing questionnaires to 45 respondents. There are 3 instruments used in this research, namely; an instrument to collect data about loyalty, an instrument about intrinsic motivation, and religiosity. The instrument was developed using a Linkert scale with four scales. The lowest score is 1 and the highest has a score of 4. Before the instrument is used to collect data, the validity and reliability must be tested first (Sugiyono, 2017). The indicators in the research used are:

Table 1. Indicators for Each Construct

| Construct Variable | Indicators |
|----------------------|---|
| Teacher Loyalty | Adherence to organizational rules |
| | Responsibilities assigned by the institution or organization |
| | Willingness to cooperate |
| | A sense of belonging or belonging to an institution or organization |
| | A good relationship between friends |
| | High love for his profession |
| Intrinsic Motivation | Confession |
| | Responsibility |
| | The work itself |
| | Development |
| | Achievement |
| Religiosity | Confidence |
| | Religious knowledge |
| | Practice |
| | Knowledge |

4. Result and Discussion

Evaluasi Measurement (Outer) Model

Convergent Validity

Convergent Validity of the measurement model with reflexive indicators can be seen from the relationship or correlation between the value of the item or indicator and its construct value. An indicator is declared valid if it has a loading factor value above 0.50 (Ghozali and Latan, 2015). Convergent Validity in this study can be seen in the following picture:

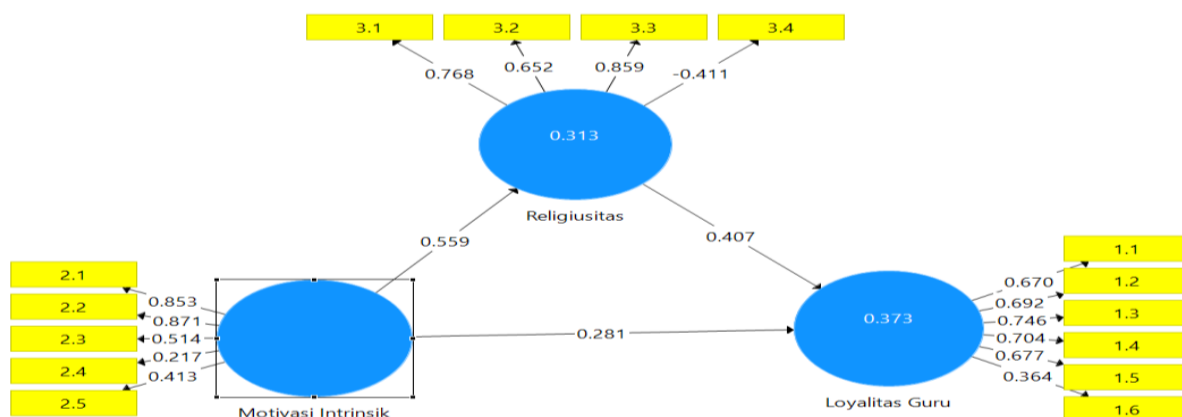


Figure 3. Outer Model

Table 2. Loading Factor

| Construct Variable | Indicators | Loading Factor | Description |
|----------------------|---|----------------|-------------|
| Teacher Loyalty | Adherence to organizational rules | 0.670 | Valid |
| | Responsibilities assigned by the institution or organization | 0.692 | Valid |
| | Willingness to cooperate | 0.746 | Valid |
| | A sense of belonging or belonging to an institution or organization | 0.704 | Valid |
| | A good relationship between friends | 0.677 | Valid |
| | High love for his profession | 0.364 | Invalid |
| Intrinsic Motivation | Confession | 0.853 | Valid |
| | Responsibility | 0.871 | Valid |
| | The work itself | 0.514 | Valid |
| | Development | 0.217 | Invalid |
| | Achievement | 0.413 | Invalid |
| Religiosity | Confidence | 0.768 | Valid |
| | Religious knowledge | 0.652 | Valid |
| | Practice | 0.859 | Valid |
| | Knowledge | 0.411 | Invalid |

Based on Figure 3 and Table 2, there are several indicators whose results are invalid because the loading factor value is below 0.50. The teacher loyalty construct with an indicator of high love for the profession has a score of 0.364, the intrinsic motivation construct with a development indicator score is 0.217, the achievement indicator score is 0.413 and the religiosity construct with a knowledge indicator score is 0.411. Next, we re-estimate the model by removing the indicators for each invalid construct.

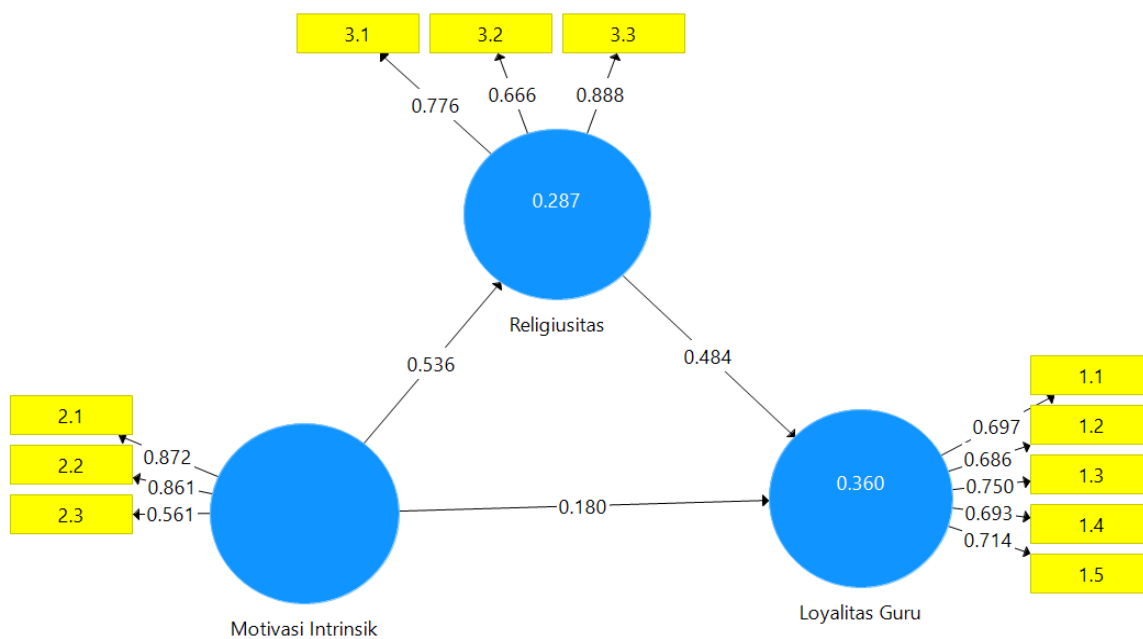


Figure 4. Re-estimation of the model

Table 3. Loading Factor re-estimate

| Construct Variable | Indicators | Loading Factor | Description |
|----------------------|---|----------------|-------------|
| Teacher Loyalty | Adherence to organizational rules | 0.697 | Valid |
| | Responsibilities assigned by the institution or organization | 0.686 | Valid |
| | Willingness to cooperate | 0.750 | Valid |
| | A sense of belonging or belonging to an institution or organization | 0.693 | Valid |
| | A good relationship between friends | 0.714 | Valid |
| Intrinsic Motivation | Confession | 0.872 | Valid |
| | Responsibility | 0.861 | Valid |
| | The work itself | 0.561 | Valid |
| Religiosity | Confidence | 0.776 | Valid |
| | Religious knowledge | 0.666 | Valid |
| | Practice | 0.888 | Valid |

Based on Figure 4 and Table 3, the results show that all indicators in the construct have met convergent validity because all loading factors on the indicator value are above 0.50

Composite Reliability

Composite reliability obtained on all reflexive constructs is very good if all scores are above 0.70. the following is the value of composite reliability:

Table 4. Composite Reliability

| Konstruk | Composite Reliability |
|----------------------|-----------------------|
| Teacher Loyalty | 0.834 |
| Intrinsic Motivation | 0.817 |
| Religiosity | 0.823 |

Based on Table 4, the composite reliability values observed on the constructs in this study were all above 0.70, so it can be concluded that all reflexive constructs were reliable, in other words, they met the reliability test.

Evaluasi Measurement Inner Model

R – Square

The value of R – Square in the study is in accordance with Table 5.

Table 5. R - Square

| Konstruk | R-Square |
|----------------|----------|
| Loyalitas Guru | 0.360 |
| Religiusitas | 0.287 |

Based on Table 5, the R-Square value produced by the teacher loyalty variable (Y) is 0.36, which means the influence of intrinsic motivation variable (X) on teacher loyalty (Y) is 36% and the remaining 64% is influenced by other variables outside the model in this study. While the religiosity variable (Z) obtained a value of 0.287 which means the influence of the intrinsic motivation variable (X) on teacher loyalty (Y) mediated by religiosity (Z) is 28% and the remaining 72% is influenced by other variables outside the model in this study.

Path Coefficient

To see the effect on the model in testing the structural model, it can be seen in the T-Statistics value generated above 1.96 (Ghozali and Latan, 2015) below:

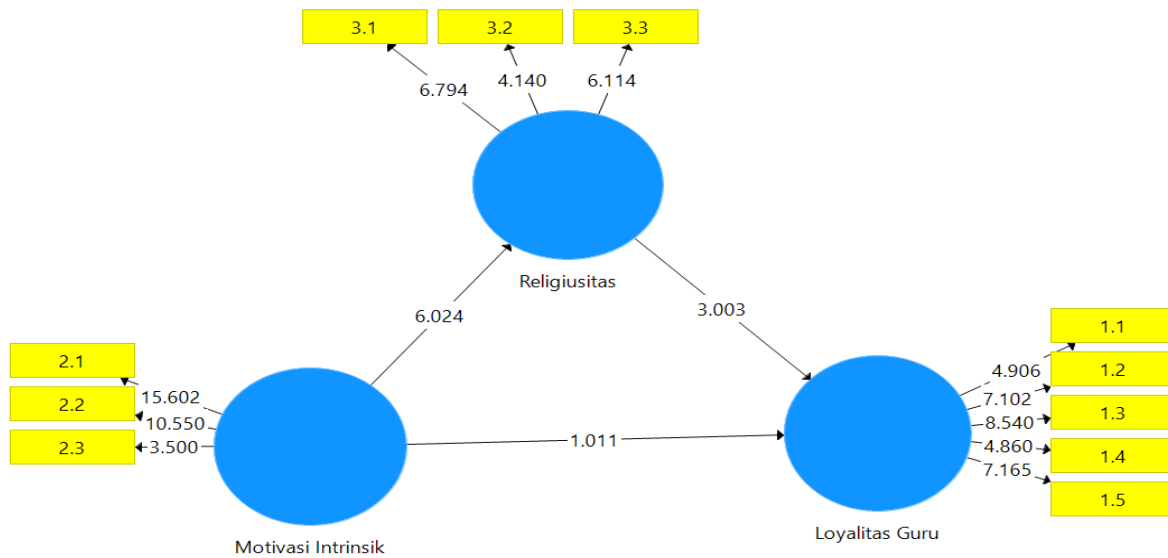


Figure 5. Boothstrapping

Table 6. Path Coefficient

| | T-Statistik | P-Values |
|--|-------------|----------|
| Intrinsic Motivation => Teacher Loyalty | 1.011 | 0.312 |
| Intrinsic Motivation => Religiosity => Teacher Loyalty | 2.377 | 0.018 |

The results of the path coefficient of the influence of intrinsic motivation on teacher loyalty mediated by religiosity are:

H1. The effect of intrinsic motivation on teacher loyalty.

It can be seen from Table 6 that the intrinsic motivation variable has no significant effect on teacher loyalty because the intrinsic motivation variable has a T-statistic value of $1.011 < 1.96$. Thus, H1 is rejected and H0 is accepted.

H2. Religiosity mediates the effect of intrinsic motivation on teacher loyalty.

Based on table 6 the results of the path coefficient on H2 show that religiosity mediates the influence of intrinsic motivation variables on teacher loyalty because the T-Statistic value is $2.337 > 1.96$. So, H2 is accepted and H0 is rejected.

5. Conclusions

The conclusion in this article is that the value obtained from the path coefficient analysis states that the intrinsic motivation variable (X) has no effect on the teacher loyalty variable (Y) with the resulting T-Statistic value of $1.011 < 1.96$. Meanwhile, the religiosity variable (Z) mediates the effect of intrinsic motivation (X) on teacher loyalty (Y) with the resulting T-Statistic value of $2.377 > 1.96$. Based on these conclusions, the religiosity of teachers at the Al-Quran Al-Karimi institution can mediate or facilitate the influence of intrinsic motivation on the loyalty of teachers in the Al-Quran Al-Karimi institution. Meanwhile, the intrinsic motivation of teachers does not affect the loyalty of teachers in the Al-Quran Al-Karimi institution. The implication that arises from this research is that an Islamic educational institution must consider

the religiosity of a teacher related to teacher loyalty. This religiosity will produce loyalty from a teacher.

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