



MANAGEMENT ANALYSIS OF IMPROVING DAARUT TAUHIID BOARDING SCHOOL TEACHERS' WORK ETHIC THROUGH THE HABIT OF MUTABA'AH YAUMIYAH (MY) IN BATAM

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ABSTRACT

Teachers are professional educators whose primary task is to educate, teach, guide, direct, train, assess, and evaluate students. When carrying out their functions and responsibilities, teachers must possess a strong work ethic. A strong work ethic ensures that education is pursued with full dedication, allowing the school's vision and mission to shape a superior generation to be achieved. The Purpose of Management Analysis is to improve the work ethic of teachers through the habit of Mutaba'ah Yaumiyah (MY). This Management Analysis was carried out from August to September 2025, involving 25 teachers at SMP Daarut Tauhiid Boarding School, Batam. Partners involved in this Management Analysis consisted of the school management and teachers at SMP Daarut Tauhiid Boarding School, Batam. The results of this Management Analysis can improve the work ethic of teachers as measured by the performance scores before and after the Management Analysis, which increased significantly. The results of this Management Analysis contribute to improving the work ethic of teachers, which has an impact on the professionalism of teachers in carrying out their duties with full responsibility, both the main tasks of the profession and tasks related to their professionalism.

Keywords: Teacher, work ethic, habituation, mutaba'ah Yaumiyah

INTRODUCTION

Junior High School of Daarut Tauhiid Boarding School Batam is a school based on Islamic Boarding School located at Jl. Trans Bareleng KM. 3 Tembesi, Sagulung District, Batam City, Riau Islands. This formal and Islamic boarding school-based school was established in 2019 and has graduated four classes until 2025. In implementing its learning process, SMP Daarut Tauhiid Boarding School Batam combines the Education Office curriculum and the typical curriculum of the Daarut Tauhiid Islamic boarding school, in addition to studying academic subjects according to the independent curriculum structure, learning the Qur'an which includes memorization and reading improvement (Tahsin) is one of the superior curriculum, in addition to the study of yellow books, Arabic and English language habits and character education are daily lessons for all students. Monotheism, Character and Usefulness is the tagline of this school, where students are educated to be ready to become individuals who have strong monotheism, broad benefits for the community and have a polite, compassionate soul and become Rahmatan Lil alamin. This school has a total of 51 human resources, consisting of the principal, management, teachers, student mentors, administration and administration, has 230 students

consisting of 141 male students and 90 female students. Located in a strategic area, namely on Jl. Trans Bareleng KM. 3 Tembesi, Sagulung District, Batam City, Riau Islands Province, on an area of 1.3 hectares.

In schools, teachers not only act as educators, but also as role models, motivators, facilitators, and catalysts in the process of creating a learning environment that supports the growth of critical, creative, and innovative attitudes in students (Yasin & Adawiyah, 2022). Teaching is a way for a teacher to prepare learning experiences for their students. In other words, teaching is a process carried out by a teacher in guiding, assisting, and directing students to have learning experiences. Therefore, teaching, or what is called learning, is the mainstay of individuals and society in the current era, because learning or teaching is essentially a form of encouragement for individuals to be able to have and be independent in their future lives, namely by becoming whole human beings. Teaching is "a teacher's effort to create conditions or organize the environment in such a way that interaction occurs between students and the environment," including teachers, learning tools, and as referred to in the learning process, with the hope of achieving predetermined learning objectives.

A teacher is said to have a good work ethic when they are able to carry out their professional duties responsibly and consistently, both in instructional activities and in broader aspects of professionalism (Nisaa & Rispurwanto, 2021). Work ethic reflects a fundamental attitude toward work that is manifested in daily behaviour, including discipline, responsibility, perseverance, and commitment to continuous improvement. In the educational context, a strong teacher work ethic plays a crucial role in improving the quality of learning and student outcomes, particularly in fostering discipline and motivation (Werdiningsih, 2021).

Recent empirical studies highlight that teacher work ethic significantly influences performance and productivity. A high level of work ethic, supported by discipline and motivation, contributes positively to teacher effectiveness in the learning process (Mustofa, 2022; Nurjaya et al., 2021). Conversely, a low work ethic can lead to poor performance, lack of responsibility, and decreased student engagement in classroom activities (Siregar & Azmi, 2022). Furthermore, teacher work ethic is also closely related to professionalism, which remains a critical issue in improving the quality of education in Indonesia (Syekh Nurjati & Gumiandari, 2023; Susanti, 2023).

In practice, the issue of low teacher work ethic continues to be observed in various educational institutions. Based on preliminary observations at SMP Daarut Tauhiid Boarding School Batam, several teachers demonstrate low levels of discipline, such as arriving late to class and leaving teaching sessions before completion. This condition negatively impacts students' motivation, independence, and learning discipline. Similar findings have been reported in previous studies, which emphasize that teacher work ethic is a determining factor in creating an effective and conducive learning environment (Suryadi, 2023; Patmawati et al., 2025).

As an Islamic boarding school, SMP Daarut Tauhiid Boarding School Batam has a strategic role in developing students who are not only academically competent but also possess strong religious values and noble character. In this context, teachers are expected to serve as role models, demonstrating exemplary attitudes and behaviours. Work ethic in Islamic education is closely linked to spiritual awareness, sincerity, and responsibility in fulfilling one's duties, which can be strengthened through religious and character-based approaches (Syofiyanti et al., 2021; Fahrudin, 2023).

To address the issue of low teacher work ethic, a systematic and value-based approach is required. One of the efforts implemented is the Mutaba'ah Yaumiyah (MY) program, which focuses on the habituation of daily religious practices, including obligatory and sunnah worship activities. This program aims to develop discipline, responsibility, and spiritual commitment among teachers. Previous studies have shown that leadership, organizational culture, and structured programs play an important role in improving teacher work ethic and professionalism (Al Rasyid et al., 2023; Ma'ruf et al., 2024; Febriany & Gumiandari, 2024). Therefore, this study aims to analyse the management of the Mutaba'ah

Yaumiyah (MY) program in improving teachers' work ethic at SMP Daarut Tauhiid Boarding School Batam. This research focuses on the processes of planning, implementation, monitoring, and evaluation, with the expectation of providing insights into effective strategies for enhancing teacher professionalism and achieving educational goals.

Theoretical Review of Educational Management

Definition and Scope of Educational Management

Educational management is the process of planning, organizing, actuating, and controlling educational resources to achieve educational goals effectively and efficiently (Terry, 1977; Bush, 2011). It is both a science and an art that applies management principles to the specific context of educational institutions. Unlike general management, educational management deals with human development, values, and long-term societal outcomes, making it inherently normative and ethical. Bush (2020) The scope of educational management covers all levels of the education system: macro-level (national policy), meso-level (district or school), and micro-level (classroom). At the school level, it includes academic management, student affairs, personnel, finance, facilities, public relations, and special services (Mulyasa, 2011).

Functions of Educational Management

Most scholars adopt the POAC framework derived from classical management theory (Terry, 1977; Koontz & O'Donnell, 1976) which consist of (1) Planning: The process of defining goals, establishing strategies, and developing action plans to coordinate activities. In education, this includes strategic planning, school work plans, annual work plans, and lesson planning. Effective planning is data-driven and participatory (Caldwell & Spinks, 1992). (2) Organizing: Arranging and allocating human and material resources. This involves establishing organizational structure, job descriptions, delegation of authority, and coordination mechanisms. In schools, organizing creates clear divisions such as curriculum, student affairs, and infrastructure teams. (3) Actuating or Leading: Directing and influencing people to achieve organizational goals. This function includes leadership, motivation, communication, and conflict management. Contemporary views emphasize instructional leadership, where principals focus on improving teaching and learning rather than merely administration. (4) Controlling or Evaluating: Monitoring activities to ensure conformity with plans and taking corrective action when necessary. In education, this includes supervision, performance appraisal, quality assurance, and school self-evaluation (Hoy & Miskel, 2013; Sergiovanni, 2009; Hallinger, 2011).

Relationship Between Educational Management and School Effectiveness

School effectiveness refers to the extent to which a school achieves its stated educational goals, particularly in terms of student learning outcomes, equity, and stakeholder satisfaction. A substantial body of literature establishes educational management as a key determinant of school effectiveness (Scheerens, 2000)

Management Functions as Predictors of Effectiveness

Empirical studies demonstrate that the quality of POAC implementation directly influences school performance. Reynolds and Teddlie (2000) in their review of school effectiveness research found that "purposeful leadership" and "monitoring of student progress" both elements of the actuating and controlling functions consistently differentiate effective from ineffective schools. Hallinger and Heck (2010) conducted a meta-analysis of 40 studies and concluded that principals' instructional leadership, as part of the actuating function, has a statistically significant indirect effect on student achievement mediated by school capacity and teacher practices.

School-Based Management and Effectiveness

The decentralization of management through School-Based Management (SBM) has been linked to improved effectiveness when accompanied by capacity building. Caldwell (2005) argues that SBM increases effectiveness because it enables schools to align resources with local needs, fosters ownership,

and speeds up decision-making. However, the World Bank (2008) cautions that SBM only improves outcomes if schools have strong management capacity; otherwise, autonomy without accountability leads to inefficiency.

Systems Perspective on Effectiveness

Using a systems approach, Hoy and Miskel (2013) conceptualize school effectiveness as the optimal transformation of inputs (students, teachers, funds) into outputs (achievement, skills, values) through effective management processes. Effective educational management ensures that the school system maintains internal alignment among subsystems curriculum, instruction, and assessment while remaining adaptive to external demands from parents, government, and industry.

Evidence from Indonesian Context

In Indonesia, studies by the Ministry of Education and World Bank (2010) on SBM implementation found that schools with high management scores on the School Self-Evaluation instrument had significantly higher national exam scores and lower dropout rates. Principals who scored high on instructional leadership were able to mobilize teachers to conduct lesson study and use assessment data for improvement, which directly enhanced classroom effectiveness (Surya, 2018).

Mediating Role of Teacher Quality and School Climate

Leithwood et al. (2004) proposed that educational management influences student outcomes indirectly through two mediating pathways: (1) Rational path management improves teacher quality via recruitment, professional development, and supervision, and (2) Emotional path management creates a positive school climate, collective teacher efficacy, and student motivation. Thus, management effectiveness should be measured not only by administrative compliance but by its impact on teaching and learning processes.

In summary, effective educational management is a necessary condition for school effectiveness. While it does not teach students directly, it creates the organizational conditions clear goals, aligned resources, motivated staff, and continuous monitoring that make effective teaching and learning possible. Weakness in any management function produces “organizational bottlenecks” that constrain student outcomes regardless of teacher competence or curriculum quality.

MATERIAL AND METHODS

This study employs a qualitative approach with a descriptive type. The qualitative approach was chosen because the researcher intends to explore, understand, and describe in depth the management process of improving teachers' work ethic through the habit of *Mutaba'ah Yaumiyah* (MY) at Daarut Tauhiid Boarding School Batam. According to Creswell & Poth (2024), qualitative research is appropriate when the problem requires complex detailed understanding, obtained by talking directly with people and observing them in their natural setting. The descriptive type aims to systematically portray the phenomena of planning, organizing, actuating, and controlling the MY habit program and how it correlates with the work ethic of teachers. This study does not test hypotheses but seeks to provide a holistic picture of “what” and “how” the management is carried out (Yin, 2018).

The research was conducted at Daarut Tauhiid Boarding School Batam, located in Batam City, Riau Islands Province. This location was selected purposively because: 1) The school has formally implemented *Mutaba'ah Yaumiyah* as a teacher development program since 2022, 2) It represents an Islamic boarding school context where work ethic is closely tied to spiritual values, and 3) The school leadership expressed commitment to evaluate the program. The research was carried out from January to April 2026. This research was carried out from August 20 to September 21, 2025, involving 25 teachers in At SMP Daarut Tauhiid Boarding School Batam, the partners involved in this Management Analysis program include the vice principal for curriculum, the head of administration, school management, and lecturers from the Hidayatullah Islamic Institute in Batam.

Data sources in this study consist of primary and secondary data consists of (1) Primary Data: Obtained directly from research subjects through interviews and observations. Key informants were selected using purposive sampling based on the criteria of involvement and knowledge about MY management. (2) Informants include: Key Informants: 1 School Principal, 1 Vice Principal for Tarbiyah, 1 Coordinator of MY Program. (3) Supporting Informants: 6 Teachers from different subjects who have practiced MY for ≥ 1 year, 1 Musyrif boarding supervisor. (4) Total: 10 informants. Secondary Data: Obtained from documentation such as MY guidebooks, teacher MY journals/recap sheets, school policy documents, minutes of teacher meetings, and work ethic assessment records.

To obtain comprehensive data, three techniques were used in triangulation: (1) In-depth Interview: Semi-structured interviews were conducted with key and supporting informants using an interview guide. The guide covered POAC aspects of MY management and indicators of teacher work ethic such as discipline, responsibility, sincerity/ikhlas, and service orientation. Each interview lasted 45–60 minutes and was recorded with permission. (2) Participant Observation: The researcher conducted moderate participation by attending halaqah MY evaluation, teacher morning briefings, and classroom activities. Observations focused on how MY is habituated, how school leaders monitor it, and how MY values appear in teachers' daily work behaviour. Field notes were taken using an observation sheet. (3) Documentation Study: Documents analysed included MY standard operating procedures, monthly MY recapitulation, teacher performance reports, and photos of MY activities. Documents were used to verify and complement interview and observation data.

Data analysis used the Miles, Huberman, and Saldaña (2020) Interactive Model consisting of three concurrent flows: (1) Data Condensation: Selecting, focusing, simplifying, and transforming raw data from field notes, transcripts, and documents. Coding was done using descriptive and In Vivo codes related to POAC and work ethic themes. (2) Data Display: Organizing condensed data into narrative text, matrices, and charts to see patterns and relationships between MY management and work ethic indicators. (3) Conclusion Drawing/Verification: Interpreting patterns, noting regularities, and verifying findings with informants through member checking to ensure credibility. To ensure trustworthiness, this study used four criteria from Lincoln & Guba (1985) updated by Nowell et al. (2017): (1) Credibility: Through triangulation of sources, techniques, and time, prolonged engagement, and member checking. (2) Transferability: By providing thick description of the research context so readers can judge applicability to other settings. (3) Dependability: Through audit trail documenting all research processes and decisions. (4) Confirmability: By maintaining a reflexive journal to minimize researcher bias and linking findings to raw data.

The Management Analysis program is implemented in a managerial manner, consisting of planning, organizing, implementing, controlling, and evaluating. The following is a descriptive explanation of the stages of this Management Analysis implementation.

1. Planning

At this stage, the Management Analysis team identify general and specific problems related to teacher work ethic through coordination with the school represented by the vice principal and the head of administration, conduct planning related to the implementation time, preparation of activity formats, identification of materials and materials used, instruments used. This planning activity is carried out in direct discussions with partners from the school, the results agreed upon in this planning are in the form of a description of the implementation of real activities in the field.

2. Organizing

At this stage, the team and event organizers determine the right people to handle certain areas of work related to training needs, such as participating teachers, the formation of a training organizing committee, the appointment of event presenters, welcoming remarks and so on. Management Analysis takes the form of training and direct delivery of materials to increase participants'

understanding, understand the urgency of work ethic and the correlation between the impact of the Mutaba'ah Yaumiyah (MY) habituation that will be carried out on teachers' work ethic.

3. Implementation

In the implementation stage, the training was carried out according to the schedule that had been prepared and determined. The training was officially opened by the Principal. Next, the team provided direct training (Offline) four times every Friday, at 15.45 – 16.45 WIB in the period of August 20 to September 21, 2025. At the first meeting, material was given on teacher work ethic which included definitions and theories, urgency, characteristics of work ethic, and factors that influence work ethic. In the second meeting, participants were given material on teacher professionalism which is closely related to the spiritual strength or spiritual value of a teacher, which will then have an impact on a high work ethic. In the third meeting, participants received material in the form of theory about the exemplary nature of a teacher starting from their obedience in worship, as well as direct practice on the implementation and habituation of Mutaba'ah Yaumiyah (MY). The fourth meeting was a joint reflection and assessment of work ethic after the Management Analysis was carried out.

4. Control

At this stage, all participants begin to practice the habit. The daily Mutaba'ah Yaumiyah (MY), which is carried out routinely, is reported in a special system/form that has been provided, filled in every night at the latest at 22.00 WIB. Next, the school's TU section will summarize the Mutaba'ah Yaumiyah (MY) scores for a period of one month (monthly cut off) with a minimum score of 95. Teachers who have not filled out this MY form will be reminded in the group by the TU section to fill it out immediately, as well as providing a commitment letter for participants whose scores are not achieved. The following is an image of the daily Mutaba'ah Yaumiyah (MY) implementation filling form.

Mutaba'ah Yaumiyah		
Admin SDI Ahlan wa Sahlan AGUS SETIAWAN		
🏠 1.1	Sholat Wajib TBM 5x	<input type="checkbox"/>
👤 1.2	Sholat Tahajud & atau Witr 3 rakaat/hari	<input type="checkbox"/>
👤 1.3	Sholat Dhuha 4 rakaat	<input type="checkbox"/>
👤 1.4	Sholat Rawatib 10 rakaat	<input type="checkbox"/>
👤 1.5	Sholat Sunnah Lainnya 6 rakaat	<input type="checkbox"/>
📖 2.1	Tilawah Quran (1 halaman)	<input type="checkbox"/>
📖 2.2	Terjemah Quran (1 halaman)	<input type="checkbox"/>
🕒 3.1	Shaum Sunnah (3x/bulan)	<input type="checkbox"/>
👉 4.1	Shadaqah Mael	<input type="checkbox"/>
⚡ 5.1	Dzikir Pagi/Petang	<input type="checkbox"/>
★ 5.2	Istighfar 1000x	<input type="checkbox"/>
♥ 5.3	Sholawat 100x	<input type="checkbox"/>
🎧 6.1	Menyimak MQ Pagi	<input type="checkbox"/>

Figure 1. Monitoring Form of Daily Mutaba'ah Yaumiyah (MY)

5. Evaluation

At this stage, the team conducts reflection and, in collaboration with the school's HR department, the head of school administration, conducts a direct assessment of all participants to assess their work ethic before and after the training, as demonstrated by a comparison of each teacher/trainee's performance scores. The assessment results are provided to all participants through the head of school administration.

RESULT AND DISCUSSION

The purpose of this Management Analysis is to improve the work ethic of teachers at SMP Daarut Tauhiid Boarding School Batam, by habituating/implementing daily Mutaba'ah Yaumiyah (MY). During the training process, the teachers who participated in the training were enthusiastic and enthusiastic in participating in the training, this can be seen from the presence of 100% of participants who were present throughout the activity. In addition, the participants were always present and went home on time according to the predetermined schedule and followed all the series of events properly by implementing the applicable rules according to the mutual agreement that had been agreed upon at the beginning of the activity.

After this activity is completed, the next objective is to measure the impact of daily Mutaba'ah Yaumiyah (MY) training and habituation on improving teacher work ethic, in this case the overall teacher performance value. Table 1 shows an initial overview of teacher work ethic values indicated in teacher monthly performance values between before and after the training, where the average teacher value before the training was 80.33 and after the training was 93.55, the lowest teacher performance/work ethic value before the training was 64.59 and after the training was 84.02. Furthermore, the highest teacher value before the training was 93.71 and after the training was 97.84. The table illustrates that there is an increase in work ethic values indicated by the performance values of each teacher. The results of this management analysis contribute to improving the work ethic and professionalism of teachers at SMP Daarut Tauhiid Boarding School Batam.

Table 1. Results of Teacher Work Ethic Assessment Before and After Participating in Training

NO	Participant Name/NIP	Job	Performance Values/Work Ethic		
			Before	After	Average
1	Baihaqi	Teacher	76.36	91.84	84.10
2	Wafda Humayra	Teacher	65.08	96.81	80.95
3	Dina Putri Arianto	Teacher	75.91	88.17	82.04
4	Muhammad Yusuf	Teacher	86.75	97.01	91.88
5	Atikah Maryam	Teacher	86.66	91.06	88.86
6	Nova Anggraini	Teacher	89.46	93.47	91.47
7	Nila Enjeli	Teacher	75.41	92.70	84.06
8	Mumtazah	Teacher	64.59	96.63	80.61
9	Asni Furoida	Teacher	93.71	96.63	95.17
10	Andri Junaidi	Teacher	78.82	96.60	87.71
11	Syahrah Jannah Amalia	Teacher	65.47	84.02	74.75
12	Ma'ruf Mubarak	Teacher	76.24	89.80	83.02
13	Maulfi Pramudya	Teacher	82.48	96.18	89.33

14	Ristamulia Tantri	Teacher	88.27	97.84	93.06
15	Muhammad Al Amin	Teacher	76.75	96.60	86.68
16	Tommy Alex Sander	Teacher	86.76	88.37	87.57
17	Ermaliza Khasanah	Teacher	75.01	90.67	82.84
18	Anna Firdhousi Nuzula	Teacher	88.75	94.47	91.61
19	Saepul Ma'ruf	Teacher	87.98	96.60	92.29
20	Muhammad Ihsan Nashir	Teacher	77.07	96.18	86.63
21	Oka Raka Kuswanda	Teacher	77.44	89.18	83.31
22	Hasan Ramdhani F.	Teacher	83.17	96.00	89.59
23	Imam Mufrodin	Teacher	86.31	96.18	91.25
24	Ade Linda Karuma	Teacher	83.94	85.15	84.55
25	Suhaemi Fendi	Teacher	79.98	95.64	87.81
Average value			80.33	93.35	86.84
The highest score			93.71	97.84	95.78
Lowest Value			64.59	84.02	74.31

Based on the assessment provisions of the Daarut Tauhiid Foundation in 2025, teachers who are declared to have a good work ethic are those who obtain a minimum performance score of 85. The table above shows that 9 teachers who already had a good work ethic before participating in the training were equivalent to 36%. And there were 24 people who already had a good work ethic or equivalent to 96% after participating in the training. The following diagram below shows the percentage of work ethic/performance scores of teachers before and after participating in the training.



Figure 2. Percentage of Teacher Performance Scores Before and After Participating in Training

Based on the diagram above, it can be concluded that the daily Mutaba'ah Yaumiyah (MY)

training was generally very effective. This is evident from the table, where the calculation results indicate that this training can improve the work ethic of teachers at SMP Daarut Tauhiid Boarding School Batam. The work ethic referred to in this case is the final monthly performance score of teachers by the leadership using a predetermined assessment system and indicators. Based on the training results, it can be concluded that the strength of a teacher's *ruhiyah* or spirituality through maintaining obligatory and *sunnah* worship is closely related to improving work ethic. Islam provides guidance and principles for working earnestly, honestly, and responsibly (Aguilika 2023). Religiosity, as a related term, is understood as the internalization of religious aspects in an individual's heart, in contrast to formal religion (Syofiyanti et al. 2021). The dimensions of religiosity include religious knowledge, beliefs, worship practices, experiences, moral actions, and socio-religious behavior (Fahrudin 2023).

CONCLUSION

Based on the discussion above, the results of this Management Analysis can be concluded that the training of habituation/implementation of *Mutaba'ah Yaumiyah* (MY) can improve the work ethic of teachers at SMP Daarut Tauhiid Boarding School Batam. Where the results of the calculation of teacher performance scores before participating in the training by 36% increased to 96% after participating in the training, the average score of teachers before participating in the training was 80.33 and after participating in the training was 93.55, the lowest teacher performance/work ethic score before participating in the training was 64.59 and after participating in the training was 84.02. The results of this Management Analysis contribute to improving the work ethic and professionalism of teachers at SMP Daarut Tauhiid Boarding School Batam.

This study was qualitative and descriptive, focusing on “how” management is implemented. Future research should employ quantitative or mixed-methods approaches to measure the magnitude of MY’s impact on teacher work ethic. An experimental or *ex-post facto* design could compare work ethic indicators discipline, responsibility, sincerity/*ikhlas*, and service orientation between teachers who consistently practice MY and those who do not, using validated work ethic scales adapted to Islamic boarding school contexts. Structural Equation Modeling (SEM) could also test whether MY acts as a mediator between spiritual leadership and teacher performance. Such studies would provide generalizable evidence for policy adoption in other *pesantren*.

RECOMMENDATION

A teacher must have the ability to provide an example for his students, in addition to competent teaching skills, teachers must have good spiritual strength, especially in Islamic schools based on Islamic boarding schools and in general for every teacher who teaches in schools. Good spirituality is closely related to a teacher's work ethic. Every leader and management in a school must have a concern for the work ethic of each teacher, in order to achieve the school's vision and mission. To improve teacher work ethic, routine training, mentoring, monitoring and evaluation are needed. Training to habituate/implement *Mutaba'ah Yaumiyah* (MY) can be conducted to improve teacher work ethic.

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