

# Islamic Work Ethics to increase Lecturer Performance Mediated by Organizational Citizen Behavior

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## Abstract

The objectives of this research were as follows to investigate the effect of Islamic work ethics on lecturer performance and organizational citizen behavior to examine the relationship between organizational citizen behavior and lecturer performance. This study employs quantitative methodology and collects primary data from 263 respondents through a questionnaire. The research was undertaken between June and November of 2023. Structural Equation Modeling (SEM) was employed to analyze the data, utilizing Amos Version 23 and SPSS Version 27. The findings of this research indicated that Islamic work ethics had a significant and positive effect on the performance of lecturers. The influence of Islamic work ethics on organizational citizen behavior was positive and statistically significant. Through organizational citizen behavior Islamic work ethics had a positive and significant effect on lecturer performance.

## Keywords

Islamic work ethics, Organizational citizen behavior, Lecturer performance

## INTRODUCTION

Analyzing the role of religion and its relation to performance is nothing new in cross-cultural management studies, especially in an era of globalization that expands interaction in cross-cultural contexts. Islamic work ethics, which are based on values such as honesty, integrity, responsibility, and sincerity, play an important role in improving the performance of lecturers. By internalizing Islamic work ethics, lecturers can carry out their duties with full commitment and dedication, creating a fair and transparent academic environment. In addition, Islamic work ethics facilitate organizational citizenship behavior (OCB), which strengthens interpersonal relationships and collaboration among lecturers as well as between lecturers and students, thus overall increasing the effectiveness and productivity of higher education institutions. However, the practice of Islamic work ethics actually affects this, the relationship is still unclear (Ahmed et al., 2021; Putro, 2018; Saragih, 2021; Sodiq, 2018; Wulandari & Mubarak, 2021).

Globally, the importance of lecturer performance as an indicator in determining the success of institutions or universities has been recognized, and the results of research show different impacts, especially in different institutional and cultural contexts. For example Asha'ari et al. (2023a) in Malaysia obtained the results Islamic work ethics show the relationship between sustainable design and social sustainability performance. Other findings also show that Islamic work ethics directly and positively influence job performance and performance, This study is an attempt to create a conceptual framework that incorporates Islamic work ethics into the relationship between job satisfaction and performance in Arab work culture and tries to expand the study of management across religious cultures by investigating the mediating role of Islamic work ethics in the relationship between job satisfaction and performance (Smadi et al., 2022). In addition, in Pakistan, Javaid et al (2021) emphasize that Islamic work ethics as moderators make a strong connection between authentic leadership and OCB. These results overall show that improving Islamic work ethics and encouraging organizational citizenship behavior (OCB) is essential to improve the performance of lecturers in universities. By focusing on these aspects, universities can develop more committed and resilient faculties, which are essential to face and adapt to continuous change.

In the Qatar, the performance of employees from different sectors is significantly influenced by the Islamic work ethic and employee relations climate. Islamic work ethics, which are based on moral principles such as honesty, integrity, responsibility, and sincerity, provide a strong ethical foundation for employees to carry out their duties and responsibilities with high dedication. In the context of Qatari work culture, the application of Islamic work ethics not only shapes the character of professional individuals but also strengthens collective spirit and solidarity in the workplace (Badr et al., 2023). Udin et al's (2022) research on the performance of family business employees in Pati, Batang, and Demak Districts in Central Java, Indonesia shows that Islamic work ethics are certainly positively and significantly related to affective commitment and employee performance. Conversely, research conducted by Putro (2018) revealed that Islamic work ethics, organizational commitment, and attitudes to organizational change did not have a significant influence on the performance of teachers in state madrasahs in the Sragen Regency area, Indonesia.

The existing research highlights the importance of performance within educational institutions, particularly universities, to encourage consistent performance and maintain a positive work culture. Amid unprecedented global challenges, such as technological disruption and a global pandemic, the need to improve lecture performance has become increasingly urgent and crucial. The study conducted by Abboh et al (2024) highlights that high-performance work practices play an important role as a predictor and significant driver in improving lecturer performance. This is critical in facing global challenges and ensuring the quality of sustainable education.

## MATERIALS AND METHODS

### Research Design

This study uses a non-experimental quantitative approach to investigate the relationship between relevant variables in the context of lecturer performance. First, descriptive correlation analysis is applied to evaluate the relationship between Islamic work ethics, OCB of lecturers, and performance of lecturers in universities. This method allows the elaboration of relationships between variables without the intervention of researchers (McCombes, 2019). Furthermore, pathway analysis was used to explore the possible effects of lecturer OCB mediation on the relationship between Islamic work ethics and lecturer performance. Kline (2023) explains that the path analysis approach is part of the structural equation model (SEM), which aims to identify and estimate cause-and-effect relationships between observed variables. Analysis analysis allows evaluating the direct and indirect impact of the factors involved in the hypothesis model without the presence of latent variables.

### Research Respondents

There were 263 university lecturers spread across four regions in North Kalimantan were selected as respondents to this study. The selection of respondents was done through a random sampling method, described by Shin (2020) to ensure that each member of the population has the same probability of being selected in the study.

### Research Instruments

This study used questionnaires adapted from various authors, adapted to the objectives of this study. Three main instruments were used: modified Lecturer Performance questionnaire (Wulandari & Mubarak, 2021), Modified OCB questionnaire (Alfani & Hadini, 2018; Organ, 2018), and Islamic Work Ethics Questionnaire (Ali, 1988). This instrument

underwent validation by three expert validators in the field of research and was subsequently tested on 30 lecturers to assess reliability. Reliability is measured using Cronbach alpha based on standard items.

### Data Gathering Procedures and Ethical Considerations

Throughout the data collection process, all necessary steps have been adhered to, including compliance with ethical standards. These measures include ensuring the confidentiality of respondents as well as aligning modified questionnaires with the original authors. In addition, instrument validation by expert validators and testing on lecturer samples are carried out in accordance with ethical guidelines to ensure the reliability of the collected data.

### Data Analysis

The collected data are analyzed with various treatments and statistical measurements to answer the research questions expressed in the problem and to evaluate the collected data thoroughly. This analysis involves calculating methods for assessing Islamic Work Ethics, OCB among lecturers, and Performance of lecturers in universities. Furthermore, Pearson's Product Moment Correlation Coefficient was used to investigate the relationship between Islamic Work Ethics, lecturer OCB, and lecturer performance in higher education. In addition, a pathway analysis was conducted to explore the mediating effect of the lecturer's OCB on the relationship between Islamic Work Ethics and lecturer performance.

## RESULTS AND DISCUSSION

### Tingkat Etika kerja Islami, OCB dosen, dan Kinerja dosen pada perguruan tinggi

Shown in table 1 are the levels of the variabls: Islamic work ethics, OCB lecturers, and lecturer performance at universities in the North Kalimantan Region. The data is analyzed through mean and standard deviation. The mean ranges from 4.01 to 4.62 indicating the presence of high to relatively large variability among data points. The descriptive level of Islamic work ethics is very high, with an average score of 4.43, which shows that the lecturers' Islamic work ethics are always realized. In addition, descriptively the overall OCB level of lecturers is very high with an average score of 4.18 which means that the OCB of lecturers is always realized. In addition, the findings show that the overall average performance of lecturers in universities is 4.22, which shows that lecturer performance is almost always seen in universities in North Kalimantan.

**Table 1** Levels of Islamic Work Ethics, Organization Citizen Behavior and Lecture Performance

Item	Mean	SD	Descriptive Level
Responsibility	4,62	0,586	Very High
Worship Intention	4,41	0,771	Very High
Faith	4,27	0,790	Very High
Blessing	4,39	0,711	Very High
Persistent	4,46	0,646	Very High
Mutual help	4,45	0,645	Very High
<b>Islamic Work Ethics</b>	<b>4,43</b>	<b>0,692</b>	<b>Very High</b>
Altruism	4,11	0,687	Very High
Sportsmanship	4,01	0,668	High
Courtesy	4,29	0,660	Very High
Civil Virtue	4,05	0,747	High
Awareness	4,21	0,646	Very High
Organizational compliance	4,26	0,655	Very High
Organizational loyalty	4,21	0,621	Very High
Self-development	4,28	0,644	Very High
<b>Organization Citizen Behavior</b>	<b>4,18</b>	<b>0,666</b>	<b>Very High</b>
Education and teaching	4,18	0,788	Very High
Research	4,18	0,765	Very High
Scientific publications	4,29	0,715	Very High
Community service	4,36	0,695	Very High
Supporting elements	4,11	0,810	Very High
<b>Lecture Performance</b>	<b>4,22</b>	<b>0,755</b>	<b>Very High</b>

The study's finding, aligning Raza et al. (2024) research in Karachi, Pakistan, shows that employees' spiritual values have a positive and significant correlation with affective commitment and job satisfaction. The findings also reveal that affective commitment and job satisfaction play an important role in driving organizational citizenship behavior. In addition, Islamic work ethics positively and significantly moderates the relationship between perceptions of corporate social responsibility (CSR) by employees with affective commitment and between perceptions of employee CSR and job satisfaction. Furthermore, findings from Malaysia also suggest that Islamic work ethics moderate the relationship between sustainable design and social sustainability performance. This indicates that the application of Islamic work ethics can amplify the positive effects of sustainable design on social sustainability performance, assisting organizations in achieving their sustainability goals more effectively. Thus, the integration of Islamic work ethics not only improves individual and organizational performance but also supports broader sustainability initiatives (Asha'ari et al., 2023b).

The findings of Satrianto & Gusti (2023) research from Indonesia show that organizational citizenship behavior fully mediates the relationship between Islamic work ethics and employee performance. These insights are crucial, especially for food processing SMEs, to improve their environmental protection efforts. By utilizing Islamic work ethics and encouraging OCB, SMEs can create employees who are more committed and proactive in implementing environmentally friendly practices. This not only improves the overall performance of employees but also strengthens the company's social responsibility and environmental sustainability. This is in accordance with the findings of Arifin & Narmaditya' s (2024) research in Pamekasan, Indonesia, which found that OCB mediates the relationship between transformational leadership and employee performance, as well as between organizational commitment and employee performance. This suggests that organizational citizenship behavior plays an important role in bridging the influence of transformational leadership and organizational commitment to improving employee performance. Thus, promoting OCB within the organization can amplify the positive effects of transformational leadership and organizational commitment to employee performance, ultimately contributing to the long-term success and sustainability of the organization.

The study of Miao et al (2023) emphasizes that lecturers with communication competence have the most significant influence on their performance. Conversely, lecturers who lack work competence tend to show low productivity. Therefore, focusing on improving lecturer communication competence can be an effective strategy to improve overall lecturer performance. Ensuring that lecturers have good communication skills will help them be more effective in delivering material, interacting with students, and collaborating with colleagues, ultimately improving the quality of education and overall performance of the institution. Biswas & Varma (2007) further showed that universities in India need to pay attention to lecturers' perceptions of their work environment. Human resource strategies in educational institutions should not only be limited to establishing policies and procedures, but also include the creation of a friendly working environment for lecturers, which encourages performance both in their leading roles and in extra-role activities. A positive work environment can increase faculty satisfaction and engagement, which in turn can increase their productivity and contribution beyond their primary teaching responsibilities. This emphasizes the importance of developing an organizational culture that supports the welfare of lecturers to achieve optimal performance and improve the overall quality of education.

### Correlation of Islamic work ethics, OCB of lecturers, and performance of lecturers in universities

Shown in table 2 the correlation analysis between Islamic work ethics, OCB of lecturers, and performance of lecturers in universities in the North Kalimantan Region. The results showed a high positive correlation between Islamic work ethics and lecturer performance ( $r = 0.382$ ,  $p < 0.05$ ), so the null hypothesis was rejected. This is in accordance with the findings of research in Lahore, Pakistan conducted by Muhammad et al (2022), it is proven that an increase in Islamic work ethics is positively correlated with an increase in Performance. Similarly, the research of Jermstipparsert et al (Jermstipparsert et al., 2021; Wulandari & Mubarak, 2021) in Indonesia, highlighting the significant influence of Islamic work ethics on performance. These studies emphasize the importance of improving Islamic work ethics to improve lecturer performance.

**Table 2** Correlation between Islamic Work Ethics, Organization Citizen Behavior and Lecture Performance

Independent Variable	Dependent Variable	r-value	p-value	Interpretation
Islamic Work Ethics	Lecture Performance	0,382	0,000	Significant
Islamic Work Ethics	Organization Citizen Behavior	0,366	0,000	Significant
Organization Citizen Behavior	Lecture Performance	0,446	0,000	Significant

Additionally, a high positive correlation was found between Islamic work ethics and lecturer OCB ( $r = 0.366$ ,  $p < 0.05$ ), so the null hypothesis was rejected. Statistical evidence supports Cropanzano & Mitchell's (2005) Social Exchange Theory providing a foundation for universities to create work environments that support, encourage, and stimulate lecturers to engage in organizational citizenship behaviors that are beneficial to the advancement of institutions and the improvement of educational quality. By upholding the principles of fairness, honesty, and respect, as well as building an organizational culture that promotes ethical values, colleges can provide proper recognition for faculty contributions and encourage their involvement in activities that support the institution's vision and mission. Thus, universities can create conditions that stimulate lecturers to play an active role in improving the quality of education they provide and advancing the overall goals of the institution.

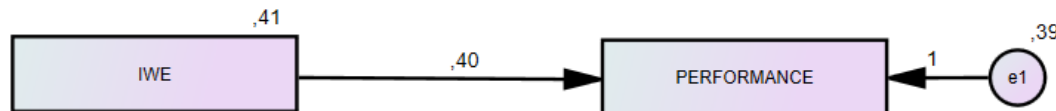
Moreover, the results also revealed a high positive correlation between the OCB of lecturers and the performance of university lecturers in North Kalimantan ( $r = 0.446$ ,  $p < 0.05$ ), thus rejecting the null hypothesis. This supports findings showing that OCB includes employee behaviors that go beyond their formal duties and make a positive contribution to the organization. Studies show that lecturers involved in OCB tend to perform better in their leading roles, such as teaching, research, and community service, lecturers who are active in helping fellow lecturers, participating in curriculum development activities, or contributing ideas to improve the quality of the institution, tend to have better reputations among their peers and get more opportunities for promotion or recognition institutional (Lin-Schilstra et al., 2024). In addition, OCB lecturers are the behavior of a person in a university that exceeds the tasks expected of them. This behavior arises because of the sense of identity and personal satisfaction felt when making additional contributions to the organization. Employees who feel emotionally happy and voluntary in performing these actions can improve individual, group, and overall organizational performance (Aigistina et al., 2020).

### The Effect of OCB Mediation on the Relationship between Islamic Work Ethics and Lecturer Performance

Table 3 and Figure 1 display the outcome of regression analysis that show a positive relationship between Islamic work ethics and lecturer performance. This shows an increase in lecturer performance of 0.40-units for each increase in results for Islamic work ethics. This effect is statistically significant, with a p value of less than 0.05. This finding implies that hard work based on responsibility can strengthen the implementation of community service which in turn can improve lecturer performance.

**Table 3** Regression Weights (Total Effect)

		Estimate	S.E.	P-Value	Decision on Ho	Interpretation	
Islamic Work Ethics	➔	Lecture Performance	0.403	0,600	<0.001	Reject	Significant



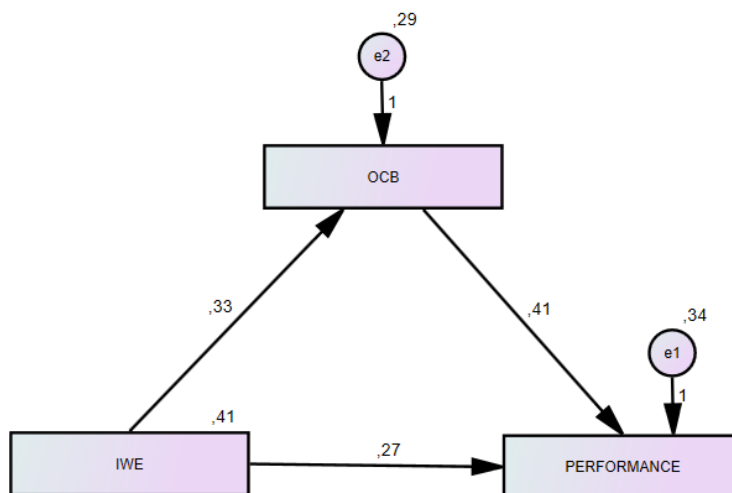
**Fig. 1** Path Diagram for Islamic Work Ethic to Lecturer Performance

Table 4 details the OCB of lecturers in universities mediates the relationship between Islamic Work Ethics and lecturer performance. In the Pathway Analysis used, it was revealed that the path from Islamic Work Ethics to lecturer performance, Islamic Work Ethics to lecturer OCB, and lecturer OCB to lecturer performance all have statistical significance. These results show that OCB, which is applied partially, mediates the relationship between Islamic Work Ethics and the Performance of lecturers in universities. Analysis of mediation is carried out through three steps, as described in Table 4 as Steps 1 through 3. Step 1 indicates the significant direct influence of Islamic Work Ethics on lecturer performance. Step 2 shows that Islamic Work Ethics significantly affects the OCB of lecturers, who act as mediators in this study. The final step, Step 3, highlights that the lecturer's OCB significantly affects lecturer performance, confirming its usefulness as a predictive indicator.

**Table 4** Mediating Effect of Organizational Citizen Behaviour between Islamic Work Ethics and Lecture Performance

Step		Estimate	S.E.	P-value	Decision on Ho	Interpretation	
Islamic Work Ethics	➔	Lecture Performance	0.266	0.600	<0.001	Reject	Significant
Islamic Work Ethics	➔	Organizational Citizen Behaviour	0.333	0.520	<0.001	Reject	Significant
Organizational Citizen Behaviour	➔	Lecture Performance	0.409	0.066	<0.001	Reject	Significant

Moreover, achieving of partial mediation is reflected when there is a significant decrease in the regression coefficient in the final step but remains within the level of significance. This shows that the OCB of lecturers acts as a mediator in part of the influence of Islamic Work Ethics on lecturer performance. However, there may be other external factors that may directly or indirectly influence other aspects not considered in the model. In step 3, there is a note that the influence of Islamic Work Ethics on lecturer performance decreased after considering mediation carried out by the lecturer's OCB, which indicates partial mediation. This finding was declared significant, with a p value of less than 0.05.



**Fig. 2** Path Analysis showing the variables of the study

Furthermore, Fig. 2 presents the calculated effect size for mediation analysis involving three variables. This measure evaluates how much influence Islamic Work Ethics has on lecturer performance through indirect channels. The total effect size of 0.129 is related to the beta coefficient mediated from Islamic Work Ethics on lecturer performance. Given

the partial mediation, it is not appropriate to conclude that the lecturer's OCB is the only factor that causes Islamic Work Ethics to have an impact on the lecturer's performance. Rather, it suggests that these practices are only one of several mechanisms through which Islamic Work Ethics can influence Performance among lecturers.

In the mediation analysis conducted in this study, an important first step according to the Hayes (2017) process model is to establish a correlation between the independent variable, Islamic Work Ethics, and the dependent variable, Lecturer performance. Furthermore, this study successfully showed in the second step a significant relationship between Islamic Work Ethics and the mediation variable, OCB lecturers. By testing the hypothesis according to the Hayes framework, this study confirms the significant influence of the mediation variable, the OCB of the lecturer, on the dependent variable, the performance of the lecturer. Since all steps in the analysis show significant results, this mediation is considered partial. These findings have strong positive implications, indicating that the mediating variable, the lecturer's OCB, is effective in influencing the relationship between Islamic Work Ethics and lecturer performance.

This study highlights the important role of OCB lecturers in bridging the gap between Islamic work ethics and lecturer performance. This relationship is supported by a large amount of research around organizational behaviour, work ethic and human resource practices. In particular, the concept introduced by Organ (1988), underlining politeness as a predictor of success in improving lecturer performance, suggests that focusing on politeness behavior can improve lecturer performance. This is further supported by Williams & Anderson's (1991) insight into the essence of extra-role behavior distinguishable from its duties in the role, as well as Lee & Allen's (2002) emphasis on job influence being associated more strongly than job cognition with OCB directed at the individual, whereas job cognition correlated more strongly than job influence with OCB directed at the organization.

Moreover, the implications of this study extend to the fields of Occupational Psychology as well as Organizational and Management of Higher Education, which underlines the ethical values and extra behavioral role of influencing lecturer motivation and engagement. The model developed by Piccolo & Colquitt (2006) states that structural models where indirect effects complement the direct effects of transformational leadership on task performance and OCB through mechanisms of job characteristics, intrinsic motivation, and goal commitment, as discussed by Clemes et al (2008), that the studies carried out help the management of higher education develop and implement market-oriented service strategies, to achieve high quality of service, increase the level of student satisfaction and create favorable future behavioral intentions.

#### **SUMMARY OF THE FINDINGS OF THE STUDY**

The overall mean score of Islamic work ethics across indicators such as responsibility, worship intention, faith, blessing, persistence, mutual help. is at a very high level, which indicates it is very often applied by lecturers.

The overall mean score of OCB include altruism, sportsmanship, courtesy, civil virtue, awareness, organizational compliance, organizational loyalty, self-development. Included in the very high category, so it shows a consistent expression of Doen's commitment. The overall average score for lecturer performance implemented at universities also reached a high level, indicating that these practices were widely observed.

Moreover, significant test results showed a positive correlation between Islamic work ethics and their performance, leading to the rejection of the null hypothesis, which implies that an increase in Islamic work ethics correlates with an increase in lecturer performance.

Furthermore, a strong positive correlation between Islamic work ethics and lecturer OCB, thus supporting the rejection of the null hypothesis and showing that increasing Islamic work ethics will encourage lecturer OCB. In addition, there is also a strong positive relationship between the OCB of lecturers and the performance of lecturers. This shows that consistent OCB of lecturers correlates with lecturer performance.

Lastly, the pathway analysis reveals that the OCB of lecturers plays an important intermediary role between Islamic work ethics and lecturer performance. This underlines the important influence of Islamic work ethics in cultivating performance by strengthening OCB well, thus acting as the main mediator in improving lecturer performance.

#### **CONCLUSION**

OCB practices carried out by lecturers at universities have a significant effect on the dynamics between Islamic work ethics and their performance of universities in the North Kalimantan Region. This finding is supported by an important step in improving lecturer performance by Biggs et al (2022), which links learning objectives, teaching activities, and assessments to improve lecturer performance and student learning outcomes. In addition, research, including Wulandari & Mubarak's (2021) research, illustrates the role of Islamic work ethics inherent at the individual level of a lecturer Thus, Islamic work ethics is an important aspect in encouraging lecturer performance, maximizing the role of Islamic work ethics to encourage innovation in learning activities, which leads to improving lecturer performance.

#### **RECOMMENDATIONS**

Based on the findings and conclusions, recommendations are given to various stakeholders. For Department of Education Officials, it is advisable to initiate and enforce responsibilities targeting the improvement of work ethic in the college environment, which has been identified as significantly correlated with performance. In addition, it is advisable to promote and support the courtesy of every lecturer who concentrates on effective OCB in the college environment.

College leaders are encouraged to foster awareness and self-development among lecturers by implementing good OCB, including Altruism and Sportsmanship. In addition, lecturers should focus on their personal development, especially in areas related to OCB in the face of difficulties, as this can positively improve performance.

Lecturers are urged to maintain good educational and teaching activities, research and scientific publications on an ongoing basis, carry out community service and other academic support activities, so as to promote personal and professional growth. In addition, the active involvement of lecturers to help each other with peers, by providing freedom and initiative, is very important to create a good college climate, which ultimately strengthens relationships with fellow lecturers. Future research should look at the longitudinal impact of lecturer OCB practice and Islamic work ethics on lecturer performance. In addition, investigate other potential mediating variables that may influence the relationship between Islamic work ethics and lecturer performance.

For Policymakers, develop and support policies that prioritize improving ethics, peer relations, and faculty professional development. Policies that facilitate relationships with supportive peers can help improve overall lecturer performance.

## DECLARATION OF CONFLICT

The authors assert that no financial conflicts of interest or personal relationships were seen to influence the research presented in this paper.

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