

The Influence of Loyalty, Work Discipline, and the Utilization of Information Technology on the Performance of Teaching Staff at the Modern Islamic Boarding School Ummul Quro Al-Islami, Bogor

(A Study on the Performance of Teaching Staff at the Modern Islamic Boarding School Ummul Quro Al-Islami, Bogor)

Ahmad Lutfi Hafiddudin¹

¹Management, Jenderal Soedirman University, Indonesia

*Corresponding author: ahmad.hafiddudin@mhs.unsoed.ac.id

Provide short biographical notes on all contributors here if IJIBE requires them.

Abstract

The aims of this research is to find out the effect of Loyalty, Work Discipline and Use of Information Technology on the Performance of Teaching Staff. The population of this research is all teaching staff at the Ummul Quro Al-Islami Bogor Modern Islamic Boarding School. The number of respondents taken in this research was 90 teaching staff. The sampling method used is Convenience Sampling. Based on the results of research and quantitative data analysis using the SPSS 20 program that has been carried out, it shows that: 1) 17.6% of the variation in teaching staff performance variables can be explained by the variables Loyalty, Work Discipline and Use of Information Technology; 2) Loyalty and Work Discipline have a significant positive effect on the Performance of Teaching Staff; 3) The use of Information Technology has a positive but not significant effect on the Performance of Teaching Staff; 4) Loyalty, work discipline and use of information technology simultaneously influence the performance of teaching staff; 5) There is a difference in the level of Loyalty between the teaching staff at MTS and MA at the Ummul Quro Al-Islami Bogor Modern Islamic Boarding School. The managerial implications of the conclusions in this study: 1) Pay more attention to the basic needs of the teaching staff and make full efforts to meet them; 2) Provide further awareness regarding the level of absenteeism among teaching staff, and further emphasize the existing rules by providing punishment and rewards for teaching staff who are often absent/late and who are always on time; 3) Further improve Islamic boarding school facilities in terms of developing technology to support the learning process, such as labs which are still minimal and not sufficient for needs and pay more attention to the ability of the teaching staff in using computers or by regularly providing courses or training for students. teaching staff.

Keywords: word; another word; lower case except names

JEL classification codes: insert JEL code here

INTRODUCTION

With the increasing number of students (santri) currently enrolled in the pesantren and the rapid advancement of information technology, there is a growing need for better management and for the pesantren to prepare adequate and competent human resources. This is essential to realize the pesantren's vision: "To produce a generation that excels in all fields, possesses noble character, performs righteous deeds, and is devoted in worship according to the Ahlussunnah wal Jama'ah doctrine."

In this context, the teaching staff (ustadz) represents one of the most important assets and key factors in achieving the goals of the pesantren. The performance of the teaching staff is closely related to the institution's objectives. By demonstrating good performance, a teacher (ustadz) can help improve the pesantren as a whole. Therefore, teaching performance becomes one of the critical factors determining the success of the pesantren in achieving its mission. For this reason, pesantren institutions must have human resources who are loyal, disciplined, and capable of adapting to technological developments in order to maintain effective organizational operations and educational processes.

Good performance from teaching staff in Islamic boarding schools is essential to improving educational quality and ensuring smooth organizational processes, and this cannot be separated from the role of leadership. One way a leader can enhance the performance of subordinates is by increasing loyalty. Loyalty stems from one's willingness to commit and remain faithful to their work environment, group, superiors, and themselves. The willingness to make sacrifices, whether to please others or to achieve personal satisfaction, can motivate individuals to cultivate loyalty within themselves.

Effective human resource management must always be implemented by educational institutions. One way to achieve this is by improving work discipline among teaching staff. Sutrisno (2011:96) explains that discipline is a person's ability and willingness to comply with the laws and norms that apply in their surroundings. Poor work discipline can hinder and slow down organizational processes in achieving goals, while good work discipline can help organizations achieve their objectives more effectively. Since the performance of an institution is directly correlated with the discipline of its employees, work discipline becomes one of the most important components of human resources. Conversely, organizational goals will be difficult to achieve without discipline among its members.

Another factor that can influence teaching performance is the utilization of information technology. According to Subandi (2021), information technology plays a vital role in human life as it offers several advantages, such as speed and ease of access to various global information. Jumaili (2005) defines information technology as the application of technical and managerial principles in the control, processing, and use of information. The need for information technology grows along with organizational progress. Aldabra (2006, as cited in Pande, 2015) notes that this is due to increasing dependence on information technology, where the availability and capability of technological tools are of great importance.

Similarly, in the field of education, information technology has been widely utilized. According to Subandi (2021), its functions and uses can be grouped into three categories: as a source of knowledge, as a learning support tool, and as a facility. These functions, of course, must be supported by adequate human

resources and facilities. Therefore, teaching and learning methods in pesantren must receive special attention and adjustments aligned with the level of development in modern education. By doing so, pesantren can remain competitive and actively contribute to the ongoing educational transformation.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Teaching Staff Performance

a. Definition

Performance is not an individual characteristic such as talent, traits, or skills, but rather a manifestation of these individual characteristics themselves (Lie et al., 2019). According to Sedarmayanti (2018), performance is defined as the result of the efforts of an individual, management procedures, or an organization as a whole. The results of work must provide tangible evidence that can be measured and monitored. Sodik (2019) defines teacher performance as an effort to carry out and complete the tasks assigned to them.

Therefore, the performance of teaching staff (teachers) can be interpreted as the outcomes of an individual's work in carrying out the tasks and responsibilities assigned to them in managing the organization and the learning process to achieve the shared vision and mission.

b. Dimensions

According to Law Number 14 of 2005, Article 8 states that teachers are required to possess academic qualifications, competence, a teaching certificate, physical and mental health, and the ability to realize the goals of national education. The competencies referred to in Article 8 are further elaborated in Article 10, which include:

1. Pedagogical competence
2. Personality competence
3. Social competence
4. Professional competence

Loyalty

a. Definition

Loyalty comes from the word loyal, which means faithful. Essentially, loyalty represents faithfulness, trust, and devotion dedicated to a person or institution, encompassing love, pride, and responsibility to always strive to work and display the best behavior (Husni et al., 2018). According to Gunawan (2018), loyalty is an attitude and behavior of devoting one's skills in work, being honest and disciplined, creating a comfortable, safe, and caring work environment, and having the willingness to work for longer periods. Robbins (2006) defines loyalty as the desire to protect others or the place where one works. A person who possesses loyalty and trust in something will remain faithful and ready to sacrifice for what they believe in.

b. Dimensions

According to Herzberg in Kurnia et al. (2018), there are at least three dimensions that can influence loyalty, namely:

1. Rational factors — Focused on rationally articulated bases, including salary, bonuses, career advancement, and other facilities provided by the organization.
2. Emotional factors — Related to how employees express themselves, such as feeling challenged by responsibilities, having a safe and

- comfortable work environment, good relationships with leaders and colleagues, pride in their work, and appreciation from the organization.
3. Personality factors — Related to individual aspects such as character, loyalty, motivation, love, trust, and devotion.

Work Discipline

a. Definition

According to Flipppo (2005:87), work discipline is any effort to coordinate a person's behavior through rules and rewards. Pranitasari & Khotimah (2021) define work discipline as a communication tool used by leaders toward their members so that they are willing to change their behavior to increase awareness and willingness to comply with all organizational rules and prevailing social norms. Zamora (2019) describes work discipline as a form of willingness and readiness to consistently follow and obey all regulations established by the organization and social norms in force. Meanwhile, Syarkani (2006) explains that work discipline is an attitude and voluntary action based on full awareness of the necessity to comply with all written and unwritten rules established by the organization.

Based on these definitions, work discipline can be interpreted as a reflection of the level of responsibility a teacher has for their duties, as well as their willingness to manage and change individual behavior so that they sincerely and consciously comply with all organizational rules and avoid violating applicable norms. Individuals with strong work discipline also tend to be intelligent, have broad understanding, and possess various talents.

b. Dimensions

According to Robbins (2005), there are three factors that influence work discipline:

1. Time discipline — Refers to compliance with working hours, attendance, adherence to work schedules, and timely completion of tasks.
2. Regulatory discipline — Involves compliance with written and unwritten rules established to ensure organizational goals are achieved. It requires dedication and adherence to commitments and instructions from superiors.
3. Responsibility discipline — Refers to the optimal use and maintenance of equipment to ensure smooth operations. Employees must also fulfill their responsibilities, maintain productivity, and perform tasks effectively and efficiently.

Utilization of Information Technology

a. Definition

According to Piki Kusnadi (2020), the utilization of information technology refers to an individual's mindset or behavior in using technology to accomplish tasks and improve performance. The use of information technology helps individuals generate reliable, relevant, timely, and understandable data and knowledge, thereby assisting in completing tasks. Information technology combines computer technology and information systems. According to Thomson et al. (1991), users of information systems expect technology use to facilitate task completion and reflect their

technology usage behavior. The intensity, frequency, and volume of software use are key indicators of utilization. Effective utilization of information technology, combined with human resource capability, can improve both organizational and individual performance.

b. Dimensions

According to Thomson et al. (1991) in Syahroni (2014), information technology utilization consists of three aspects:

1. Intensity of utilization — A high level of interest in using information technology fosters behavior that supports effective use.
2. Frequency of utilization — Measured by the amount of time spent interacting with technology and the frequency of its use.
3. Number of applications or software used — Refers to the range of applications used, including corporate, educational, multimedia, and other specialized applications.

Hypothesis Development

The Influence of Loyalty on Teaching Staff Performance

An individual's loyalty is reflected in their attitude of dedicating their skills and abilities, fulfilling responsibilities, and being honest and disciplined in their work. The most evident behavior showing that an employee is part of the organization is loyalty (Poerwopoespito, 2004). In educational institutions, especially pesantren, loyalty is essential for teaching staff since the boarding-based system demands readiness to carry out duties both inside and outside classroom hours.

Research by Suhardi et al. (2021) reveals that loyalty has a significant positive effect on employee performance. Similarly, Gunawan (2018) and Suwardi et al. (2015) found that loyalty positively and significantly affects teacher performance. Based on these findings, the hypothesis proposed is:

H1: Loyalty has a positive effect on the performance of teaching staff.

The Influence of Work Discipline on Teaching Staff Performance

The discipline of teaching staff in adhering to rules influences how they perform tasks and affects the quality of their work. A teacher who applies good discipline—especially in punctuality and adherence to pesantren standard operating procedures—demonstrates high responsibility and better work outcomes.

According to the social exchange theory, the relationship between work discipline and teacher performance creates intangible mutual benefits for both staff and the pesantren. Research by Yusuf & Suci (2018), Syafrina (2017), and Wiwin Setianigsih (2018) all show that work discipline has a positive and significant effect on teacher performance. Based on this, the hypothesis is formulated as:

H2: Work discipline has a positive effect on the performance of teaching staff.

The Influence of Information Technology Utilization on Teaching Staff Performance

The utilization of information technology reflects an individual's behavior in using technology to complete tasks. The alignment of task factors and technology can create efficiency, effectiveness, and higher performance quality. The Technology-to-Performance Chain (TPC) model developed by Goodhue and Thompson (1995) explains that effective use of information technology improves both individual and organizational performance.

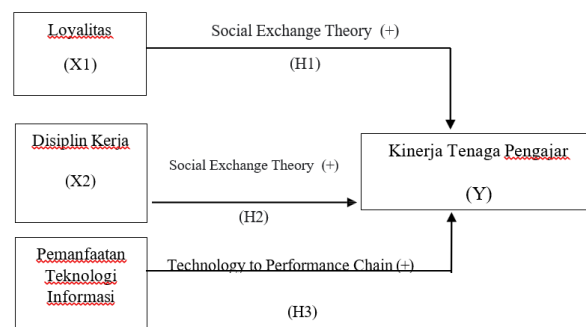
Research by Pande (2015), Subandi (2021), and Harahap (2020) found that information technology utilization has a positive and significant effect on teacher performance. Based on these findings, the hypothesis proposed is:
H3: The utilization of information technology has a positive effect on the performance of teaching staff.

Differences in Teacher Loyalty Between MTS and MA Levels at Pondok Pesantren Modern Ummul Quro Al-Islami

A good teacher demonstrates high loyalty toward their profession, viewing it as a form of devotion and responsibility to the institution. Loyalty may arise internally—from personal traits such as motivation, love, faith, and commitment—or externally, influenced by factors like salary, tenure, workload, relationships with superiors and colleagues, and available facilities.

Based on this rationale, it is assumed that there may be differences in the level of loyalty among teachers. Thus, the hypothesis is formulated as:
H4: There is a difference in loyalty between teaching staff at the MTS and MA levels of Pondok Pesantren Modern Ummul Quro Al-Islami.

Based on the hypothesis development above, the research model is as follows:



RESEARCH METHOD

Type of Research

This research is quantitative in nature. To obtain factual data, the researcher used a survey method to collect information from teachers at Pondok Pesantren Modern Ummul Quro Al-Islami, Bogor Regency.

Population and Sample

a. Population

Population refers to all items whose characteristics are to be assessed in a study (Suliyanto, 2018, p.177). In this study, the population consists of 323 teachers from *Pondok Pesantren Modern Ummul Quro Al-Islami*, who serve as the research population.

b. Sample

According to Suliyanto (2018, p.177), a sample is a subset of the population whose characteristics will be examined. In this study, the researcher narrowed down the population of 323 teachers by calculating the sample size using the Slovin formula. The Slovin formula, as cited by Suliyanto (2018, p.187), was first developed by Slovin in 1960 and documented in Altares et al. (2003). Seven years later, Yamane (1967) published a similar formula for determining sample size. The Slovin formula is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = minimum sample size

N = population size

e = margin of error (sampling error)

If the level of precision is 90% (significance = 0.10) and the desired margin of error is 0.10 with a population size of 323, then the calculation yields:

$$n = \frac{323}{1 + 323(0,1)^2} = 76,36 =$$

Based on this calculation, the minimum required sample is 76.36, rounded up to 77 respondents. To anticipate unusable or damaged questionnaires, the researcher added 13 respondents, bringing the total sample size to 90 teachers.

Data Collection Technique

The research data were obtained through questionnaires distributed to the selected sample. The questionnaire aimed to gather information related to the research topic. Distribution of the questionnaires was conducted online using Google Forms provided to the respondents.

RESULT AND ANALYSIS

Validity Test

The Product Moment Correlation formula was used to test the validity of the instrument in this study. The variables examined for validity include Loyalty (X1), Work Discipline (X2), Utilization of Information Technology (X3), and Teacher Performance (Y). This test aims to determine whether each questionnaire item used in measuring the variables is valid and can accurately represent the construct being studied.

a. Loyalty Variable (X1)

The results of the validity test for the Loyalty variable (X1) are presented in Table 1 below:

Tabel 1 Uji Validitas Variabel Loyalitas

No	Loyalitas (X1)	r hitung	r tabel	Keterangan
1	LY_1	0,503	0,2050	VALID

2	LY_2	0,556	0,2050	VALID
3	LY_3	0,476	0,2050	VALID
4	LY_4	0,464	0,2050	VALID
5	LY_5	0,406	0,2050	VALID
6	LY_6	0,472	0,2050	VALID
7	LY_7	0,589	0,2050	VALID
8	LY_8	0,602	0,2050	VALID
9	LY_9	0,694	0,2050	VALID
10	LY_10	0,630	0,2050	VALID
11	LY_11	0,561	0,2050	VALID

Based on Table 1, it can be seen that the Product Moment correlation values for all question items are greater than the r-table value of 0.2050. Therefore, the questionnaire items for the Loyalty (LY) variable in this study are declared VALID.

b. Work Discipline Variable (X2)

The data from the validity test results for the Work Discipline variable can be seen in Table 2 below:

Tabel 2 Uji Validitas Disiplin Kerja

No	Disiplin Kerja (X2)	r hitung	r tabel	Keterangan
1	DK_1	0,624	0,2050	VALID
2	DK_2	0,648	0,2050	VALID
3	DK_3	0,622	0,2050	VALID
4	DK_4	0,600	0,2050	VALID
5	DK_5	0,716	0,2050	VALID
6	DK_6	0,577	0,2050	VALID
7	DK_7	0,713	0,2050	VALID
8	DK_8	0,619	0,2050	VALID
9	DK_9	0,655	0,2050	VALID
10	DK_10	0,524	0,2050	VALID

Table 2 shows that the Product Moment correlation values for all question items are greater than the r-table value of 0.2050. Therefore, the questionnaire items for the Work Discipline (DK) variable in this study are declared VALID.

c. Information Technology Utilization Variable (X3)

The data from the validity test results for the Information Technology Utilization variable can be seen in Table 3 below:

Tabel 3 Uji Validitas Pemanfaatan Teknologi Informasi

No	Pemanfaatan Teknologi Informai (X3)	r hitung	r tabel	Keterangan
1	PTI_1	0,531	0,2050	VALID
2	PTI_2	0,609	0,2050	VALID
3	PTI_3	0,586	0,2050	VALID
4	PTI_4	0,683	0,2050	VALID
5	PTI_5	0,667	0,2050	VALID
6	PTI_6	0,605	0,2050	VALID
7	PTI_7	0,682	0,2050	VALID
8	PTI_8	0,665	0,2050	VALID
9	PTI_9	0,636	0,2050	VALID
10	PTI_10	0,650	0,2050	VALID

Table 3 shows that the Product Moment correlation values for all question items are greater than the r-table value of 0.2050. Therefore, the questionnaire items for the Information Technology Utilization (PTI) variable in this study are declared VALID.

d. Teaching Performance Variable (Y)

The data from the validity test results for the Teaching Performance variable can be seen in Table 4 below:

Tabel 4 Uji Validitas Kinerja Tenaga Pengajar

No	Kinerja Tenaga Pengajar (Y)	r hitung	r tabel	Keterangan
1	KTP_1	0,719	0,2050	VALID
2	KTP_2	0,660	0,2050	VALID
3	KTP_3	0,766	0,2050	VALID
4	KTP_4	0,724	0,2050	VALID
5	KTP_5	0,818	0,2050	VALID
6	KTP_6	0,752	0,2050	VALID

7	KTP_7	0,730	0,2050	VALID
8	KTP_8	0,788	0,2050	VALID
9	KTP_9	0,684	0,2050	VALID
10	KTP_10	0,628	0,2050	VALID

Table 4 shows that the Product Moment correlation values for all question items are greater than the r-table value of 0.2050. Therefore, the questionnaire items for the Teaching Performance (KTP) variable in this study are declared VALID.

Reliability Test

The reliability test aims to evaluate the consistency of a questionnaire used as an indicator of variables. A questionnaire is considered reliable if respondents provide consistent answers to similar questions over time. The reliability level of each variable can be determined using the Cronbach's Alpha value obtained from data analysis.

The Cronbach's Alpha values for each variable are presented in Table 5 below:

Tabel 5 Uji Reliabilitas

Variable	Koefisien <i>Alpha</i>	<i>Cronbach Cut of value</i>	Keterangan
Loyalitas (X1)	0,755	0,600	Reliabel
Disiplin Kerja (X2)	0,833	0,600	Reliabel
Pemanfaatan Teknologi Informasi (X3)	0,825	0,600	Reliabel
Kinerja Tenaga Pengajar (Y)	0,899	0,600	Reliabel

Table 5 shows that all statement items for each variable in this study can be considered reliable, since the Cronbach's Alpha coefficients for the variables *Work Discipline*, *Loyalty*, *Utilization of Information Technology*, and *Teacher Performance* are all greater than the cut-off value of 0.600.

Classical Assumption Test

a. Normality Test

The Asymp. Sig. (2-tailed) value obtained from the Kolmogorov–Smirnov Z test for the standardized residual variable is 0.20, which is greater than the significance level $\alpha = 0.05$, as presented in Table 6 below. This indicates that the residual data in this study are normally distributed, thus meeting the normality assumption required for further regression analysis.

Tabel 6 Uji Normalitas

Variabel	Nilai <i>Kolmogor Smirnov</i>	<i>Asymp. Sig.</i>	Keterangan
<i>Standardized Residual</i>	0,76	0,200	Distribusi Normal

b. Multicollinearity Test

The multicollinearity test in this study shows that the Variance Inflation Factor (VIF) values for the variables Loyalty, Work Discipline, and Utilization of Information Technology are all less than 10. Therefore, it can be concluded that no multicollinearity exists among the independent variables in the regression model. A summary of the multicollinearity test results is presented in Table 7 below:

Tabel 7 Uji Multikolinieritas

No	Variabel	Nilai VIF	Keterangan
1	Loyalitas	1,072	Tidak Terjadi Multikolinieritas
2	Disiplin Kerja	1,106	Tidak Terjadi Multikolinieritas
3	Pemanfaatan Teknologi Informasi	1,118	Tidak Terjadi Multikolinieritas

c. Heteroscedasticity Test

Based on the results of the heteroscedasticity test, it can be seen that the significance (Sig.) values of the t-test for the variables Loyalty, Work Discipline, and Utilization of Information Technology are each greater than α (0.05). Therefore, it can be concluded that no heteroscedasticity is present in the regression model. A summary of the heteroscedasticity test results is presented in Table 8 below:

Tabel 8 Uji Heterokedastisitas

No	Variabel	Sig.	Keterangan
1	Loyalitas	0,646	Tidak Ada Heterokedastisitas
2	Disiplin Kerja	0,163	Tidak Ada Heterokedastisitas
3	Pemanfaatan Teknologi Informasi	0,584	Tidak Ada Heterokedastisitas

Sumber Data: Lampiran 6

d. Linearity Test

Based on the results of the linearity test, it can be seen that the significance values of the Deviation from Linearity test for the variables Loyalty, Work Discipline, and Utilization of Information Technology are each greater than 0.05. Therefore, it can be concluded that there is a linear relationship between the independent variables and the dependent variable. A summary of the linearity test results is presented in Table 9 below:

Tabel 9 Uji Linearitas

No	Variabel	Sig.	Keterangan
1	Loyalitas	0,368	Terdapat hubungan yang linear
2	Disiplin Kerja	0,732	Terdapat hubungan yang linear
3	Pemanfaatan Teknologi Informasi	0,406	Terdapat hubungan yang linear

Multiple Linear Regression Analysis

The following is the output of the multiple linear regression analysis using SPSS version 20.0.

Tabel 10 Analisis Regresi Berganda

No	Variabel	Koefisien Regresi	T_{hitung}	T_{tabel}	Sig
1	Loyalitas	0,424	3,553	1,988	0,001
2	Disiplin Kerja	0,272	2,371	1,988	0,020
3	Pemanfaatan Teknologi Informasi	0,049	0,461	1,988	0,646

Konstanta = 13,350

Koefisien Determinasi = 0,204

Adjusted R Square = 0,176 F

hitung = 7,351

Based on Table 21 above, the regression equation can be formulated as follows:

$$Y = \alpha + b1.X1 + b2.X2 + b3.X3 + e$$

$$Y = 13,350 + 0,424X1 + 0,272X2 + 0,049X3 + e$$

Based on the regression equation above, the interpretation is as follows:

1. Constant (13.350): If the values of loyalty, work discipline, and utilization of information technology are all 0, then the teaching staff performance equals 13.350.
2. Loyalty (X1) coefficient = 0.424: Holding work discipline and utilization of information technology constant, every one-unit increase in loyalty increases teaching staff performance by 0.424 units.
3. Work Discipline (X2) coefficient = 0.272: Holding loyalty and utilization of information technology constant, every one-unit increase in work discipline increases teaching staff performance by 0.272 units.
4. Utilization of Information Technology (X3) coefficient = 0.049: Holding loyalty and work discipline constant, every one-unit increase in IT utilization increases teaching staff performance by 0.049 units.

Hypothesis Testing

a. Coefficient of Determination

The results of the coefficient of determination (R^2) test in this study are shown in Table 11 below:

Tabel 11 Koefisien Deteminasi

Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0,452 ^a	0,204	0,176	4,435	

Sumber Data: Lampiran 8

The adjusted R square value of 0.176 (17.6%) indicates that the independent variables—loyalty (X1), work discipline (X2), and utilization of information technology (X3)—jointly explain 17.6% of the variance in teaching staff performance (Y), while the remaining 82.4% is influenced by other independent variables not included in this model.

b. Simultaneous Significance Test (F-Test)

The F-test is used to determine whether all independent variables—loyalty, work discipline, and utilization of information technology—simultaneously have a statistically

significant effect on the dependent variable, teaching staff performance. The results of the F-test in this study are presented in Table 12 below.

Tabel 12 Uji F

Model		Sum Squares	of Df	Mean Squar e	F	Sig.
1	Regressi on	433,821	3	144,607	7,351	<,001b
	Residual	1691,779	86	19,672		
	Total	2125,600	89			

Based on the F-test, the computed F-value = 7.351 is greater than the F-table value 2.71, with a significance value (p) = $0.001 < \alpha$ (0.05). These results indicate that loyalty, work discipline, and utilization of information technology jointly (simultaneously) have a significant effect on teaching staff performance.

c. Partial Significance Test (t-Test)

The purpose of the t-test is to evaluate each independent variable—work discipline, loyalty, and utilization of information technology—to determine its partial effect on the dependent variable, teaching staff performance. Table 13 below presents the t-test (partial) results for this study:

Tabel 13 Uji Parsial (Uji t)

Model	Unstandardized Coefficients		Standardized Coefficients		
1	B	Std. Error	Beta	T	Sig.
(Constant)	13,350	7,008		1,905	0,060
Loyalitas	0,424	0,119	0,354	3,553	0,001
Disiplin Kerja	0,272	0,115	0,240	2,371	0,020
Pemanfaatan Teknologi Informasi	0,049	0,107	0,047	0,461	0,646

1. Hypothesis Test 1 (H1)

Based on Table 10, the critical t-table value is 1.988. As shown in Table 24, the Loyalty variable has t -calculated = $3.553 > 1.988$ with $p = 0.001 < 0.05$, indicating a positive and significant effect on teaching staff performance. Thus, H1 is accepted.

2. Hypothesis Test 2 (H2)

Based on Table 10, the critical t-table value is 1.988. As shown in Table 24, the Work Discipline variable has $t\text{-calculated} = 2.371 > 1.988$ with $p = 0.020 < 0.05$, indicating a positive and significant effect on teaching staff performance. Thus, H2 is accepted.

3. Hypothesis Test 3 (H3)

Based on Table 10, the critical t-table value is 1.988. As shown in Table 24, the Utilization of Information Technology variable has $t\text{-calculated} = 0.461 < 1.988$ with $p = 0.646 > 0.05$, indicating a positive but not significant effect on teaching staff performance. Thus, H3 is rejected.

Independent Samples t-Test

The Independent Samples t-Test is used to address research question number 4, comparing the means of two independent groups. This test examines whether there is a significant difference between the two groups' average scores on the studied variable(s). The results of the independent samples t-test in this study are presented in Table 14 below:

Tabel 14 Uji Independent Sampel T Test

		Levene's test for equality of variance		T-test for Equality of Means
		F	Sig.	Sig. 2-tailed
Nilai Loyalitas	Equal Variances assumed	0,064	0,802	0,001
	Equal Variances not assumed			0,001

Based on Table 14, the Levene's Test for Equality of Variances shows a significance value of $0.802 > 0.05$, indicating that the data are homogeneous. Therefore, the test results are interpreted using the Equal Variances Assumed row. The Sig. (2-tailed) value in this section is $0.01 < 0.05$, which means there is a significant difference between the loyalty of teaching staff at MTS Ummul Quro and those at MA Ummul Quro.

4. Hypothesis Test 4 (H4)

Based on Table 14, the Sig. (2-tailed) value is $0.001 < 0.05$, indicating a significant difference in loyalty levels between teaching staff at MTS and MA Pondok Pesantren Modern Ummul Quro Al-Islami. Therefore, Hypothesis 4 (H4) is accepted.

Discussion of Research Results

1. The Effect of Loyalty on Teaching Staff Performance

The first hypothesis of this study states that loyalty has a significant positive effect on teaching staff performance. The analysis results confirm that the performance of teaching staff increases significantly with higher levels of loyalty, thus supporting and accepting H1. This finding indicates that the greater the loyalty of teaching staff, the higher their performance at Pondok Pesantren Modern Ummul Quro Al-Islami. In this study, loyalty is measured through five indicators: faithfulness, trust, devotion, affection, and welfare. A loyal teaching staff member is characterized by their readiness to carry out assigned duties while prioritizing the interests of the pesantren over personal interests. They are also dedicated to devoting their lives to the institution. High loyalty fosters a sense of comfort, security, and motivation that enhances productivity, commitment, and performance. This result is consistent with previous studies such as Gunawan (2018), Suhardi et al. (2021), and Fitri Afriani (2017), all of which found a significant positive relationship between loyalty and teacher performance.

2. The Effect of Work Discipline on Teaching Staff Performance

The second hypothesis posits that work discipline has a significant positive effect on teaching staff performance. The analysis results show that work discipline indeed has a significant positive impact, leading to the acceptance of H2. This means that the higher the level of discipline among teaching staff, the better their performance at Pondok Pesantren Modern Ummul Quro Al-Islami. Work discipline in this study is reflected in four indicators: attendance frequency, punctuality, compliance with work standards/procedures, and adherence to institutional regulations. Teachers who demonstrate high discipline are able to take responsibility for their tasks, uphold organizational norms, and perform their teaching duties more effectively. Such discipline helps maintain organizational order and contributes directly to achieving institutional goals. These findings align with the studies by Nova Syafrina (2017) and Alimmudin et al. (2022), both of which revealed a significant positive relationship between work discipline and teacher performance.

3. The Effect of Information Technology Utilization on Teaching Staff Performance

The third hypothesis proposes that the utilization of information technology has a significant positive effect on teaching staff performance. However, the results indicate that while there is a slight improvement in performance when technology is used, the increase is not statistically significant, leading to the rejection of H3. This finding suggests that the pesantren still lacks sufficient attention and investment in information technology infrastructure and human resource capacity to support the learning process effectively. Based on the questionnaire data, two items (X3.2 and X3.9) showed low scores (308 and 299, respectively), reflecting inadequate computer laboratory facilities and limited teacher competence in using educational technology. These results differ from

studies by Harahap (2020) and Asye (2014), both of which reported a significant positive relationship between IT utilization and teacher performance. The inconsistency indicates that without adequate facilities and training, technology integration in pesantren-based education remains limited.

4. Differences in Loyalty Between Teaching Staff at MTS and MA Ummul Quro Al-Islami

The fourth hypothesis states that there are differences in loyalty between teaching staff at MTS and MA Ummul Quro Al-Islami. The results show a P-value of $0.001 < 0.05$, confirming a significant difference and thus supporting H4. This difference can be attributed to several factors. Teachers at MA Ummul Quro tend to exhibit higher loyalty because most are senior educators who have served for many years and have a strong emotional attachment to their profession and institution. In contrast, MTS teachers show lower loyalty levels, as many are still categorized as service teachers (*guru pengabdian*) or are undergraduate students (S1) balancing teaching with their academic responsibilities. Interviews with the Principal of MTS Ummul Quro Al-Islami revealed that annually, around 30–50% of teachers choose not to continue teaching after completing their mandatory service period. This finding highlights structural and motivational differences in employment status and career commitment between the two teacher groups.

CONCLUSION

Based on the research results and discussion above, the conclusions of this study are as follows:

1. The results indicate that 17.6% of the variation in teaching staff performance can be explained by the variables loyalty, work discipline, and utilization of information technology.
2. The loyalty variable has a significant positive effect on teaching staff performance, meaning that an increase in loyalty will also increase performance.
3. The work discipline variable has a significant positive effect on teaching staff performance, meaning that an increase in discipline will also improve performance.
4. The utilization of information technology variable has a positive but not significant effect on teaching staff performance.
5. There is a significant difference in the level of loyalty between teaching staff at MTS and MA Pondok Pesantren Modern Ummul Quro Al-Islami.
6. The variables loyalty, work discipline, and utilization of information technology, when tested simultaneously, have a significant effect on the performance of teaching staff.

REFERENCE

- Aisyafah, O. (2017). Pemanfaatan Teknologi Informasi Sebagai Sumber Belajar Guna Meningkatkan Hasil Belajar Siswa Pada Mapel Pendidikan Agama Islam di SDN 3 Podomoro Kecamatan Pringsewu Kabupaten Pringsewu. Repositori UIN Raden Intan, Teknologi Pengajaran, 30.
- Amalia, Soraya. 2010. Persepsi Pegawai Pajak terhadap Pemanfaatan Teknologi Informasi pada Kinerja Individual (Studi Kasus pada KPP Pratama Tegal). Skripsi Fakultas Ekonomi Universitas Diponegoro Semarang.
- Asye, R. (2014). Pengaruh Pemanfaatan Teknologi Informasi Terhadap Kinerja Guru Pada Smp Negeri 43 Bandung. Tematik, 1(1), 26–35.
- Awaru, O. T., & Ernawati. (2015). Transformasional Terhadap Kinerja Guru Sma. Edy, Sutrisno. 2011. Manajemen Sumber Daya Manusia. Penerbit: Jakarta, Kencana.
- Flippo, Edwin. B, 2002, Manajemen Personalia (Manajemen Personalia), Terjemahan. Alponso, Edisi VII Jilid II, Jakarta: Erlangga.
- Goodhue & Thompson, 1995, Task-Technology Fit and Individual Performance, McGraw-Hill, New York.
- Gunawan, Y. M. (2018). Pengaruh Budaya Kerja Dan Loyalitas Terhadap Kinerja Guru SD di Kecamatan Cibodas. Jurnal Dinamika UMT, 3(1), Hal. 50-59.
- Harahap, L. P. (2020). Pengaruh Supervisi Kepala Madrasah Dan Kemampuan Penggunaan Teknologi Terhadap Kinerja Guru Man Di Kota Medan. EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial, 6(1), 10–17.
- Hindrayati, S. (2020). Pengaruh Kepemimpinan Transformasional, Disiplin Kerja, Dan Kompetensi Guru Terhadap Kinerja (Studi Pada Guru PNS SMP Negeri 1 Alian). 7(1), 37–72.
- Husni, Musnadi, S., & Faisal. (2018). Pengaruh Lingkungan Kerja, Kompensasi Dan Motivasi Terhadap Kepuasan Kerja Serta Dampaknya Terhadap Loyalitas Kerja Pegawai Rutan Di Provinsi Aceh (Studi Kasus Pada Rutan Klas Iib Banda Aceh Dan Rutan Klas Ii B Jantho. Jurnal Magister Manajemen, 2(1), 88–98.
- Janie, D. N. A. (2012). Statistik Deskriptif & Regresi Linier Berganda Dengan Spss. In Semarang University Press.
- Jumaili, S. (2005). Kepercayaan Terhadap Teknologi Sistem Informasi Baru Dalam Evaluasi Kinerja Individual. September, 15–16.
- Kurnia, E. E., Evi Kurniasari Purwaningrum, & Sari, M. T. (2018). Pengaruh Kualitas Kehidupan Kerja Guru Terhadap Loyalitas Guru Di Sekolah Sma Negeri 10 Samarinda Sebrang, Kalimantan Timur. Motivasi, 6(1), 60-71.
- Lie, D., Sherly, S., Dharma, E., & Sudirman, A. (2019). The Impact of Work Discipline and Work Ethic on the Teacher Performance of Sultan Agung Pematangsiantar Private Middle School Teachers T.A. 2018/2019. International Journal of Business Studies, 3(3), 125–135.
- Maris, I. S., Komariah, A., & Bakar, A. (2017). Kepemimpinan Transformasional Kepala Sekolah, Kinerja Guru Dan Mutu Sekolah. Jurnal Administrasi Pendidikan, 13(2).
- Muis, M. R., Jufrizen, J., & Fahmi, M. (2018). Pengaruh Budaya Organisasi Dan Komitmen Organisasi Terhadap Kinerja Karyawan. Jesya (Jurnal Ekonomi & Ekonomi Syariah), 1(1), 9–25.
- Noha Lazulva Aminin. (2020). Mengukur Loyalitas Guru Swasta. IAIN Ponorogo, 1–143.
- Nugroho, A. T. (2018). Pengaruh Gaya Kepemimpinan, Motivasi Dan Loyalitas Terhadap Kinerja Karyawan. Jurnal Pengembangan Wiraswasta, 20(2), 139.
- O'Brien, James, (2005), Pengantar Sistem Informasi Perspektif Bisnis dan Manajerial. Jakarta: Salemba Empat.

- Pande, P. Y. (2015). Pengaruh Penggunaan Teknologi Informasi, Disiplin Kerja, Insentif, Turnover Terhadap Kinerja Pegawai. *Jurnal Manajemen Dan Bisnis*, Vol 12 No, 156–172.
- Piki Kusnadi. (2020). Pengaruh Pemanfaatan Teknologi Informasi, Budaya Organisasi Dan Sistem Informasi Akuntansi Terhadap Kinerja Individual Pada Satuan Kerja Perangkat Daerah Kabupaten Kuantan Singing. Skripsi.
- Poerwopoespito. (2004). *Komitmen Dalam Sumber Daya Manusia*. Jakarta: Management Student.
- Pranitasari, D., & Khotimah, K. (2021). Analisis Disiplin Kerja Karyawan pada PT. Bont Technologies Nusantara. *Jurnal Akuntansi Dan Manajemen*, 18(01), 22–38.
- Rahmatullah, K., & Hadi, S. P. (2018). Pengaruh Motivasi dan Kompensasi Terhadap Kinerja Karyawan (Studi Kasus pada Karyawan PT . MMC Metal Fabrication). 1–8.
- Republik Indonesia. 2007. Permendiknas No.16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru. Jakarta: Sekretariat Negara.
- Rivai, A. (2020). Pengaruh Kepemimpinan Tranfomasional Dan Budaya Organisasi Terhadap Kinerja Karyawan. *Jurnal Publikasi Manajemen Informatika*, 1(1), 85–95.
- Robbins, Stephen. P. 2006. *Perilaku organisasi*. Edisi Bahasa Indonesia. Jakarta: PT Indeks Kelompok GRAMEDIA.
- Sastian, I., & Nofi. (2020). Pengaruh Gaya Kepemimpinan Spiritual Terhadap Kinerja Ustadz Dan Ustadzah Di Perguruan Islam Pondok Tremas Pacitan. 1–3.
- Sedarmayanti. 2018. *Sumber Daya Manusia dan Produktivitas Kerja*. Bandung: CV.Mandar Maju.
- Simbolon, B. hotma. (2015). Pengaruh Motivasi Terhadap Loyalitas Kerja Karyawan Bagian Marketing Pada Pt.Agung Automall Cabang Pekanbaru. *Jom FISIP UNRI*, 1(2), 1–10.
- Sodik, M. (2019). Pengaruh Kinerja Guru dalam Pelaksanaan Pembelajaran terhadap Prestasi Belajar Siswa pada Mata Pelajaran. 7(1).
- Subandi, A. (2021). Pengaruh Kemampuan Teknologi Informasi Dan Komunikasi (TIK) Guru Dan Budaya Kerja Terhadap Kinerja Guru (Di Sekolah Islam Ruhama Ciputat Tangerang Selatan). TESIS. Suhardi, A., Ismilasari, I., & Jasman, J. (2021). Analisis Pengaruh Loyalitas dan Komitmen Organisasi terhadap Kinerja Karyawan. *Jesya (Jurnal Ekonomi & Ekonomi Syariah)*, 4(2), 1117–1124.
- Suliyanto. (2011). *Ekonometrika Terapan Teori dan Aplikasi dengan SPSS*. Edisi 1. In Penerbit Andi.
- Suliyanto (2018). *Metode Penelitian Bisnis untuk Skripsi, Tesis, & Disertasi*. Yogyakarta: Andi Offset.
- Suwardi, Firmansiana, M. E., & Nida, F. (2015). Loyalitas terhadap kinerja guru SD. *Al-Azhar Indonsesia Seri Humaniora*, 1, 96–108.
- Syafrina, N. (2017). Pengaruh Disiplin Kerja Terhadap Kinerja Karyawan Pada PT. Suka Fajar Pekanbaru. *Eko Dan Bisnis:Riau Economic and Business Review*, 4(8), 1–12.
- Syahroni, K. H. (2014). Pengaruh Pemanfaatan Teknologi Informasi, Kesesuaian Tugas - Teknologi Informasi, Dan Kepercayaan Atas Teknologi Informasi Terhadap Kinerja Individual (Studi Kasus Pada Bank BPR Di Kabupaten Karanganyar).
- Syarkani. (2006). Pengaruh Disiplin Kerja Terhadap Kinerja Karyawan Pada Pt. Panca Konstruksi Di Kabupaten Banjar. 365–374.
- Thompson, Ronald L, Haggings, Christoper A., dan Howell, Jane M. (1991), “Personal Computing: Toward a Conceptual Model of Utilization”, *Mis Quarterly*, pp.125-143.
- Undang-Undang RI Nomor 14 Tahun 2005 Tentang Guru dan Dosen Bab IV ketentuan umum tentang Guru dan Dosen.
- Veithzal Rivai. (2011). *Manajemen Sumber Daya Manusia Untuk Perusahaan Dari Teori Ke Praktek*. PT. RAJAGRAFINDO PERSADA, Jakarta.
- Wiwin Setianigsih, M. A. K. (2018). Pengaruh Disiplin Kerja, Kompetensi, Dan Kompensasi Terhadap Kinerja Guru. 5(20), 313–320.



- Yusuf, T., & Suci, G. (2018). Pengaruh Kompetensi Profesional Guru, Motivasi Kerja, Dan Disiplin Kerja Terhadap Kinerja Guru Smk Negeri 2 Penajam Paser Utara. *Jurnal GeoEkonomi*, 9(2), 117–132.
- Zamora, R. (2019). *Performance : Work Environment, Discipline And Work Stress* Pt Escotama Handal Batam. 7(2).