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COMPENSATION, SELF-DEVELOPMENT, AND WORK ETHIC AS DETERMINANTS OF LECTURER PERFORMANCE IN PRIVATE ISLAMIC HIGHER EDUCATION

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ABSTRAK

Kinerja dosen pada perguruan tinggi keagamaan Islam swasta merupakan penentu mutu pendidikan, penelitian, dan pengabdian kepada masyarakat. Namun, capaian tridarma yang belum seimbang menunjukkan perlunya memahami faktor organisasional dan individual yang membentuk kinerja. Penelitian ini menganalisis pengaruh kompensasi, pengembangan diri, dan etos kerja terhadap kinerja dosen pada perguruan tinggi keagamaan Islam swasta di Kota Metro, Lampung.Penelitian menggunakan desain kuantitatif dengan data primer melalui kuesioner skala Likert. Populasi terdiri atas 233 dosen dari tiga perguruan tinggi, dengan 70 responden yang dipilih melalui proportional random sampling. Data dianalisis menggunakan uji validitas, reliabilitas, asumsi klasik, regresi linear sederhana, dan regresi berganda. Kompensasi berpengaruh positif dan signifikan terhadap kinerja (R^2=37,5%; p<0,001), pengembangan diri sebesar 43,0% (p<0,001), dan etos kerja sebesar 92,3% (p<0,001). Secara simultan, ketiga variabel menjelaskan 92,5% variasi kinerja, dengan F=227,107 dan p<0,001. Temuan menegaskan etos kerja sebagai determinan terkuat, sementara kompensasi dan pengembangan diri berfungsi sebagai penguat kondisi kerja. Perguruan tinggi disarankan menerapkan kompensasi yang proporsional, memperluas studi lanjut dan pembelajaran tim, memperkuat budaya dedikasi, serta meningkatkan kapasitas penelitian dan evaluasi pembelajaran dosen.

Keywords:
Compensation; Self-Development; Work Ethic; Lecturer Performance; Islamic Higher Education

ABSTRACTS
Lecturer performance in private Islamic higher education is central to the quality of teaching, research, and community service. Uneven achievement across these academic duties, however, indicates the need to understand the organizational and individual factors that shape performance. This study examines the effects of compensation, self-development, and work ethic on lecturer performance in private Islamic religious higher education institutions in Metro City, Lampung, Indonesia. A quantitative design was employed using primary data from a Likert-scale questionnaire. The population comprised 233 lecturers from three institutions, and 70 respondents were selected through proportional random sampling. Data were examined through validity and reliability tests, classical assumption tests, simple linear regression, and multiple regression. Compensation had a positive and significant effect on performance (R^2=37.5%, p<0.001), self-development explained 43.0% (p<0.001), and work ethic explained 92.3% (p<0.001). Simultaneously, the three predictors explained 92.5% of performance variance, with F=227.107 and p<0.001. The findings identify work ethic as the strongest determinant, while compensation and self-development operate as enabling conditions. Institutions should implement proportional compensation, expand further-study and team-learning opportunities, strengthen a culture of dedication, and improve lecturers' research and learning-evaluation capacity.

A. INTRODUCTION

Higher education depends on the professional performance of lecturers because teaching, research, and community service are implemented through their daily academic work. In private Islamic higher education, this responsibility is particularly demanding: lecturers are expected to achieve academic standards while sustaining an institutional ethos rooted in Islamic values. Recent studies show that lecturer performance is not produced by a single managerial intervention. Governance, commitment, organizational culture, recognition, workload, professional support, and ethical orientation can all shape the quality of academic work (Hidayat et al., 2023; Aparna & Sahney, 2024; Abboh et al., 2024). Consequently, improving performance requires a model that connects material support, capability development, and the values that guide lecturers' work behavior.

The dissertation from which this article is derived identified a practical performance gap in private Islamic religious higher education institutions in Metro City, Lampung. Pre-research records for 2021-2023 showed that teaching achievement was substantially stronger than research and community-service achievement. This imbalance is important because lecturer performance should reflect an integrated Tri Dharma contribution rather than classroom activity alone. A recent study in the same local context also reported limited publication, community-service participation, and research commitment among lecturers and linked these conditions to leadership, compensation, and achievement motivation (Supriani et al., 2024). The local evidence therefore suggests that performance problems should be examined through factors that institutions can manage and factors that lecturers internalize.

Compensation is one such factor. In higher education, compensation includes salary and wages, incentives, allowances, and facilities that signal how the institution values academic responsibilities. Fair compensation can reduce perceptions of inequity, support professional needs, and encourage lecturers to allocate sustained effort to

teaching, research, and service. Empirical studies in Indonesia have associated remuneration or compensation with lecturer performance, directly or through organizational mechanisms such as commitment, satisfaction, culture, and motivation (Kustini et al., 2022; Jauzi, 2022; Lusty & Ariyanto, 2023; Kamesyworo & Sriwiyanti, 2023). More recent evidence from Islamic higher education indicates that remuneration policy can strengthen fulfillment of the three pillars of higher education when implementation, resources, and evaluation are aligned (Asy'ari et al., 2025). Financial support should therefore be treated not merely as payroll administration but as part of the academic performance system.

Self-development represents the capability side of performance. Lecturers work in a knowledge-intensive environment in which disciplinary knowledge, pedagogy, digital competence, research methods, publication practices, and community engagement continuously change. Opportunities for further study, training, professional learning, collaboration, and career development allow lecturers to update these capabilities. Training and development have been reported to support lecturer performance, while structured career-development arrangements can strengthen consistent participation in the Tri Dharma (Suspahariati & Setyobudi, 2022; Hidayatulloh, 2022; Royani et al., 2022). Quantitative evidence also shows that self-development contributes to lecturer performance together with achievement motivation and academic culture (Nainggolan et al., 2023). Recent qualitative work further emphasizes doctoral-study support, publication incentives, professional training, and performance-based welfare as an integrated career-development package (Santoso, 2025). These findings imply that self-development is both an individual learning process and an institutional investment.

A third factor is work ethic. In an Islamic academic institution, work ethic is not restricted to persistence or compliance. It involves dedication, responsibility, integrity, participation, mastery of academic tasks, and a view of work as accountable service. Research on Islamic work ethics has repeatedly connected ethical orientation with motivation, affective commitment, satisfaction, knowledge sharing, competence, and performance (Basalamah, 2025; Udin et al., 2022; Al Smadi et al., 2023; Udin, 2024). Indonesian studies similarly show positive associations between Islamic work ethics and performance across organizational settings and, specifically, among lecturers or higher education employees (Hidayah & Sulaksono, 2022; Romi, 2023; Gani & Suwandi, 2024; Herminingsih et al., 2025; Badar et al., 2024; Purnomo et al., 2023). Ethical commitment may be especially important in private Islamic institutions because formal monitoring cannot fully capture preparation quality, research persistence, collegial contribution, or community-service dedication.

Although compensation, development, and work ethics are frequently studied, they are often examined in separate models. This creates a managerial problem: an institution may know that each factor matters, yet remain uncertain about their relative strength when assessed together. Furthermore, studies outside the lecturer context show that Islamic work ethics can strengthen employee performance through commitment, satisfaction, innovation, and knowledge exchange (Muhajir et al., 2023; Putri & Nabhan, 2022; Amaliasita & Astuti, 2023). These mechanisms suggest that work ethic can overlap with, amplify, or channel the effects of organizational resources. An integrated test is therefore necessary to determine whether material support and self-

development remain important once work ethic is considered and to identify which factor deserves priority in a resource-constrained private university.

This study addresses that gap by testing compensation, self-development, and work ethic as simultaneous determinants of lecturer performance in three private Islamic religious higher education institutions in Metro City. The analysis asks four questions: whether compensation affects lecturer performance; whether self-development affects lecturer performance; whether work ethic affects lecturer performance; and whether the three variables jointly affect performance. The article also evaluates the strongest and weakest indicators within each construct so that statistical results can be translated into practical interventions. The expected contribution is a context-sensitive performance model in which fair compensation provides support, self-development builds capability, and work ethic mobilizes those resources into consistent academic action.

B. METHOD

This study used a quantitative explanatory design based on primary survey data. The research was conducted from December 2023 to July 2024 among lecturers serving at Institut Agama Islam Agus Salim Lampung, Institut Agama Islam Darul A'mal Lampung, and Universitas Ma'arif Lampung in Metro City. The design was intended to estimate the influence of independent variables on lecturer performance and to compare their relative explanatory contribution. The unit of analysis was the individual lecturer.

The population consisted of 233 lecturers: 108 at Institut Agama Islam Agus Salim Lampung, 33 at Institut Agama Islam Darul A'mal Lampung, and 92 at Universitas Ma'arif Lampung. The sample size was calculated using the Slovin formula with a 10% margin of error, producing 69.97 and rounded to 70 respondents. Proportional random sampling was then applied, resulting in 32 respondents from the first institution, 10 from the second, and 28 from the third. Within each institutional group, respondents were selected randomly. This proportional allocation was used to preserve the population structure in the final sample.

Data were collected primarily through a structured questionnaire using a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). Observation, documentation, and literature review were used as supporting techniques. Lecturer performance (Y) was operationalized through learning planning, learning implementation, and learning-process evaluation, reflecting the dissertation's emphasis on teaching performance while recognizing research and community service as core lecturer responsibilities. Compensation (X1) comprised wages and salary, incentives, allowances, and facilities. Self-development (X2) comprised personal mastery, mental models, shared vision, team learning, and systems thinking. Work ethic (X3) comprised dedication, participation, subject-matter mastery, teaching ability, research ability, and community-service activity.

Instrument quality was assessed using Pearson product-moment validity procedures and Cronbach's alpha reliability analysis. The reported reliability coefficients were 0.995 for compensation, 0.995 for self-development, 0.976 for work ethic, and 0.950 for lecturer performance, indicating high internal consistency. Before regression testing, normality and homogeneity assumptions were examined. The residual pattern followed the diagonal distribution and the reported standard deviation

was 0.974; scatterplots showed no systematic pattern that would undermine the homogeneity assumption.

Hypotheses were tested with simple linear regression for the partial effects and multiple linear regression for the simultaneous model at a significance level of 0.05. The general model was $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$, where Y represents lecturer performance, X_1 compensation, X_2 self-development, X_3 work ethic, a the constant, b the regression coefficients, and e the error term. Correlation coefficients, coefficients of determination (R^2), t tests, and an F test were used to interpret magnitude and significance. The analysis reports the dissertation's original statistical values without re-estimating the dataset.

Table 1. Population and Sample Distribution

Institution	Population	Sample
Institut Agama Islam Agus Salim Lampung	108	32
Institut Agama Islam Darul A'mal Lampung	33	10
Universitas Ma'arif Lampung	92	28
Total	233	70

Source: Research data processed from the dissertation dataset, 2024.

RESULT AND DISCUSSION

1. Measurement Quality and Model Assumptions

The reliability results show that the four constructs were measured consistently. Cronbach's alpha exceeded 0.95 for every construct, which is substantially above conventional acceptability thresholds. The compensation and self-development measures each produced an alpha of 0.995, work ethic 0.976, and lecturer performance 0.950. These values support the use of composite scores in the regression models, while their unusually high magnitude also indicates that several questionnaire items may have been strongly similar in content. This issue is considered again in the limitations because very high internal consistency can coexist with item redundancy.

The assumption checks supported continuation to regression analysis. The dissertation reported that the normal probability pattern was distributed around the diagonal line and that the observed distribution had a standard deviation of 0.974. Scatterplots for compensation-performance, self-development-performance, work ethic-performance, and the combined predictor model did not form a systematic residual pattern. On this basis, the study treated normality and homogeneity as sufficiently satisfied for the planned linear analyses.

Table 2. Reliability of the Research Constructs

Construct	Cronbach Alpha	Interpretation
Compensation (X_1)	0.995	Reliable
Self-development (X_2)	0.995	Reliable
Work ethic (X_3)	0.976	Reliable
Lecturer performance (Y)	0.950	Reliable

Source: Research data processed from the dissertation dataset, 2024.

2. Partial Effects on Lecturer Performance

Compensation had a positive and statistically significant association with lecturer performance. The correlation between compensation and performance was r=0.613, while R^2=0.375. Thus, compensation alone explained 37.5% of the variation in lecturer performance in the sample, and the reported significance value was 0.000 (p<0.001). The remaining 62.5% was associated with factors outside the simple compensation model. The result indicates that material and non-material institutional rewards matter, but compensation by itself is not sufficient to explain the full performance pattern.

Self-development also had a positive and significant effect. The correlation was r=0.656 and R^2=0.430, indicating that self-development explained 43.0% of performance variance, with p<0.001. The magnitude was modestly larger than compensation. This supports the proposition that performance in knowledge-intensive work depends on opportunities to deepen expertise, update mental models, develop shared perspectives, learn collaboratively, and understand academic work as an interconnected system.

Work ethic produced the strongest partial association. The correlation between work ethic and performance was r=0.961 and R^2=0.923, with p<0.001. In the simple model, work ethic therefore explained 92.3% of lecturer-performance variation. This very large coefficient suggests that dedication, active participation, academic mastery, teaching, research, and community-service orientation were closely aligned with the performance measure used in the study. It also means that work ethic became the central explanatory factor when the three partial models were compared.

Table 3. Partial Effects of the Independent Variables on Lecturer Performance

Predictor	r	R^2	Explained Variance	p
Compensation (X1)	0.613	0.375	37.5%	<0.001
Self-development (X2)	0.656	0.430	43.0%	<0.001
Work ethic (X3)	0.961	0.923	92.3%	<0.001

Source: Research data processed from the dissertation dataset, 2024.

3. Simultaneous Model and Dominant Indicators

When compensation, self-development, and work ethic were entered together, the model produced R=0.962 and R^2=0.925. The three predictors therefore explained 92.5% of lecturer-performance variance, leaving 7.5% to variables outside the model. The F statistic was 227.107, exceeding the reported F-table value of 3.097, and the model was significant at p<0.001. The regression equation reported in the dissertation was $Y = 2.476 + 0.690X1 + 0.519X2 + 0.965X3 + e$. The largest coefficient was attached to work ethic, consistent with its dominant partial R^2.

The comparison between the work-ethic-only R^2 of 0.923 and the simultaneous R^2 of 0.925 is substantively important. Adding compensation and self-development to a model already dominated by work ethic increased explained variance by only about 0.2 percentage points. This does not mean that compensation and development are unimportant: each had meaningful bivariate relationships with performance. Rather, the pattern suggests that much of their relationship with performance may be shared with work ethic or reflected in the same underlying academic behaviors. In practical

terms, compensation and development may work best when they reinforce a strong professional work ethic rather than being implemented as isolated programs.

Indicator analysis provides a more actionable interpretation. Wages and salary had the highest contribution to compensation (0.768), whereas allowances had the lowest (0.234). Personal mastery was the strongest self-development indicator (0.628), while team learning was the weakest (0.257). Dedication was the strongest work-ethic indicator (0.660), while research ability was the weakest (0.354). Within lecturer performance, learning planning had the highest contribution (0.752), whereas learning evaluation was the lowest (0.481). The combination indicates a lecturer workforce with relatively strong personal preparation and dedication, but with room to strengthen collective learning, research capability, allowances, and systematic evaluation.

Table 4. Simultaneous Regression Model

Statistic	Value
Multiple correlation (R)	0.962
Coefficient of determination (R^2)	0.925
Explained variance	92.5%
F statistic	227.107
Constant	2.476
b1 Compensation	0.690
b2 Self-development	0.519
b3 Work ethic	0.965
Model significance	p<0.001

Source: Research data processed from the dissertation dataset, 2024.

Table 5. Strongest and Weakest Indicators by Construct

Construct	Strongest indicator (loading/contribution)	Weakest indicator (loading/contribution)
Compensation	Wages and salary (0.768)	Allowance (0.234)
Self-development	Personal mastery (0.628)	Team learning (0.257)
Work ethic	Dedication (0.660)	Research ability (0.354)
Lecturer performance	Learning planning (0.752)	Learning evaluation (0.481)

Source: Research data processed from the dissertation dataset, 2024.

4. Discussion: Compensation as an Enabling Resource

The 37.5% explanatory contribution of compensation confirms that lecturers respond to the way institutions recognize and support their work. This finding is consistent with Indonesian evidence that remuneration is associated with lecturer performance and may also work through commitment and satisfaction (Kustini et al., 2022). Jauzi (2022) similarly found that compensation and self-motivation were positively associated with the performance of lecturers, while Kamesyworo and Sriwiyanti (2023) linked compensation and competence to performance. The result is also consistent with Lusty and Ariyanto (2023), who showed that compensation can influence lecturer performance through organizational culture. Together, these studies

suggest that compensation conveys both economic value and an organizational message about fairness and recognition.

The indicator results sharpen this interpretation. Salary and wages were the strongest component of compensation, while allowances were the weakest. For private Islamic institutions with constrained resources, this implies that the first priority is not necessarily to create numerous fragmented benefits, but to make core remuneration transparent, predictable, and proportional to workload. Supriani et al. (2024), studying private Islamic higher education in Metro Lampung, also found compensation relevant to lecturer performance through achievement motivation. At the policy level, Asy'ari et al. (2025) reported that remuneration implementation in Indonesian Islamic universities can positively influence Tri Dharma performance when the policy is supported by appropriate context, inputs, process, and evaluation. The present findings therefore support a performance-based but equitable compensation architecture.

At the same time, compensation should not be interpreted as a purely transactional solution. The simultaneous model shows that its unique contribution is much smaller once work ethic is present. Financial rewards may attract attention and reduce dissatisfaction, yet high-quality academic work still requires intrinsic responsibility, professional identity, and sustained effort. This is why recent work on private university performance increasingly situates compensation alongside discipline, change management, culture, or motivation rather than as a stand-alone intervention (Akmal et al., 2025).

5. Discussion: Self-Development as Capability Formation

Self-development explained 43.0% of lecturer performance, slightly more than compensation. The finding supports the view that higher education performance depends on continuously renewed knowledge and skills. Suspahariati and Setyobudi (2022) describe training and development as mechanisms for strengthening lecturer work performance, and Royani et al. (2022) found that training and work motivation positively affected lecturer performance. Hidayatulloh (2022) likewise emphasizes a development model in which Islamic religious education lecturers participate consistently in the full Tri Dharma. These studies converge with the present evidence that professional growth is not optional support but a core performance resource.

Personal mastery was the strongest self-development indicator, while team learning was the weakest. This pattern suggests that lecturers may be more accustomed to developing expertise individually than through organized peer learning. Such an imbalance can limit knowledge diffusion because an institution benefits most when individual learning becomes collective capability. Putri and Nabhan (2022) demonstrate how organizational learning can foster innovative work behavior and Islamic work ethics that improve performance, and Udin (2024) shows that knowledge sharing can operate alongside Islamic work ethics in explaining performance. For the institutions in this study, strengthening communities of practice, joint research groups, peer observation, shared teaching resources, and mentoring would help convert personal mastery into institutional learning.

The finding also resonates with Nainggolan et al. (2023), who reported that self-development, achievement motivation, and academic culture jointly influenced lecturer performance. Santoso (2025) provides a complementary qualitative perspective by showing that lecturer career development can integrate doctoral study support,

publication incentives, professional training, and performance-based welfare. Therefore, the most useful development strategy is a pathway rather than a collection of occasional seminars: lecturers should see a connection between further study, research competence, publication, teaching innovation, promotion, and institutional recognition.

6. Discussion: Work Ethic as the Dominant Behavioral Mechanism

Work ethic was the dominant predictor, with R^2=92.3% in the simple model and the largest coefficient in the simultaneous equation. This result is theoretically plausible in an Islamic academic context because work ethic captures the way lecturers convert knowledge and institutional support into action. A lecturer may receive adequate compensation and development opportunities, but performance still depends on dedication, responsibility, participation, and willingness to complete academic duties. Basalamah (2025) found that Islamic work ethics were linked to performance in Indonesian Islamic-university settings, while related research has also connected ethical orientation to motivational and attitudinal mechanisms related to employee performance. Udin et al. (2022) likewise showed that Islamic work ethics were positively associated with affective commitment and performance, while Al Smadi et al. (2023) demonstrated a mediating role of Islamic work ethics between job satisfaction and performance.

Evidence closer to education also supports the result. Hidayah and Sulaksono (2022) associated Islamic work ethics and organizational factors with lecturer performance, and Romi (2023) proposed Islamic work ethics as a model for improving higher-education lecturer performance. Gani and Suwandi (2024) found work ethic relevant to lecturer performance in an Islamic university faculty, while Herminingsih et al. (2025) reported that Islamic work ethics significantly influenced lecturer competence and performance. The convergence of these studies reinforces the interpretation that ethical values can become performance resources when translated into professional behavior.

The indicator structure nevertheless reveals a developmental challenge. Dedication was the strongest component of work ethic, but research ability was the weakest. Strong dedication without strong research capability can produce diligent teaching while leaving the research component of the Tri Dharma behind. This pattern is consistent with the pre-research gap that motivated the dissertation. Management should therefore preserve dedication while directing it toward research competence through proposal clinics, mentoring, internal grants, collaborative writing, and protected research time. Work ethic should not be used to demand greater effort without resources; it should be joined to realistic academic support.

The magnitude of the work-ethic effect also warrants methodological caution. A partial R^2 of 0.923 is unusually high in behavioral research. Some work-ethic indicators in the dissertation, such as teaching ability, research ability, and community-service activity, are conceptually close to dimensions of lecturer performance. This proximity may inflate the observed relationship through construct overlap and common-method measurement. The finding should therefore be interpreted as evidence of a very strong relationship in this sample, not as proof that work ethic alone causes almost all lecturer performance. Future studies should separate value orientation from task capability

more sharply and use objective Tri Dharma outcomes to reduce shared-method variance.

7. Integrated Implications for Private Islamic Higher Education

The simultaneous R^2 of 92.5% supports an integrated model but also changes the managerial interpretation of the three predictors. Compensation is the enabling resource, self-development is the capability-building process, and work ethic is the behavioral mechanism that converts resources and capability into performance. This sequence aligns with broader higher-education evidence that performance-oriented human-resource practices work through combinations of ability, motivation, opportunity, recognition, workload, and institutional support rather than through isolated policies (Aparna & Sahney, 2024). It also aligns with evidence that governance and organizational commitment influence lecturer performance in private universities (Hidayat et al., 2023).

For private Islamic higher education, the integration should be operationalized as a coherent performance cycle. First, workload and core compensation should be transparent and proportional. Second, each lecturer should have a development plan linked to discipline, career stage, and Tri Dharma gaps. Third, leaders should reinforce Islamic professional values through consistent examples of fairness, trust, accountability, and service rather than through slogans alone. Fourth, performance evaluation should give balanced attention to teaching, research, and community service. Finally, rewards and development opportunities should be connected to evidence of improvement, collaboration, and academic contribution.

The study's novelty lies in demonstrating the synergy and relative dominance of these factors in the specific context of private Islamic higher education in Metro City. Previous research has often established that compensation, development, or Islamic work ethics are individually relevant. The present model shows that, when examined together, work ethic captures most of the explained variance, while compensation and self-development remain meaningful enabling conditions. This indicates that institutional interventions are likely to be most effective when they are mutually reinforcing: fair compensation creates security and recognition, development creates competence, and work ethic sustains purposeful academic behavior.

Several limitations should guide future research. The sample included only 70 lecturers from three institutions in one city, which limits statistical generalization. The cross-sectional design cannot establish temporal causality. All principal variables were measured through questionnaires, increasing the possibility of common-method bias. The very high reliability coefficients and work-ethic R^2 suggest potential item redundancy or conceptual overlap. Future studies should use larger multi-province samples, longitudinal or panel designs, confirmatory factor analysis or structural equation modeling, and objective performance indicators such as indexed publications, research grants, community-service outputs, teaching-evaluation records, and workload data. Comparative studies between private and public Islamic universities would also clarify whether the observed dominance of work ethic is context-specific. Kim and Maijan (2024) further show that workload, stress, burnout, and satisfaction should be considered in future lecturer-performance models, while Al-Refaei et al. (2024) highlight the importance of job involvement in higher-education service quality.

D. CONCLUSION

This study concludes that compensation, self-development, and work ethic are positively and significantly associated with lecturer performance in private Islamic religious higher education institutions in Metro City, both individually and simultaneously. Compensation explained 37.5% of performance variance, self-development 43.0%, and work ethic 92.3%. Together, the three predictors explained 92.5% of performance variance, with the simultaneous regression equation $Y = 2.476 + 0.690X_1 + 0.519X_2 + 0.965X_3 + e$ and $F=227.107$. Work ethic was the strongest determinant, indicating that dedication and the behavioral enactment of academic responsibility are central to performance in this context.

The practical implication is not to prioritize work ethic at the expense of institutional support. The findings instead favor a reinforcing system: compensation should be fair and proportional; self-development should connect further study, personal mastery, team learning, research competence, and career progression; and work ethic should be strengthened through an ethical academic culture, meaningful participation, and leadership example. Specific priorities include improving allowances, expanding collaborative learning, strengthening research ability, and improving learning evaluation because these were among the weakest indicators in their respective constructs.

Future research should test the model with larger and more diverse samples and with objective Tri Dharma performance data. A longitudinal design would help determine whether improvements in compensation and development precede changes in work ethic and performance. More discriminating measurement models are also needed to separate ethical orientation from task competence. Such work can refine the integrated performance model and provide stronger evidence for policy in Islamic higher education.

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