



Contents lists available at [Journal IICET](https://journal.iicet.org)
Jurnal EDUCATIO (Jurnal Pendidikan Indonesia)
ISSN: 2476-9886 (Print) ISSN: 2477-0302 (Electronic)
Journal homepage: <https://jurnal.iicet.org/index.php/jppi>



The role of islamic business ethics in shaping the influence of punishment on discipline, performance, and motivation of lecturers and staff in higher education

Muhammad Saleh, Artiyanto Artiyanto, Agus Mukmin*), A. Hidayatullah, Amir Syarifudin
Universitas Islam Nusantara Al-Azhaar Lubuklinggau, Indonesia

Article Info

Article history:

Received Aug 12th, 2024
Revised Aug 24th, 2024
Accepted Sept 10th, 2024

Keywords:

Islamic business ethics
Islamic ethical punishment
Lecturers and staff
Higher education

ABSTRACT

This study aims to examine the effect of punishment on the discipline, performance, and motivation of lecturers and staff at Universitas Islam Nusantara Al-Azhaar within the framework of Islamic Business Ethics. This research employs a quantitative approach to investigate a specific population of 185 lecturers and staff, who also serve as the research sample. Data were collected using a questionnaire, and the analysis was conducted using Partial Least Squares (PLS), focusing on two main stages: evaluating the Outer Model (measurement model) and the Inner Model (structural model). An associative approach was used to identify the relationships between variables. The study's findings reveal a significant positive effect of punishment on discipline, performance, and motivation. The research indicates that when punishment is applied fairly and in line with the principles of Islamic Business Ethics, it can enhance discipline and foster higher performance and motivation among individuals. However, the study also highlights that the success of punishment as a tool depends on its implementation, emphasizing the need for adherence to ethical and just guidelines. The results provide insights into the critical role of ethical considerations in applying punishment to foster a productive and disciplined organizational environment. The policies of punishment, discipline, performance, and motivation at Universitas Islam Nusantara Al-Azhaar are carefully designed to be truly aligned with Islamic Business Ethics. The study also shows that the contribution of the punishment variable to discipline is 0.606, to performance is 0.719, and to motivation is 0.794, with the remaining 45.8% explained by other variables outside of this study.



© 2024 The Authors. Published by IICET.
This is an open access article under the CC BY-NC-SA license
(<https://creativecommons.org/licenses/by-nc-sa/4.0>)

Corresponding Author:

Agus Mukmin,
Universitas Islam Nusantara Al-Azhaar Lubuklinggau
Email: purwandari.elce@gmail.com

Introduction

Punishment in the context of human resource management often refers to actions taken to impose sanctions or penalties on individuals who violate rules or fail to meet established standards. According to Yuliani (2019). In Islam, the concept of punishment is recognized and regulated, but its application must align with principles of justice, proportionality, and the intent to correct behavior, rather than merely to punish. Jasmine & Susilawati (2019) emphasize that punishment in Islam focuses not only on punitive aspects but also on educational and corrective ones. In this perspective, punishment must be applied with consideration of humanitarian aspects, justice, and long-term effects on the individual being punished. Therefore, in the context of human resource

management, punishment that aligns with Islamic teachings can serve as a means to remind and correct behavior while maintaining harmony within the organization (Murtiyani, 2020). Punishment is a form of sanction given with the aim of correcting behavior and maintaining order within an organization. In organizations, punishment functions as a control mechanism to enhance performance and prevent violations that could harm the organization as a whole (Pradnyani et al., 2020). Punishment merupakan ancaman hukuman yang bertujuan untuk memperbaiki pelanggar, memelihara peraturan yang berlaku, dan memberikan pelajaran kepada pelanggar (Wicaksono et al., 2022).

At Universitas Islam Nusantara Al-Azhaar, the implementation of punishment faces several challenges, particularly in balancing reward and punishment. Rewards are primarily applied through a remuneration system programmed according to university regulations. However, other forms of rewards are still not optimal. Punishment at Universitas Islam Nusantara Al-Azhaar is generally imposed on lecturers who fail to meet attendance requirements according to their schedules, followed by sanctions such as allowance deductions or other warnings. Unfortunately, this punishment is focused only on administrative violations related to attendance, without addressing other violations, such as lecturers failing to conduct classes without a valid reason. The imbalance between reward and punishment can create negative perceptions among lecturers and staff, where punishment is seen as a more dominant form of control compared to rewards. To achieve optimal performance, it is important to apply both systems in a balanced manner. Fair and appropriate rewards can enhance motivation, while wisely and justly applied punishment can correct deviant behavior and ensure organizational standards are adhered to.

Discipline is a fundamental value in Islam, taught through various principles, such as timely prayers, which instill obedience and discipline in a Muslim. Sugiyarti et al., (2016) as well as Nasution et al., (2021) state that discipline is one of the important elements that must be instilled in every individual, both in personal and professional life. In the Islamic perspective, punishment should be designed in a way that educates and corrects behavior, without degrading or damaging the individual's dignity (Nazar et al., 2017). Discipline is a key factor in achieving learning objectives. Susanti and Baskoro (2012) emphasize that discipline in an academic environment can be understood as a condition where everyone willingly and without coercion adheres to the agreed-upon rules. However, in recent years, discipline issues have often been overlooked, both in society and in educational environments. Lubis (2020) observed that many violations of established and agreed-upon rules occur. In educational institutions, the enforcement of discipline is often not optimal, even though educational institutions should be a model for a disciplined society. (Brahmannanda, 2018) reveal that the lack of discipline among educators can hinder the learning process. Instilling discipline in lecturers and staff is crucial because, as educators, their behavior and attitudes will be emulated by students (Yuliana, 2017). In Islam, performance is measured not only by the final results but also by the process and intent (niyyah). Properly implemented punishment can enhance individual performance, as the threat of sanctions motivates individuals to work harder and better to avoid penalties. Performance is crucial and must be evaluated, especially for educators and educational staff who carry professional responsibilities. These tasks can only be performed with specific competencies acquired through appropriate educational programs (Permanasari et al., 2023).

However, in practice, the work ethic of lecturers and employees often hampers the learning process. This phenomenon highlights the need for performance improvement efforts that must start from within the organization itself. Punishments given to undisciplined employees with poor performance are intended as an educational measure, allowing employees to self-reflect and correct their mistakes to perform better in the future. Motivation is a driving or pulling force that causes behavior directed towards a specific goal. Students will strive harder when they have high motivation. Essentially, punishment is needed to stimulate employees to improve their work quality. Punishment is used as a managerial response to the performance demonstrated by employees. Although their functions may seem opposed at first glance, both ultimately aim to make individuals better, more qualified, and responsible for their assigned tasks.

Efforts to improve performance can include enforcing discipline, developing competencies, and providing motivation and punishment that align with Islamic values. Motivation is a key factor that drives employee performance. Laras & Rifai (2019) state that appropriate motivation can increase productivity, morale, and employee loyalty. In this context, the effects of motivation can include increased productivity, moral support in facing challenges, and higher loyalty among employees. Several forms of motivation that have been implemented in educational institutions include providing adequate work facilities, allowances, a comfortable work environment, and good relationships among employees (Patria, 2021). Motivation in Islam is strongly influenced by spiritual factors, including the belief that work done with good intentions and in accordance with Islamic teachings will be rewarded (Sulistio & Haryanti, 2022). Therefore, punishment should be designed to reinforce intrinsic motivation, not to dampen the individual's spirit (Anam, 2018). According to Hafid (2017), motivation is the driving force that leads individuals to behave towards a specific goal. In the context of human

resource management, both rewards and punishments are necessary to encourage employees to improve their work quality. These two systems are used as forms of management's response to the performance demonstrated by their employees. Although on the surface the functions of rewards and punishments may seem opposite, they ultimately share the same goal: to make individuals better, more qualified, and more responsible in carrying out their assigned tasks.

Punishment in the context of human resource management and from an Islamic perspective plays a complex yet crucial role in shaping discipline, performance, and motivation of individuals within an organization. At Universitas Islam Nusantara Al-Azhaar, the implementation of punishment needs to be balanced with rewards to create a conducive and productive work environment. Punishments at Universitas Islam Nusantara Al-Azhaar are only imposed on lecturers who do not meet attendance requirements according to their schedule, resulting in sanctions such as deductions in allowances and other warnings. The implementation of punishment that focuses solely on administrative violations related to attendance, without being accompanied by punishment for other types of violations, such as lecturers failing to conduct lectures without a clear reason, reflects an incomplete approach. This issue indicates that the punishment system at Universitas Islam Nusantara Al-Azhaar has not been effectively executed, which can affect stagnant performance motivation. The discipline instilled should reflect Islamic values, emphasizing not only punishment but also education and behavioral improvement. Optimal performance can only be achieved when punishments are applied fairly and proportionately, supported by strong motivation among lecturers and staff. Motivation in Islam, influenced by spiritual beliefs, should be nurtured through approaches that strengthen good intentions and individual work spirit. Therefore, punishment and rewards can be effective tools to enhance performance, discipline, and motivation, provided they are implemented in accordance with the principles of Islamic business ethics.

The novelty of this research lies in its unique approach to understanding punishment within the context of Islamic business ethics, specifically in human resource management at Universitas Islam Nusantara Al-Azhaar. While traditional studies often focus on punishment as a disciplinary tool, this research emphasizes the integration of Islamic values, such as justice, proportionality, and corrective intent, into the punishment process. It highlights the importance of balancing punishment with rewards to foster a harmonious and motivational work environment, which is often overlooked in conventional HR practices. The study also addresses the specific challenges faced by educational institutions, where punishment has primarily targeted attendance violations, neglecting broader behavioral issues. It proposes a comprehensive model that not only penalizes but also educates, correcting behavior without compromising the dignity of staff. By aligning punishment with Islamic teachings, this research contributes to developing a more ethical approach that enhances discipline, performance, and motivation among lecturers and staff. This study fills a gap by providing actionable insights on implementing punishment in a manner that is both effective and aligned with Islamic business ethics, setting a new standard for HR management in Islamic educational institutions.

Method

The type of research used in this study is quantitative research. Quantitative research is defined as "research that examines the extent to which the independent variable influences the dependent variable" (Sugiyono, 2017). This method is employed to study a specific population or sample, using research instruments for data collection, and quantitative/statistical data analysis with the aim of testing the established hypotheses. The approach used in this study is an associative approach, which aims to determine the relationship between two or more variables. This approach helps to develop theories that can explain, predict, and control a phenomenon" (Fitri & Haryanti, 2020). In associative research, at least two variables are connected, and in this study, the nature of the relationship is causal, meaning that one variable influences the other. The population in this study consists of all educators and staff at Universitas Islam Nusantara Al-Azhaar, totaling 185 individuals. According to Suharsimi Arikunto, "a sample is part of the population." The research sample is a portion of the population selected as the data source and represents the entire population. Regarding sampling techniques, Nasution (2005) states that "...the quality of research is not always determined by the sample size but by the robustness of the theoretical foundation, research design (statistical assumptions), and the quality of implementation and processing." Since the population comprises 185 respondents, the entire population was used as the research sample. This study employs non-probability sampling with a saturated sampling technique. Saturated sampling is a census in which all members of the population are used as the sample (Hair et al., 2019). Sample size determination can be guided by the following: the sample scale should range from about 30 to 500 samples in each study; if the aspects used in the study are quite large, then the minimum sample scale is 10 times or more than the number of these aspects; if the sample will be divided into several sections, then the minimum sample scale is 30 for each required section.

Data collection was conducted using questionnaires. The questionnaire used in this study consists of a list of questions with answer choices. Respondents only need to select the answer that best represents them. The questionnaire is completed either by self-enumeration by the respondent or filled in by the researcher based on the results of interviews and conducted with the respondent's knowledge. The questionnaires were distributed via Google Forms, and the questions were related to the variables in this study: punishment, discipline, performance, and motivation. To test the partial significance of the influence of punishment on discipline, performance, and motivation of lecturers and staff at Universitas Islam Nusantara Al-Azhaar from the perspective of Islamic Business Ethics, analysis was conducted using PLS with two main steps: Evaluation of the Outer Model or Measurement Model. There are three criteria for evaluating the outer model: Convergent Validity, Discriminant Validity, and Composite Reliability. Convergent Validity of a measurement model with reflective indicators is assessed based on the correlation between item scores/component scores calculated using PLS. An individual reflection measure is considered high if it correlates more than 0.70 with the construct it measures. However, according to Chin, for initial research stages in developing measurement scales, a loading value of 0.5 to 0.6 is considered adequate (Ghozali, 2006). Discriminant Validity of the measurement model with reflective indicators is assessed based on Cross Loading with constructs. If the correlation between the construct and its measurement items is higher compared to other constructs, this indicates that the latent construct predicts its measurements better than other blocks. Another method to assess Discriminant Validity is by comparing the Root of Average Variance Extracted (AVE) of each construct with the correlation between the construct and others in the model. An AVE value greater than 0.50 is recommended. The Composite Reliability of the block of indicators measuring a construct can be evaluated using internal consistency as developed by Wert et al. (Ghozali, 2006).

Evaluation of the Inner Model or Structural Model is conducted to observe the relationships between constructs, significance values, and the R-squared of the research model. The structural model is evaluated using R-squared for dependent constructs, the Stone-Geisser Q-squared test for predictive relevance, and t-tests and significance of path coefficient parameters. When evaluating the model with PLS, the R-squared value for each dependent latent variable is first observed. Changes in the R-squared value can be used to assess the influence of certain independent latent variables on the dependent latent variable to determine whether the effect is substantive.

Result and Discussion

From the population of lecturers and staff at Universitas Islam Nusantara Al-Azhaar, a research sample of 185 individuals was used. Research data was obtained by distributing questionnaires to lecturers and staff from July 15, 2024, to July 20, 2024.

Data Quality Test Results (Outer Model)

Three criteria are used in the data analysis technique with SmartPLS to evaluate the outer model: Convergent Validity, Discriminant Validity, Composite Reliability, and Average Variance Extracted (AVE).

Convergent Validity

Convergent validity of the measurement model with reflective indicators is assessed based on the correlation between item scores/component scores estimated using PLS software. An individual reflective measure is considered high if it correlates more than 0.70 with the construct being measured. Based on the output results, there are no outer loading values below 0.60. The outer loadings are presented in Table 1.

Table 1 <Outer Loadings>

Indikator	Model Penelitian
	Punishment
X11	0.775
X12	0.808
X13	0.840
	Discipline
Y11	0.807
Y12	0.783
Y13	0.830
	Performance
Y21	0.836
Y22	0.855
Y23	0.754

Indikator	Model Penelitian
	Motivation
Y31	0.767
Y32	0.893
Y33	0.744
Y34	0.850

Data Source: Primary Data Processed (2024)

Based on the results of the data processing using Smart PLS, as shown in Table 1, the outer model values or the correlation between constructs and variables have met the criteria for convergent validity. The estimation results of the outer loading test using PLS indicate that all items are valid, as all factor loading values are above 0.6.

Discriminant Validity Analysis

After confirming that all indicators of the latent variables are constructs of the latent variables, the next step is to conduct a discriminant validity test. Discriminant validity is necessary to ensure that the scales used do not have two constructs measuring the same thing. To assess this, the correlation between constructs should be less than 0.90. If the correlation between constructs reaches 0.90 or higher, multicollinearity between constructs will occur. The results of the discriminant validity test are as follows.

Table 2 <Discriminant Validity>

Indicator	Punishment	Discipline	Performance	Motivation
X11	0.619	0.755	0.733	0.703
X12	0.765	0.810	0.542	0.722
X13	0.672	0.838	0.609	0.684
Y11	0.807	0.730	0.750	0.728
Y12	0.781	0.594	0.644	0.768
Y13	0.833	0.719	0.680	0.814
Y21	0.700	0.672	0.836	0.777
Y22	0.814	0.682	0.857	0.829
Y23	0.565	0.542	0.752	0.622
Y31	0.648	0.705	0.690	0.694
Y32	0.778	0.790	0.718	0.743
Y33	0.639	0.638	0.531	0.585
Y34	0.758	0.765	0.791	0.724

Data Source: Primary Data Processed (2024)

Table 2 above shows that there is no multicollinearity between variables, as each construct measures different aspects. This is evident from the correlation values between constructs, which are all below 0.90.

Evaluating Reliability and Average Variance Extracted (AVE)

The criteria for validity and reliability can also be assessed from the reliability value of a construct and the Average Variance Extracted (AVE) value of each construct. A construct is considered to have high reliability if the reliability value is 0.70 or higher and the AVE is above 0.50 (Ghozali, Imam., 2011). Table 3 presents the Composite Reliability and AVE values for all variables as follows.

Table 3. <Outer Model, AVE, Composite Reliability>

Variable	AVE	Composite Reliability	Explanation
Punishment	0.651	0.848	Reliable
Discipline	0.653	0.849	Reliable
Performance	0.666	0.856	Reliable
Motivation	0.616	0.918	Reliable

Data Source: Primary Data Processed (2024)

Based on Table 3, all constructs meet the reliability criteria. This is indicated by the composite reliability values above 0.70 and the AVE values above 0.50, as per the existing criteria.

Results of Model Feasibility Testing (Inner Model)

Inner model testing or structural model testing is conducted to examine the relationships between constructs, significance values, and R-square of the research model. The structural model is evaluated using the R-square

value for dependent constructs, t-tests, and the significance of structural path coefficient parameters. Evaluation of the model with PLS begins by reviewing the R-square for each dependent latent variable. Table 5 presents the R-square estimation results using SmartPLS.

Table 4 <R-Square Value>

Variabel	R-Square
Discipline	0.606
Performance	0.719
Motivation	0.794

Data Source: Primary Data Processed (2024)

Table 5 shows that the R-square value for the discipline variable is 0.606, for the Performance variable is 0.719, and for the motivation variable is 0.794.

Hypothesis Testing

The significance of the estimated parameters provides valuable information about the relationships between the research variables. The basis for testing hypotheses is the values found in the output result for inner weight. Table 4 presents the output estimation for the structural model testing. In SmartPLS, statistical testing of each hypothesized relationship is conducted using simulation. In this case, the bootstrap method is applied to the sample. Bootstrapping is also intended to minimize issues related to non-normality in the research data. The results of the bootstrapping analysis from SmartPLS are as follows.

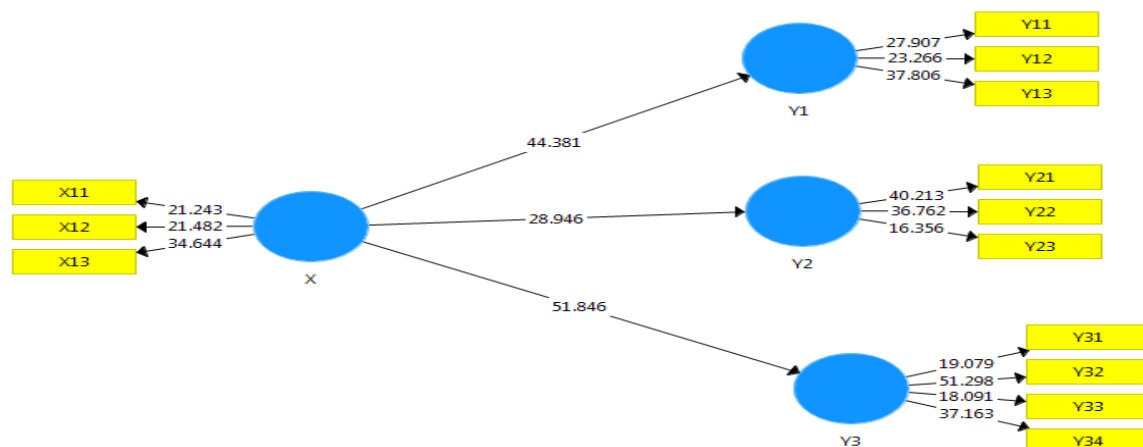


Figure 1. < Bootstrapping Results>

The significance level in hypothesis testing is measured using the path coefficient parameter (Abdillah & Hartono, 2015). This test examines the estimated path coefficients and t-statistic values, with significance at $\alpha=5\%$. If the t-statistic value is higher than the t-table value, which is 1.88 for a one-tailed hypothesis, then the hypothesis is accepted. Below are the path coefficient values in the primary hypothesis testing of this study.

Table 5. <Path Coefficient Value>

Correlation	Original Sample	Sampe l Mean (M)	Standar Deviat ion	T-Statistik	P Values	Decision
Punishment (X) -> Discipline (Y1)	0,849	0,850	0,019	44,381	0,000	Accepted
Punishment (X) -> Performance (Y2)	0,780	0,783	0,027	28,946	0,000	Accepted
Punishment (X) -> Motivation (Y3)	0,892	0,893	0,017	51,846	0,000	Accepted

Data Source: Primary Data Processed (2024)

Hypothesis Test 1: Punishment affects discipline

The test for punishment resulted in a t-statistic value of 44.381 with a p-value of 0.000, which is less than the significance level of 0.05. Based on these results, the test confirms that the hypothesis proposed in this study is accepted: punishment has an effect on discipline.

Hypothesis Test 2: Punishment affects performance

The test for punishment resulted in a t-statistic value of 28.946 with a p-value of 0.000, which is less than the significance level of 0.05. Based on these results, the test confirms that the hypothesis proposed in this study is accepted: punishment has an effect on performance.

Hypothesis Test 3: Punishment affects motivation

The test for punishment resulted in a t-statistic value of 51.846 with a p-value of 0.000, which is less than the significance level of 0.05. Based on these results, the test confirms that the hypothesis proposed in this study is accepted: punishment has an effect on motivation.

Discussion

There is a positive and significant influence of punishment on the discipline of lecturers and staff at Universitas Islam Nusantara Al-Azhaar from the perspective of Islamic business ethics. This influence indicates that the higher the level of punishment given, the higher the level of discipline that is established within the environment. This means that if punishment is applied fairly and in accordance with Islamic principles, such as issuing a warning before imposing a more severe sanction, it can enhance the discipline of lecturers and staff. Individuals who receive appropriate punishment will better understand the importance of adhering to the established rules, thereby becoming more disciplined in carrying out their duties and responsibilities.

In the context of human resource management, performance often becomes the primary focus in measuring the effectiveness of employees in performing their tasks. According to (Mangkunegara & Waris, 2015), performance is an assessment of the responsibility given to employees, where this performance is measured based on quality and quantity in accordance with the given responsibilities. From the perspective of (Putri & Imaniyati, 2017), employee performance is the result of work that can be evaluated in terms of both quality and quantity, with the aim of improving the overall performance of the company. Several other studies also emphasize the importance of employee performance as an indicator of a company's success. Sinaulan (2016), and Putra et al., (2022) all agree that employee performance determines the good or bad performance of a company. Thus, optimal performance from employees or staff, whether in the educational sector such as Universitas Islam Nusantara Al-Azhaar or in other sectors, greatly influences the achievement of the institution's objectives. When the performance of individuals can be maximized, the company or institution where they work can develop and become better in the future (Hidayat et al., 2022). Therefore, it can be concluded that performance is the result of someone's work process that can be measured in terms of quality and quantity, and this performance evaluation must be conducted continuously (Utari & Rasto, 2019).

The factors influencing employee performance are varied. According to Sabella (2023), these factors include company leadership, career advancement, and the work environment. Hafid (2017) add that performance indicators include target achievement, initiative, accuracy, punctuality, and productivity. Punishment, as an instrument in human resource management, is often used to correct employee behavior. (Siagian, 2014) defines punishment as the imposition of a threat with the aim of creating a deterrent effect on employees so that they do not repeat the same mistakes in the future. Rozarie (2017) also states that punishment is the imposition of a penalty on employees who make mistakes with the same goal, namely to create a deterrent effect. Thus, in general, punishment can be concluded as a step taken to educate employees through penalties, whether light or severe. Companies or institutions can implement a strategy of gradual punishment. With the existence of punishment, it is hoped that the work spirit of employees will increase because they are motivated not to repeat the same mistakes. The factors influencing punishment, according to (Pradnyani et al., 2020), include light penalties, moderate penalties, and severe penalties. Meanwhile, the indicators used to measure punishment, according to Sunyoto (2015), include regulations, instructions, and explanations.

This study also finds that there is a positive and significant influence of punishment on the performance of lecturers and staff at Universitas Islam Nusantara Al-Azhaar from the perspective of Islamic business ethics. This influence indicates that the higher the punishment given, the higher the performance produced by the lecturers and staff. If punishment is applied fairly and in accordance with ethical principles, individuals who receive punishment may be motivated to correct their mistakes and improve their performance to meet the expected standards of the institution. The findings of this study align with Hafid (2017), who states that performance is the ability of an individual to carry out their profession professionally and responsibly. Therefore, an employee must have the knowledge and skills manifested in the four main competencies that every employee must possess. To create high performance, supporting factors such as adequate salary, appropriate facilities, and regulations and policies suitable to the conditions of the educational institution are needed. Pratama (2003) mentions that "performance in learning relates to the ability of employees to plan, implement, and evaluate

learning, both related to the process and its outcomes.” Thus, performance is not only measured by the end result but also by the process undertaken to achieve that result.

The study also finds that there is a positive and significant influence of punishment on the motivation of lecturers and staff at Universitas Islam Nusantara Al-Azhaar from the perspective of Islamic business ethics. This influence shows that the higher the punishment given, the higher the motivation of the lecturers and staff. If punishment is applied with consideration of individual motivation and done fairly, the individual will be more motivated to work better and improve their performance. Work motivation in Islam has a significant spiritual dimension. According to (Patria, 2021), work motivation in Islam is a commitment related to work that comes from an individual's relationship with their God. Many people work only to pursue material gain for worldly purposes, without considering the interests of the afterlife. Therefore, it is important for every worker to have motivation based on Islamic principles, which can shape a good personality and be justified by religious teachings. Someone who has work motivation based on Islam, must have a good and correct intention (seeking the pleasure of Allah SWT), be pious in work, and be sincere in carrying out their duties. Work motivation in the Islamic perspective, known as Islamic work motivation, is a motivation that has a strong spiritual side and is developed based on Islamic principles. In this context, punishment applied by educational institutions can increase work motivation, encouraging individuals to work with the aim of gaining blessings in life.

Furthermore, from the perspective of Islamic business ethics, punishment can have a significant impact on discipline, performance, and motivation, but its effect is highly dependent on how the punishment is applied. Punishment that is in accordance with the principles of justice, proportionality, and good intentions can have a positive effect. Conversely, punishment that does not align with Islamic values can lead to negative impacts, such as decreased motivation and performance, as well as a sense of injustice among lecturers and staff.

In practice, Universitas Islam Nusantara Al-Azhaar, as an Islamic educational institution, must implement punishment policies that are in line with Islamic principles. These policies must be carefully designed to ensure that the punishments given truly adhere to Islamic business ethics. Thus, the punishment applied not only functions as a tool for enforcing discipline but also serves as a means to improve performance and motivation and to build a harmonious and productive work environment. To achieve these objectives, a balanced approach between the application of punishment and the provision of rewards is necessary. This study recommends that Universitas Islam Nusantara Al-Azhaar should not only focus on punishment but also provide rewards to lecturers and staff who demonstrate good performance and discipline. These rewards can be in the form of financial incentives, public recognition, or opportunities for career development. Moreover, it is important for the management of Universitas Islam Nusantara Al-Azhaar to provide training to leaders and managers on how to apply punishment in accordance with Islamic ethics. This training can help management understand the principles of justice, proportionality, and good intentions in giving punishment, thus minimizing negative impacts.

A balanced approach between punishment and rewards can also help improve the mental and spiritual well-being of lecturers and staff. In Islam, well-being is not only measured by material aspects but also by spiritual aspects. Therefore, it is important for Universitas Islam Nusantara Al-Azhaar to create a work environment that is not only conducive to achieving high performance but also supports the spiritual development of its employees. In conclusion, punishment that is applied correctly and fairly from the perspective of Islamic business ethics can have a significant positive impact on the discipline, performance, and motivation of lecturers and staff at Universitas Islam Nusantara Al-Azhaar. However, to achieve these positive effects, it is important for management to apply punishment carefully, paying attention to the principles of justice and proportionality, and always striving to motivate and support the spiritual development of employees. In doing so, Universitas Islam Nusantara Al-Azhaar can become an educational institution that excels not only in terms of performance but also in shaping character and personality in accordance with Islamic teachings.

The practical implications of this research for discipline and motivation policies in Islamic higher education institutions, such as Universitas Islam Nusantara Al-Azhaar, are highly significant. The findings indicate that punishments given fairly and in accordance with Islamic Business Ethics can enhance the discipline, performance, and motivation of lecturers and staff. Therefore, management policies should wisely apply punishment to create a productive and ethical work environment. Practical Recommendations for Management Policies:

Implementation of Fair and Proportional Punishment: Disciplinary policies must adhere to the principles of justice in Islam, such as issuing a warning before imposing more severe punishments and considering the context of the violation. The punishment must be proportionate to the mistake made, ensuring it is neither excessive nor punitive, but rather educational. This approach ensures that punishment not only enforces discipline but also educates and corrects the behavior of lecturers and staff.

Ethical Approach in Administering Punishment: Institutions should ensure that punishments do not demean the dignity of individuals. The process should be transparent, involve open communication, and offer individuals the opportunity to correct their mistakes. This aligns with Islamic ethical principles that emphasize mercy (rahmah) and repentance (taubah).

Management Training in Administering Punishments: Universities should provide training for leaders and managers on how to implement punishments in line with Islamic Business Ethics. This training can include understanding justice, proportionality, and good intentions in administering punishments, thereby minimizing negative impacts and ensuring effective implementation.

Balance Between Punishment and Rewards: In addition to punishments, it is essential for management to provide rewards to lecturers and staff who demonstrate good performance and discipline. These rewards can include financial incentives, public recognition, or career development opportunities. This approach will motivate all staff to improve their performance and foster a positive work environment.

Supporting Spiritual and Mental Well-being: Management policies should consider the spiritual and mental well-being of lecturers and staff. Institutions can offer spiritual support programs, such as religious studies or motivational sessions based on Islamic values, which can help employees relate their work to a higher purpose and seek blessings in their work.

By implementing a balanced approach between punishment and rewards, and ensuring punishments are applied fairly and in line with Islamic ethical principles, Universitas Islam Nusantara Al-Azhaar can enhance the discipline, performance, and motivation of its lecturers and staff. This approach will not only help achieve institutional goals but also support the development of character and personality in accordance with Islamic teachings.

Conclusions

Based on the research results and discussion, it can be concluded that there is a positive and significant influence of punishment on the discipline of lecturers and staff at Universitas Islam Nusantara Al-Azhaar from the perspective of Islamic Business Ethics. This means that the higher the punishment, the higher the level of discipline. There is also a positive and significant effect of punishment on the performance of lecturers and staff, indicating that increased punishment leads to improved performance. Similarly, punishment positively and significantly affects motivation, showing that higher punishment results in higher motivation levels. From the perspective of Islamic Business Ethics, punishment can have a significant impact on discipline, performance, and motivation; however, its effect largely depends on how it is implemented. Punishments that align with the principles of justice, proportionality, and good intentions can have a positive influence. Conversely, punishments that contradict Islamic values can lead to negative outcomes, such as decreased motivation, performance, and a sense of injustice among lecturers and staff. As an Islamic educational institution, Universitas Islam Nusantara Al-Azhaar is expected to implement policies that are in line with Islamic principles. Therefore, punishment policies at Universitas Islam Nusantara Al-Azhaar must be carefully designed to truly reflect Islamic Business Ethics. This study recommends a balanced approach between the application of punishment and rewards and providing training to management on how to apply punishment in accordance with Islamic ethics. Such an approach can help enhance discipline, performance, and motivation without compromising the mental and spiritual well-being of lecturers and staff. This study's limitation is that it was conducted only at Universitas Islam Nusantara Al-Azhaar; therefore, its findings may not be applicable to other sectors or fields.

Caution is required when applying these findings in different contexts, as failure to do so could result in biased test results and potentially flawed policy formulation in educational institutions. This study focused on the Role of Islamic Business Ethics in Shaping the Influence of Punishment on Discipline, Performance, and Motivation of Lecturers and Educational Personnel in Higher Education and did not consider other variables that could affect the organizational culture in universities. Future researchers could expand the study by exploring Islamic Business Ethics further to strengthen the impact of punishment on discipline, performance, and motivation among employees, as this study only included a sample of 185, which may differ from a larger sample size. Therefore, future research could include a larger sample size. Lastly, this study investigated only the role of Islamic Business Ethics in shaping the influence of punishment on discipline, performance, and motivation. Future research could explore other educational institutions or universities in different fields, allowing for comparisons between various universities or other institutions. Future studies could also include larger sample sizes. Additionally, since this study focused solely on the Role of Islamic Business Ethics in Shaping the Influence of Punishment on Discipline, Performance, and Motivation of Lecturers and Educational Personnel in Higher Education from an employee perspective, future research should consider other variables

such as employee productivity or the study of employee behavior and creative activities that support fellow employees from the perspective of internal quality auditors.

References

- Anam, C. (2018). Pengaruh Motivasi, Kompetensi, Kepemimpinan, Lingkungan Kerja dan Disiplin Kerja Terhadap Kinerja Guru di Sekolah Menengah Kejuruan. *Dirāsāt: Jurnal Manajemen Dan Pendidikan Islam*, 4(1), 40–56. <http://journal.unipdu.ac.id/index.php/dirasat/index>
- Brahmannanda, S. (2018). *Organisasi , dan komunikasi terhadap disiplin kerja Fakultas Ekonomi dan Bisnis Universitas Udayana (Unud), Bali , Indonesia*. 7(7), 3737–3766.
- Fitri, A. Z., & Haryanti, N. (2020). *Metodologi Penelitian Pendidikan: Kuantitatif, Kualitatif, Mixed method dan Research and Development*. Madani Media.
- Hafid, M. (2017). Pengaruh Motivasi dan Kompetensi Guru Terhadap Kinerja Guru Sekolah dan Madrasah di Lingkungan Pondok Pesantren Salafiyah Syafi'iyah Sukorejo. *Jurnal Pendidikan Islam Indonesia*, 1(2), 293–314. <https://doi.org/10.35316/jpii.v1i2.55>
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2–24. <https://doi.org/10.1108/EBR-11-2018-0203>
- Hidayat, A., Ayu, N., Murniati, N., & Abdullah, G. (2022). *Pengaruh Disiplin Kerja Dan Motivasi Kerja Terhadap Kinerja Pembelajaran Sains di SMK Negeri Kabupaten Pekalongan*. 6(3), 719–732.
- Jasmine, T. J., & Susilawati, C. (2019). Pengaruh Penalaran Moral dan Sensitivitas Etika Terhadap Persepsi Etis dengan Gender Sebagai Variabel Moderasi. *Jurnal Akuntansi Bisnis*, 17(1), 64. <https://doi.org/10.24167/jab.v17i1.2288>
- Laras, S. A., & Rifai, A. (2019). Pengaruh Minat dan Motivasi Belajar terhadap Hasil Belajar Peserta Didik di BBPLK Semarang. *Jurnal Eksistensi Pendidikan Luar Sekolah (E-Plus)*, 4(2), 121–130. <https://jurnal.untirta.ac.id/index.php/E-Plus/article/view/7307>
- Lubis, S. (2020). Pengaruh Lingkungan Kerja, Disiplin Kerja, Dan Motivasi Kerja Terhadap Kinerja Guru Madrasah Aliyah Negeri 2 Model Medan. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, 6(1), 18–26. <https://doi.org/10.30596/edutech.v6i1.4391>
- Mangkunegara, A. P., & Waris, A. (2015). Effect of Training, Competence, and Discipline on Employee Performance in Company (Case Study in PT Asuransi Bangun Askrida). *2nd Global Conference on Business and Social Studies*, 211, 1240–1251. <https://doi.org/10.1016/j.sbspro.2015.11.165>
- Murtiyani, S. (2020). Pengaruh Pengungkapan Corporate Social Responsibility (CSR), Identitas Etis Islam terhadap Kinerja Keuangan Bank Syariah di Indonesia. *Jurnal Ekonomi Islam | Islamic Economics Journal*, 20(1).
- Nasution, N., . P., Sonti, E., Taufik, R., & Daulay, M. A. (2021). Pengaruh Gaya Kepemimpinan Partisipatif, Disiplin Kerja Dan Lingkungan Kerja Terhadap Kinerja Guru Di Sma Negeri 1 Na Ix-X Kabupaten Labuhanbatu Utara. *JRAM (Jurnal Riset Akuntansi Multiparadigma)*, 7(2), 208–216. <https://doi.org/10.30743/akutansi.v7i2.3378>
- Nazar, A. F., Kerja, D., Posmetro, S., & Duri, M. (2017). *KARYAWAN PADA POSMETRO MANDAU DURI Tabel 3 Jumlah Tunjangan Dan Bonus Yang Diterima Karyawan Posmetro Mandau*. 7, 237–244.
- Patria, N. S. (2021). Pengaruh Work From Home terhadap Motivasi dan Kinerja (Studi Pada Karyawan Bagian Back Office PT. New Priok Container Terminal 1 Jakarta Utara). *Jurnal Ilmiah Mahasiswa FEB*, 9(2), 1–17.
- Permanasari, E. Y., Soebiantoro, S., & Haryanti, N. (2023). Optimizing Institutional Identity: A Strategic Approach through Religious Culture in Higher Education. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(4), 1290–1303. <https://doi.org/10.33650/al-tanzim.v7i4.6821>
- Pradnyani, G. A. A. I., Rahmawati, P. I., & Suci, N. M. (2020). Pengaruh Reward Dan Punishment Terhadap Motivasi Kerja Karyawan Pada Cv Ayudya Tabanan Bali. *Prospek: Jurnal Manajemen Dan Bisnis*, 2(1), 21. <https://doi.org/10.23887/pjmb.v2i1.26186>
- Pratama, F. J. (2003). Pengaruh Achievement Motivation , Lingkungan Kerja dan Stres Kerja Terhadap Kinerja Guru SDIT Ar-Rayyan Surabaya. *Jurnal Ilmu Dan Riset Manajemen*, 9(9), 1–18.
- Putra, G. B. L., Widyani, A. A. D., & Widnyana, I. W. (2022). The Effect of Spiritual Leadership and Organizational Culture on Employee Performance with Organization Citizenship Behaviors (OCB) As Intervening Variables. *American Journal of Humanities and Social Science Research (AJHSSR)*, 6(7), 264–272.
- Putri, A. D. K., & Imaniyati, N. (2017). Pengembangan profesi guru dalam meningkatkan kinerja guru. *JURNAL PENDIDIKAN MANAJEMEN PERKANTORAN*, 2(2), 202–211.
- Rozarie, C. R. D. (2017). *Manajemen Sumber Daya Manusia*. Negara Kesatuan Republik Indonesia.
- Siagian, S. P. (2014). *Manajemen Sumber Daya Manusia*. Bumi Aksara.
- Sinaulan, R. L. (2016). Effect of School Climate, Work Stress and Work Motivation on Performance of Teacher. *GUIDENA*, 6(2), 146–153.
- Sugiyarti, S., Alwi, S., & E. Ernawati. (2016). Pengaruh Kepemimpinan, Disiplin dan kompetensi terhadap Produktivitas Kerja Guru Dengan Loyalitas Sebagai Variabel Mediasi Pada SMP Negeri 4 Surakarta. *Jurnal Manajemen Sumber Daya Manusia*, 10(1), 15–27.

- Sugiyono. (2017). *Metode Penelitian Bisnis (Pendekatan Kuantitatif, Kualitatif, Kombinasi dan R&D)*. Alfabeta.
- Sulistio, A., & Haryanti, N. (2022). Pengaruh Motivasi, Budaya Organisasi dan Lingkungan Kerja terhadap Kinerja Pendidik di YPI (Yayasan Pendidikan Islam) Roudlotul Ulum Jatirejo. *Jurnal Pendidikan Tambusai*, 6(1), 4171–4189. <https://jptam.org/index.php/jptam/article/view/3520>
- Sunyoto, D. (2015). *Manajemen dan Pengembangan Sumber Daya Manusia*. Center for Academic Publishing Service.
- Susanti, A., & Baskoro, S. W. (2012). pengaruh Motivasi kerja dan Gaya kepemimpinan terhadap Disiplin kerja serta dampaknya pada kinerja karyawan. *Jati UNDIP*, 7(2), 77–84.
- Utari, K. T., & Rasto. (2019). *Pengaruh disiplin kerja terhadap kinerja guru (The influence of work discipline on teacher performance)*. 4(2), 238–245. <https://doi.org/10.17509/jpm.v4i2.18019>
- Wicaksono, R. S., Pardiman, & Rahmawati. (2022). *Pengaruh Punishment , Reward , dan Motivasi Kerja Terhadap Kinerja Karyawan Pada PT . PG Rajawali 1*. 12(02), 1335–1344.
- yuliana. (2017). *Implementasi Pendidikan Karakter Kedisiplinan Melalui Muatan Pelajaran PPKn pada Siswa Kelas IV SD Kanisius Babadan*.
- Yuliani, K. S. (2019). Pengaruh orientasi etika, tingkat pengetahuan dan gender terhadap persepsi mahasiswa mengenai perilaku tidak etis akuntan. *Jurnal Sains, Akuntansi Dan Manajemen*, 1(1), 180–220.