The Universal Values of Integrity, *Ūlul Al-Bāb,* Through Work Ethic to Achievement Motivation and Performance of Lecturers at Islamic State University

Andik Rony Irawan*, Mulyadi, Samsul Susilawati
UIN Maulana Malik Ibrahim Malang, Indonesia
*Email correspondence: andik@psi.uin-malang.ac.id

Abstract

This research explores the existential role of *Ūlul Al-bāb's* universal values in improving work ethic, achievement motivation, and performance at UIN Maulana Malik Ibrahim Malang. Using quantitative methods and Partial Least Square-Sequential Equation Model (PLS-SEM) analysis, this research examines the relationship between variables, emphasizing the mediating role of work ethic. Two hundred respondents were selected from a population of 506 permanent lecturers. The research results show a positive and significant relationship between *Ūlul Al-bāb* values and both work ethic and performance, which confirms that internalization of objective, moderate, and transcendental principles can improve the performance of lecturers within the institution. However, the direct relationship between *Ūlul Al-bāb* values and achievement motivation was found to be insignificant. This research also proves that work ethic emerges as an important mediator, linking *Ūlul Al-bāb* values to both achievement motivation and performance. These findings confirm the importance of translating *Ūlul Al-bāb* values into performance improvements. The practical implications of these findings are significant for human resource management in higher education.

INTRODUCTION

The importance of motivation and performance in Islamic higher education is highly relevant in developing quality of higher education. Motivation is the primary driver for lecturers and students in achieving academic and institutional goals (Amarullah et al., 2023). Research has shown that the environment, culture, and work motivation significantly impact the performance of employees in higher education institutions, including at Universitas Mercu Buana, where high motivation can enhance productivity and overall performance (Febrina et al., 2022). Moreover, Nuraeni and Henderi emphasize that improving lecturer performance requires a proactive and collaborative approach, including support from leadership and educational staff (Nuraeni & Henderi, 2010). This suggests that good motivation among lecturers can contribute to achieving the vision and mission of the university.

The performance of lecturers and students is also influenced by internal factors such as organizational culture and effective communication. Wawan explains that the performance of leadership and academic services is crucial in improving the quality of performance at Private Islamic Higher Education Institutes (IAIS) (Wawan, 2017). The relationship between organizational culture and performance indicates that creating a positive climate within the university can enhance individual motivation and performance. In this regard, Jufrizen et al. (2020) highlight the importance of building harmonious relationships between lecturers and management to enhance lecturer motivation, positively impacting academic performance.

Paying attention to the division of performance as a term study by Stephan J. Motowidlo and John R. Van Scotter (1994) in the framework of task performance and contextual performance, it is worth considering the assessment of Motowidlo & Van Scotter (1994), which measures success in performance at least based on the ability of individuals to complete their work tasks well. Through different languages, the performance depicted in the Winner's (2000) sketch reflects the ability to carry out the functions and responsibilities given so that the good performance is personified by Bell & Kozlowski (2002) to individuals who can complete their task load. In a similar cognition overlay, Dunnette and Fleishman (2014) simplified performance in the form of an individual's ability to carry out tasks given by the organization.

In addition to individual abilities being the main element, performance certainly requires the support of other factors, such as Crandall et al. (2020), who stated that one of them is motivation to achieve. Its existence is urgent because, from a psychological perspective, as outlined by Ivancevich, Konopaske, and Matteson (2018), it acts as an intrinsic motivator or satisfier to achieve optimal achievements, recognition, responsibility, progress, and sustainable development of their potential for growth. Abraham Maslow's hierarchy of needs theory places the need for self-actualization as the main driver for individuals to reach their full potential (Pichère, 2015). Thus, working for Furnham (2021) is not only to meet material needs but, more than that, to fulfill the needs of meaning and further goals such as work ethic.

The work ethic itself, in the description by Furnham (2021), is a manifestation of the values embraced by individuals, so it has important implications in determining the quality of their performance. How the strength of work ethic depends on the construction of the values that individuals have, Brigham & Houston (2020) also convinced it as a standard of behavior, which, according to Khan et al. (2010), has a purpose in forming strong responsibility and dedication to support the achievement of organizational goals. At this point, Weber et al. (2002) emphasized the importance of forming a work ethic through a certain value system realized as a handle for carrying out organizational tasks.

In addition to work ethic, honesty, empathy, and responsibility play an important role in achieving a person's performance success because such intrinsic factors, according to Mulang dan Putra (2023), are a very positive psychological aspect. However, it is not

because conscience, as the spiritual core in the meaning of Fry (2003), drives positive values such as affection, sympathy, happiness, and forgiveness. These values ultimately contribute to a more comfortable and productive work atmosphere. Therefore, the success of institutions in implementing competitiveness management is also relevant to the positive value system obtained, both externally and internally (Zhu et al., 2013).

As an internal driver of individuals, McClelland (2009) ensures that achievement motivation has a significant role in performance. Fred and David (2015) reinforce this belief, even deeming it necessary to support work success. The strenght of achievement motivation, as emphasized by Atkinson and Birch (1978), significantly influences the need for high achievement. This increased drive enables individuals to complete organizational tasks more quickly, accurately, and efficiently. Consequently, it fosters a strong self-commitment, contributing positively to good performance, particularly when aligned with universal values.

By absorbing theological messages considered the highest values, Islamic spirituality introduces the concept of *Ūlul Al-bāb* integrity, derived from an analysis of 16 Qur'an letters, which explain the terms in question. Muhaimin (2004) strongly believes that the values contained in this concept are universal and relevant, including basic principles that various cultures and religions can accept. The term *Ūlul Al-bāb* can be traced to its origin in the Arabic language, which consists of '*Ulū*', which means owner, and '*Al-bāb*', which means core or intellect (Shihab, 2015); therefore, it is said to belong to the *Ūlul Al-bāb* group are those who have deep intellect and intelligent understanding. The understanding of *Ūlul Al-bāb* is simplified by Zainuddin (2010) when individuals have deep wisdom, broad understanding, and the ability to reflect and understand the meaning behind various phenomena in the world.

One of the main values in *Ūlul Al-bāb* is wisdom in the ability to make decisions correctly based on a deep understanding of all situations faced (Suprayogo, 2012). It is necessary to be futuristic in considering the consequences of actions by choosing the path that brings the most significant benefit to all parties. As Azis dan Masrukin (2019) exemplifies, wisdom is associated with reflective abilities that allow individuals to understand problems from multiple perspectives and make fair and wise decisions.

The interest in scientific work to examine the relationship between the four variables represented through research has not been discussed in detail or entirely. For example, Astuti et al. (2017) focused solely on factors that affect employee achievement, motivation, and performance, including motivation and job satisfaction, without involving value aspects such as those related to the terminology *Ūlul Al-bāb* integrity values.

Likewise, the result study of Ferine et al. (2021) on the determination of work ethic on performance showed that it also does not explicitly relate to the values of *Ūlul Al-bāb*. Similarly, research by Sulaeman (2016), while emphasizing the significance of Islamic values for work ethic, does not explicitly discuss how a work ethic grounded in

religious values can strengthen achievement motivation and performance. While Siswanto & Suparno (2022) explored and examined the concept of *Ūlul Al-bāb*, the empirical link between *Ūlul Al-bāb* and its influence on work ethic and achievement motivation has not been adequately investigated. Therefore, this study emerged to answer and explain the void of this aspect.

In another context, this research is fundamental considering its contribution to Islamic institutions such as UIN Maulana Malik Ibrahim Malang (UIN Malang) in the development of State Islamic Religious Universities (PTKIN), which not only touches on the aspects of *Ūlul Al-bāb* values as a universal understanding but also on the aspects of work ethic, motivation to achieve, and individual performance in Islamic institutions. UIN Malang was chosen as the research locus because only UIN Malang lives and practices the value of *Ūlul Al-bāb* as a view of the institution's vision and mission to achieve optimal work performance (Muhaimin, 2004; Suprayogo, 2012).

The purpose of this study is to provide both practical contributions and theoretical references. Practically, this research aims to examine and analyze the relationship between the universal values of *Ūlul Al-bāb's* integrity with work ethic, motivation to achieve, and performance, which can be used to design more effective policies or strategies in educational institutions. Theoretically, this study is expected to enrich the academic discourse on integrity, work ethic, and motivation, offering new insights that can serve as a reference for developing relevant theories in the context of individual and organizational performance improvement.

Thus, this research will test the extent of the relationship between the universal values of *Ūlul Al-bāb's* integrity with work ethic, motivation to achieve, and performance with several hypotheses as follows:

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

H2 : The universal values of integrity of *Ūlul Al-bāb* are significantly related to the motivation to achieve.

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

H4 : Work ethic has a significant relationship with motivation to achieve.

H5 : Work ethic has a significant relationship with performance.

H6 : Motivation for achievement has a significant relationship with performance.

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

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

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

H10 :   Achievement motivation can mediate the relationship between work ethic and performance.

METHOD

   This study employed a research design based on Partial Least Squares Structural Equation Modeling (PLS-SEM) to explore the relationships between various variables and test the hypothesized model. PLS-SEM is suitable for this research due to its ability to analyze complex models with multiple constructs, mainly when the study aims to examine causal relationships (Hair et al., 2019). The research used a Likert scale questionnaire to collect data, with responses ranging from "strongly disagree" to "strongly agree," corresponding to values from 1 to 5. This scale measures respondents' perceptions of the research variables, and participants are encouraged to respond honestly to ensure the accuracy of the data. The population of this study consists of 506 permanent lecturers at UIN Maulana Malik Ibrahim Malang, with a sample size of 213 respondents determined using Isaac and Michael's sample size table (α = 0.05), divided into three age groups to ensure diverse representation (Hair, 2010).

   The research was designed to be explanatory and empirical, following Creswell et al. (2018), and aims to test hypotheses that explain the relationship between the variables of integrity, work ethic, motivation, and performance. It examines the pathway between independent, dependent, and mediating variables, treating the study as causality research. This design prioritizes understanding the directional relationships between these variables without emphasizing reciprocal relationships. Using PLS-SEM, the study seeks to provide both practical insights and theoretical contributions to understanding these dynamics among university lecturers, contributing to developing effective strategies and policies in academic institutions.

   Before distributing the questionnaire to respondents, the researcher tested the validity and reliability of the instrument to ensure the data collected is trustworthy and accurately measures the intended variables by IBM SPSS Statistics 26. The validity test compared the calculated correlation coefficient (r cal.) with the table value (r table). If r cal. Exceeds r table, the item is considered valid, accurately measuring the intended construct. Meanwhile, the reliability test was performed by calculating Cronbach's Alpha for each variable. A Cronbach's Alpha value greater than 0.6 indicates that the variable is reliable, meaning the instrument exhibits internal consistency (Sugiyono, 2019). By conducting these validity and reliability tests, the researcher ensures that the instrument is valid and reliable, thus ensuring the credibility and consistency of the data collected in the study. The research population was recorded at 506 permanent lecturers of UIN Maulana Malik Ibrahim Malang, with a minimum sample of 213 respondents based on Isaac and Michael's table with α = 0.05 (5%) divided into 3 age groups. Sample calculation details are in following Table 1.

Table 1
Number of Samples

	Faculties	Population	Sample
Graduate	Faculty of Tarbiyah and Teacher Training (FITK)	116	49
	Faculty of Sharia	47	20
	Faculty of Humanities	47	20
	Faculty of Economics	55	23
	Faculty of Psychology	27	11
	Faculty of Science and Technology (SAINTEK)	124	52
	Faculty of Medicine	29	12
Magister	Islamic Studies	6	2
	Primary Islamic School Teacher Education	6	2
	Arabic Education	7	3
	Islamic Education Management	7	3
	Islamic Education	4	2
	Islamic Law	5	2
	Sharia Economics	6	3
	Mathematics	4	2
Doctor	Arabic Education	5	2
	Islamic Education Management	6	3
	Islamic Education	5	2
Questionnaire	Total Spread	213	
	Not Collected		
Age	30-39		47
	40-49		91
	50-65		75
Gender	Male		109
	Female		104

The calculation results showed that 213 respondents were needed, but only 200 samples were eligible after distributing the questionnaire. Several respondents from the faculties of SAINTEK (2), FITK (4), Psychology (2), masters (1), and doctorates (2) gave biased answers, and 2 questionnaires from the faculties of Humanities and Economics were not returned. To corroborate the results, the researcher used G* Power software to recalculate the minimum sample in the PLS-SEM study. The minimum sample for the study with multiple linear regression statistical test is 89 respondents, with effect size $f2 = 0.15$, $\alpha = 0.05$, $\beta = 0.95$, 3 independent variables, and 1 dependent variable. Thus, it can be said that a sample of 200 from a population of 506 has met the requirements of the PLS-SEM research because it has met the minimum requirements (Faul et al., 2007).

Research Variables

Variables of Universal Values of Integrity *Ūlul Al-bāb* (N)

The main dimensions in the research related to the universal values of integrity of *Ūlul Al-bāb* are divided into three main categories: Objective, Moderation, and

Transcendental (Muhaimin, 2004). The Objective Category includes items U1 (meticulous), U2 (work optimally), U7 (assess information), U8 (consider important things), U13 (accuracy of thinking), U14 (sharing), and U19 (based on facts), which describe values that can be measured and assessed objectively. The Moderate category consists of units U3 (balance), U4 (acknowledging diversity of opinions), U9 (balancing expectations with reality), U10 (finding a middle ground), U15 (prioritizing social interests), U16 (wise), and U20 (maintaining positive interactions), which show values that are moderate or middle, reflecting balance and middle attitudes in life.

Meanwhile, the transcendental category includes U5 (work for worship), U6 (grateful), U11 (trust), U12 (sincere), U17 (full of appreciation), U18 (spiritual value), and U21 (good intentions), which describe values that go beyond material aspects and are spiritual. These three categories are interconnected and illustrate a comprehensive dimension of *Ūlul Al-bāb*'s integrity, which includes objective, balanced, and spiritual aspects in a holistic outlook on life (Suprayogo, 2012). The Universal Values of Integrity *Ūlul Al-bāb* (N) questionnaire is reliable with Cronbach's Alpha = 0.981.

Work Ethic Variables (E)

The Work Ethic variable includes four dimensions: "Strive Better," "Be Responsive," "Be Responsible," and "Think Realistically," each with specific indicators. "Trying Better" consists of E1 (carrying out tasks well), E2 (awareness to improve self-quality), E9 (working optimally), E10 (working according to procedures), E17 (trying to improve work) which describes individual efforts to continuously improve performance and quality of work.

Next, "Responsive" consists of E3 (work fast), E4 (feel comfortable working), E11 (work attentively), E12 (commitment), and E18 (sensitive). Then the "Responsible" dimension consists of E5 (adaptation to the rules), E6 (thinking about risks), E13 (mandatory to complete work), E14 (familiarizing yourself with authority), and E19 (not committing violations). Finally, "Realistic Thinking" consists of E7 (easy to understand the rules), E8 (work according to responsibility), E15 (measure the value of benefits), E16 (maximum if trusted), and E20 (comfortable with the authority given) (Furnham, 2021). The work ethic questionnaire is reliable with Cronbach's Alpha = 0,986.

Variable Motivation for Achievement (M)

This research focuses on the variable "Achievement Motivation," which is decomposed into four main dimensions, namely Challenge, Achievement, Innovative, and Feedback, with each specific indicator item. The Challenge dimension includes items such as liking work that requires hard work (M1), managing challenges in completing tasks (M2), facing challenges (M9), liking more complex work (M10), and being driven by considerable work (M17). The Achievement dimension consists of items that include working diligently (M3), optimizing potential (M4), matching the progressive atmosphere (M11), needing success (M12), and having a willingness to work (M18).

The Innovative dimension includes developing work patterns (M5), finding new ways to get work done (M6), thinking creatively (M13), trying other alternatives (M14), and giving birth to new ideas (M19). Meanwhile, the Feedback dimension consists of items such as evaluating work results (M7), asking for opinions related to work results (M8), agencies giving evaluations (M15), giving consequences if there are problems (M16), and being open to suggestions (M20) (McClelland, 2009). The motivation for achievement questionnaire is reliable with Cronbach's Alpha = 0,988.

Performance Variables (K1)

This study examines the variable "Work Competence," which is described into four main dimensions, namely Knowledge, Ability, Experience, and Willingness to Work, with each indicator being specific. The Knowledge dimension includes indicators such as completing tasks professionally (K1), finding the right way (K2), understanding the task (K9), mastering work techniques (K10), and getting used to the new atmosphere (K17). The Ability dimension consists of indicators such as perseverance in work (K3), experts in their field (K4), work based on competence (K11), work by profession (K12), and ability to complete work (K18) (Motowidlo & Van Scotter, 1994). The performance variable Cronbach's Alpha = 0,988.

The Experience dimension includes indicators such as mastering the assigned task (K5), mastering the material (K6), having done previous work (K13), identical to previous work tasks (K14), and related to the interests pursued (K19). Meanwhile, the Willingness to Work dimension consists of indicators such as a focus on work (K7), seriously completing tasks (K8), doing tasks well (K15), living work (K16), and working with full awareness (K20). Thus, this study describes Job Competency as a variable consisting of several important dimensions, including knowledge, ability, experience, and willingness to work, where each dimension is measured through specific and relevant indicators (Motowidlo & Van Scotter, 1994). The performance questionnaire is reliable with Cronbach's Alpha = 0,973.

RESULTS

Outer Model

The evaluation of the outer model using SmartPLS 3.0 shows that almost all indicators have an adequate loading factor (>0.7), except for M1 (0.440) in the variable "Motivation for Achievement," which must be removed. After deletion and recalculation, all indicators meet the set standards. The reliability analysis results also showed high Cronbach's Alpha and rho_A values for all variables, showing good consistency. Convergent validity was also achieved with AVE values above 0.5 for all variables. Discriminant validity was tested with cross-loading, the Fornell-Larcker Criterion, and HTMT, and all variables had a strong correlation with their indicators and met the evaluation standards of the measurement model, as shown in Table 2.

Table 2
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		
Motivation for Achievement	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 Integrity *Ūlul Albāb*	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		

Inner Model

Based on the analysis of the inner model using SmartPLS 3.0, the multicollinearity test shows that all latent variables do not experience multicollinearity problems because the resulting inner Variance Inflation Factor (VIF) value is below the normative limit of <5. This shows that the variable "Work Ethic" with "Performance" has the highest VIF value of 1,249, while the relationship between "Universal Value of Integrity *Ūlul Al-bāb*" and "Work Ethic" has the lowest VIF value of 1,000 (Cenfetelli & Bassellier, 2009).

Table 3
Inner Model

	Work Ethic	Performance	Motivation for Achievement
Work Ethic		1,249	1,189
Motivation for Achievement		1,060	
Universal Values of Integrity *Ūlul Albāb*	1,000	1,189	1,189

While the outer weight evaluation indicates that all indicators meet the quality requirements with excellent p-values (<0.05). Although some indicators do not reach the outer weight (O) standard of >0.50, as shown in Table 3, these indicators are maintained in the model because of the positive and good p-values. For example, the "E1 <- Work Ethic" indicator has an outer weight of 0.058 and a p-value of 0.000, which confirms that the indicator remains significant in explaining the variable "Work Ethic". Overall, the evaluation of this inner model shows that the developed model exhibits good quality and can be used to analyze the causal relationship between variables in this study (Hair et al., 2019).

Hypothesis Test

Results of the hypothesis test using bootstrapping calculations in SmartPLS 3.0 demonstrate that the direct effect relationship of the majority of latent variables showed positive significance with a T-Statistics value of > 1.96, except for the insignificant relationship between "Universal Values of Integrity *Ūlul Al-bāb*" and "Achievement Motivation" and "Achievement Motivation" to "Performance". Meanwhile, in examining indirect effects, the mediation test showed only two significant relationships, namely "Universal Value of Integrity of *Ūlul Al-bāb*" -> "Work Ethic" -> "Performance" and "Universal Value of Integrity of *Ūlul Al-bāb*" -> "Work Ethic" -> "Motivation for Achievement". This shows the importance of the "Work Ethic" variable in mediating the relationship of other latent variables to achieve the expected significance. Therefore, increasing "Achievement Motivation" and "Work Ethic" is very important to achieve optimal performance at UIN Maulana Malik Ibrahim Malang, as evidanced in Table 4 and Table 5.

Table 4
Specific Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	*P*
Universal Value of Integrity Perspective *Ūlul Al-bāb* -> 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 Value of Integrity *Ūlul Al-bāb* Perspective ->	0.004	0.004	0.007	0.550	0.583

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P
Work Ethic -> Achievement Motivation -Performance >					
Universal Value of Integrity Perspective **Ūlul Al-bāb** -> Motivation for Achievement -> Performance	0.000	0.001	0.007	0.004	0.997
Universal Value of Integrity Perspective **Ūlul Al-bāb** -> Work Ethic -> Motivation for Achievement	0.095	0.101	0.036	2.602	0.010

Table 5
Direct Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P
Work Ethic -> Performance	0.314	0.309	0.095	3306	0.001
Work Ethic -> Motivation for Achievement	0.237	0.247	0.072	3297	0.001
Motivation for Achievement -> Performance	0.041	0.046	0.067	0.623	0.533
Universal Value of Integrity Perspective **Ūlul Al-bāb** -> Work Ethic	0.399	0.409	0.076	5238	0.000
Universal Value of Integrity Perspective **Ūlul Al-bāb** -> Performance	0.313	0.319	0.076	4109	0.000
Universal Value of Integrity Perspective **Ūlul Al-bāb** -> Motivation for Achievement	0.095	0.100	0.089	1067	0.286

Model Compatibility (sol)

The evaluation of the goodness and suitability of the model in the PLS-SEM analysis (as shown in Table 7) aims to assess how well the formed model can represent the analyzed data. The evaluation was carried out through several metrics such as R Square (R^2), effect size (f^2), prediction accuracy (Q^2), and goodness-of-fit (GoF). The R^2 value measures the strength of exogenous variables in explaining endogenous variables. In this study, the variable "Performance" had the highest R^2 value (0.183), showing a significant exogenous influence, while the variable "Motivation for Achievement" had the lowest R^2 value (0.056) (Raithel et al., 2012). The f^2 evaluation shows that the prediction strength of the variable "Universal Value of Integrity $\bar{U}lul$ $Alb\bar{a}b$" against "Work Ethic" is categorized as moderate, while the prediction of other variables is weak. The model's prediction accuracy (Q^2) shows generally weak values but is still eligible for the PLS-SEM test (Henseler et al., 2015).

The goodness-of-fit (GoF) model results, as shown in Table 6, were rated good based on the SRMR results below 0.08, indicating that the model used in this study met the criteria for a good fit. Evaluation of prediction power using PLSpredict shows that

almost all variable indicators have strong predictive power except for one indicator, which is M9. The overall results of this evaluation show that the used model is almost close to a high prediction level and meets the overall model goodness and compatibility test requirements. Thus, this model is considered quite good in representing the data and the relationships between the studied variables (Hair et al., 2019).

Table 6
GoF Results

Model	SRMR
Saturated Model	0.048
Estimated Model	0.048

Table 7
Model Fit Test Results

Variable	R Square	Q²	Work Ethic (f2)	Performance (f2)	Motivation for Achievement (f2)
Work Ethic	0.159	0.112	-	0.091	0.05
Performance	0.183	0.133	0.189	-	0.036
Motivation for Achievement	0.056	0.035	0.002	0.05	-
Universal Values of Integrity Ūlul Albāb	-	-	0.189	0.036	0

DISCUSSION

The existence of a significant relationship between the universal values of integrity of *Ūlul Albāb* and the work ethic at UIN Maulana Malik Ibrahim Malang is consistent with the research of Elçi et al. (2011), which found that the integration of moral and spiritual values in the academic environment can increase motivation and work ethic. In line with the study, integrity values that include objective, moderate, and transcendental dimensions play an important role in shaping professional behavior and commitment to academic duties. Sulaeman's (2016) research supports this finding, where internalizing strong ethical values can create a productive and harmonious work environment. In addition, Muhaimin (2004) emphasizes the importance of integrity values in forming a strong moral foundation and improving the performance of individuals and the entire institution. The combination of these studies underlines that the strengthening of *Ūlul Albāb* values impacts improving work ethic and becomes the foundation for achieving superior academic performance (Zainuddin, 2010).

Regarding the results of the analysis that shows that the existence of universal values of *Ūlul Albāb*'s integrity has a positive and significant effect on individual performance with a *T*-statistic of 2377 and a *P*-value of 0.018, it is indicated that the internalization of *Ūlul Albāb*'s moral values and integrity can encourage a significant increase in Performance. This finding aligns with the theory of Weber et al. (2002) regarding work ethics, which states that Work Ethics based on moral values can increase individual productivity and performance in an institution. Weber explains that values such

as discipline, honesty, and moral responsibility are important in shaping a strong work ethic, which encourages optimal performance.

Suprayogo (2012) also acknowledged that work ethic is a potent mediator connecting integrity values with performance. Such a thesis certainly strengthens the finding that preference significantly increases individual performance when Work Ethic is internalized with the values of *Ūlul Albāb* (Magfirah, 2021). The combination of moral values and a solid work ethic creates a foundation that supports individuals in achieving optimal performance in academic and professional environments.

While Hofstede et al. (2010) suggest that cultural values can encourage achievement motivation, the finding of this study contradict these theoritical expectation. The relationship between the universal values of *Ūlul Albāb*'s integrity and motivation for achievement was insignificant, with a *T*-statistic of less than 1.96 and a *P*-value of more than 0.05. However, when Work Ethic functions as a mediator, there is a positive and significant relationship between these values and Motivation for Achievement with a *T*-Statistic of 2602 and a *P*-value of 0.010.

These findings provide a new understanding that a strong work ethic directly impacts performance and increases individual motivation for achievement. When internalized, integrity values such as honesty, responsibility, and hard work can create an environmental climate that supports intrinsic motivation to achieve. Through his theory of motivation for achievement, Herzberg (Sanjeev & Surya, 2016) alludes to it by stating that motivator factors such as achievement and recognition will significantly increase when supported by strong moral values and work ethic. Robbins and Judge (2015) also support this finding by showing that individuals who work in an environment that prioritizes ethical values and integrity tend to have higher levels of Motivation for Achievement. Thus, in the environment of higher education institutions such as UIN Maulana Malik Ibrahim Malang, strengthening work ethic through the internalization of the universal values of integrity of *Ūlul Albāb* is proven to increase motivation for achievement, which ultimately contributes to the performance of individuals and institutions as a whole.

The research results further enrich our understanding of the importance of moral and ethical values in the work environment. Especially in higher education institutions, these results can be used to develop programs that promote an understanding of the universal values of integrity. Meanwhile, this understanding can be used in human resource management to develop more effective management strategies. According to Furnham (2021), work ethic is influenced by the internalization of organizational culture and social norms, which significantly shape a positive work attitude.

One of the significant contributions of this research is developing a model that includes objective, moderate, transcendental, and ethical dimensions. This model synthesizes previous theories such as *Ūlul Albāb* from Muhaimin, work ethic from Furnham, motivation for achievement from McClelland, and task performance from

Motowidlo and Van Scotter. The study results show that integrating these four dimensions provides a strong foundation to improve individual motivation for achievement and performance.

The research concludes that the study provides valuable insights into the relationships between the universal values of *Ūlul Al-bāb*'s integrity, work ethic, motivation to achieve, and performance. The findings significantly impact understanding of how these variables interact, offering practical implications for higher education institutions in developing strategies that enhance lecturer performance and motivation. However, the study's external validity is limited to the context of UIN Maulana Malik Ibrahim Malang and may not fully generalize to other institutions with different cultural, organizational, or demographic characteristics. The research questions are answered by showing how integrity influences work ethic, motivation, and performance, and the data support the hypothesized relationships.

Despite these contributions, the study has several limitations. One limitation is the reliance on self-reported data from lecturers, which may be subject to response biases, such as social desirability bias. Additionally, the sample is limited to permanent lecturers, which may not represent the broader academic staff population, such as adjunct or visiting lecturers. Further research could address these limitations by incorporating diverse respondent groups and exploring the long-term effects of integrity on academic performance. Additionally, the study's cross-sectional nature limits the ability to infer causal relationships over time.

CONCLUSION

A positive and significant relationship exists between the universal values of *Ūlul Albāb*'s integrity to Motivation for Achievement and individual Performance, provided that Work Ethic must act as a mediator. When work ethic is internalized with the universal values of integrity, *Ūlul Albāb* gives birth to the achievement of a significant positive relationship between the values of integrity and performance as well as motivation for achievement. However, the relationship does not show strong significance without the role of the work ethic. These findings affirm the importance of work ethic in mediating the influence of integrity values on performance and motivation for achievement, showing that improving work ethic is very important in achieving optimal performance in the academic environment.

This research implies a deeper theoretical and practical understanding of the relationship dynamics between the values of integrity of *Ūlul Albāb*, work ethic, motivation for achievement, and performance. Theoretically, all the research results enrich the literature on the influence of moral values in the academic context and highlight the important role of work ethic as a mediator. These findings can guide higher education institutions in developing various programs and policies to improve work ethic and internalize *Ūlul Albāb*'s integrity values, such as professional ethics training programs

and incentives for Motivation for Achievement. In addition, the importance of sustainability of evaluation and follow-up research to understand various factors that affect the relationship between variables needs to be revealed more deeply to design the effectiveness of strategies in improving the performance and working conditions of the academic community.

REFERENCES

Amarullah, A. K., Hapzi Ali, & Kasful Anwar. (2023). The Influence of Teaching Staff, Curriculum, Work Culture on the Management of Islamic Education. *Journal of Accounting and Finance Management*, *4*(1), 118–124. https://doi.org/10.38035/jafm.v4i1.198

Astuti, H., Rokhmat, J., & Sudirman, S. (2017). Pengaruh Lingkungan Kerja dan Motivasi Berprestasi terhadap Kinerja Guru Madrasah Ibtidaiyah di Kecamatan Aikmel Kabupaten Lombok Timur. *Jurnal Ilmiah Profesi Pendidikan*, *2*(1). https://doi.org/10.29303/jipp.v2i1.42

Atkinson, J. W., & Birch, D. (1978). *An Introduction to Motivation* (2d ed). Van Nostrand.

Azis, M. A., & Masrukin, A. (2019). Budaya Religius Dalam Pembentukan Karakter Peserta Didik Di SMP Islam Ulul Albab Nganjuk. *Jurnal Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, *9*(3), 377–386. https://doi.org/10.33367/ji.v9i3.1040

Bell, B. S., & Kozlowski, S. W. J. (2002). A Typology of Virtual Teams: Implications for Effective Leadership. *Group & Organization Management*, *27*(1), 14–49. https://doi. org/10.1177/1059601102027001003

Brigham, E. F., & Houston, J. F. (2020). *Fundamentals of Financial Management* (Concise 10th edition). Cengage Learning.

Cenfetelli & Bassellier. (2009). Interpretation of Formative Measurement in Information Systems Research. *MIS Quarterly*, *33*(4), 689. https://doi.org/10.2307/20650323

Crandall, A., Powell, E. A., Bradford, G. C., Magnusson, B. M., Hanson, C. L., Barnes, M. D., Novilla, M. L. B., & Bean, R. A. (2020). Maslow's Hierarchy of Needs as a Framework for Understanding Adolescent Depressive Symptoms Over Time. *Journal of Child and Family Studies*, *29*(2), 273–281. https://doi.org/10.1007/s10826-019-01577-4

Creswell, J. W., Creswell, J. D., Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (Fifth edition). SAGE.

David, F. R., & David, F. R. (2015). *Strategic Management: Concepts and Cases: A Competitive Advantage Approach* (Fifteenth edition). Pearson.

Dunnette, M. D., & Fleishman, E. A. (2014). *Human Capability Assessment*. Psychology Press.

Elçi, M., Sener, İ., & Alpkan, L. (2011). The Impact of Morality and Religiosity of Employees on Their Hardworking Behavior. *Procedia - Social and Behavioral Sciences*, *24*, 1367–1377. https://doi.org/10.1016/j.sbspro.2011.09.135

Faul, F., Erdfelder, E., Lang, A.-G., & Buchner, A. (2007). G*Power 3: A Flexible Stistical Power Analysis Program for the Social, Behavioral, and Biomedical Sciences. *Behavior Research Methods*, *39*(2), 175–191. https://doi.org/10.3758/BF03193146

Febrina, W., Widyastuti, T., & Primadhita, Y. (2022). Lingkungan, Budaya, dan Motivasi Kerja sebagai Faktor yang Mempengaruhi Kinerja Karyawan Universitas Mercu Buana. *Jurnal Pengembangan Wiraswasta*, *24*(1), 1. https://doi.org/10.33370/jpw .v24i1.759

Ferine, K. F., Aditia, R., Rahmadana, M. F., & Indri. (2021). An empirical study of leadership, organizational culture, conflict, and work ethic in determining work performance in Indonesia's education authority. *Heliyon*, *7*(7), e07698. https://doi. org/10.1016/j.heliyon.2021.e07698

Fry, L. W. (2003). Toward a Theory of Spiritual Leadership. *The Leadership Quarterly*, *14*(6), 693–727. https://doi.org/10.1016/j.leaqua.2003.09.001

Furnham, A. (2021). *The Protestant Work Ethic: The Psychology of Work-Related Beliefs and Behaviours* (1st ed.). Routledge. https://doi.org/10.4324/9781003209126

Hair, J. F. (Ed.). (2010). *Multivariate data analysis* (7th ed). Prentice Hall.

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to Use and How to Report the Results of PLS-SEM. *European Business Review*, *31*(1), 2–24. https://doi.org/10 .1108/EBR-11-2018-0203

Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, *43*(1), 115–135. https://doi.org/10.1007/s11747-014-0403-8

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind: intercultural cooperation and its importance for survival* (Revised and expanded third edition). McGraw-Hill.

Jufrizen, J., Farisi, S., Azhar, M. E., & Daulay, R. (2020). Model Empiris Organizational Citizenship Behavior dan Kinerja Dosen Perguruan Tinggi Swasta di Medan. *Ekuitas (Jurnal Ekonomi Dan Keuangan)*, *4*(2), 145–165. https://doi.org/10.24034/ j25485024.y2020.v4.i2.4159

Khan, B., Farooq, A., & Hussain, Z. (2010). Human Resource Management: An Islamic Perspective. *Asia-Pacific Journal of Business Administration*, *2*(1), 17–34. https://doi .org/10.1108/17574321011037558

Konopaske, R., Ivancevich, J. M., & Matteson, M. T. (2018). *Organizational Behavior and Management* (Eleventh Edition). McGraw-Hill Education.

Magfirah, S. (2021). Ulul Albab dalam Al-Qur'an (Tafsir Tematik). *Aqlam: Journal of Islam and Plurality*, *6*(2), 170–184. https://doi.org/10.30984/ajip.v6i2.1650

McClelland, D. C. (2009). *Human Motivation* (Re-issued in this digitally printed version). Cambridge University Press.

Motowidlo, S. J., & Van Scotter, J. R. (1994). Evidence that Task Performance Should be Distinguished from Contextual Performance. *Journal of Applied Psychology*, *79*(4), 475–480. https://doi.org/10.1037/0021-9010.79.4.475

Muhaimin. (2004). *Arah Baru Pengembangan Pendidikan*. Yayasan Nuansa Cendekia.

Mulang, H., & Putra, A. H. P. K. (2023). Exploring the Implementation of Ethical and Spiritual Values in High School Education: A Case Study in Makassar, Indonesia. *Golden Ratio of Social Science and Education*, *3*(1), 01–13. https://doi.org/10.52970 /grsse.v3i1.105

Nuraeni, Y., & Henderi, H. (2010). Model Sistem Pendukung Keputusan untuk Monitoring dan Peningkatkan Kinerja Dosen. *Ccit Journal*, *3*(3), 366–376. https://doi.org/10.33050/ccit.v3i3.706

Pichère, P. (with Cadiat, A.-C.). (2015). *Maslow's Hierarchy of Needs* (C. Probert, Trans.). Lemaitre Publishing.

Robbins, S. P., & Judge, T. (2015). *Organizational Behavior* (Edition 16). Pearson.

Sanjeev, M. A., & Surya, A. V. (2016). Two Factor Theory of Motivation and Satisfaction: An Empirical Verification. *Annals of Data Science*, *3*(2), 155–173. https://doi.org/ 10.1007/s40745-016-0077-9

Shihab, M. Q. (2015). *Tafsîr Al-Mishbâḥ. 2* (Ed. rev). Lentera Haiti.

Siswanto, H., & Suparno, S. (2022). Pendidikan Ulul Albab dalam Al-Qur'an. *Al-I'jaz : Jurnal Studi Al-Qur'an, Falsafah Dan Keislaman*, *4*(2), 65–81. https://doi.org/10.53563/ai.v4i2.89

Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.

Sulaeman, M. (2016). Pengaruh Penerapan Nilai-Nilai Islam dan Komitmen Terhadap Etos Kerja dan Dampaknya Kepada Kualitas Sumber Daya Manusia di Lingkungan Pemerintah Kabupaten Tasikmalaya. *Jurnal Ekonomi & Studi Pembangunan*, *17*(2). https ://doi.org/10.18196/jesp.17.2.3788

Suprayogo, I. (2012). *Membangun Peradaban dari Pojok Tradisi: Refleksi dan Pemikiran Menuju Keunggulan*. UIN Maliki Press.

Wawan, W. (2017). Mutu Kinerja Perguruan Tinggi Agama Islam Swasta Jawa Barat. *Jurnal Administrasi Pendidikan*, *9*(1), 20–32. https://doi.org/10.17509/jap.v14i1 .6704

Weber, M., Baehr, P., & Wells, G. C. (2002). *The Protestant Ethic and the "Spirit" of Capitalism and other Writings*. Penguin Books.

Winner, E. (2000). The Origins and Ends of Giftedness. *American Psychologist*, *55*(1), 159–169. https://doi.org/10.1037/0003-066X.55.1.159

Zainuddin, M. (2010). *Paradigma Pendidikan Terpadu: Penyiapkan Generasi Ulul Albab* (Cetakan II). UIN-Malang Press.

Zhu, Q., Sarkis, J., & Lai, K. (2013). Institutional-Based Antecedents and Performance Outcomes of Internal and External Green Supply Chain Management Practices. *Journal of Purchasing and Supply Management*, *19*(2), 106–117. https:/doi.org/10 .1016/j.pursup.2012.12.001