Islamic Leadership Model for Indonesian Millennial Teachers Performance in Pharmacy Schools

Muh. Ubaidillah Al Ghifary Slamet[1], Asdiana[2], Aufa Abdillah[3], Abduloh[4], Mochammad Fahlevi[5], Ramsah Ali[6], Evanirosa[7], Abdul Mufid[8], Agus Purwanto[9]*, Faiz Faricha[10], Khairullah[11,] Ahmad Zumaro[12]

[1]Institut Ilmu Al-Quran (IIQ) Jakarta, Indonesia
[2,6,7]IAIN Takengon, Aceh Tengah, Indonesia
[3]IAIN Salatiga, Indonesia
[4]Universitas Singaperbangsa Karawang, Indonesia
[5]Management Department, BINUS Online Learning, Bina Nusantara University, Indonesia
[8]Sekolah Tinggi Agama Islam Khozinatul Ulum Blora, Indonesia
[9]Pelita Harapan University, Indonesia
[10]STAI Al-Muhammad Cepu, Indonesia
[11]UIN Raden Intan Lampung, Indonesia
[12]IAIN Metro Lampung, Indonesia, Indonesia
*Corresponding email : aguspurwanto.prof@gmail.com

ABSTRACT

The purpose of this research was to examine the relationship between the influence of honesty (Sidiq) on millennial performance teachers in Pharmacy Schools. The influence of trust (Amanah on millennial performance teachers. Influence (Fathonah) on performance. Communicative influence (Tablig) on millennial performance teachers. The method used in this research is quantitative method. Data collection was carried out by distributing questionnaires to millennial teachers in high schools in Jakarta. Closed questionnaires are designed except for questions / statements about the identity of the respondents in the form of a semi-open questionnaire. Respondents in this research were senior high school teachers, totaling 180 people. Questionnaires were distributed using simple random sampling technique. The results of the returned questionnaires and the valid samples were 180 questionnaires. The conclusion in this study is that Honesty (Sidiq) has a positive and significant effect on millennial teacher performance, Trust (Amanah) has a positive and significant effect on performance, Smart (Fathonah) has a positive and significant effect on millennial teacher performance, Communicative (Tablig) has a positive and significant effect. on the performance of millennial teachers.

INTRODUCTION

The fourth industrial revolution, known as the industrial revolution 4.0. This industrial revolution is an era of disruptive innovation, this era is developing so rapidly, that it has an impact on the creation of new markets, even more devastatingly this era is able to replace existing technology (Asbari, 2019). This digital era not only affects the industrial sector, but also affects all aspects of human life in the world, including the world of education. In the millennial era, the 4.0 century industrial revolution, as teachers must be able to prepare themselves to shape themselves and hone their potential so that they can face the 4.0 century and carry out their duties properly in order to educate the generation of Indonesians who are superior and accomplished and have noble characters and morals (Santoso, 2019). The education era influenced by the 4.0 industrial revolution is called education 4.0 which is characterized by the use of digital technology in the learning process known as the cyber system and is able to make the learning process take place continuously without space limits and without time limits. The educational challenge in the era of the industrial revolution 4.0 is not only talking about classic problems, namely equity and fulfilling access, educational facilities and infrastructure, but also talking about the quality of graduates who are able to compete with the demands of the times (Hyun,2019). Education is required to be able to adapt to the times, teachers are required to master technology first so that they can adapt to students.

Although the development of education has not been able to optimally follow the acceleration of the industrial revolution, one of the efforts that need to be made to face the challenges of the industrial revolution 4.0 is through improvement. the quality of teachers in order to be able to teach material with an approach to the use of information technology (IT) in the teaching and learning process (Asbari, 2019). . Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood formal pathways, primary education, and secondary education. The role of teachers in the world of education is very important, because teachers are the spearhead in educating the nation's generation towards noble ideals (Santoso, 2019).

Teachers are agents of change for their students. For this reason, teachers are expected to have competences in their fields, including personality competence, social competence, padagogical competence and professional competence. Teacher competence is a combination of personal, scientific, technological, social and spiritual abilities that comprehensively form the standard competencies of the teacher profession, which includes mastery of material, understanding of students, educational learning, personality development and professionalism (Hyun,2019). Teacher in addition to having competence is also expected to become a potential teacher. Potential teachers will easily bring and educate their students to become millennial generation who are

able to face all challenges in the global era. A teacher must be able to prepare students to face all obstacles, both in academics, morals and their potential so that they are not easily eroded by the times. Because times are constantly changing, for those who do not want to learn and adapt and face the challenges of the times, they will be left behind in moving forward. Especially in the current high social media development, potential teachers must be able to keep up with the millennial era. Millennial generation prioritizes social media and applications as their primary need for socializing. There needs to be wise supervision or control from the teacher to understand. It would be better to use it in learning materials in the sphere of education (Asbari, 2019). Even now, many applications in the field of education have sprung up both for teachers and for students. In fact, the current state of behavior of the millennial generation is different from the pre-millennial generation. Therefore, teachers must be able to read the situation and conditions of the millennial generation who are still unstable and fragile. Millennial teachers must understand the latest developments in the internet and applications (Santoso, 2019). Teachers are not technology literate, even clueless, still using traditional, conventional methods, of course they will be out of date. Conventional teachers were only able to use typewriters in the past, but potential teachers or millennial teachers must be able to understand the work of laptops and smartphones to support their teaching methods (Hyun,2019). In addition, millennial teachers must be able to operate and optimize their functions, look for sources, examples, literacy, references and even quality teaching materials through technology are the obligations of millennial teachers. Technology does not take a certain age, all people are able to take advantage of technology, it is not a good reason if teachers say they cannot use computers or that they are old and cannot use computers or the internet. Because only lazy people don't want to learn and don't want to keep up with the times.

Millennial teachers must be able to become psychologists for their students at school, able to understand the different characters of students, from various different socioeconomic backgrounds (Asbari, 2019). Teacher able to help how to deal with students who are potential or vulnerable to problems, for example students who are bullies, students who are victims of bullying, students who are depressed, students with special needs, or students who behave deviantly. Even though there are no psychologists or psychiatrists in schools, it is hoped that teachers will be able to become psychologists for their students, at least learn about the basics of psychology in order to help treat students (Santoso, 2019). This requires professionalism of teachers as second parents for students. With the approach of being a friend, the teacher will be able to foster closer relationships, students will not hesitate to ask questions, Being a potential teacher in the millennial era is not only an ordinary teacher, but a teacher who has a strong personality, also has achievements in outside his field of expertise. This means having other skills to be proud of both in the academic and non-academic fields, in the fields of science and technology, as well as in the arts or literacy, as well as being a role model for their students (Asbari, 2019). In order to be successful as a teacher in the millennial era, several things can be done: First Mode On. Teachers are public figures. Appearance is an important requirement in teacher careers today. If the teacher comes to school with a sloppy appearance, long hair, and jeans, will students feel comfortable in learning (Hyun,2019). Currently they live

in a fashionable era, so the teacher's appearance will greatly affect their enthusiasm. Both communication styles. One of the competencies a person must have in this era is the ability to communicate. Therefore, teachers are required to have public speaking skills (Wijayanti ,2019).

Indonesia is the world's largest Muslim country. Based on Globalreligiusfuture data, Indonesia's population of Muslims in 2010 reached 209.12 million or around 87% of the total population. Then in 2020, Indonesia's Muslim population is estimated to reach 229.62 million.
There are four main requirements for leadership that must be fulfilled by millennial teachers, namely:

a) Shiddiq or honesty, namely truth and sincerity in attitude, speaking as well struggling to carry out their duties.
b) Trust or trust, or trust, which makes him maintain the best possible what is given to him, both from God and what he leads so as to create a sense of security for all parties.
c) Fathanah or Smart, namely intelligence that gives birth to the ability to face and tackle problems that appear suddenly though.
d) Tabligh or Communicative, namely the delivery of honesty and responsibility or in other words "openness".

Sidiq (Honest) Honesty is the main requirement for a leader. The public will respect the leader if he is known and is also proven to have high quality of honesty. Leaders who have the principle of honesty will become the foundation of hopes for their followers. Honesty is the main requirement for a leader. The public will respect the leader if he is known and is also proven to have high quality of honesty. Leaders who have the principle of honesty will be the foundation of hopes for their followers. on the other hand, a leader who is dishonest or treacherous will be hated by his people. The honesty of a leader is judged by his words and attitude (Mohammad, 2018). An honest leader's attitude is a manifestation of his words, and his words are a reflection of his heart. Amanah (Trustworthy) is a mandatory quality that a leader must possess. By having a trustworthy nature, the leader will always maintain the public trust that has been placed on his shoulders. Public trust is in the form of handing over all kinds of matters to the leader so that it is managed properly and for the common good. The occurrence of many corruption cases in this country is clear evidence that the Indonesian nation is a poor, trustworthy leader. Leaders from the village level to the state have become accustomed to betraying people's trust by using their position as a shortcut to enrich themselves. Tablig (Communicative) The ability to communicate is the third quality that a true dreamer must possess. Leaders are not dealing with inanimate objects that can be moved and moved according to their own will, but leaders are dealing with human people who have various tendencies. Therefore, communication is the key to a good relationship between leaders and people. One of the characteristics of the strength of communication of a leader is the courage to tell the truth even though the consequences are severe. In Arabic terms, there is an expression, "kul al-haq even though kaana murran", say or convey the truth even though it is bitter. Tablig can also be interpreted as accountable, or open to assessment. Accountability is related to the attitude of openness (transparency) in relation to how to answer something in front of other people. Thus, accountability is an inherent

part of credibility. The better and true the accountability you have, the greater the credibility savings as a result of depositing people's trust. Fathanah (Smart) A leader must have intelligence above the average community so that he has self-confidence. The leader's intelligence will help him in solving all kinds of problems that occur in society. A smart leader is not easily frustrated in facing problems, because with his intelligence he will be able to find solutions. A smart leader will not let problems last long, because he is always challenged to solve problems on time. The intelligence of the leader is certainly supported by qualified science. Knowledge for intelligent leaders is the fuel to keep moving on the wheels of leadership. An intelligent leader is always thirsty for knowledge, because for him only with faith and knowledge he will

Research Problem

The purpose of this research was to examine the relationship between the influence of honesty (Sidiq) on millennial performance teachers. The influence of trust (Amanah on millennial performance teachers. Influence (Fathonah) on performance. Communicative influence (Tablig) on millennial performance teachers. The research problem of this study is

Does honesty (Sidiq) have a positive and significant effect on millinial teacher's performance.

Does Trust (Amanah) have a positive and significant effect on millinial teacher's performance.

Does Samrt (Fathonah) have a positive and significant effect on millinial teacher's performance.

Does Communicative (Tablig) have a positive and significant effect on millinial teacher's performance.

Methods

The method used in this research is quantitative method. Data collection was carried out by distributing questionnaires to millennial teachers in high schools in Jakarta. Closed questionnaires are designed except for questions / statements about the identity of the respondents in the form of a semi-open questionnaire. Each closed question / statement item is given five answer choices, namely: strongly agree (SS) score 5, agree score (S) 4, neutral score (N) 3, disagree score (TS) 2, and strongly disagree score (STS) 1. Data processing method with PLS and using software version SmartPLS 3.0
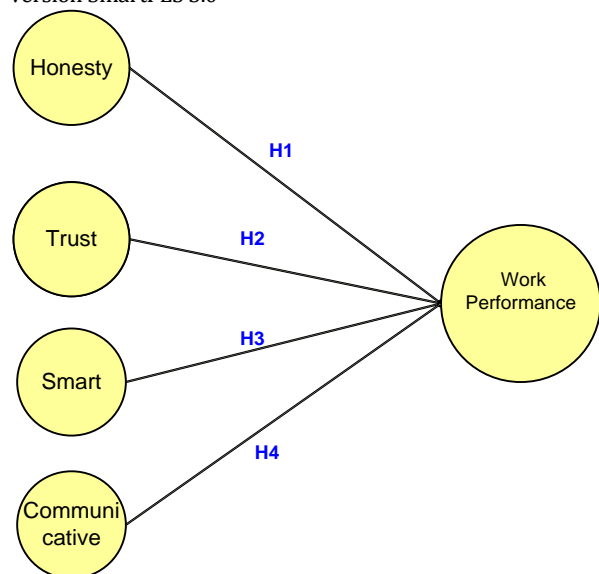

Figure 1. Research Model

The hypothesis in this study is

H1: Honesty (Sidiq) has a positive and significant effect on millennial teacher performance.

H2: Trust (Amanah) has a positive and significant effect on millennial teacher performance.

H3: Smart (Fathonah) has a positive and significant effect on millennial teacher performance.

H4: Communicative (Tablig) has a positive and significant effect on millennial teacher performance.

Respondents in this research were senior high school teachers, total 180 teachers of Pharmacy Schools. Online questionnaires were distributed using simple random sampling technique. The results of the returned questionnaires and the valid samples were 180 questionnaires.

Table 1. Respondents profile

Criteria		Total
Age (per July 2020)	< 30 years	150
	30 - 35years	30
	> 35years	0
Working Periode	< 5 years	80
	5-10 years	60
	> 10 years	40
Highest Education	≥ Master's degree	50
	Bachelor's degree	130

Based on the results of the questionnaire for respondents under 30 years of age, there were 150 millennial teachers, between 30 and 35 years of age there were 30 millinial teachers. The working period under 5 years is 80 millinial teachers, the working period is between 5 to 10 years as many as 60 millinial teachers and the working period above 10 years is 40 millennial teachers. Highest Education master's degree as many as 50 teachers, bachelor's degree as many as 130 teachers.

Results

The testing phase in this research includes testing for convergent validity and discriminant validity. To test the construct reliability, Cronbach's alpha and composite reliability were used. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity and reliability testing. Convergent validity testing is done by looking at the value of the loading factor of each indicator against the construct. For most references, a factor weight of 0.5 or more is considered to have sufficiently strong validation to explain latent constructs (Chin, 1998; Ghozali, 2014; Hair et al., 2010). In this study, the minimum size limit for

the accepted loading factor is 0.5, provided that the AVE value of each construct is> 0.5 (Ghozali, 2014).
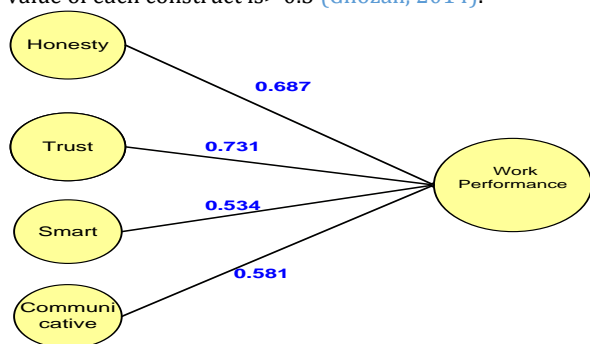
Figure 2. Research Model Result

Based on the results of SmartPLS 3.0 processing, the indicators below the standard drop from the model, then all indicators already have a loading factor value above 0.5 (Figure 2). Thus, the convergent validity of this research model has met the requirements. The loading value, Cronbach's alpha, composite reliability and AVE for each complete construct can be seen in Table 2 below.

Table 2. Variables Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Honesty	H1	0.731	0.872	0.889	0.651
(H)	H2	0.721			
	H3	0.654			
	H4	0.908			
Trust	T1	0.652	0.891	0.902	0.608
(T)	T2	0.712			
	T3	0.714			
	T4	0.613			
Smart	S1	0.707	0.904	0.923	0.691
(S)	S2	0.706			
	S3	0.782			
	S4	0.753			
Communicative	C1	0.702	0.987	0.934	0.623
(C)	C2	0.708			
	C3	0.801			
	C4	0.609			
Work Performance	P1	0.781	0.890	0.907	0.601
(P)	P2	0.802			
	P3	0.701			
	P4	0.689			

Reliability Testing

Construction reliability testing can be assessed from the Cronbach's alpha value and the composite reliability of each construct. The recommended composite reliability and Cronbach's alpha value was more than 0.7 (Ghozali, 2014). The reliability test results in Table 2 above show that all constructs have composite reliability and the Cronbach's alpha value is greater than 0.7 (> 0.7). So that it can be concluded that all constructs have met the required reliability.

Discriminant Validity Testing

Discriminant validity testing is performed to calculate and analyze that each concept of each latent variable is different from other latent variables. The research model has good discriminant validity if the squared AVE value of each exogenous construct exceeds the correlation value between constructs and other constructs (Ghozali, 2014). The results of testing the discriminant validity using the squared AVE value see the Fornell-Larcker Criteria Value obtained as follows:

Table 3. Discriminant Validity Testing

Variables	P	H	T	S	C
Work Performance (P)	**0.708**				
Honesty (H)	0.625	**0.817**			
Trust (T)	0.651	0.762	**0.812**		
Smart (S)	0.708	0.876	0.732	**0.714**	
Communicative (C)	0.874	0.852	0.567	**0.812**	**0.724**

The results of the discriminant validity test in Table 3 above show that all constructs have a square root value of AVE above the correlation value with other latent constructs (through Fornell-Larcker criteria). The cross-loading value of all items from one indicator is greater than the other indicator items as mentioned in Table 4. So, it can be concluded that the model has met the discriminant validity (Fornell & Larcker, 1981).

Table 4. Collinearity Testing

Variables	Work Performance
Honesty (H)	2.017
Trust (T)	2.028
Smart (S)	2.087
Communicative (C)	2.011

Collinearity testing to determine whether there is collinearity in the model. To find the collinearity value, a VIF calculation is required for each construct. If the VIF score is higher than 5, then the model has collinearity (Hair et al., 2014). As shown in Table 4, all VIF values are less than 5, and it is concluded that this model has no collinearity.

Hypotheses Testing
Hypothesis testing in Smart PLS or deep model testing. This test consists of testing the significance of direct and indirect effects and measuring the magnitude of the effect of exogenous variables on endogenous variables. The effect test was performed using the t-statistic test model of partial least squared analysis (PLS) with the help of the SmartPLS 3.0 software. With the boothstrapping technique, the R Square value and the significance test value are obtained as in the table below:

Table 5. R Square Value

	R Square	R Square Adjusted
Work Performance (WP)	0.872	0.721

Based on Table 5 above, the R Square value of performance is 0.872, which means that the performance variable can be explained by the honesty, trust, smart and communicative variables and 87.2%, while the remaining 12.8% is explained by other variables not discussed in the study. Whereas Table 6 shows the T Statistics and P-Values which show the effect between the research variables that have been mentioned.

Table 6. Hypotheses Testing Result

Hypotheses	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	Honesty -> P	0.278	0.078	2.781	0.001	Supported
H2	Trust -> P	0.564	0.043	5.234	0.001	Supported
H3	Smart -> P	0.124	0.081	2.872	0.002	Supported
H4	Com -> P	0.321	0.112	3.135	0.001	Supported

Discussions
Effect of Honesty on Work Performance
Based on the results of hypothesis testing in Table 6, this research concludes that honesty has a positive and significant effect on millennial teachers of work performance. This is evidenced by the t-statistics value is 2.781, greater than 1.96, also evidenced by the p-values 0,001, smaller than 0.05. This is means that the H1 hypothesis is accepted (proven). The results of this research support the conclusions of previous researches (Asbari & Santoso, 2019; Purwanto, 2020; Bernarto, 2020;Hyun,2019, WIjayanti,2020 and Pramono, 2019) which proves that the honesty has a positive and significant effect on work performance. Honesty that is carried out by School will create work performance of millennial teachers.

Effect of Trust on Work Performance

Based on the results of hypothesis testing in Table 6, this research concludes that trust has a positive and significant effect on millennial teachers of work performance. This is evidenced by the t-statistics value is 5.234, greater than 1.96, also evidenced by the p-values 0,001, smaller than 0.05. This is means that the H2 hypothesis is accepted (proven). The results of this research support the conclusions of previous researches (Santoso& Hyun, 2019; Purwanto, 2020; Bernarto, 2020;Hyun,2019, WIjayanti,2020 and Jang, 2019) which proves that the trust has a positive and significant effect on work performance. Trust that is carried out by School will create work performance of millennial teachers.

Effect of Smart on on Work Performance
Based on the results of hypothesis testing in Table 6, this research concludes that smart has a positive and significant effect on millennial teachers of work performance. This is evidenced by the t-statistics value is 2.872, greater than 1.96, also evidenced by the p-values 0,002, smaller than 0.05. This is means that the H3 hypothesis is accepted (proven). The results of this research support the conclusions of previous researches (Purwanto& Hyun, 2019; Asbari , 2020; Bernarto, 2020;Hyun,2019, WIjayanti,2020 and Jang, 2019) which proves that the smart has a positive and significant effect on work performance. Smart that is carried out by School will create work performance of millennial teachers.

Effect of Communication on on Work Performance
Based on the results of hypothesis testing in Table 6, this research concludes that communication has a positive and significant effect on millennial teachers of work performance. This is evidenced by the t-statistics value is 3.135, greater than 1.96, also evidenced by the p-values 0,001, smaller than 0.05. This is means that the H4 hypothesis is accepted (proven). The results of this

research support the conclusions of previous researches (Asbari & Hyun, 2019; Asbari , 2020; Purwanto, 2020;Hyun,2019, WIjayanti,2020 and Jang, 2019) which proves that the smart has a positive and significant effect on work performance. Communication that is carried out by School will create work performance of millennial teachers.

Conclusions

The conclusion in this study is that Honesty (Sidiq) has a positive and significant effect on millennial teacher performance, Trust (Amanah) has a positive and significant effect on performance, Smart (Fathonah) has a positive and significant effect on millennial teacher performance, Communicative (Tablig) has a positive and significant effect. on the performance of millennial teachers. Leadership is the ability to influence others, which is carried out through interpersonal relationships and communication processes to achieve goals. Millineal teacher leadership in schools is very important in improving the quality of the institution, namely the principal as the education leader, as an education supervisor, and the principal as an education manager. There are four main requirements for leadership that must be fulfilled by millennial teachers, namely Shiddiq, namely truth and sincerity in behaving, speaking and struggling to carry out their duties. Trust, or trust, which makes him take good care of him, so as to create a sense of security for all parties. Fathanah, namely intelligence that gives birth to the ability to face and cope with problems that arise suddenly, Tabligh, which is honest and responsible The suggestion in this research is to expect to apply Islamic leadership and be able to implement it in leadership. So that learning objectives can be achieved and later can lead educational institutions to become educational institutions that are ready to compete in this global era.

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