

Exploring Innovative Work Behaviour Values of Lecturers in the Islamic University in Indonesia

Akh. Yunan Atho'llah*¹⁾, Debby Nindya Istiandari²⁾, Ana Toni Roby Candra Yudha³⁾
Sherawali⁴⁾

¹⁾ Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia

²⁾ Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia

³⁾ Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia

⁴⁾ School of Economics, Finance and Banking, College of Business, Universiti Utara Malaysia.

e-mail Correspondent: yunan.athoillah@uinsa.ac.id

Received: 28-11-2024

Revised: 22-03-2025

Accepted: 05-05-2025

Info Artikel

Keywords:

Innovative Work
Behaviour;
Islamic University;
Islamic work ethic;
Affective commitment;
Lecturers' performance.

Abstract

This study examines the impact of Islamic work ethic, affective commitment, normative commitment, and high-performance work systems on lecturers' performance at 122 State Islamic Universities, 60 Private Islamic Universities, and five private non-Islamic Universities in Indonesia, with a focus on gender differences to enhance the generalizability and accuracy of the findings. Employing the Structural Equation Model Partial Least Squares (SEM-PLS) method, the study tests whether innovative work behaviour mediates these factors. The results reveal that the R-squared value is 0.753. This method reflects that the exogenous variables of Islamic work ethic, affective commitment, and high-performance work system significantly influence innovative work behaviour by 75.3%. However, further findings revealed that the affective commitment of male lecturers does not affect their innovative work behaviour, resulting in reduced innovation and suboptimal performance. Additionally, innovative work behaviour mediates the relationship between Islamic work ethic, affective commitment, high-performance work systems, and lecturers' performance, but not with normative commitment. This plenary paper offers original insights by exploring innovative work behaviour from a gender perspective, a topic that has not been widely covered in previous studies. The research suggests that Islamic Universities should consider gender differences as they promote innovative work behaviours and adopt gender-specific strategies to enhance lecturers' performance. These considerations could foster a more creative and productive work environment. Implications: The study highlights the need for a gender-specific approach to promote innovation and improve lecturers' performance. Further research could explore other factors influencing performance in different cultural and organizational contexts.

Kata Kunci:

Perilaku Kerja Inovatif;
Universitas Islam;
Etos kerja Islami;
Komitmen afektif
Kinerja dosen.

Abstrak.

Penelitian ini menguji pengaruh dari etos kerja Islami, komitmen afektif, komitmen normatif, dan sistem kerja berkinerja tinggi terhadap kinerja dosen di 122 Perguruan Tinggi Islam Negeri, 60 Perguruan Tinggi Islam Swasta, dan 5 Perguruan Tinggi Non-Islam Swasta di Indonesia, dengan fokus pada perbedaan gender sebagai generalisasi dan keakuratan temuan. Dengan menggunakan metode Structural Equation Model Partial Least Square (SEM-PLS), penelitian ini menguji apakah perilaku kerja inovatif memediasi faktor-faktor tersebut. Temuan menunjukkan bahwa nilai R² adalah sebesar 0,753. Ini mencerminkan variabel eksogen etos kerja Islami, komitmen afektif, dan sistem kerja berkinerja tinggi secara signifikan mempengaruhi perilaku kerja inovatif sebesar 75,3%. Namun temuan lebih jauh menemukan bahwa, komitmen afektif dosen laki-laki tidak mempengaruhi perilaku kerja inovatif mereka tidak sebagaimana dosen perempuan. Selain itu, perilaku kerja inovatif memediasi hubungan antara etika kerja Islam, komitmen afektif, sistem kerja berkinerja tinggi, dan kinerja dosen, tetapi tidak dengan komitmen normatif. Penelitian ini

memberikan kontribusi wawasan original dengan mengeksplorasi perilaku kerja inovatif dari perspektif gender, yang tidak banyak dibahas dalam penelitian sebelumnya. Penelitian ini menunjukkan bahwa Perguruan Tinggi Islam perlu mempertimbangkan perbedaan gender ketika mempromosikan perilaku kerja inovatif dan mengadopsi strategi spesifik gender untuk meningkatkan kinerja dosen. Pertimbangan ini dapat mendorong lingkungan kerja yang lebih inovatif dan produktif di seluruh institusi.

INTRODUCTION

In the modern era, lecturers in Islamic universities must adapt teaching methods and manage performance effectively. (Armstrong, 2022; Cardy & Leonard, 2014; Djalilah et al., 2024; S. Fernandez et al., 2010; Forcher et al., 2022). Innovative work behaviour (IWB) has become essential for sustained performance. (Atho'llah & Yudha, 2022; Fauzi, 2015; Firmansah et al., 2023). However, its relationship with Islamic work ethic, affective commitment, and high-performance work systems remains underexplored in Islamic higher education. (Chatterjee & Correia, 2020; Ferine et al., 2021; Houck et al., 2012; Zakariya & Yudha, 2024).

Notably, gender differences in workload management further complicate how lecturers engage in innovative work behaviour and achieve performance outcomes. (Bai et al., 2022; J. P. J. De Jong & Den Hartog, 2007; Forcher et al., 2022; Yudha & Haryono, 2024). The Islamic work ethic, grounded in sincerity and intention, drives the discovery, development, support, and implementation of ideas. Affective commitment and high-performance work systems also foster innovative work behaviour, enhancing performance outcomes. (Etherton et al., 2022; Gu et al., 2023; Ivantri et al., 2024; Yudha & Basya, 2024). The varying capacities of male and female lecturers in handling responsibilities affect their engagement in innovative practices. (Afiq & Yudha, 2023; Fuad et al., 2022; Indayanti et al., 2022; Widiyanto et al., 2022).

Islamic universities offer a unique setting for exploring the intersection between Islamic values and innovation. (Athaya, 2022; Azkiya et al., 2024; Jannah et al., 2023; Lin, 2022; Syamsuar et al., 2023). Lecturers in these institutions are expected to integrate ethics with professional excellence. (Arifin et al., 2023; Ma'arif et al., 2022; Szeto, 2020; Yalina et al., 2020). This study investigates how the Islamic work ethic, affective commitment, and high-performance work systems affect lecturers' performance by mediating innovative work behaviour while considering gender differences. Past research has linked these factors to innovative work behaviour, yet little is known about the joint mediating effects of these factors or gender-based differences. To address this gap, this article attempts to elucidate the role of gender and innovative work behaviour in achieving performance outcomes.

The research hypothesises that Islamic work ethic, affective commitment, and high-performance work systems positively influence lecturers' performance through innovative work behaviour. It also posits that gender moderates the relationship between innovative work behaviour and performance. The novelty of this study lies in its combination of these elements and its emphasis on gender-specific insights in Islamic higher education. The findings aim to enhance understanding of gender-sensitive approaches to fostering innovation and improving performance, providing theoretical and practical contributions for academic leaders and policymakers.

METHODS

A quantitative approach is a method aiming to generalise. In line with earlier studies, this research employs a quantitative questionnaire approach. The variables of the research consisted of one exogenous variable of Teaching Staff Performance (Y), one mediating variable of Innovative Work Behaviour (Z), and four exogenous variables of Islamic Work Ethics (X1), Affective Commitment (X2), Normative Commitment (X3), and High-Performance Work System (X4). The data analysis utilised SEM-PLS (Structural Equation Modelling Partial Least Squares) (Ab Talib et

al., 2017; Goranda et al., 2021; Jeff et al., 2015; Svensson, 2015). Several sectors employed this statistical software, e.g., marketing, business, and management. (Ursachi et al., 2015; Wijayanti et al., 2021). PLS path modelling tests the direct and indirect relationships between independent and dependent variables. The following variables are described in Table 1, along with their corresponding indicators.

The data collection technique and instrument used in this research were selected purposively. The data collection criteria are as follows: First, as stated by (Hair Jr. et al., 2019) The number of data points was 5–10 times that of indicators, whereas the number of indicators in this research is 17. Therefore, the total number of samples required to obtain a minimum representative assessment and result is 85 to 170 respondents.

There were 187 respondents spread across all Islamic universities in Indonesia. The respondents were all lecturers: 122 from PTKIN, 60 from PTKIS, and five from private non-Islamic Universities (PTKNIS). The demographic profile of respondents in this study reveals a nearly balanced gender distribution, with 52.0% female and 48.0% male respondents. The age distribution was dominated by the 25–40 year age range, which accounted for 97.7% of the respondents, while the percentage of respondents above 40 years was very low. Based on marital status, most respondents (84.0%) were married, reflecting the potential influence of family dynamics on work behaviour and performance.

Most respondents were geographically spread across Indonesia, with the most potent concentrations in East Java (42.0%) and South Sumatra (21.3%), followed by other regions, including West Sumatra and East Kalimantan, which accounted for 6.7% each. Education-wise, most respondents held a Master's degree (93.3%), with a small proportion (6.7%) holding a Doctorate. Most respondents reported working at State Islamic Religious Universities (PTKIN) (65.3%), while the remainder were at Private Islamic Religious Universities (PTKIS) (32.0%), and a small proportion worked at private non-Islamic Religious Universities (2.7%). The majority had work experience ranging from 6 to 10 years (53.3%), with 42.7% having less than 5 years of work experience, indicating a relatively young and dynamic workforce in Islamic higher education institutions.

Measurement

Table 1. Questionnaire Items

| Variable | Code | Indicator Item | Source |
|---------------------------|------|--|--|
| Islamic Work Ethic (IWE) | IWE1 | 1 Hard work is one of the responsibilities in the workplace | (Firmansah et al., 2023) |
| | IWE2 | 2 Good deeds can be achieved through sincere devotion to work | |
| | IWE3 | 3 I believe my kindness to myself and others results from working sincerely and cooperatively. | |
| Affective Commitment (AC) | AC1 | 4 There is an emotional attachment between me and the organisation I work for | (Firmansah et al., 2023; Yudha et al., 2020) |
| | AC2 | 5 My sense of belonging makes me feel obligated to solve problems in my workplace. | |
| | AC3 | 6 My workplace and the organisation within feel like my own family | |
| Normative Commitment | NC1 | 7 I feel like I have responsibilities when I am part of this institution | (Colak et al., 2022; Salahudin |

| Variable | Code | Indicator Item | Source |
|--------------------------------------|--------|---|--|
| (NC) | NC2 | 8 Devoting myself to this institution will bring me many material and intangible benefits. | et al., 2016) |
| | NC3 | 9 This institution deserves loyalty from all employees | |
| | NC4 | 10 I would feel guilty if I left this institution | |
| High-Performance Works System (HPWS) | HPWSs1 | 11 I believe the compensation I receive for my performance is fair | (Escribá-Carda et al., 2017; Ryu, 2018) |
| | HPWSs2 | 12 My workplace and the board of executives support my career growth through upskilling, providing workshops, training, and other valuable resources. | |
| | HPWSs3 | 13 The institution's strategic decision-making process always involves all organic elements. | |
| | HPWSs4 | 14 Social safety nets and insurance are rights provided to us by the workplace. | |
| Innovative Work Behaviour (IWB) | IWB1 | 15 We continually seek and develop new ideas and innovations to enhance performance and improve the organisation's quality. | (Firmansah et al., 2023; Sarmawa et al., 2022) |
| | IWB2 | 16 Support and approval from colleagues and leaders are essential for generating innovative ideas. | |
| | IWB3 | 17 I try to introduce innovative ideas into work with systematic ideas (idea realisation) | |
| Teaching Staff Performance (TSP) | EP1 | 18 I maintain discipline in attendance and productivity, aligning with my work achievements. | (Ariyani & Hidayati, 2018; Hudaefi & Jaswir, 2019; Sarmawa et al., 2022) |
| | EP2 | 19 Day by day, I feel my durability and tenacity at work are improving | |
| | EP3 | 20 All my work is accountable | |
| | EP4 | 21 Creativity and work initiatives are increasingly emerging alongside increased work duties and responsibilities. | |

RESULT and DISCUSSION

Result

Respondent Profiles

The data were collected from 187 general participants. A total of 187 respondents were successfully recruited, primarily to ensure validity and objectivity. Data were gathered from an online survey utilising Google Forms as the survey instrument. As mentioned earlier, the identification of respondents was conducted using specific criteria. The primary criterion for this study was that the respondents were Islamic University lecturers from various regions in Indonesia, as the research focused on Islamic work ethics and their impact on the lecturers.

Secondly, regardless of which institution the respondents work at, as long as they are registered as lecturers at Islamic Universities in all regions of Indonesia, they are permitted to

participate as respondents. Both are the main criteria; hence, all respondents who did not fall into these categories were excluded from the research.

Table 2. Respondents' Profiles

| Items | Quantity (people) | Percentage |
|--|----------------------|------------|
| Gender | | |
| Female | 97 | 52.0% |
| Male | 90 | 48.0% |
| Age Range | | |
| <25 | 0 | 0.0% |
| 25-40 | 185 | 9.7% |
| >40 | 2 | 1.3% |
| Marital Status | | |
| Single | 30 | 16.0% |
| Married | 157 | 84.0% |
| Domicile (Homebase) | | |
| East Java | 79 | 42.0% |
| Central Java | 2 | 1.0% |
| Special Region of Yogyakarta | 7 | 4.0% |
| West Java | 2 | 1.0% |
| Notable Capital Region of Jakarta | 2 | 1.0% |
| Nangroe Aceh Darussalam | 2 | 1.3% |
| North Sumatera | 5 | 2.7% |
| West Sumatera | 13 | 6.7% |
| Riau | 5 | 2.7% |
| Jambi | 2 | 1.0% |
| Bengkulu | 2 | 1.0% |
| South Sumatera | 40 | 21.3% |
| Bangka Belitung Islands | 2 | 1.0% |
| West Kalimantan | 2 | 1.0% |
| Central Kalimantan | 2 | 1.0% |
| South Kalimantan | 2 | 1.0% |
| East Kalimantan | 13 | 6.7% |
| West Nusa Tenggara | 2 | 1.0% |
| East Nusa Tenggara | 2 | 1.0% |
| Last Education | | |
| Master's degree (S2) | 174 | 93.3% |
| Doctorate (S3) | 13 | 6.7% |
| Work Unit | | |
| Islamic State University (<i>PTKIN</i>) | 122 | 65.3% |
| Islamic Private University (<i>PTKIS</i>) | 60 | 32.0% |
| Private Non-Islamic Religious University (<i>PTKNIS</i>) | 5 | 2.7% |
| Years of Work Experience (years) | | |
| <5 | 80 | 42.7% |
| 6-10 | 100 | 53.3% |
| 11-20 | 7 | 4.0% |

Based on the data presented in Table 2, this research indicates that of the 187 respondents, 97 (52%) are male, and 90 (48%) are female. The last level of education of 174 respondents, or 93.3% of them, was a Master's degree (S2), and 13 respondents, or 6.7% of them, held a Doctorate (S3).

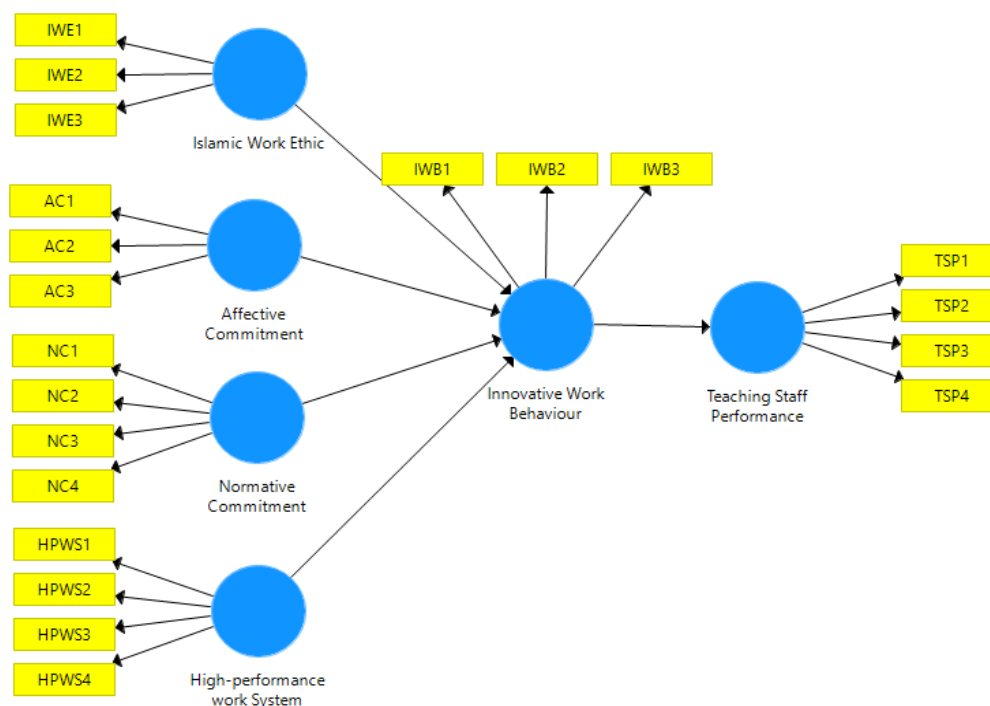


Figure 1. Path Diagram

Source: Output of Path Analysis Test (SEM-PLS)

Figure 1 represents four exogenous variables (X), one endogenous variable (Y), and one mediating variable (Z). Those variables encompass Islamic work ethic, affective commitment, normative commitment, and high-performance work systems, which influence the performance of the teaching staff and correlate with innovative work behaviour. Six variables are identified through 21 indicators, each comprising three indicators related to Islamic work ethics, three indicators related to affective commitment, four indicators related to normative commitment, four indicators related to the high-performance work system, three indicators related to innovative work behavior, and four indicators related to the support performance of teaching staff in the University.

Loading Factor

There are several variations in the outer loading value, depending on the context of the development model used. Regarding the existing development models, the ideal standard value for outer loading is 0.7 (Hair Jr. et al., 2014). Another reference asserted that the context of developing a new model involves using standard ideal outer loading values of 0.5 to 0.6. (Bakri et al., 2023). Again, a VIF (Variance Inflation Factor) value shows the overall VIF value of each variable indicator passed the multicollinearity test because the VIF value is < 5 (Hair Jr. et al., 2014).

The value of the factor analysis results for each variable indicator that falls within the standardisation scale is presented in Table 3. The measurement results of a total of 21 related variable indicators are > 0.6 , which implies that the total number of indicators is significantly

capable of interpreting each variable. HPWS_1 has the lowest outer loading value of 0.648, and the highest outer loading value is 0.939 on the Islamic Work Ethic 2. This interpretation concludes that the total independent variables significantly determine the Teaching Staff Performance score. Still, based on the data in Table 3, Cronbach's alpha and composite reliability values are more significant than 0.7, which is considered adequate. Likewise, the Average Variance Extraction (AVE) results are excellent, with a value above 0.5.

Table 3. Measurement Model Evaluation

| Variable | Code | Loading factor | Cronbach's alpha | rho_A | Composite reliability | AVE | VIF |
|------------------------------|-------|----------------|------------------|-------|-----------------------|------|-------|
| Islamic Work Ethic | IWE1 | 0.915 | .908 | .917 | .942 | .844 | 3.230 |
| | IWE2 | 0.939 | | | | | 3.545 |
| | IWE3 | 0.903 | | | | | 2.590 |
| Affective Commitment | AC1 | 0.897 | .837 | .861 | .901 | .751 | 2.244 |
| | AC2 | 0.826 | | | | | 1.929 |
| | AC3 | 0.877 | | | | | 1.840 |
| Normative Commitment | NC1 | 0.706 | .759 | .767 | .847 | .583 | 1.336 |
| | NC2 | 0.835 | | | | | 1.821 |
| | NC3 | 0.800 | | | | | 1.570 |
| | NC4 | 0.704 | | | | | 1.502 |
| High-performance work system | HPWS1 | 0.648 | .803 | .816 | .873 | .636 | 1.260 |
| | HPWS2 | 0.851 | | | | | 2.271 |
| | HPWS3 | 0.878 | | | | | 2.569 |
| | HPWS4 | 0.792 | | | | | 1.650 |
| Innovative work behaviour | IWB1 | 0.886 | .835 | .835 | .901 | .752 | 2.168 |
| | IWB2 | 0.858 | | | | | 1.867 |
| | IWB3 | 0.858 | | | | | 1.888 |
| Teaching staff performance | TSP1 | 0.889 | .906 | .920 | .934 | .779 | 3.226 |
| | TSP2 | 0.931 | | | | | 4.187 |
| | TSP3 | 0.882 | | | | | 2.679 |
| | TSP4 | 0.826 | | | | | 2.148 |

Source: Data Processing Result, Authors (2024)

Discriminant Validity

The discriminant validity test aims to verify that each latent model construct is unique. Also, a validity test is designed to assess the accuracy of a measurement instrument. In SMART PLS, the validity of the discriminant is evaluated through Fornell-Larcker and Cross-Loading criteria. The complete results of the discriminant validity test are displayed below.

Table 4. Fornell-Larcker Criteria

| | Affective Commitment | High-performance work System | Innovative Work Behaviour | Islamic Work Ethic | Normative Commitment | Teaching Staff Performance |
|------------------------------|----------------------|------------------------------|---------------------------|--------------------|----------------------|----------------------------|
| Affective Commitment | .867 | | | | | |
| High-performance work System | .649 | .797 | | | | |

| | Affective Commitment | High- performance work System | Innovative Work Behaviour | Islamic Work Ethic | Normative Commitment | Teaching Staff Performance |
|----------------------------------|-------------------------|-------------------------------------|---------------------------------|--------------------------|-------------------------|----------------------------------|
| Innovative Work Behaviour | .733 | .772 | .867 | | | |
| Islamic Work Ethic | .578 | .507 | .689 | .919 | | |
| Normative Commitment | .726 | .692 | .680 | .499 | .763 | |
| Teaching Staff Performance | .367 | .426 | .467 | .582 | .360 | .883 |

Source: Data Processing Result, Authors (2024)

The results of the discriminant validity test, as illustrated in Table 4, were analysed using the Fornell-Larcker criteria, the square root value of AVE, and the value of the Affective Commitment variable, which is 0.867 and exceeds the correlation value of 0.649. This indicates that the requirements for discriminant validity are fulfilled. The square root of AVE from the innovative work behaviour variable is 0.867, indicating that this value exceeds the innovation correlation value of 0.772 and the affective commitment value of 0.733. This suggests that the discriminant validity requirements have been fulfilled. Similarly to the normative commitment variable, the square root value is 0.763. It is greater than the correlation values for the innovative work behaviour variable (0.680), the High-Performance Work System variable (0.692), and the Affective Commitment variable (0.726).

Table 4 presents the data processing results, which indicate that the R-squared value for the innovative work behaviour variable is 0.753. This value is relatively high, which reflects that the exogenous variables in this research include Islamic Work Ethic, Affective Commitment, and Normative Commitment. A high-performance work system that can mediate the variable is Innovative Work Behaviour (IWB) by 75.3%. Simultaneously, other variables outside the scope of this research can influence and explain 24.7% of the variables that affect Innovative Work Behaviour. The R-squared value of the teaching staff performance variable is 0.218. Islamic work ethic, affective commitment, normative commitment, and a high-performance work system can affect the endogenous variable: Teaching Staff Performance. This relatively small value indicates that 79.2% of the factors influencing Teaching Staff Performance are not accounted for by variables included in this research.

Hypothesis Testing

There are five hypotheses, as in the figure regarding the bootstrapping tests. These hypotheses are: 1) the influence of Islamic Work Ethic on Innovative Work Behaviour; 2) the influence of Affective Commitment on Innovative Work Behaviour; 3) the influence of Normative Commitment on Innovative Work Behaviour; 4) the influence of High-Performance Work System on Innovative Work Behaviour; and 5) the influence of Innovative Work Behaviour on Teaching Staff Performance.

The diagram above displays the bootstrapping test output, which includes the sample average, standard deviation, t-statistic value, and p-value, allowing for interpretation of the existing hypotheses. Table 6 provides a more detailed review.

Table 6. Hypothesis Testing

| | Pathway | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values | Decision |
|----|---|-----------------|----------------------------|--------------------------|----------|----------|
| H1 | Islamic Work Ethic -> Innovative Work Behaviour | .299 | .061 | 5.084 | .000 | Accepted |
| H2 | Affective Commitment -> Innovative Work Behaviour | .244 | .092 | 2.601 | .010 | Accepted |
| H3 | Normative Commitment -> Innovative Work Behaviour | .059 | .084 | .760 | .448 | Rejected |
| H4 | High-performance work System -> Innovative Work Behaviour | .423 | .059 | 7.075 | .000 | Accepted |
| H5 | Innovative Work Behaviour -> Teaching Staff Performance | .470 | .100 | 4.662 | .000 | Accepted |

Source: Data Processing Result, Authors (2024)

Table 6 presents the data output, highlighting that the statistical value is more significant than the t-table value (1.96); therefore, the hypothesis tested can be accepted as valid. If the *p*-value is less than 0.05, the relationship between the variables tested influences the independent and dependent variables.

As shown in Table 6, only Hypothesis 3 is rejected among the five hypotheses, suggesting that the relationship between the normative commitment variable and innovative work behaviour is not significant. However, the other four hypotheses, H1, H2, H4, and H5, are in successive tests of the relationship of Islamic work ethic variable to Islamic work behavior, the affective commitment to innovative work behavior, the high-performance work system to innovative work behavior, and innovative work behavior to teaching staff performance variable, proven acceptable. An increase in the value of the independent variable will also escalate the value of the dependent variable and vice versa.

More specifically, this research reviews variables related to gender perspective through multi-group analysis (MGA). The differences in hypothesis test results yielded different outcomes, as shown in Tables 7 and 8 below.

Table 7. Hypothesis Testing (Male Respondents)

| | Pathway | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values | Decision |
|----|---|-----------------|----------------------------|--------------------------|----------|----------|
| H1 | Islamic Work Ethic -> Innovative Work Behaviour | .251 | .112 | 2.517 | .013 | Accepted |
| H2 | Affective Commitment -> Innovative Work Behaviour | .074 | .090 | .814 | .417 | Rejected |
| H3 | Normative Commitment -> Innovative Work Behaviour | .232 | .098 | 2.208 | .028 | Accepted |

| | | | | | | |
|----|---|------|------|-------|------|----------|
| H4 | High-performance work System -> Innovative Work Behaviour | .494 | .070 | 7.027 | .000 | Accepted |
| H5 | Innovative Work Behaviour -> Teaching Staff Performance | .152 | .170 | .768 | .443 | Rejected |

Source: Data Processing Result, Authors (2024)

Hypothesis testing on male respondents reveals that affective commitment does not significantly affect Innovative Work Behaviour, as the *t*-statistic value of 0.814 is smaller than the *t*-table value of 1.96. On the other hand, a disproportionate hypothesis is also discovered in Islamic work ethics on the performance of teaching staff with a *t*-statistic value of $0.768 < 1.96$ (*t*-table value)

Table 8. Hypothesis Testing (*Female Respondents*)

| | Pathway | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values | Decision |
|----|---|-----------------|----------------------------|--------------------------|----------|----------|
| H1 | Islamic Work Ethic -> Innovative Work Behaviour | .298 | .080 | 3.889 | .000 | Accepted |
| H2 | Affective Commitment -> Innovative Work Behaviour | .382 | .176 | 2.162 | .032 | Accepted |
| H3 | Normative Commitment -> Innovative Work Behaviour | -.032 | .125 | .284 | .776 | Rejected |
| H4 | High-performance work System -> Innovative Work Behaviour | .345 | .124 | 2.709 | .007 | Accepted |
| H5 | Innovative Work Behaviour -> Teaching Staff Performance | .631 | .090 | 7.033 | .000 | Accepted |

Source: Data Processing Result, Authors (2024)

Meanwhile, the findings of the hypothesis testing results on female respondents are also interesting. It indicates that the normative commitment has a statistical *t*-value of 0.284, less than the *t*-table value of 1.96. The *p*-value is 0.776, indicating that normative commitment does not significantly affect innovative work behaviour; therefore, the hypothesis is rejected. Regarding the other variables, the hypothesis is supported and accepted.

Table 9. Mediation Test

| | Pathway | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values | Decision |
|--|---|-----------------|----------------------------|--------------------------|----------|----------|
| | Affective Commitment -> Innovative Work Behaviour -> Teaching Staff Performance | .114 | .048 | 2.302 | .022 | Accepted |
| | High-performance work System -> Innovative Work Behaviour -> Teaching Staff Performance | .198 | .049 | 3.992 | .000 | Accepted |

| | | | | | |
|---|------|------|-------|------|----------|
| Islamic Work Ethic -> Innovative Work Behaviour -> Teaching Staff Performance | .142 | .047 | 3.038 | .003 | Accepted |
| Normative Commitment -> Innovative Work Behaviour -> Teaching Staff Performance | .027 | .039 | .755 | .451 | Rejected |

Source: Data Processing Result, Authors (2024)

After determining the effects of Islamic work behaviour, affective commitment, normative commitment, and high-performance work system variables on innovative work behaviour, the innovative work behaviour variable was also tested as a mediator between the effects of the variables in question, as revealed in the hypothesis framework in Figure 1. Based on Table 9, almost all independent variables can be mediated by innovative work behaviour in the lecturers' performance, except for normative commitment, which cannot be mediated by innovative work behaviour.

DISCUSSION

The Influence of Islamic Work Ethic, Affective Commitment, and High-performance Work Systems on Lecturer Performance in Islamic Universities through Innovation at Work.

Lecturers' performance is part of the representation of the University's performance, as it is an institution in which they reside. All forms of lecturer behaviour can trigger output performance. (Sarmawa et al., 2022)(Sarmawa et al., 2022). A person's desires in determining attitude are reviewed in the Theory of Planned Behaviour. The Theory of Planned Behaviour (TPB) states that outcomes or consequences are pivotal in determining a person's behaviour. (Farrukh et al., 2022; Hilz et al., 2025; Nugroho et al., 2019; Vanany et al., 2019). Attitude toward behaviour, as one of the essences of the TPB, is applied to innovative work behaviour. Subsequently, it will correlate with Islamic work ethic, affective commitment, normative commitment, and high-performance systems. (V. Fernandez, 2022; Hanaysha et al., 2023; LaRota-Aguilera et al., 2022; Panji Anom & Gustomo, 2023). This research focuses on the performance level of the teaching staff, specifically the performance of individual employees. Several issues are argued and explored in this study, including the fact that the lecturers of the Islamic University are a group with a work environment aligned with the Islamic religion. This is quite compelling, as it is presumed that consistent and sustained principles in belief form a common work culture and goals, reinforcing a positive working environment. (J. De Jong & Den Hartog, 2010).

The discussion regarding the impact of Islamic work ethics on innovative work behaviour among lecturers at the Islamic University level leads us to a closer understanding of how religious values, organisational work systems, and gender factors interact in this particular context. Islamic work ethics, encompassing principles such as honesty, responsibility, integrity, and diligence, can positively influence innovative work behaviour. As individuals practice these values in their work, they tend to engage more openly with new ideas, be creatively solution-seeking, and be more eager to collaborate.

Those who practice this Islamic work ethic are visible in their daily interactions. However, there is no doubt that the managerial relationship between leaders and subordinates looks more formal than that between colleagues. Concerning organisational culture and innovation behaviour,

lecturers at the Islamic University often exhibit high work innovation. This could be due to the recognition of the importance of creative approaches in education by structural members and colleagues, who must adjust their teaching methods to Islamic values and understand the unique needs of each student.

The reinforcement of the value of work innovation is inseparable from the work system and lecturers' loyalty to their institutions. The system of work that starts with leaders and lecturers at the Islamic University can influence lecturers' loyalty to the institution where they work. This system encourages lecturers to play a crucial role in the institution's success and, therefore, feel obligated to maintain their loyalty (Indayanti et al., 2022; Soares & Lopes, 2020).

In line with this review, it is interesting to explore the gender perspective in examining innovative work behaviour, as already outlined and reviewed at the beginning of the paper. Studies on innovative work behaviour among Islamic lecturers are interesting to discuss from a gender perspective.

The Role of Gender in Moderating the Relationship between Innovative Work Behaviour and Lecturer Performance in Islamic Universities

Differences in experiences, perceptions, and expectations between male and female lecturers may affect their innovative work behaviour patterns. The uniqueness of innovative work behaviour is evident in the expressions, characteristics, and analysis of the respondents' answers. The affective commitment of male lecturers is not always directly proportional to work innovation. Male lecturers in Islamic Universities may not always have a high level of work innovation due to a strong affective commitment to the institution where they work. A lack of innovation can lead to suboptimal performance despite having a strong Islamic work ethic. (Bin-Nashwan et al., 2023; Noerchoidah et al., 2022). Male lecturers, however, tend to exhibit a high Islamic work ethic, a strong normative commitment, and adaptive behaviour within the daily work system. This suggests that, although their level of innovation may not always be high, they continue to incorporate religious values into their profession.

On the other hand, a few surprising differences were obtained from female lecturer respondents. They have a structured work attitude. Female lecturers tend to exhibit a broader range of innovative work attitudes than their male counterparts. Depending on the respondent, this can impact their performance improvement, especially in increasing the institution's overall performance. (Cook, 2021; Hadi et al., 2020). Further review is required to assess the importance of a detailed examination of innovative work behaviour and its gender perspective. A deeper review of innovative work behaviour from a gender perspective can help evaluate the performance and development of educational institutions. (Hussain et al., 2023; Luyao et al., 2022) (Hussain et al., 2023; Luyao et al., 2022). This helps stakeholders, primarily those associated with educational institutions, to evaluate non-academic performance and institutional development.

Additionally, innovative work behaviour has a significant impact on the modern workforce. The value of innovative work ethics mediates the relationship between affective commitment, high-performance work systems, and Islamic work ethic towards work performance. This highlights that innovative work behaviours are essential to establishing a positive work culture in all industries. One of the most significant aspects for lecturers is generating new ideas to enhance the organisation's quality. Innovation in education can enhance the quality of education and advance the industry. Encouragement from both leaders and co-workers plays a critical role in improving employees' performance and generating creative ideas. Cross-line and cross-structure

support are also necessary to reach optimal performance in generating and actualising creative ideas.

Synergy of Islamic Values and Innovation in Improving Lecturer Performance in Islamic Universities

As in many other organisations, critical, supportive, creative, and problem-solving principles should be integrated into the environments of Islamic universities. Creating a supportive work environment that fosters new ideas and creative problem-solving is inseparable from a work culture that encourages continuous innovation.

Continuous performance improvement requires the disciplined and consistent implementation of all variables. Occasionally, performance improvement is accomplished through a commitment to innovative work behaviours. Ultimately, the values of innovative work behaviour in the Islamic University environment can continually develop and complement one another, resulting in a productive and harmonious work ecosystem. Consequently, individuals and organisations must adopt and encourage innovative work behaviours to compete and thrive in this ever-changing era.

This analysis concludes that understanding the relationship between Islamic work ethics, gender, and innovative work behaviour in Islamic education is critical. This can assist educational institutions in evolving strategies to raise lecturers' performance and strengthen their contribution to the institution's overall development. It also lays the foundation for adequate staff training and development programs. Implementing an Islamic work ethic that embodies the values of honesty, responsibility, integrity, and hard work provides the foundation for establishing an innovative work culture. This is reflected in how lecturers can integrate Islamic values into creative and adaptive teaching methods based on students' needs.

However, gender differences are an interesting dimension that needs further analysis. Female lecturers tend to present a more structured and innovative work attitude than male lecturers, who, despite having high normative commitment and an Islamic work ethic, are sometimes less effective in promoting innovation. This factor highlights the need for a gender-based approach to foster balanced and innovative work behaviour in PTKIS. Besides, high-performance work systems and institutional loyalty play a significant role in fostering innovation. Lecturers who feel supported by a positive work environment are more likely to engage in cross-disciplinary collaboration, generating creative innovations relevant to the institution's needs. Peer and leadership support are essential in creating a collaborative work environment that fosters productivity and innovation.

Realising the importance of innovative work behaviour is key to advancing Islamic higher education in Indonesia. Institutions can strengthen lecturers' commitment to achieving common goals by implementing training programs based on Islamic work ethics and values. In the current fast-changing era, this approach also increases the institution's competitiveness by capitalising on the unique potential of gender diversity and individual backgrounds. This analysis renders a strategic basis for integrating Islamic values with modern work practices, creating a productive, harmonious, and sustainable work ecosystem.

CONCLUSION

This paper highlights the influence of the Islamic work ethic on innovative work behaviour among lecturers at Islamic Universities. The Islamic work ethic, characterised by honesty, responsibility, and diligence, promotes creativity, adaptability, and collaboration, essential for fostering innovation. Moreover, institutional loyalty driven by effective work systems significantly contributes to innovative behaviours. Gender differences reveal distinctive dynamics as female lecturers employ more structured and creative approaches. In contrast, male lecturers often demonstrate a strong ethical commitment but may lack a proportionate level of innovation. Managerial implications suggest institutions prioritise training and programs centred on Islamic work ethics to foster innovation. Gender-responsive strategies are crucial for enhancing female lecturers' contributions to innovation while strengthening the affective commitment of male lecturers. Integrating Islamic work ethics into human resource policies can create a productive, innovative, and conducive environment for achieving institutional goals.

The study's limitations include a lack of detailed exploration of gender-specific innovation dimensions and its focus solely on Islamic Universities, which limits its generalizability. Future research should broaden the analysis to non-Islamic institutions and evaluate the impact of training programs on Islamic work ethics and gender-balanced innovation practices. .

REFERENCES

- Ab Talib, M. S., Ai Chin, T., & Fischer, J. (2017). Linking Halal food certification and business performance. *British Food Journal*, 119(7), 1606–1618. <https://doi.org/10.1108/BFJ-01-2017-0019>
- Afiq, M. K., & Yudha, A. T. R. C. (2023). Analysis Of Health Level , Sharia Maqashid Index And Potential Financial Distress At Bank Muamalat Indonesia For The 2017- 2020 Period. *JEBIS : Jurnal Ekonomi Dan Bisnis Islam*, 9(1), 70–98. <https://doi.org/10.20473/jebis.v9i1.38245>
- Arifin, S., Sutama, S., Aryani, S. A., Prayitno, H. J., & Waston, W. (2023). Improving The Professional Teacher Competence Through Clinical Supervision Based on Multicultural Values in Pesantren. *Nazhruna: Jurnal Pendidikan Islam*, 6(3), Article 3. <https://doi.org/10.31538/nzh.v6i3.4037>
- Ariyani, N., & Hidayati, S. (2018). Influence of Transformational Leadership and Work Engagement On Innovative Behavior. *ETIKONOMI*, 17(2), 275–284. <https://doi.org/10.15408/etk.v17i2.7427>
- Armstrong, M. (2022). *Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Performance Leadership*. Kogan Page Publishers.
- Athaya, S. (2022). Motif Perempuan Menjadi Kepala Sekolah di Sekolah Luar Biasa Kota Surabaya. *Paradigma*, 11(1).
- Atho'llah, A. Y., & Yudha, A. T. R. C. (2022). Development Of Businesses Scale: Empirical Evidence From Business Center. In *Indonesian Interdisciplinary Journal of Sharia Economics (IJJSE)* (Vol. 5, Issue 2).
- Azkiya, H., Ws, H., & Hayati, Y. (2024). E-Module Based on Multicultural Values: Development Strategy for Islamic Primary Education. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(4), Article 4. <https://doi.org/10.31538/munaddhomah.v5i4.1511>
- Bai, Y., Yang, N., Wang, L., & Zhang, S. (2022). The impacts of maternal migration on the cognitive development of preschool-aged children left behind in rural China. *World Development*, 158. <https://doi.org/10.1016/j.worlddev.2022.106007>
- Bakri, M. H., Abdul Aziz, N. A., Md Razak, M. I., Abdul Hamid, M. H., Md Nor, M. Z., & Iskandar Mirza, A. A. (2023). Acceptance Of Ddkoin Blockchain Using Utaut Model: A Customer

- Perspective Approach. *Quality - Access to Success*, 24(192), 103–121. <https://doi.org/10.47750/QAS/24.192.13>
- Bin-Nashwan, S. A., Shah, M. H., Abdul-Jabbar, H., & Al-Ttaffi, L. H. A. (2023). Social-related factors in integrated UTAUT model for ZakaTech acceptance during the COVID-19 crisis. *Journal of Islamic Accounting and Business Research*. <https://doi.org/10.1108/JIABR-02-2022-0038>
- Cardy, R., & Leonard, B. (2014). *Performance Management: Concepts, Skills and Exercises*. Routledge.
- Chatterjee, R., & Correia, A.-P. (2020). Online Students' Attitudes Toward Collaborative Learning and Sense of Community. *American Journal of Distance Education*, 34(1), 53–68. <https://doi.org/10.1080/08923647.2020.1703479>
- Colak, G., Hickman, K., Korkeamäki, T., & Meyer, N. O. (2022). ESG Issues and Career Prospects of Directors: Evidence from the International Director Labor Market. *Financial Markets, Institutions and Instruments*, 31(4), 147–203. <https://doi.org/10.1111/fmii.12168>
- Cook, W. (2021). Does funding targeted at improving the management of schools increase school performance over the long term? *Economics Letters*, 204, 109871. <https://doi.org/10.1016/j.econlet.2021.109871>
- De Jong, J., & Den Hartog, D. (2010). Measuring innovative work behaviour. *Creativity and Innovation Management*, 19(1), 23–36. <https://doi.org/10.1111/j.1467-8691.2010.00547.x>
- De Jong, J. P. J., & Den Hartog, D. N. (2007). How leaders influence employees' innovative behaviour. *European Journal of Innovation Management*, 10(1), 41–64. <https://doi.org/10.1108/14601060710720546>
- Djalilah, S. R., Muzakar, A., Suhardi, M., & Kartiko, A. (2024). Unveiling Success: Exploring the Impact of Training and Commitment on Madrasah Tsanawiyah Principal Performance. *Nazbruna: Jurnal Pendidikan Islam*, 7(2), Article 2. <https://doi.org/10.31538/nzh.v7i2.4907>
- Escribá-Carda, N., Balbastre-Benavent, F., & Teresa Canet-Giner, M. (2017). Employees' perceptions of high-performance work systems and innovative behaviour: The role of exploratory learning. *European Management Journal*, 35(2), 273–281. <https://doi.org/10.1016/j.emj.2016.11.002>
- Etherton, K., Steele-Johnson, Debra, Salvano, Kathleen, & Kovacs, N. (2022). Resilience effects on student performance and well-being: The role of self-efficacy, self-set goals, and anxiety. *The Journal of General Psychology*, 149(3), 279–298. <https://doi.org/10.1080/00221309.2020.1835800>
- Farrukh, M., Ansari, N., Raza, A., Wu, Y., & Wang, H. (2022). Fostering employee's pro-environmental behavior through green transformational leadership, green human resource management and environmental knowledge. *Technological Forecasting and Social Change*, 179, 121643. <https://doi.org/10.1016/j.techfore.2022.121643>
- Fauzi, Y. (2015). Manajemen Pemasaran Perspektif Maqasid Syariah. *Jurnal Ilmiah Ekonomi Islam*, 1(03). <https://doi.org/10.29040/jiei.v1i03.51>
- 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>
- Fernandez, S., Cho, Y. J., & Perry, J. L. (2010). Exploring the link between integrated leadership and public sector performance. *The Leadership Quarterly*, 21(2), 308–323. <https://doi.org/10.1016/j.leaqua.2010.01.009>
- Fernandez, V. (2022). Environmental management: Implications for business performance, innovation, and financing. *Technological Forecasting and Social Change*, 182, 121797. <https://doi.org/10.1016/j.techfore.2022.121797>
- Firmansah, Y., Azhar, M., Atiqur, M., Sarker, R., Yudha, A. T. R. C., & Syahrudin. (2023). Promoting Innovative Work Behavior Of Administrative Staff In Islamic Higher

- Education Institution: Investigating The Role Of Islamic Work Ethics. In *Indonesian Interdisciplinary Journal of Sharia Economics (IIJSE)* (Vol. 6, Issue 1).
- Forcher, L., Forcher, L., Härtel, S., Jekauc, D., Wäsche, H., Woll, A., Gross, T., & Altmann, S. (2022). Does Technical Match Performance in Professional Soccer Depend on the Positional Role or the Individuality of the Player? *Frontiers in Psychology*, 13, 813206. <https://doi.org/10.3389/fpsyg.2022.813206>
- Fuad, D. R. S. M., Musa, K., & Hashim, Z. (2022). Innovation culture in education: A systematic review of the literature. *Management in Education*, 36(3), 135–149. <https://doi.org/10.1177/0892020620959760>
- Goranda, I. R., Nurhayati, P., & Simanjuntak, M. (2021). Analysis of Consumer Satisfaction and Loyalty Factors with CRM Approach in Agribusiness E-commerce Company. *Journal of Consumer Sciences*, 6(2), 111–128. <https://doi.org/10.29244/jcs.6.2.111-128>
- Gu, M., Zhang, Y., Li, D., & Huo, B. (2023). The effect of high-involvement human resource management practices on supply chain resilience and operational performance. *Journal of Management Science and Engineering*. <https://doi.org/10.1016/j.jmse.2022.12.001>
- Hadi, S., Putra, A. R., & Mardikaningsih, R. (2020). Pengaruh Perilaku Inovatif Dan Keterlibatan Kerja Terhadap Kinerja Karyawan. *Jurnal Baruna Horizon*, 3(1), 186–197. <https://doi.org/10.52310/jbhorizon.v3i1.38>
- Hair Jr., J. H., Black, W. C., Babin, B. J., & Anderson, R. E. (2014). *Multivariate Data Analysis (Seventh Edition)*.
- Hair Jr., J. H., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Eighth Edition Multivariate Data Analysis* (8th ed.). Annabel Ainscow.
- Hanaysha, J. R., Shriedeh, F. B., & In'airat, M. (2023). Impact of classroom environment, teacher competency, information and communication technology resources, and university facilities on student engagement and academic performance. *International Journal of Information Management Data Insights*, 3(2), 100188. <https://doi.org/10.1016/j.jjime.2023.100188>
- Hilz, A., Hofman, A., Jansen, B., & Aldrup, K. (2025). Tracing students' practice behavior in an adaptive math learning program: Does it mediate the math anxiety–performance link? *Learning and Instruction*, 98, 102113. <https://doi.org/10.1016/j.learninstruc.2025.102113>
- Houck, M., Speaker, P. J., Fleming, A. S., & Riley, R. A. (2012). The balanced scorecard: Sustainable performance assessment for forensic laboratories. *Science & Justice*, 52(4), 209–216. <https://doi.org/10.1016/j.scijus.2012.05.006>
- Hudaei, F. A., & Jaswir, I. (2019). Halal Governance in Indonesia: Theory, Current Practices, and Related Issues. *Journal of Islamic Monetary Economics and Finance*, 5(1), 89–116. <https://doi.org/10.21098/jimf.v5i1.1049>
- Hussain, K., Fayyaz, M. S., Shamim, A., Abbasi, A. Z., Malik, S. J., & Abid, M. F. (2023). Attitude, repurchase intention and brand loyalty toward halal cosmetics. *Journal of Islamic Marketing*. <https://doi.org/10.1108/JIMA-08-2022-0210>
- Indayanti, A. N., Atqiya, A. B., & Badrudin, B. (2022). Education Human Resource Management in the Recruitment of Extraordinary Lecturers. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 3(2), Article 2. <https://doi.org/10.31538/munaddhomah.v3i2.262>
- Ivantri, M. A., Azizi, M. H., Yudha, A. T. R. C., & Saputra, Y. (2024). Gold-based housing financing model: Proposing an alternative housing financing model for Islamic bank. *Journal of Islamic Accounting and Business Research*, ahead-of-p(ahead-of-print). <https://doi.org/10.1108/JIABR-12-2023-0414>
- Jannah, I. N., Rodliyah, R., & Usriyah, L. (2023). Cultural Transformation in Religious Activities Based on Ahlussunnah Wal Jama'ah Values in Islamic Boarding Schools. *Nazhruna: Jurnal Pendidikan Islam*, 6(2), Article 2. <https://doi.org/10.31538/nzh.v6i2.3404>

- Jeff, F., Roberts, A., & Manolis, C. (2015). Adolescent Autonomy and the Impact of Family Structure on Materialism and Compulsive Buying. *Journal of Marketing Theory and Practice*, 14(4), 301–314. <https://doi.org/10.2753/MTP>
- LaRota-Aguilera, M. J., Delgadillo-Vargas, O. L., & Tello, E. (2022). Sociometabolic research in Latin America: A review on advances and knowledge gaps in agroecological trends and rural perspectives. *Ecological Economics*, 193. <https://doi.org/10.1016/j.ecolecon.2021.107310>
- Lin, C. (2022). *Understanding consumer perceptions and attitudes toward smart retail services*. 8(November 2021), 1015–1030. <https://doi.org/10.1108/JSM-09-2020-0407>
- Luyao, L., Al Mamun, A., Hayat, N., Yang, Q., Hoque, M. E., & Zainol, N. R. (2022). Predicting the intention to adopt wearable payment devices in China: The use of hybrid SEM-Neural network approach. *PLoS ONE*, 17(8 August), 1–21. <https://doi.org/10.1371/journal.pone.0273849>
- Ma'arif, M. A., Zuana, M. M. M., & Sirojuddin, A. (2022). Improving Islamic Self-Motivation for Professional Development (Study in Islamic Boarding Schools). In *Supporting Modern Teaching in Islamic Schools*. Routledge.
- Noerchoidah, Aripriawo, T., & Nurdina. (2022). Efikasi Diri dan Perilaku Inovatif: Peran Dukungan Organisasi. *Jurnal Ilmu Manajemen*, 10(4), 1026–1036.
- Nugroho, A. P., Izzat, D., & Suhasti, W. (2019). Peran Identitas Agama Terhadap Niat Menggunakan Kosmetik Halal: Perluasan Theory of Planned Behavior. *Ihtifaz: Journal of Islamic Economics, Finance, and Banking*, 2(2), 89. <https://doi.org/10.12928/ijiefb.v2i2.921>
- Panji Anom, S., & Gustomo, A. (2023). The Role of Employee Innovative Work Behavior in Mediating the Effect of Transformational Leadership on Improving Employee Performance. *Journal of World Science*, 2(1), 197–215. <https://doi.org/10.58344/jws.v2i1.213>
- Ryu, H. S. (2018). What makes users willing or hesitant to use Fintech?: The moderating effect of user type. *Industrial Management and Data Systems*, 118(3), 541–569. <https://doi.org/10.1108/IMDS-07-2017-0325>
- Salahudin, S. N. bin, Baharuddin, S. S. binti, Abdullah, M. S., & Osman, A. (2016). The Effect of Islamic Work Ethics on Organizational Commitment. *Procedia Economics and Finance*, 35(October 2015), 582–590. [https://doi.org/10.1016/s2212-5671\(16\)00071-x](https://doi.org/10.1016/s2212-5671(16)00071-x)
- Sarmawa, I. W. G., Martini, I. A. O., Sugianingrat, I. A. P. W., Widayani, A. A. D., & Karwini, N. K. (2022). Innovative Work Performance as Mediation Organizational Culture On Employee Performance. *Jurnal Economia*, 18(2), 186–203. <https://doi.org/10.21831/economia.v18i2.34445>
- Soares, A. E., & Lopes, M. P. (2020). Are your students safe to learn? The role of lecturer's authentic leadership in the creation of psychologically safe environments and their impact on academic performance. *Active Learning in Higher Education*, 21(1), 65–78. <https://doi.org/10.1177/1469787417742023>
- Svensson, G. (2015). Contemporary Process to Test the Theory of a Research Model Through Covariance-Based Structural Equation Modeling in Business Research: Is it Science, Quasi-Science or just Non-Science? *European Business Review*, 27(4), 447–458. <https://doi.org/10.1108/EBR-08-2013-0104>
- Syamsuar, S., Al-Fairusy, M., Junaidi, J., & Mulia, M. (2023). Settlement of Islamic Sharia Violations in the Perspective of Teungku Dayah and Local Wisdom Values on the West Coast of Aceh. *Jurnal Ilmiah Peuradeun*, 11(3), Article 3. <https://doi.org/10.26811/peuradeun.v11i3.995>
- Szeto, E. (2020). Influence of professional cultures and principal leadership effects on early-career teacher leadership development in Hong Kong schools. *Professional Development in Education*, 0(0), 1–19. <https://doi.org/10.1080/19415257.2020.1770837>

- Ursachi, G., Horodnic, I. A., & Zait, A. (2015). How Reliable are Measurement Scales? External Factors with Indirect Influence on Reliability Estimators. *Procedia Economics and Finance*, 20(15), 679–686. [https://doi.org/10.1016/s2212-5671\(15\)00123-9](https://doi.org/10.1016/s2212-5671(15)00123-9)
- Vanany, I., Soon, J. M., Maryani, A., & Wibawa, B. M. (2019). Determinants of halal-food consumption in Indonesia. *Journal of Islamic Marketing*, 11(2), 516–530. <https://doi.org/10.1108/JIMA-09-2018-0177>
- Widiyanto, W., Lindiyatmi, P., & Yulianto, A. (2022). Locus of control as a mediating variable for the factors influencing consumptive behavior among students. *Innovative Marketing*, 18(4), 97–109. [https://doi.org/10.21511/im.18\(4\).2022.09](https://doi.org/10.21511/im.18(4).2022.09)
- Wijayanti, I., Ryandono, M. N. H., Yudha, A. T. R. C., & Hj Petra, D. H. S. P. (2021). *Financial Inclusion through Zakat Institution: Case Study in Indonesia and Brunei Darussalam*. 5(2). <https://doi.org/10.28918/ijibec.v5i2.3354>
- Yalina, N., Kartika, A. P., & Yudha, A. T. R. C. (2020). Impact Analysis of Digital Divide on Food Security and Poverty in Indonesiain 2015-2017. *Jurnal Manajemen Teknologi*, 19(2), 145–158. <https://doi.org/10.12695/jmt.2020.19.2.3>
- Yudha, A. T. R. C., Amiruddin, A. R., Hilmi, A. F., Kaffah, A. F., Fauzi, F. N., Evarianti, I., Maghfiroh, L., & El Nadia, N. (2020). *Fintech Syariah: Teori dan Terapan* (Edisi Perd). Scopindo Media Pustaka.
- Yudha, A. T. R. C., & Basya, M. M. (2024). Adaptive Business Model in The Post-Pandemic Era of COVID-19: Evidence in GreenSa Inn. *Indonesian Interdisciplinary Journal of Sharia Economics (IIJSE)*, 7(1), 15–32.
- Yudha, A. T. R. C., & Haryono, S. (2024). Millennials Consumer Behavior and It's Influence on Purchase Decisions of Halal Cosmetic Products. *Al-Uqud: Journal of Islamic Economics*, 8(1). <https://doi.org/10.26740/aluqud.v8n1.p83-95>
- Zakariya, N. A., & Yudha, A. T. R. C. (2024). Motivasi Awardee Beasiswa Badan Amil Zakat Nasional (BAZNAS) yang Berperan Dalam Kampanye Inovatif Keuangan Sosial. *Al Masraf | Jurnal Lembaga Keuangan Dan Perbankan*, 9(2), 101–119.