

The Effect of Harmonious Passion, Competence, and Islamic Work Ethics on Teacher Performance with Organizational Citizenship Behavior As A Mediator At Al-Azhar Aceh Social Education and Prophecy Foundation

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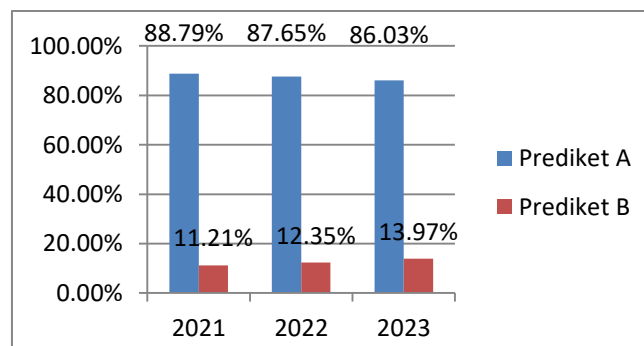
Abstract

This study aims to examine the impact of harmonious passion, competence, and Islamic work ethics on teacher performance, with organizational citizenship behavior (OCB) serving as a mediator. It focuses on the Al-Azhar Aceh Social Education and Prophecy Foundation, which operates three Islamic schools in Banda Aceh. The target population includes all teachers at the Al-Azhar schools, comprising kindergarten, elementary, and junior high school educators, totaling 154 individuals. A census technique was employed for sample selection, meaning the entire population was included as the sample. Data analysis was conducted using the Structural Equation Modeling (SEM). The findings reveal that harmonious passion, competence, and Islamic work ethics have a significant impact on OCB; furthermore, harmonious passion and competence, along with OCB, significantly affect teacher performance, though Islamic work ethics do not. Additionally, OCB mediates the effects of harmonious passion, competence, and Islamic work ethics on teacher performance.

Keywords: Teacher Performance, Organizational Citizenship Behavior, Harmonious Passion, Competence, Islamic Work Ethics

1. Introduction

The Al-Azhar Aceh Social Education and Prophecy Foundation (Al-Azhar) was established with the aim of nurturing a generation that excels academically while embodying strong moral character. It operates three Islamic schools in Banda Aceh, which consist of a kindergarten, an elementary school, and a junior high school. These schools provide a comprehensive education curriculum with a strong emphasis on Islamic values. Al-Azhar focuses on character development and religious understanding, and is dedicated to creating a supportive and conducive learning environment. In addition, this school is also active in various extracurricular activities that aim to hone students' talents and interests, so that they can grow into individuals who excel and contribute positively to society. Performance improvement is the most important thing needed in educational institutions. Educational institutions want teacher performance to improve quality. The following is the performance of teachers at Al-Azhar.



Source: Al-Azhar (2024)

Figure 1. Performance of Teachers at Al-Azhar

Based on Figure 1, it is known that the performance of teachers at Al-Azhar decreased from 2021 to 2023. This can be seen in the composition of teachers who received an A grade, decreasing from 88.79% in 2021 to 86.03%

in 2023. We conducted a preliminary survey to assess some of the variables studied in this article, by taking 30 respondents (teachers) at Al-Azhar. From the results, the average value was obtained, the first for the performance variable, which was 3.63. The average value > 3.41 which indicates that the performance is good. However, there are still indicators that are not good, namely the leadership indicator which has a low average value where respondents feel they do not have the ability to make the right decisions in overcoming problems in the classroom with 17 respondents who answered disagree. Furthermore, 13 respondents also stated that they did not agree with the quality of the results indicator.

Many factors influence performance, including organizational citizenship behavior (OCB) (Margaretha & Wicaksana, 2020), harmonious passion (Mulyadi & Suryani, 2019), competence (Yang & Kaiser, 2022), and Islamic work ethics (Fadhlorrohman & Mas'ud, 2022). The benefits of OCB to the organization are that it can help increase the productivity of coworkers, increase the efficiency of the use of the organization's human resources for productive purposes, as an effective means of coordinating activities between employees and between work groups. The concept of OCB is very influential in the development of the organization. The initial survey in the Al-Azhar showed that OCB showed less than optimal passion. Several respondents were found to have increased extra roles to comply with the rules or had low motivation, ignored responsibilities and efforts to work optimally. The average value was 3.63 > 3.41 which indicates that the performance is good. However, there are still indicators that are not good, namely the sportsmanship indicator which has a low average value where respondents often complain about not complying with the rules at work even though they are not supervised with 11 respondents answering less agree. Furthermore, 13 respondents answered that they did not agree with the individual initiative indicator. The other factor that allegedly influences performance is harmonious passion. Based on the pre-survey on the harmonious passion variable in Al-Azhar, an average value of 3.68 was obtained with a good category (3.70 > 3.41). However, there are still indicators that have a low average value, where employees are less optimistic about their teaching abilities, with as many as 10 respondents answering that they disagreed.

The next factor that affects performance is competence. Based on the results of the initial survey, it was found that teacher competency at Al-Azhar was generally good with an average value of 3.56 (3.56 > 3.41). However, there are still indicators that are not good, namely the pedagogical competence indicator which lacks the ability to manage student learning where 15 respondents answered disagree. Furthermore, in the professional competence indicator, there are also 13 respondents who answered disagree. The next factor that influences performance is Islamic work ethics. Based on the results of the initial survey, it is known that Islamic work ethics as a whole are good with an average value of 3.74 (3.56 > 3.41). However, there are still indicators that are not good, namely the indicators of justice and generosity where there are still employees who are still unfair in working with as many as 16 people who answered disagree. Several previous studies on performance have been conducted such as those by (Basori et al., 2017), (Dhermawan et al., 2012), (Xu & Ye, 2014), (Yang & Kaiser, 2022), (Fawwaz & Andriyani, 2023), (Mulyadi & Suryani, 2019), (Trigunajasa et al., 2017), and (Margaretha & Wicaksana, 2020). There are differences between this study and previous studies where this study uses harmonious passion variables and Islamic work ethics that influence teacher performance through OCB which is still rarely done.

2. Literature

2.1. Employee Performance

Teacher performance refers to the level of effectiveness and efficiency demonstrated by a teacher in carrying out his/her duties and responsibilities in an educational environment. This performance covers various aspects, such as teaching ability, classroom management, interaction with students, and achievement of learning objectives (Vuong & Nguyen, 2022). Good teacher performance can be seen from their ability to plan and implement learning, assess student learning outcomes, and contribute to the development of professionalism in the field of education. According to (Mulyasa, 2007), teacher performance is the ability of teachers to carry out their duties and responsibilities professionally, which is demonstrated through an effective and efficient learning process. Teacher performance can also be measured through student learning outcomes, participation in school activities, and self-development through training and further education. Teacher performance is one of the key factors in determining the quality of education in an institution. This performance covers various aspects, from teaching ability, mastery of material, to interaction with students. Teachers who have good performance are not only able to deliver lesson materials effectively, but can also create a conducive and inspiring learning environment. They play an important role in motivating students to learn, developing interests, and building self-confidence. Therefore, regular teacher performance evaluation is very important to ensure that they continue to develop and meet the expected educational standards. In addition, teacher performance is also influenced by various external factors, such as support from school management, professional training, and available resources. Schools that provide continuous training and development for teachers tend to have better performance (Xu & Ye, 2014). In addition, collaboration between teachers, parents, and the community can also improve teacher performance. By creating a supportive ecosystem, it is hoped that teachers can focus more on teaching and provide a significant positive impact on student development. Optimal teacher performance not only contributes to students' academic achievement, but also to the formation of their character and social skills. According

to (Butar et al., 2020), the indicators of teacher performance are: leadership, class mastery, information quality and planning, utilization of human resources, quality assurance of service, quality of results, and student satisfaction.

2.2. OCB

According to Organ (2015) OCB refers to the actions and attitudes of individuals within an organization that reflect their commitment to shared values and goals. It encompasses a variety of aspects, such as collaboration, support for coworkers, and active participation in organizational activities. Employees who demonstrate citizenship behavior tend to care more about the well-being of the team and the organization as a whole, and contribute to the achievement of shared goals. With this behavior, the work atmosphere becomes more harmonious and productive, which in turn can improve organizational performance. In addition, OCB also plays a significant role in building a positive organizational culture. When members of an organization support each other and are committed to working together, it creates an inclusive and innovative work climate. Organizations that encourage citizenship behavior often see improvements in job satisfaction, employee loyalty, and talent retention. Therefore, it is important for management to develop strategies that encourage citizenship behavior, such as rewarding individual contributions and creating opportunities for collaboration across teams. According to (Idris et al., 2021), OCB is divided into seven indicators: helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self-development.

2.3 Harmonious Passion

According to (Monica & Prasetya, 2015), Harmonious passion is a concept that describes an individual's positive attachment to an activity they love, where they feel inspired and motivated to do it without feeling pressured. In this context, individuals not only enjoy the activity, but are also able to integrate it with other aspects of their lives, such as work, social relationships, and daily responsibilities. Harmonious passion allows a person to pursue their interests in a balanced way, thereby increasing emotional well-being and overall life satisfaction. The existence of harmonious passion also contributes to increased performance and creativity. When individuals engage in activities they love in a harmonious way, they tend to be more focused and committed, which in turn can produce better results. In addition, harmonious passion helps individuals to cope with challenges and stress that may arise, because they have a strong intrinsic motivation to continue trying and growing. Thus, this concept is not only important for personal development, but also for achieving goals in various aspects of life. According to (Vallerand & Houlfort, 2019), the indicators of harmonious passion are: meaningful relationships (meaningful connections), internal drive, and work absorption.

2.4. Competence

Competence refers to the ability and skills possessed by an individual to perform a particular task or job effectively and efficiently. It includes the knowledge, skills, and attitudes required to achieve desired outcomes in both professional and personal contexts (Wibowo, 2019). Competence is not only limited to technical aspects, but also includes interpersonal skills, such as communication, cooperation, and leadership. In an increasingly competitive work world, having good competence is one of the determining factors for an individual's success in achieving career goals and contributing to the organization. Competency development is a continuous process, where individuals need to continue to learn and adapt to changes in the environment. Through training, education, and practical experience, a person can improve their competence and remain relevant in their field. Organizations also play an important role in supporting employee competency development through training and development programs designed to improve skills and knowledge. Thus, high competence not only benefits individuals, but also contributes to the overall performance and success of the organization (Zainal et al., 2015).

2.5. Islamic Work Ethics

(Mauliza et al., 2016) define Islamic work ethics as a set of values and principles that regulate individual behavior in the work environment based on Islamic teachings. These principles include honesty, responsibility, and fairness, all of which contribute to the creation of a harmonious and productive work environment. In this context, a worker is expected to carry out his duties with full dedication and integrity, and to respect coworkers and superiors. Islamic work ethics also emphasizes the importance of good intentions in every action, where every job is considered worship if done with the right purpose and in accordance with religious teachings. In addition, Islamic work ethics encourage individuals to maintain a balance between professional and spiritual life. This means that a worker does not only focus on material achievements, but also pays attention to the moral and social aspects of his work. In Islam, every action taken in the workplace must reflect the values of goodness and concern for others, including in terms of providing good service to customers and contributing to the welfare of society. By implementing Islamic work ethics, individuals can create a positive impact not only on themselves, but also on the work environment and society as a whole. There are several indicators in measuring Islamic work ethics according to (Udin et al., 2022) : dedication to

work, fairness and generosity in the workplace, one must do one's job as best as possible, work is not the end goal, life is meaningless without work, and one must constantly work hard to fulfill responsibilities.

3. Method

In this study, the target population consists of all teachers (census) at Al-Azhar schools, which include kindergarten, elementary, and junior high levels, totaling 154 individuals. Data analysis was conducted using the Structural Equation Modeling (SEM) technique through AMOS software. The following hypotheses were tested :

- H1 : significantly Harmonious Passion affects OCB
- H2 : significantly competence affects OCB
- H3 : significantly Islamic Work Ethics affect OCB
- H4 : significantly Harmonious Passion affects Teacher Performance
- H5 : significantly Competence affects Teacher Performance
- H6 : significantly Islamic Work Ethics affect Teacher Performance
- H7 : significantly OCB affects Teacher Performance
- H8 : Significantly harmonious Passion affects Teacher Performance through OCB
- H9 : significantly competence affects Teacher Performance through OCB
- H10 : significantly Islamic Work Ethics affect Teacher Performance through OCB

4. Result

4.1. Direct Effect Hypothesis Testing

The direct effect test results are shown in Table 1 below, followed by the explanation based on the p-value requirement, if $p < 0.05$ = Significant. if $p > 0.05$ = Insignificant.

Table 1. Standardized Regression

			Estimate	S.E.	CR	P
OCB	<---	Harmonious Passion	,425	,108	4,117	***
OCB	<---	Competence	,324	,101	3,266	,001
OCB	<---	Work Ethics Islam	,208	,088	2,540	,010
Performance Teacher	<---	Harmonious Passion	,249	,136	2,169	,030
Performance Teacher	<---	Competence	,374	,095	4,106	***
Performance Teacher	<---	Work Ethics Islam	,012	,090	,137	,891
Performance Teacher	<---	OCB	,324	,080	3,013	,003

Source: Processed Primary Data, (2025)

H1 : Harmonious Passion on OCB

The results prove that Harmonious Passion affects OCB, as evidenced by a significance value < 0.05 . Harmonious passion, which embodies an individual's positive attachment to their beloved activities, has a significant impact on Organizational Citizenship Behavior (OCB) at the Al-Azhar Aceh Social Education and Da'wah Foundation. When educators and staff at this foundation possess a harmonious passion for their work, they tend to exhibit a stronger commitment to the organization's mission and vision. This dedication is evident through their proactive engagement in collaborating with colleagues, participating in foundation activities, and supporting one another in pursuing shared goals. Consequently, harmonious passion not only enhances individual job satisfaction but also fortifies the social connections among members of the organization (Scales & Brown, 2020). In addition, the influence of harmonious passion on OCB can also be seen in the increase in motivation and productivity in the work environment. Staff with a strong passion for their work are more likely to contribute voluntarily to social and da'wah activities held by the foundation. They feel inspired to give their best, not only in teaching, but also in building good relationships with students and the community. Thus, harmonious passion plays an important role in creating a positive organizational culture, where each individual feels appreciated and motivated to contribute optimally.

H2 : Competence on OCB

The results show that Competence affects OCB, as evidenced by a significance value < 0.05 . When educators and staff possess adequate skills and knowledge, they are better equipped to contribute effectively to the foundation's goals. High competence not only enhances individual performance but also fosters collaboration and support among colleagues (Yang & Kaiser, 2022). This cultivates a positive work environment in which each member feels valued and motivated to engage actively in organizational activities. Furthermore, strong competence promotes the development of a proactive attitude towards problem-solving and initiative-taking. At the Al-Azhar Aceh Social Education and Da'wah Foundation, individuals with high competence are typically more responsive to the organization's needs and are dedicated to creating a positive impact. Thus, competency development through training

and continuing education is very important to improve OCB, which in turn can strengthen the foundation's mission and vision in providing quality education and da'wah.

H3 : Islamic Work Ethics on OCB

The results show that Islamic Work Ethics Influence OCB, as evidenced by a significance value <0.05 . The ethical principles taught in Islam, such as honesty, responsibility, and mutual respect, encourage educators and staff to behave positively in the work environment. When individuals apply these values in their daily interactions, they not only improve relationships between coworkers but also create a more harmonious and productive work atmosphere (Farid et al., 2017). This contributes to strengthening commitment to the foundation's vision and mission. In addition, the application of Islamic work ethics also encourages individuals to actively participate in organizational activities and support each other in achieving common goals. By having a strong moral foundation, members of the foundation feel more connected and responsible for collective success. Citizenship behavior demonstrated through collaboration, support, and active participation not only strengthens social ties within the foundation, but also increases effectiveness in implementing educational and da'wah programs which are the main focus of Al-Azhar.

H4 : Harmonious Passion on Teacher Performance

The results show that Harmonious Passion affects Teacher Performance, as evidenced by a significance value <0.05 . Harmonious passion, which reflects love and positive attachment to work, has a significant impact on teacher performance at the Al-Azhar Aceh Social and Da'wah Education Foundation. When teachers have a harmonious passion for their profession, they tend to be more motivated to teach with enthusiasm and dedication. This not only improves the quality of the teaching they provide, but also creates a more inspiring learning atmosphere for students. Thus, passionate teachers can facilitate more effective and engaging learning, which in turn contributes to students' academic achievement (Scales & Brown, 2020). In addition, harmonious passion also plays a role in improving interpersonal relationships between teachers and students, as well as between colleagues. When teachers feel connected to their work, they are more likely to collaborate and support each other in achieving the foundation's educational goals. This positive work environment not only improves individual performance, but also strengthens an organizational culture that is mutually supportive and collaborative. Thus, the influence of harmonious passion on teacher performance at the Al-Azhar Aceh Social and Da'wah Education Foundation is very important in creating a quality and sustainable educational ecosystem.

H5 : Competence on Teacher Performance

The results show that Competence influences Teacher Performance, as evidenced by a significance value <0.05 . When teachers have in-depth knowledge of the subject matter and good pedagogical skills, they can convey information more effectively and interestingly. This not only improves student understanding but also creates a positive learning environment, where students feel encouraged to actively participate in the learning process. In addition, high competence also contributes to the development of teacher professionalism. Teachers who continue to improve their skills and knowledge through training and further education tend to be more confident in teaching (Pacher et al., 2024). This confidence has a direct impact on their performance, because confident teachers are better able to manage classes, interact with students, and apply innovative teaching methods. Thus, improving teacher competence at the Al-Azhar Aceh Social and Da'wah Education Foundation is very important to achieve the goal of quality and sustainable education.

H6 : Islamic Work Ethics on Teacher Performance

The results indicate that Islamic Work Ethics does not significantly impact Teacher Performance, as evidenced by significance value >0.05 . This suggests that the strength of Islamic Work Ethics does not lead to a meaningful increase in teacher performance. This finding contrasts with several previous theories. It may be that, while Islamic Work Ethics provides a solid foundation (Udin et al., 2022), its influence on teacher performance at Al-Azhar can be limited without adequate support and a conducive work environment.

H7 : OCB on Teacher Performance

The results show that OCB affects Teacher Performance, as evidenced by a significance value <0.05 . When teachers demonstrate mutual support, collaboration, and commitment to common goals, they create a positive and productive work environment. This not only increases morale but also encourages innovation in teaching methods, which in turn can improve student learning outcomes. Active involvement in organizational activities and support between colleagues helps build a strong sense of community, which is very important in the educational context. In addition, good citizenship behavior among teachers also contributes to their professional development. When teachers share knowledge and experiences, they can learn from each other and improve their teaching skills (Qalati et al., 2022). This supportive environment allows teachers to feel more confident in carrying out their duties, which has a

direct impact on their performance in the classroom. Thus, OCB not only strengthens relationships between teachers but also plays an important role in improving the quality of education provided at the Al-Azhar Aceh Social and Da'wah Education Foundation.

4.2. Direct Effect Hypothesis Testing

For the indirect effect hypothesis test results are explained below.

H8 : Harmonious Passion on Teacher Performance through OCB

The results prove that there was an influence of Harmonious Passion on Teacher Performance through OCB, as evidenced by a significance value <0.05 . In this context, OCB serves as a partial mediator. Harmonious passion is characterized by a deep love and positive attachment to one's work. When teachers possess this harmonious passion, they are more motivated to engage actively in their work environment. This emotional connection not only inspires them to enhance their teaching but also fosters positive interactions with their colleagues, thereby strengthening organizational citizenship behavior (OCB) (Lay et al., 2019). Consequently, teachers with a strong sense of passion are more likely to collaborate, share knowledge, and support one another in reaching educational objectives. Furthermore, the OCB that arises from harmonious passion contributes to creating a more conducive and supportive workplace. When teachers are committed to helping each other succeed, it ultimately enhances overall performance. A positive and collaborative environment enables educators to concentrate more on teaching and professional development, which leads to improved learning outcomes for students. Thus, the influence of harmonious passion on teacher performance at Al-Azhar can be seen as an interrelated process, where high enthusiasm encourages positive behavior that ultimately improves the quality of education.

H9 : Competence on Teacher Performance through OCB

The results show that there was an influence of Competence on Teacher Performance through OCB, as evidenced by a significance value <0.05 . In this context, OCB serves as a partial mediator. When educators possess adequate skills and knowledge, they are better equipped to collaborate with their colleagues and foster a positive work environment. Engaging in good citizenship behaviors such as supporting one another and sharing knowledge, can enhance team spirit and cultivate an atmosphere conducive to learning, which, in turn, positively influences individual performance. Moreover, strong organizational citizenship behavior (OCB) can reinforce the relationship between teacher competence and performance (Idris et al., 2021). When teachers respect and collaborate with one another, they not only enhance teaching effectiveness but also promote an organizational culture that encourages professional development. Thus, high competence, combined with good citizenship behavior, can result in optimal teacher performance, positively impacting students and the entire foundation.

H10 : Islamic Work Ethicson Teacher Performance through OCB

The results indicate that there was an influence of Islamic Work Ethics on Teacher Performance through OCB, as evidenced by a significance value <0.05 . In this context, OCB serves as a full mediator. When teachers embody Islamic ethical principles such as honesty, responsibility, and mutual respect, they are more inclined to take proactive steps in supporting their colleagues and contributing to shared objectives. This culture of positive citizenship fosters a harmonious work environment where collaboration and support among teachers can enhance the effectiveness of both teaching and learning (Usmani, 2024). Furthermore, a robust Islamic work ethic may lead teachers to demonstrate greater commitment to their responsibilities, ultimately improving overall performance (Farid et al., 2017). When educators align with the ethical values they uphold, they are more likely to engage in organizational activities and actively contribute to cultivating a positive learning environment. Thus, the relationship between Islamic work ethic, OCB, and teacher performance is interrelated, where good ethics can reinforce positive behavior and ultimately improve educational outcomes at the institution.

5. Conclusion

The findings indicated that harmonious passion, competence, and Islamic work ethics significantly influence organizational citizenship behavior (OCB). Additionally, while harmonious passion and competence positively affect teacher performance, Islamic work ethics do not have a significant impact. OCB acts as a mediator in this context, partially mediating the effects of harmonious passion and competence on teacher performance, and fully mediating the effect of Islamic work ethics on teacher performance. These results shed light on the management dynamics at Al-Azhar, where improved teacher performance is driven by heightened harmonious passion, enhanced competence, strengthened Islamic work ethics, and increased OCB among teachers. This study contributes to academic knowledge, serving as a useful reference for the development of future theories. Furthermore, the survey offers practical recommendations for the selection of research subjects.

1. For the teacher performance variable, the lowest average value was obtained for the information quality and planning indicators and utilization of human resources. This can be a concern for the management of the Al-Azhar Aceh Foundation to hold regular training and workshops for teachers on the latest teaching methods, educational technology, and relevant curriculum. This will help teachers to stay updated with educational developments and improve the quality of their teaching. Furthermore, the foundation can build an effective management information system to facilitate access to information related to the curriculum, teaching materials, and student development. With this system, teachers can easily get the information needed for learning planning.
2. For the OCB variable, the lowest average value was obtained for the helping behavior, organizational compliance, and self-development indicators. This can be a concern for the management of the Al-Azhar Aceh Foundation so implementing a mentoring program where more experienced teachers can mentor new teachers. This will not only improve teaching skills but also build a culture of mutual assistance among colleagues. The foundation can also conduct intensive socialization regarding the organization's policies and procedures for all teachers. Furthermore, the foundation must provide access to teachers to participate in professional development programs, such as online courses, seminars, or educational conferences. This will help teachers to continue learning and improving their skills.
3. For the harmonious passion variable, the lowest average value was obtained for the passion indicator, sacrificing a lot of time, and considering passion important. This can be a concern for the management of the Al-Azhar Aceh Foundation to provide training that focuses on developing specific skills that teachers are interested in. For example, if a teacher is interested in educational technology, offer a course or workshop that explores the use of technology in teaching. Next, provide opportunities for teachers to engage in creative projects of their choosing. For example, curriculum development projects or extracurricular activities that align with their interests. This will encourage them to invest more time and effort in projects they are passionate about. Finally, build an organizational culture that values and recognizes the importance of individual passion in teaching. This can be done by holding discussion forums where teachers can share their interests and passions, and how they impact teaching.
4. For the competency variable, the lowest average value was obtained for the personality competency, social competency, and professional competency indicators. This can be a concern for the management of the Al-Azhar Aceh Foundation to conduct training that focuses on personality development, such as stress management, communication skills, and leadership. This training can help teachers to be more confident and have a positive attitude in teaching. Furthermore, encourages teachers to engage in collaborative activities, both inside and outside of school. For example, holding social events, seminars, or workshops involving teachers from various disciplines to share experiences and best practices. Finally, conduct training that focuses on developing innovative curriculum and teaching methods. This includes the use of technology in learning, project-based learning approaches, and differentiation strategies to meet the needs of diverse students.
5. For the improvement of Islamic work ethics, the Al-Azhar Aceh Foundation can hold workshops and seminars that discuss the importance of work ethics in Islam. The material can include values such as honesty, responsibility, and dedication in work. This will help teachers understand and internalize the principles of Islamic work ethics in everyday life. Furthermore, implementing an award program for teachers who demonstrate good work ethics and high dedication. This recognition can motivate other teachers to work hard and fulfill their responsibilities better.
6. Development of Training Programs: Al-Azhar Aceh Social and Da'wah Education Foundation is advised to develop training programs that focus on improving harmonious passion and teacher competence. This training can include innovative teaching techniques, classroom management, and self-development that can improve teacher motivation and skills.
7. Implementation of Work Ethics Values: It is important for the foundation to actively implement and integrate Islamic work ethics values in every aspect of its operations. This can be done through workshops, seminars, and activities that emphasize the importance of ethics in education, so that teachers can better understand and apply these principles in their work.
8. Encouraging OCB: Foundations need to create a work environment that supports OCB. This can be done by facilitating collaboration among teachers, rewarding positive contributions, and creating a culture of mutual support among staff, thereby improving overall performance.
9. Periodic Performance Evaluation: It is recommended to conduct periodic teacher performance evaluations that not only assess academic results, but also citizenship behavior and work ethic. With comprehensive evaluations, the foundation can identify areas for improvement and provide constructive feedback to teachers.
10. Improve Internal Communication: The foundation should improve internal communication between management and teachers to ensure that all parties understand the foundation's vision, mission, and values. With good communication, teachers will feel more involved and motivated to contribute optimally, which in turn can improve their performance.

11. Implementation of Reward Program: Foundations are advised to implement a reward program that recognizes and rewards teachers who demonstrate good OCB. This reward can motivate teachers to be more committed and improve their performance.
12. Integration of Islamic Values in the Curriculum: It is recommended that the foundation integrate Islamic work ethic values into the curriculum and daily activities. This can help teachers to better understand and apply ethical principles in their teaching and interactions with students.
13. Facilitate Collaborative Activities: The foundation needs to facilitate collaborative activities between teachers, such as workshops or group discussions, to enhance harmonious passion and competence. These activities can strengthen relationships between teachers and create a more positive working environment.
14. Periodic Evaluation and Feedback: It is recommended to conduct periodic evaluations and provide feedback on teacher performance. This process can help teachers understand areas for improvement and provide opportunities to further develop their competencies.
15. Improving Teacher Welfare: Foundations should pay attention to teacher welfare, both financially and emotionally. By creating a supportive work environment and providing adequate facilities, teachers will be more motivated to demonstrate optimal performance and good citizenship behavior.
16. Value-Based Curriculum Development: Foundations are advised to develop a curriculum that integrates the values of Islamic work ethics and the development of harmonious passion. By incorporating these values into the curriculum, it is hoped that teachers can better understand and apply these principles in their daily teaching and interactions.
17. Facilitating Collaborative Activities: It is recommended that foundations facilitate collaborative activities among teachers, such as workshops or group discussions, aimed at improving competency and citizenship behavior. These activities can strengthen relationships between teachers and create a more supportive working environment.
18. Periodic Monitoring and Evaluation: The foundation needs to conduct periodic monitoring and evaluation of teacher performance and OCB. By conducting these evaluations, the foundation can identify areas for improvement and provide constructive feedback to teachers.
19. Improving Access to Resources: It is recommended that foundations improve teachers' access to educational resources, such as books, technology, and professional training. Better access to these resources can help teachers improve their competency and performance.
20. Creating a Positive Work Environment: Foundations are advised to create a positive and supportive work environment, where teachers feel valued and motivated to contribute. A conducive environment can enhance harmonious passion and citizenship behavior, which in turn will have a positive impact on teacher performance.

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