

The Relevance of the Universal Values of Ulul Al-Bab Integrity with Work Ethic Towards Achievement Motivation and Performance in Islamic Education Development

Andik Rony Irawan¹, Mulyadi², Samsul Susilawati³, Ahmad Barizi⁴

^{1,2,3,4} Department of Interdisciplinary Islamic Religious Education, Universitas Islam Negeri Maulana Malik Ibrahim, Malang, **Indonesia**

¹Email: andik@psi.uin-malang.ac.id (corresponding author)

Abstract. This study explores the relevance of the universal values of Ulul Al-Bab integrity with work ethic and its impact on achievement motivation and lecturer performance in Islamic higher education, particularly at UIN Maulana Malik Ibrahim Malang. Using an explanatory research design and SEM-PLS analysis technique, the study involved 200 lecturers from a population of 506, distributed based on age and gender. The analysis results showed that the values of Ulul Al-Bab are positively and significantly related to work ethic (T-statistic = 5.238; P-value = 0.000) and performance (T-statistic = 4.109; P-value = 0.000), but do not have a direct significant relationship with achievement motivation (T-statistic = 1.067; P-value = 0.286). However, work ethic was found to mediate the relationship between Ulul Al-Bab values and achievement motivation and performance, with T-statistic values of 2.602 (P-value = 0.010) and 2.664 (P-value = 0.008), respectively. Additionally, the performance variable had the highest R² value (0.183), indicating that the model adequately explains the variability in lecturer performance. With these findings, the study highlights the importance of integrity values and work ethic in creating an academic environment that supports improved performance in Islamic higher education.

Key Words: *Ulul Al-Bab values, integrity, work ethic, achievement motivation, performance, Islamic higher education*

1. Introduction

In the context of Islamic higher education, integrity and work ethic are two important pillars that contribute to the achievement motivation and performance of educators [1]. The universal values contained in the concept of *Ulul Al-Bāb*, which refers to individuals who have deep understanding and integrity in action, are relevant to be applied in the educational environment. The integration of these values in education is expected to shape the character of educators who are not only academically competent, but also have high morality, so as to motivate students to excel [2].

Islamic higher education is faced with the challenge of producing educators who not only have extensive knowledge, but also integrity and a strong work ethic. The concept of *Ulul Al-Bāb*, taken from the teachings of the Qur'an, emphasizes the importance of having useful knowledge and good morals in living everyday life Nasir [3]. In this context, integrity becomes the foundation for educators to carry out their duties with full responsibility and honesty, which in turn will affect student achievement motivation [4].

Research shows that individual integrity is closely related to performance and motivation [5] Chaffin et al. Educators who have high integrity are more likely to create a positive learning environment, which encourages students to achieve. In addition, a strong work ethic among educators also contributes to students' academic achievement, as they will be more motivated to follow in the footsteps of exemplary educators [6] Widiawati et al.. Thus, the relevance of the universal values of integrity of *Ulul Al-Bāb* with the work ethic of educators is very important to improve achievement motivation and performance in Islamic universities.

Research on the relevance of the universal values of *Ulul Al-Bāb* integrity and work ethic to achievement motivation and performance in Islamic higher education is an important topic in the context of Islamic education. Some previous studies have examined related aspects, but there are some shortcomings that need to be considered.

First, research by Muaz et al. Muaz et al.[7] highlighted the importance of Islamic religious education in the national education system, but did not specifically discuss how *Ulul Al-Bāb* values can be integrated in the context of Islamic higher education. The study focused more on the education system in general and did not provide an in-depth analysis of the relationship between these values and work ethic and achievement motivation among university students. This suggests that while there is recognition of the importance of religious education, the lack of focus on the integration of specific values in a narrower context is a significant shortcoming.

Furthermore, a study by Hasnah et al. [8] discussing the implementation of Islamic values in physical education and sport showed that physical education can be an effective means in shaping character. However, this study did not directly link these values to achievement motivation and performance in higher education. This suggests that despite efforts to integrate Islamic values in education, the direct relationship with academic performance outcomes and student motivation has not been explored in depth.

In addition, research by Jamil [9] analyzing the relevance of national education and Islamic education provides insight into the challenges and opportunities in the integration of Islamic principles. However, this study also did not provide sufficient focus on how the values of *Ulul Al-Bāb* can influence work ethic and achievement motivation in Islamic higher education. Thus, there is a need for more focused research that links these values to

student performance outcomes directly.

Another shortcoming that can be identified is the methodological approach used in these studies. Many studies used qualitative methods without providing sufficient quantitative data to support their claims. For example, research by Retnowati et al.[10] which examined lecturers' performance in research and scientific publications using a survey, but did not link the results to Islamic education values or students' work ethic. This suggests the need for a more comprehensive methodological approach that combines qualitative and quantitative data to provide a clearer picture of the relationship between *Ūlul Al-Bāb* values, work ethic, achievement motivation, and performance.

Overall, although previous studies have made important contributions to understanding Islamic education and character values, there are still shortcomings in terms of focus, methodology, and integration of specific values with performance outcomes in Islamic higher education. Thus, further research is needed to fill this gap and provide a deeper understanding of the relevance of the universal values of integrity of *Ūlul Al-Bāb* in the context of Islamic higher education. Such research is important because it examines how *Ūlul Al-Bāb*'s integrity values - such as wisdom, diligence, and responsibility - can strengthen work ethic and improve achievement motivation and performance in Islamic higher education. By integrating these universal values, Islamic higher education can create an academic environment that focuses not only on academic achievement, but also character development. This is important to form an academic community that has a good work ethic, noble character, and is motivated to excel, so that they can make a positive contribution to the world of education and the wider community.

Therefore, the study in this research aims to examine the extent of the relationship between the universal values of *Ūlul Al-bāb* integrity with work ethic, achievement motivation, and performance with several hypotheses as follows:

H1: Universal values of *Ūlul Al-bāb* integrity have a significant relationship with work ethic.

H2: Universal values of *Ūlul Al-bāb* integrity have a significant relationship with achievement motivation.

H3: Universal values of *Ūlul Al-bāb* integrity have a significant relationship with performance.

H4: Work ethic has a significant relationship with achievement motivation.

H5: Work ethic has a significant relationship with performance.

H6: Achievement motivation has a significant relationship with performance.

H7: Work ethic is able to mediate the relationship between universal values of *Ūlul Al-bāb* integrity and achievement motivation.

H8: Work ethic is able to mediate the relationship between universal values of *Ūlul Al-bāb* integrity and performance.

H9: Achievement motivation is able to mediate the relationship between universal values of *Ūlul Al-bāb* integrity and performance.

H10: Achievement motivation is able to mediate the relationship between work ethic and performance..

2. Literature Review

2.1. Universal Values of *Ūlul Al-bāb* Integrity

The concept of *Ūlul Al-bāb* refers to an individual with a deep level of wisdom, comprehensive insight, and the ability to contemplate and understand the fundamental meaning behind various phenomena in the world Zainuddin [11]. The term is derived from Arabic, where "*Ūlū*" means owner and "*Al-bāb*" refers to essence or intellect by Shihab [12]. Individuals who fall under the category of *Ūlul Al-bāb* have intellectual depth and wise understanding. The values contained in this concept are universal and relevant, covering principles that are acceptable in various cultures and religions by Muhaimin [13].

One of the core values in the concept of *Ūlul Al-bāb* is wisdom, which is defined as the ability to make wise decisions based on a deep understanding of the situation at hand Suprayogo[14]. Wisdom includes the ability to look at the long term, consider the impact of actions taken, and choose solutions that provide maximum benefits for all parties. As an illustration, in Azis & Masrukin's [46] research, wisdom is associated with reflective abilities that allow a person to understand problems from various points of view, and make fair and wise decisions.

In addition to wisdom, the values of honesty and integrity are also very important. Integrity includes harmony between words and actions, as well as commitment to noble moral values. According to Muhaimin [13], integrity in the context of *Ūlul Al-bāb* is one of the main foundations of noble character. Honesty and integrity are important foundations for *Ūlul Al-bāb* in building healthy and harmonious relationships with others, as well as in creating a just and prosperous society.

These values show that the concept of *Ūlul Al-bāb* has broad relevance, not only in religious contexts but also in daily life. Wisdom, integrity and honesty are universal values that can be accepted and applied by all individuals, regardless of cultural or religious backgrounds Firdaus [15]. Thus, the universal values contained in the concept of *Ūlul Al-bāb* have an important role in shaping individuals who are not only intellectually intelligent, but also wise and have high integrity in every action by Zainuddin [11].

2.2. Work Ethic

Work ethic is a concept discussed from various perspectives, including the views of Adrian Furnham and Max Weber, as well as other researchers. Adrian Furnham, a psychologist and professor at University College London, developed the concept of work ethic in the context of personality and organizational psychology. Furnham [16] defines work ethic as a collection of values, beliefs, and attitudes related to workplace behavior. He stated that work ethic is not only formed from organizational culture, but also influenced by individual personality factors. Furnham identified several key elements in work ethic, such as dedication to duty, self-discipline, hard work, and perseverance. Dedication to duty reflects a high commitment to job completion, while self-discipline refers to the ability to organize and control oneself in carrying out tasks by Barsky [17]. Hard work describes maximum effort in work, and perseverance shows the ability to stay focused and committed despite difficulties by Ferine et al.[18].

Meanwhile, Max Weber, a prominent sociologist, linked work ethic to the development of capitalism in his work "The Protestant Ethic and the Spirit of Capitalism" by Weber et al. [19]. Weber argued that the Protestant ethic, particularly Calvinist teachings, encouraged an attitude of hard work, discipline, and asceticism that ultimately supported the growth of the capitalist economy. Weber emphasized that the Protestant work ethic created individual responsibility for work as a religious vocation. He viewed work ethic as a phenomenon that is not only economic, but also cultural and religious, which plays an important role in shaping the structure of the modern economy. According to Grabowski et al. [20], the Protestant work ethic teaches that hard work and material success are considered a sign of God's favor, which encourages individuals to work hard and pursue economic success.

In addition to Furnham and Weber's views, work ethic is also influenced by various other factors, such as national culture, social values and historical context. For example, in many Asian cultures, work ethic is often associated with values such as honor, loyalty and collective responsibility by Csikszentmihalyi [21]. This suggests that work ethic is not only influenced by individual or religious factors, but also by broader social norms and cultural structures. Therefore, work ethic is a complex and multidimensional concept that includes the interaction between personal, cultural and social values in shaping a person's work attitudes and behaviors.

2.3. Achievement Motivation

Achievement motivation is a fundamental concept in psychology that plays a role in determining how individuals pursue goals, face challenges and achieve success. One of the main theories relating to achievement motivation was introduced by David McClelland [22], an American psychologist, through the Needs Theory. This theory includes three main motivational needs: need for achievement, need for affiliation, and need for power.

According to Werdhastutie [23], individuals who have a high need for achievement exhibit several key characteristics: they set challenging yet realistic goals, take personal responsibility, seek feedback, and prefer tasks of moderate difficulty that allow them to maximize their abilities. These individuals are usually very achievement-oriented and have a strong drive to succeed in various aspects of life by Bouarir et al., 2023 [24].

In addition to McClelland's perspective, other theories also provide valuable insights into achievement motivation. For example, Abraham Maslow, through his Hierarchy of Needs, mentioned that the need for self-actualization drives individuals to reach their maximum potential by Pichère [25]. Douglas McGregor & Cutcher-Gershenfeld [26] with his Theory X and Theory Y also showed how managers' assumptions about employee motivation affect the work environment and individual achievement. Thus, achievement motivation is a multidimensional concept and is influenced by various psychological factors as well as the social context, which together contribute to understanding how individuals are motivated to achieve their goals.

2.4. Performance

In the field of industrial and organizational psychology, performance has become an important research focus, particularly to understand the influence of various individual and situational factors on performance by Cizmaş et al. [27]. The performance theory presented by Stephan J. Motowidlo and John R. Van Scotter [28] offers significant insights by dividing performance into two main components: task performance and contextual performance. Task performance refers to how effective a person is in completing tasks that directly support the production of goods or services in the organization. In contrast, contextual performance involves behaviors that are not directly related to the main task but are important in creating a supportive work environment, such as helping colleagues and showing initiative.

Meanwhile, the performance theory developed by Bakker et al. [29] adds a new perspective by decomposing performance into several specific components, including technical competence, interpersonal competence, and adaptability. Rozhkov, Cheung, & Tsui [30] found that organizational culture, team climate, and management skills are key predictors of individual competence and performance within a work team. These findings suggest that performance is the result of a complex interaction between individual abilities, motivation and the work environment.

This combination of perspectives provides a holistic view of performance within organizations. Motowidlo

and Van Scotter [28] highlight the importance of contextual behaviors that support a productive work environment, while other views expand the concept to include more specific dimensions of performance influence. By understanding performance from these various perspectives, organizations can design more effective strategies to improve employee productivity and well-being, such as through the development of comprehensive training programs, the creation of a supportive work environment, and the implementation of a fair and complete performance evaluation system.

2.5. Research Conceptual Framework

Based on the theoretical review and research literature above, the researcher then developed a conceptual model depicted in Figure 1. This model explores the role of work ethic (E) as a mediator, as well as the universal values of Ūlul Al-Bāb integrity (U) as predictors of achievement motivation (M) and performance (K) at UIN Malang, as shown in Figure 1.

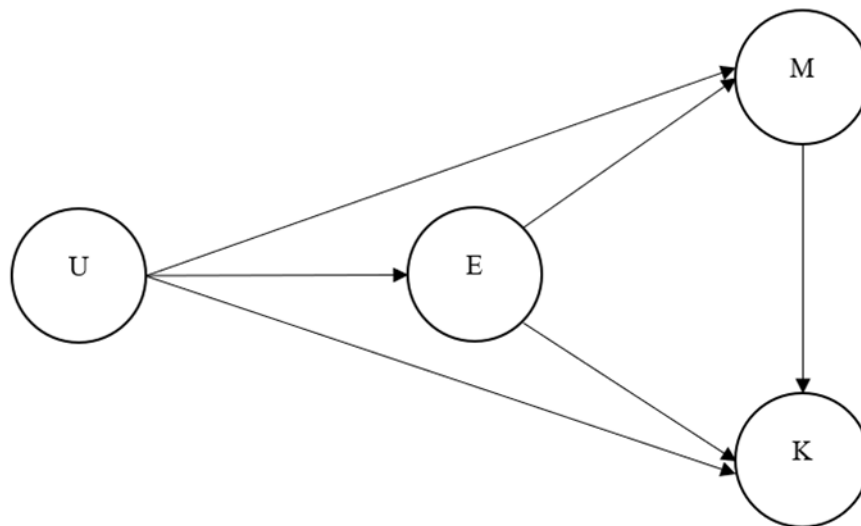


Figure 1. Research Conceptual Framework

3. Proposed Methodology

3.1. Research Design

This study uses an explanatory design, which is research that aims to understand the empirical rationalization of the phenomenon under study by Creswell et al. [31]. Explanatory designs are useful for testing hypotheses to determine whether they support or reject the conceptual theory that has been formulated by the researcher. Thus, this research is categorized as causality research that examines the relationship between one variable and several other variables. In addition, this research analysis also focuses on path analysis involving independent, dependent, and mediating variables, without exploring the reciprocal relationship in depth by Hair et al. [32].

3.2. Population and Research Sample

The population in this study were 506 civil servant lecturers at UIN Maulana Malik Ibrahim Malang. Based on the Isaac and Michael table with a 5% confidence level ($\alpha = 0.05$), the minimum sample required is 213 respondents, which are divided into three age groups in Table 1.

Table 1. Research Sample Determination

	Faculty	Population	Sample Determination		Sample Quantity
undergraduate	FITK	116	$116/506 \times 213 =$	48,83	49
	Sharia	47	$47/506 \times 213 =$	19,78	20
	Humanities	47	$47/506 \times 213 =$	19,78	20
	Economic	55	$55/506 \times 213 =$	23,15	23
	Psychology	27	$27/506 \times 213 =$	11,37	11
	Science and Technology	124	$124/506 \times 213 =$	52,20	52
	FKIK	29	$29/506 \times 213 =$	12,21	12

Magister	SIAI	6	6/506x213=	2,53	2
	PGMI	6	6/506x213=	2,53	2
	PBA	7	7/506x213=	2,95	3
	MPI	7	7/506x213=	2,95	3
	PAI	4	4/506x213=	1,68	2
	AS	5	5/506x213=	2,10	2
	ES	6	6/506x213=	2,53	3
	Mathematic	4	4/506x213=	1,68	2
Doctor	PBA	5	5/506x213=	2,10	2
	MPI	6	6/506x213=	2,53	3
	PAI	5	5/506x213=	2,10	2
Questionnaire	Total Distribution	213			
	Not Collected	13 = Science and Technology (2), FITK (4), Psychology (2), magister (1), doctor (2), Humaniora (1), dan Economic (1)			
Age	30-39				47
	40-49				91
	50-65				75
L/P	Men (L)				109
	Women (P)				104

The calculation results from the table above indicate that 213 respondents are required. However, after the distribution of the questionnaire, only 200 samples met the criteria. Some respondents from the SAINTTEK faculty (2), FITK (4), Psychology (2), master's program (1), and doctoral program (2) provided biased responses. In addition, 2 questionnaires from the Humanities and Economics faculties were not returned. To strengthen the research results, the researcher then used G* Power software to recalculate the minimum sample size required for the PLS-SEM analysis, as explained in Figure 2.

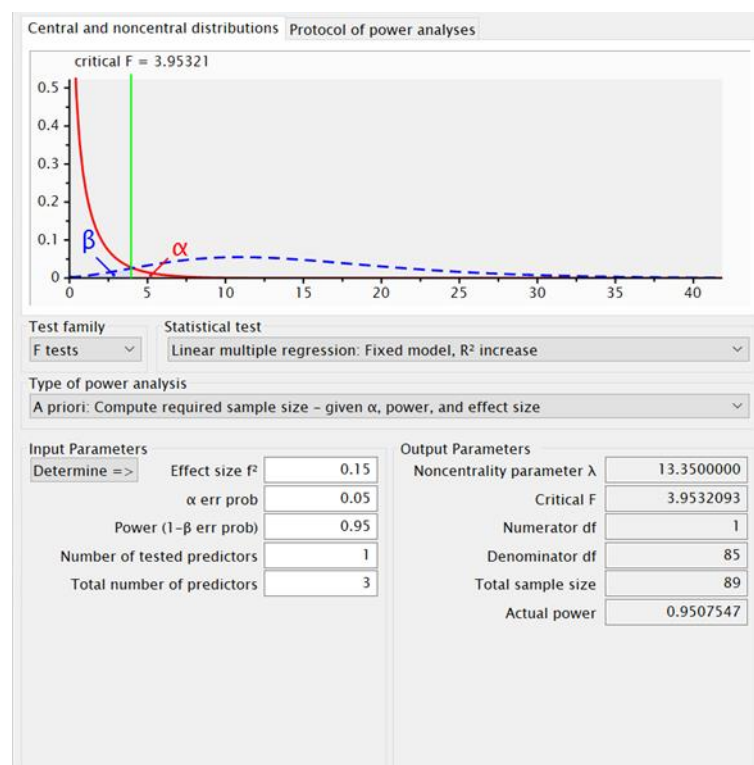


Figure 2. G* Power Results

The calculation results in Figure 2 show that the minimum sample size for research using multiple linear regression statistical tests is 89 respondents. The parameters used include an effect size of $f^2 = 0.15$, a significance level of $\alpha = 0.05$, a statistical power of $\beta = 0.95$, and three independent variables along with one dependent variable. Thus, the sample size used in this study, which is 200 samples out of a population of 506, meets the minimum requirement for PLS-SEM analysis by Faul et al. [33].

3.3. Variabel Penelitian

The variables in this research include:

First, the universal values of *Ulul Al-Bāb* integrity, divided into three main categories: Objective, Moderate, and Transcendental by Muhaimin [13]. The Objective category includes items such as precision (U1), working optimally (U2), evaluating information (U7), considering important aspects (U8), accuracy in thinking (U13), sharing (U14), and being based on facts (U19). These items represent values that can be measured objectively. The Moderate category consists of balance (U3), recognizing diverse opinions (U4), balancing expectations with reality (U9), finding middle ground (U10), prioritizing social interests (U15), wisdom (U16), and maintaining positive interaction (U20). These values are moderate, reflecting balance in life. The Transcendental category includes working as a form of worship (U5), gratitude (U6), trustworthiness (U11), sincerity (U12), mindfulness (U17), spiritual value (U18), and good intentions (U21). These values are spiritual and transcend material aspects. These three categories are interconnected, representing the holistic integrity of *Ulul Al-Bāb* with objective, balanced, and spiritual dimensions by Fadjar [34]; Muhaimin [13]; Suprayogo [14]).

Second, the "Work Ethic" variable in this study consists of four main dimensions: "Striving for Improvement," "Responsiveness," "Responsibility," and "Realistic Thinking," each with specific indicators. The "Striving for Improvement" dimension includes E1 (performing tasks well), E2 (awareness to improve oneself), E9 (working optimally), E10 (performing tasks according to procedures), and E17 (striving to perfect work), indicating individual efforts to continuously improve performance and quality. The "Responsiveness" dimension consists of E3 (working quickly), E4 (feeling comfortable at work), E11 (working attentively), E12 (commitment), and E18 (being responsive), reflecting individuals' readiness to respond to various situations in the workplace. The "Responsibility" dimension includes E5 (adapting to rules), E6 (considering risks), E13 (being obligated to complete tasks), E14 (familiarizing oneself with authority), and E19 (avoiding violations), indicating individual responsibility for their duties and obligations. Finally, the "Realistic Thinking" dimension includes E7 (easily understanding rules), E8 (working according to responsibility), E15 (weighing benefits), E16 (giving maximum effort when trusted), and E20 (being comfortable with given authority), indicating a practical and realistic approach to tasks by Furnham [16].

Third, the "Achievement Motivation" variable is divided into four main dimensions: Challenge, Achievement, Innovation, and Feedback, with specific indicators for each dimension. The Challenge dimension includes items such as liking work that requires hard effort (M1), managing challenges in task completion (M2), facing challenges (M9), preferring more complex work (M10), and being driven by significant work (M17). The Achievement dimension consists of items like working diligently (M3), optimizing potential (M4), fitting well in a progressive environment (M11), having a need for success (M12), and having the willingness to work (M18). The Innovation dimension includes indicators like developing work patterns (M5), finding new ways to complete tasks (M6), thinking creatively (M13), trying other alternatives (M14), and generating new ideas (M19). Meanwhile, the Feedback dimension includes indicators such as evaluating work results (M7), seeking opinions about work outcomes (M8), receiving evaluations from institutions (M15), accepting consequences if problems arise (M16), and being open to suggestions (M20) by McClelland [22].

Fourth, the "Work Competence" variable consists of four main dimensions: Knowledge, Ability, Experience, and Willingness to Work, each with specific indicators. The Knowledge dimension includes indicators such as completing tasks professionally (K1), finding the correct way (K2), understanding tasks (K9), mastering work techniques (K10), and adapting to a new environment (K17). The Ability dimension includes indicators such as perseverance in work (K3), expertise in the field (K4), performing tasks according to competence (K11), performing tasks according to the profession (K12), and the ability to complete tasks (K18). The Experience dimension includes indicators such as mastery over given tasks (K5), understanding of the subject matter (K6), prior work experience (K13), similarity to previous tasks (K14), and connection to pursued interests (K19). The Willingness to Work dimension consists of indicators such as focus at work (K7), seriousness in completing tasks (K8), proper execution of tasks (K15), work mindfulness (K16), and full awareness while working (K20). Therefore, this study presents Work Competence as a variable covering aspects of knowledge, ability, experience, and willingness to work, where each dimension is assessed through relevant and specific indicators by Motowidlo & Van Scotter [28].

3.4. Data Analysis

The data analysis in this study uses the SEM method with the PLS technique, consisting of three main stages. First, the evaluation of the outer model is carried out to test validity and reliability in quantitative research.

Convergent validity is evaluated based on the loading factor value (≥ 0.5 or 0.7) and AVE (> 0.5). Discriminant validity is tested using cross loading to distinguish concepts among constructs. Reliability is measured through composite reliability and Cronbach's alpha, both of which must reach a value of ≥ 0.7 . Meanwhile, the evaluation of the inner model includes multicollinearity testing (inner VIF < 5) and analysis of outer weights, where p-values must be < 0.05 or outer weights > 0.50 . Hypothesis testing is conducted using t-statistics and specific indirect effects analysis. Model quality is evaluated using R-Square (with $R^2 \geq 0.75$ considered high), effect size ($f^2 \geq 0.35$ considered high), predictive value ($Q^2 > 0.50$ for strong prediction), and goodness-of-fit (SRMR < 0.08). In addition, the use of PLSpredict is recommended as a more accurate predictive measure compared to R^2 by Hair et al. [32].

4. Experimental Result and Discussion

4.1. Outer Model

The evaluation of the measurement model (outer model) using SmartPLS 3.0 indicates that almost all indicators have sufficient loading factors (>0.7), except for M1 in the "Achievement Motivation" variable, which only reached a value of 0.440 and had to be removed. After the removal of this indicator and recalculation, all indicators successfully met the established standards. The reliability analysis results showed high values for Cronbach's Alpha and rho_A for all variables, indicating good consistency. Convergent validity was also achieved, with AVE values above 0.5 for all variables. Discriminant validity tests using Cross Loading, Fornell-Larcker Criterion, and HTMT showed that each variable had a strong correlation with its own indicators and met the evaluation standards of the measurement model.

Table 2. Evaluation of the Outer Model

Variable	Item	Loading Factor	Cronbach's Alpha	rho_A	AVE	Cross Loading	Fornell-Larcker Criterion	HTMT
Work Ethic	E1	0.834	0.982	0.983	0.748	0.834	0.865	0.39
	E10	0.859				0.859		
	E11	0.883				0.883		
	E12	0.881				0.881		
	E13	0.859				0.859		
	E14	0.891				0.891		
	E15	0.871				0.871		
	E16	0.857				0.857		
	E17	0.871				0.871		
	E18	0.886				0.886		
	E19	0.878				0.878		
	E2	0.83				0.83		
	E20	0.85				0.85		
	E3	0.861				0.861		
	E4	0.854				0.854		
	E5	0.885				0.885		
	E6	0.864				0.864		
	E7	0.849				0.849		
	E8	0.857				0.857		
	E9	0.875				0.875		
Performance	K1	0.849	0.981	0.982	0.732	0.849	0.856	0.39
	K10	0.834				0.834		
	K11	0.86				0.86		
	K12	0.862				0.862		
	K13	0.876				0.876		
	K14	0.824				0.824		
	K15	0.848				0.848		
	K16	0.857				0.857		
	K17	0.867				0.867		
	K18	0.872				0.872		
	K19	0.841				0.841		
	K2	0.87				0.87		
	K20	0.866				0.866		
	K3	0.855				0.855		
	K4	0.872				0.872		
	K5	0.843				0.843		
	K6	0.856				0.856		

	K7	0.852				0.852		
	K8	0.846				0.846		
	K9	0.864				0.864		
Achievement Motivation	M10	0.773	0.973	0.978	0.669	0.773	0.818	0.39
	M11	0.802				0.802		
	M12	0.854				0.854		
	M13	0.823				0.823		
	M14	0.834				0.834		
	M15	0.79				0.79		
	M16	0.847				0.847		
	M17	0.813				0.813		
	M18	0.845				0.845		
	M19	0.843				0.843		
	M2	0.796				0.796		
	M20	0.794				0.794		
	M3	0.819				0.819		
	M4	0.806				0.806		
	M5	0.806				0.806		
	M6	0.788				0.788		
	M7	0.838				0.838		
	M8	0.85				0.85		
	M9	0.812				0.812		
Universal Values of Ūlul Albāb Integrity	U1	0.866	0.978	0.98	0.696	0.866	0.834	0.398
	U10	0.83				0.83		
	U11	0.84				0.84		
	U12	0.806				0.806		
	U13	0.85				0.85		
	U14	0.829				0.829		
	U15	0.838				0.838		
	U16	0.818				0.818		
	U17	0.811				0.811		
	U18	0.838				0.838		
	U19	0.834				0.834		
	U2	0.829				0.829		
	U20	0.82				0.82		
	U21	0.852				0.852		
	U3	0.852				0.852		
	U4	0.811				0.811		
	U5	0.857				0.857		
	U6	0.843				0.843		
	U7	0.794				0.794		
	U8	0.856				0.856		
	U9	0.838				0.838		

4.2. Inner Model

The structural model (inner model) analysis results using SmartPLS 3.0 show that there are no multicollinearity issues among latent variables, as indicated by the inner Variance Inflation Factor (VIF) values being below the normative threshold of <5. Accordingly, the relationship between the "Work Ethic" and "Performance" variables has the highest VIF value of 1.249, while the relationship between "Universal Values of Ūlul Al-Bāb Integrity" and "Work Ethic" has the lowest VIF value of 1.000 by Cenfetelli & Bassellier [35].

Table 3. Results of Inner Model

	Work Ethic	Performance	Achievement Motivation
Work Ethic		1,249	1,189
Achievement Motivation		1,060	
Universal Values of Ūlul Al-Bāb Integrity	1,000	1,189	1,189

The evaluation of the outer weight shows that all indicators meet the quality requirements with highly significant p-values (<0.05). Although some indicators do not meet the standard outer weight ($O > 0.50$), as shown in Table 4, these indicators are retained in the model due to their positive and significant p-values. For example, the indicator "E1 <- Work Ethic" has an outer weight of 0.058 and a p-value of 0.000, indicating that this indicator remains significant in explaining the "Work Ethic" variable. Overall, this evaluation of the inner model shows that the developed model is of good quality and can be used to analyze the causal relationships between variables in this study by Hair et al.[32].

Table 4. Results of Outer Weights

Indicator	Original Sample (O)	P Values
E1 <- Work Ethic	0.058	0.000
E10 <- Work Ethic	0.052	0.000
E11 <- Work Ethic	0.067	0.000
E12 <- Work Ethic	0.058	0.000
E13 <- Work Ethic	0.068	0.000
E14 <- Work Ethic	0.054	0.000
E15 <- Work Ethic	0.060	0.000
E16 <- Work Ethic	0.047	0.000
E17 <- Work Ethic	0.065	0.000
E18 <- Work Ethic	0.055	0.000
E19 <- Work Ethic	0.055	0.000
E2 <- Work Ethic	0.062	0.000
E20 <- Work Ethic	0.053	0.000
E3 <- Work Ethic	0.058	0.000
E4 <- Work Ethic	0.055	0.000
E5 <- Work Ethic	0.053	0.000
E6 <- Work Ethic	0.056	0.000
E7 <- Work Ethic	0.058	0.000
E8 <- Work Ethic	0.058	0.000
E9 <- Work Ethic	0.065	0.000
K1 <- Performance	0.051	0.000
K10 <- Performance	0.063	0.000
K11 <- Performance	0.056	0.000
K12 <- Performance	0.054	0.000
K13 <- Performance	0.067	0.000
K14 <- Performance	0.046	0.000
K15 <- Performance	0.063	0.000
K16 <- Performance	0.053	0.000
K17 <- Performance	0.064	0.000
K18 <- Performance	0.058	0.000
K19 <- Performance	0.054	0.000
K2 <- Performance	0.062	0.000
K20 <- Performance	0.066	0.000
K3 <- Performance	0.062	0.000
K4 <- Performance	0.052	0.000
K5 <- Performance	0.060	0.000
K6 <- Performance	0.054	0.000
K7 <- Performance	0.056	0.000
K8 <- Performance	0.058	0.000
K9 <- Performance	0.066	0.000
M10 <- Achievement Motivation	0.045	0.005
M11 <- Achievement Motivation	0.073	0.000
M12 <- Achievement Motivation	0.081	0.000
M13 <- Achievement Motivation	0.075	0.000
M14 <- Achievement Motivation	0.070	0.000

Indicator	Original Sample (O)	P Values
M15 <- Achievement Motivation	0.053	0.001
M16 <- Achievement Motivation	0.067	0.000
M17 <- Achievement Motivation	0.048	0.003
M18 <- Achievement Motivation	0.063	0.000
M19 <- Achievement Motivation	0.081	0.000
M2 <- Achievement Motivation	0.041	0.015
M20 <- Achievement Motivation	0.066	0.000
M3 <- Achievement Motivation	0.072	0.000
M4 <- Achievement Motivation	0.049	0.001
M5 <- Achievement Motivation	0.067	0.000
M6 <- Achievement Motivation	0.055	0.000
M7 <- Achievement Motivation	0.087	0.000
M8 <- Achievement Motivation	0.071	0.000
M9 <- Achievement Motivation	0.054	0.002
U1 <- Universal Values of Ūlul Al-Bāb Integrity	0.067	0.000
U10 <- Universal Values of Ūlul Al-Bāb Integrity	0.059	0.000
U11 <- Universal Values of Ūlul Al-Bāb Integrity	0.063	0.000
U12 <- Universal Values of Ūlul Al-Bāb Integrity	0.046	0.000
U13 <- Universal Values of Ūlul Al-Bāb Integrity	0.062	0.000
U14 <- Universal Values of Ūlul Al-Bāb Integrity	0.058	0.000
U15 <- Universal Values of Ūlul Al-Bāb Integrity	0.054	0.000
U16 <- Universal Values of Ūlul Al-Bāb Integrity	0.056	0.000
U17 <- Universal Values of Ūlul Al-Bāb Integrity	0.045	0.000
U18 <- Universal Values of Ūlul Al-Bāb Integrity	0.048	0.000
U19 <- Universal Values of Ūlul Al-Bāb Integrity	0.051	0.000
U2 <- Universal Values of Ūlul Al-Bāb Integrity	0.059	0.000
U20 <- Universal Values of Ūlul Al-Bāb Integrity	0.040	0.000
U21 <- Universal Values of Ūlul Al-Bāb Integrity	0.057	0.000
U3 <- Universal Values of Ūlul Al-Bāb Integrity	0.069	0.000
U4 <- Universal Values of Ūlul Al-Bāb Integrity	0.060	0.000
U5 <- Universal Values of Ūlul Al-Bāb Integrity	0.065	0.000
U6 <- Universal Values of Ūlul Al-Bāb Integrity	0.065	0.000
U7 <- Universal Values of Ūlul Al-Bāb Integrity	0.051	0.000
U8 <- Universal Values of Ūlul Al-Bāb Integrity	0.066	0.000
U9 <- Universal Values of Ūlul Al-Bāb Integrity	0.057	0.000

4.3. Hypothesis Testing

Based on hypothesis testing through bootstrapping calculations in SmartPLS 3.0, most direct effect relationships among latent variables show positive significance with T-Statistics > 1.96. However, the relationships between "Universal Values of Ūlul Al-Bāb Integrity" and "Achievement Motivation" as well as between "Achievement Motivation" and "Performance" are not significant. For indirect effects, the mediation test shows that only two relationships are significant: "Universal Values of Ūlul Al-Bāb Integrity" -> "Work Ethic" -> "Performance" and "Universal Values of Ūlul Al-Bāb Integrity" -> "Work Ethic" -> "Achievement Motivation." These results emphasize the importance of "Work Ethic" as a mediator in achieving the significance of other latent variable relationships. Thus, enhancing "Achievement Motivation" and "Work Ethic" is crucial for achieving optimal performance at UIN Maulana Malik Ibrahim Malang, as illustrated in the following Tables 5, Table 6, and Figure 3.

Tabel 5. Specific Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Universal Values of Ulul Albāb Integrity -> Work Ethic -> Performance	0.121	0.122	0.046	2.664	0.008
Work Ethic -> Achievement Motivation -> Performance	0.010	0.010	0.018	0.561	0.575

Universal Values of Ulul Albāb Integrity -> Work Ethic -> Achievement Motivation -> Performance	0.004	0.004	0.007	0.550	0.583
Universal Values of Ulul Albāb Integrity -> Achievement Motivation -> Performance	0.000	0.001	0.007	0.004	0.997
Universal Values of Ulul Albāb Integrity -> Work Ethic -> Achievement Motivation	0.095	0.101	0.036	2.602	0.010

Table 6. Direct Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Work Ethic → Performance	0.314	0.309	0.095	3.306	0.001
Work Ethic → Achievement Motivation	0.237	0.247	0.072	3.297	0.001
Achievement Motivation → Performance	0.041	0.046	0.067	0.623	0.533
Values of Integrity from the Ulul Albab Perspective → Work Ethic	0.399	0.409	0.076	5.238	0.000
Universal Values of Integrity from the Ulul Albab Perspective → Performance	0.313	0.319	0.076	4.109	0.000
Universal Values of Integrity from the Ulul Albab Perspective → Achievement Motivation	0.095	0.100	0.089	1.067	0.286

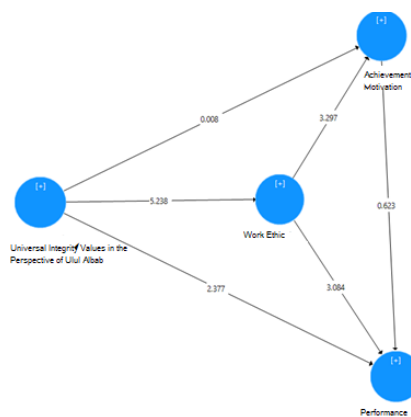


Figure 3. Path Analysis of Universal Integrity Values, Work Ethic, Achievement Motivation, and Performance

4.4. Model Fit Evaluation

The evaluation of model fit and quality in PLS-SEM analysis aims to assess the extent to which the developed model adequately represents the analyzed data. The evaluation uses several metrics such as R Square (R^2), effect size (f^2), predictive accuracy (Q^2), and goodness-of-fit (GoF). The R^2 value is used to assess how much the exogenous variables explain the endogenous variables. In this study, the variable "Performance" has the highest R^2 value (0.183), indicating a significant exogenous influence, whereas the variable "Achievement Motivation" has the lowest R^2 value (0.056) by Raithel et al. [36].

The f^2 analysis reveals that the predictive strength of the variable "Universal Integrity Values of Ūlul Albāb" on "Work Ethic" falls into the medium category, while the predictive strength of other variables is considered weak. The predictive accuracy of the model (Q^2) generally shows low values but still meets the requirements for PLS-SEM testing by Henseler et al. [37].

The model's goodness-of-fit (GoF) is deemed satisfactory based on the SRMR value, which is below 0.08, indicating that the research model meets good fit criteria. The predictive strength assessment using PLSpredict indicates that nearly all variable indicators have strong predictive power, except for the M9 indicator. Overall, the evaluation results show that the model used almost achieves a high level of prediction and satisfies the criteria for overall goodness-of-fit and model alignment. Therefore, this model is considered adequate in representing the data and the relationships between the variables under study by Hair et al. [32].

Table 7. GoF Results

Model	SRMR
Saturated Model	0.048
Estimated Model	0.048

Table 8. Model Fit Test Results

Variabel	R Square	Q ²	Work Ethic (f2)	Performance (f2)	Achievement Motivation (f2)
Work Ethic	0.159	0.112	-	0.091	0.05
Performance	0.183	0.133	0.189	-	0.036
Achievement Motivation	0.056	0.035	0.002	0.05	-
Universal Integrity Values of Ūlul Albāb	-	-	0.189	0.036	0

5. Discussion

This analysis highlights that the universal integrity values of Ūlul Albāb significantly influence work ethic and individual performance at UIN Maulana Malik Ibrahim Malang. The findings emphasize the pivotal role of integrity in enhancing productivity and work effectiveness. Integrity, encompassing honesty, commitment, and consistency, has been shown to significantly impact employee performance across various sectors, including government and private institutions. Research by Chaffin et al.[5] demonstrates that all sub-variables of integrity significantly affect academic staff performance, underscoring the importance of integrity in public service contexts. Similarly, Prijambodo[38] asserts that integrity and career development positively contribute to employee performance, with job crafting acting as a mediating variable linking these factors.

Furthermore, integrity plays a vital role in fostering an organizational culture that supports a strong work ethic. Sani et al.[39] revealed that a robust organizational culture, encompassing principles of familiarity and integrity, positively influences employee performance. This indicates that internalizing integrity values within organizational culture enhances individual motivation and commitment, thereby positively impacting performance. Research by Setyono [40] also highlights that emotional intelligence and supervision improve integrity and attention to detail, which are critical factors in achieving optimal performance.

In the context of integrity zone development, research by Putra et al.[41] indicates that the performance of civil servants in building integrity zones is heavily influenced by individual integrity. This underscores the notion that implementing integrity values in every aspect of work can enhance overall performance. Devi et al.[42] support these findings, showing that while integrity does not always significantly impact individual performance, it contributes to team collaboration and broader creativity.

Overall, the universal integrity values of Ūlul Albāb not only contribute to individual work ethic but also create a conducive work environment for performance enhancement. By integrating these values into daily practices in educational and professional settings, individuals are expected to be more motivated to achieve better performance, aligned with organizational and societal goals. Muhaimin [13] also emphasizes that integrity values establish a strong moral foundation, which in turn enhances individual and organizational performance.

Empirically, the universal integrity values of Ūlul Albāb, encompassing objective, moderate, and transcendental dimensions, have a positive and significant influence on individual performance, with a T-Statistic of 2.377 and a P-Value of 0.018. This supports Weber et al.'s [19] theory that work ethics built upon moral values, such as discipline and responsibility, strengthen the work ethic and increase productivity. Additionally, Suprayogo [43] highlights the role of work ethic as a strong mediator between integrity and performance, affirming that combining Ūlul Albāb values with a solid work ethic results in significant performance improvements.

However, contrary to Hofstede et al.'s [44] theory that values can drive achievement motivation, these findings indicate that the direct relationship between Ūlul Albāb integrity values and achievement motivation is not significant. Nevertheless, when work ethic acts as a mediator, this relationship becomes positive and significant, with a T-Statistic of 2.602 and a P-Value of 0.010. This supports Herzberg et al.'s [45] motivation theory, which states that achievement motivation can be driven by the internalization of moral values and a strong work ethic.

These findings enrich the understanding of the importance of moral values in academic settings. In the context of education, this study provides a foundation for programs promoting integrity as the basis for work ethic

and achievement motivation, ultimately enhancing individual and institutional performance in Islamic higher education. The integration model of these values, consisting of objective, moderate, transcendental, and ethical dimensions, can be more broadly applied in human resource management to achieve superior performance.

6. Conclusion

This study concludes that the universal integrity values of *Ulul Albāb* have a significant impact on the work ethic and performance of educators in Islamic higher education. Values such as wisdom, honesty, and responsibility drive educators to perform their duties with high dedication and integrity. A work ethic rooted in these values directly contributes to improved educator performance, characterized by stronger discipline and commitment. A strong work ethic creates a positive learning environment where educators, inspired by moral values, are more productive and effective in fulfilling their roles.

However, this study also finds that the universal integrity values of *Ulul Albāb* do not directly enhance achievement motivation, except through the mediation of work ethic. The relationship between integrity values and achievement motivation becomes significant only when individuals possess a high work ethic. These findings indicate that while *Ulul Albāb* integrity values are crucial, they must be supported by a strong work ethic to influence achievement motivation. Therefore, combining *Ulul Albāb* values with work ethic development is an essential strategy for driving motivation and overall educator performance in academic settings.

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