

Relationship between Work Capacity, Work Motivation and Opportunity to Participate in The Discretionary Behavior of Private Islamic Higher Education Lecturers in Lampung Province

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Abstract – The aim of this study is to examine the relationship between work capacity, work motivation and the opportunity to participate, either partially or simultaneously, with the discretionary behavior of private Islamic higher education lecturers. This research is a quantitative survey study conducted at private Islamic universities in the province of Lampung. Population of 145 persons and samples using total sampling. Hypothesis testing uses the Pearson product moment correlation technique analysis and multiple regression, with a significance level of 5 per cent alpha ($\alpha = 0.05$). This study resulted in four findings: 1) the work capacity variable has a relationship with the discretionary behavior of the lecturer; 2) the work motivation variable has a relationship with the discretionary behavior of the lecturer; 3) the opportunity to participate in the variable has a relationship with the discretionary behavior of the lecturer; 4) at the same time, work capacity, work motivation and opportunity.

Keywords – Work Ability, Work Motivation, Participation Opportunities and Discretionary Behavior.

I. INTRODUCTION

The development of human resources in higher education is needed to anticipate as much as possible any change in the globalization of education. Quality human resources are more important than the wealth of natural resources, because the wealth of natural resources cannot guarantee the well-being and success of a nation (Asvio et al, 2019; Rahmadoni, 2018, Tobari et al, 2018).

Lecturers are one of the key components of human resources in the higher education system. The roles, duties and responsibilities of the lecturer are very important in achieving the objectives of national education, namely to educate the nation, to improve the quality of the Indonesian people, including the quality of faith or piety, noble character and mastery of science, technology and art, and to create an Indonesian society that is advanced, just, prosperous and civilized.

Law No. 14 of 2005 on lecturers states that lecturers are professional educators and scientists with the primary task of transforming, developing and disseminating science, technology and art through education, research and community service (RI Law No. 20 of 2003). Regulation of Permenpan-RB No. 17 of 2013 states that a lecturer always deepens and develops the knowledge he/she has mastered through research. The existence of this Regulation underlines that the teaching profession is not only a professional educator in higher education, but at the same time a lecturer is also a scientist and a pioneer in community service. Based on data from the Directorate-General for Research and Development Strengthening as of 31 July 2017, the number of internationally indexed Indonesian scientific publications has reached 9,349. Indonesia is third among ASEAN countries with 15,985 documents from Malaysia, 10,977 documents from Singapore, 9,349 documents from Indonesia and 8,204 documents from Thailand (Menristekdikti, 2018). In the meantime, Indonesia ranks second in ASEAN after Malaysia as of 6 April 2018.

The number of Indonesian international scientific publications indexed by Scopus as of 6 April 2018 was 5,125, while Singapore and Thailand were 4,948 and 3,741. In the meantime, Malaysia excels by successfully collecting 5,999 scientific publications. The

results of the above report show that there has been an increase in Indonesia's ranking at ASEAN level from 2017 to 2018. This is a good achievement for the world of education in Indonesia, although there is an increase in publications, but there is also a decrease in citations. More effort is therefore needed to improve the quality of all existing journals (<https://risbang.ristekdikti.go.id>).

Lecturers are a very important human resource to ensure the success of these goals, because they are creatures with certain feelings, thoughts, needs and expectations. This requires some attention or concern because these factors can affect the performance of work, dedication, love and loyalty to work. Therefore, tertiary institutions should be able to develop conditions that can encourage teachers or lecturers to always develop and improve their skills and abilities in the implementation of the tri-dharma of higher education.

The provisions related to the work of lecturers regarding work that must be carried out by a lecturer are confirmed in the Regulation of the Minister of Education and Culture Number 92 of 2014 concerning technical instructions for the implementation of lecturer's functional positions, including qualification criteria starting from expert assistants, lecturers, head lecturers to professors along with their duties, responsibilities and authority (Permendikbud No 92/2014). Increasing the functional position of a lecturer is an important career in the life of a lecturer. The functional positions of each lecturer are increased if they can achieve quality developments or advancements in the world of education, work and employment. This is because in each functional position there is a description of the different levels of work. It can therefore be said that there are differences in the specific characteristics of the job, namely the number of responsibilities, the types of tasks and the level of satisfaction of the job itself.

The work attitude of the lecturer is the behavior of the lecturer in order to fulfill his duties and responsibilities. There is an attitude or behavior that comes from within a lecturer that can later influence work attitudes. The different characteristics of each lecturer may have an impact on the different activities and activities that each lecturer undertakes. Often we don't pay close attention to the fact that there is actually a certain process going on in someone's mind to determine the steps to be able to complete the job. As stated by Fox, the characteristic of work is that there is an element of discretion. This choice element examines the extent of the behavior required in a job (Purcel et al, 2009).

The lecturers of private Islamic colleges in Indonesia are led by the Ministry of Religion of the Republic of Indonesia through Kopertais. Private Islamic colleges in the province of Lampung are under the leadership of Kopertais Region VII. Kopertais Region VII is home to private Islamic universities in several provinces, namely South Sumatra, Lampung and Bengkulu. Data from private Islamic colleges in Kopertais Region VII are 49 private Islamic colleges. Based on the above table, it is found that the province of Lampung has 24 private Islamic colleges. The selection of tertiary institutions in the province of Lampung as a research location used probability sampling techniques with stratified random sampling, namely the determination of a sample based on higher education institutional strata. The study population consisted of two strata, the Institute and the High School. The first group is an institute strata with a total of three colleges and a high school strata with 21 high schools. The selection of higher education institutions in the second group used probability sampling techniques with stratified random sampling, which is the determination of the sample based on the development and underdevelopment of higher education institutions based on the year in which the institution was founded.

Determination of the sample by simple random sampling with a lottery system in order to obtain the following research locations in this study: first, IAI Agus Salim Metro with 62 lecturers. Second, with 36 lecturers, STAI Ma'arif Kalirejo. Third, STIT Pringsewu has 33 lecturers. Fourth, STEBIS Nur Ilmi Ismailiyun has a total of 14 lecturers to obtain a 145-person lecturer sampling unit. Determination of the lecturer's sample using total sampling so that all lecturers become a sample in the study.

The following can be explained about the data on the functional positions of lecturers achieved by lecturers as a preliminary survey of research at four private Islamic religious colleges, namely IAI Agus Salim Metro, STIT Pringsewu, STAI Ma'arif Kalirejo and STEBIS Nur Ilmi Ismailiyun, which became research sites.

Table of Lecturer's Functional Positions 2018/2019

No	Islamic College	Grade					Total
		Expert Assistant (IIIb)	Lecture (IIIc)	Lecturer (IIId)	Lector Head (IVa)	Professor	
1	IAI Agus Salim	24	25	11	2	0	62
2	STIT Pringsewu	22	7	4	0	0	33
3	STAI Ma'arif Kalirejo	16	11	9	0	0	36

4	STEBIS Nur Ilmi	11	3	0	0	0	14
Total		73	46	24	2	0	145

Source: Processed data, 2018/2019

Based on the table, information on the status of the position of lecturers in the college research sample is obtained. In 2018/2019 IAI Agus Salim Metro as the chancellor was H. Ach. Chairy. The status of functional lecturers is at the level of expert assistants, with 24 lecturers, 25 IIIc lecturers, 11 IIId lecturers and 2 head lecturers. STIT Pringsewu was chaired by Dwi Rohmadi Mustofa in 2018/2019.

The status of the lecturers' functional positions is as high as 22 lecturers, 7 IIIc lecturers, 4 IIId lecturers and no head lecturer at the level of expert assistants. STAI Ma'arif Kalirejo was chaired by Sungkowo in 2018/2019. The status of the lecturers' functional positions is as high as 16 lecturers, 11 IIIc lecturers, 9 IIId lecturers and no head lecturer at the level of expert assistant. STEBIS Nur Ilmi Ismailiyun was chaired by S.E. in 2018/2019. Priyatna, man. There are 11 functional lecturers at the level of expert assistants, 3 IIIc lecturers, and no IIId or head lecturer. Thus, it can be concluded from Table 1.2 above that 73 expert assistant lecturers (50.34 per cent), 48 lecturers IIIc (31.72 per cent), 24 lecturers IIId (16.55 per cent) and 2 lecturers Head lecturers (1.38 percent).

Applying for functional positions for private lecturers is relatively more difficult than for lecturers in state universities, because there are still many on private campuses who do not understand the mechanism for submitting functional positions to LLDIKTI or Kopertais, resulting in difficulties in assessing the level of Kopertais. There are still lecturers who propose materials, do not attach proof of the requirements that must be met, such as the old position decree, the most recent diploma legalized by the competent official, the senate deliberation minutes, so that the Kopertais assessment process can be delayed. There are still lecturers proposing promotion documents, there are materials which are not organized on a per-activity basis and incomplete with supporting evidence of such activities, e.g. for lecture activities, the appointment of the lecturer must be accompanied by an appointment decree and a comprehensive lecture schedule. Issues such as teaching, requirements for writing in an accredited scientific journal as the main author and others. This often goes unnoticed to the effect that many proposals for Kopertais promotion are rejected or that their evaluation period is postponed.

How someone works is certainly not the same thing for every person. The existence of heredity or genetics, education, and the social environment that a person faces in his or her lifetime can shape a person's way of thinking and working. The emergence of action choices that are realized in work behavior is not necessarily the same for every lecturer, such as the extent to which a lecturer can schedule the completion time of his or her work and determine which procedures will be used on the basis of his or her skills and abilities. This was further explained by Appelbaum et.al in research in the steel, clothing and medical equipment industry in the United States, which found that the willingness of employees to engage in discretionary behavior depended on the creation of opportunities for participation, skills development and motivation and incentives (Purcel et al, 2009). The emergence of action choices that are realized in work behavior is not necessarily the same for every lecturer, such as the extent to which a lecturer can schedule the completion time of his or her work and determine which procedures will be used on the basis of his or her skills and abilities. This was further explained by Appelbaum et.al in research in the steel, clothing and medical equipment industry in the United States, which found that the willingness of employees to engage in discretionary behavior depended on the creation of opportunities for participation, skills development and motivation and incentives (Purcel et al, 2009).

The concept of how to act in carrying out the work is described in the Qur'an in the Surah at—Taubah verse 105, namely:

وَقُلْ أَعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ إِلَىٰ عِلْمِ
الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ ﴿١٠٥﴾

Meaning: "Work you, then Allah and His Messenger and the believers will see your work, and you will be returned to (Allah) who knows what is unseen and what is real, then He will tell you what you have done. " (Surah at Taubah: 105) (Anonymous, 2014).

In Ibn Kathir's commentary, this verse is a threat from Allah to those who violate His commands. Namely, that their deeds will be shown to Allah, the Messenger of Allah, and to the believers. This is definitely going to happen on the Day of Resurrection. And

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sometimes Allah, the SWT, shows all this to mankind in the world. Imam al -Bukhori narrated 'Ayesha ra said, 'If you are amazed at the good deeds of someone, then say,' and 'Do good to you, Allah and His Messenger, and those who believe will see your work' (Muhammad, 2004).

On the basis of the above verse, it can be understood that all that humans do will be shown in the world to other people, and also in the hereafter, what work is done and how to do that work. Therefore, the choice of good working methods called *ihsan*, a professional called *Itqon*, and a thorough working in accordance with religious rules and regulations should be done seriously by someone doing work.

The results of the initial survey on the discretionary work behavior of lecturers at private Islamic colleges who were samples of research sites can be seen as follows.

Table of Results of the Distribution of Initial Survey Questionnaires for Discretionary Behavior Variables for STIT Pringsewu Lecturers

NO	INDICATOR	A	%	O	%	S	%	R	%	N	%	ITEM TOTAL	SCORE TOTAL	INF
1	Work Target	1	1.7	48	80.0	9	15.0	2	3.3	0	0.0	60	228	Good
2	Willingness to Work	2	3.3	37	61.7	17	28.3	4	6.7	0	0.0	60	217	Good
3	Needs of Knowledge and Skills	3	5.0	47	78.3	2	3.3	8	13.3	0	0.0	60	225	Good
4	Openness of Communication	12	24.0	33	66.0	4	8.0	1	2.0	0	0.0	50	206	Very Good
5	Availability of Rewards	9	18.0	36	72.0	4	8.0	1	2.0	0	0.0	50	203	Very Good
6	Never Give Up	1	2.0	29	58.0	18	36.0	2	4.0	0	0.0	50	179	Good
7	Work Involvement	0	0.0	35	70.0	14	28.0	1	2.0	0	0.0	50	184	Good
Discretionary Behavior Average Score													1442	Good

Table of Results of the Distribution of Initial Survey Questionnaires for Discretionary Behavior Variables STAI MA'ARIF Kalirejo, Central Lampung

NO	INDICATOR	A	%	O	%	S	%	R	%	N	%	ITEM TOTAL	SCORE TOTAL	INF
1	Work Target	4	6.7	47	78.3	6	10.0	3	5.0	0	0.0	60	232	Good
2	Willingness to Work	2	3.3	42	70.0	12	20.0	4	6.7	0	0.0	60	222	Good
3	Needs of Knowledge and Skills	3	5.0	47	78.3	1	1.7	9	15.0	0	0.0	60	224	Good
4	Openness of Communication	16	32.0	32	64.0	2	4.0	0	0.0	0	0.0	50	214	Very Good
5	Availability of Rewards	11	22.0	35	70.0	2	4.0	1	2.0	1	2.0	50	204	Very Good
6	Never Give Up	2	4.0	32	64.0	13	26.0	3	6.0	0	0.0	50	183	Good
7	Work Involvement	0	0.0	39	78.0	9	18.0	2	4.0	0	0.0	50	187	Good
Discretionary Behavior Average Score													1466	Good

Table of Results of the Distribution of Initial Survey Questionnaires for Discretionary Behavior Variables of IAI Lecturer Agus Salim Metro

NO	INDICATOR	A	%	O	%	S	%	R	%	N	%	ITEM TOTAL	SCORE TOTAL	INF
1	Work Target	7	11.7	45	75.0	8	13.3	0	0.0	0	0.0	60	239	Good
2	Willingness to Work	4	6.7	40	66.7	16	26.7	0	0.0	0	0.0	60	228	Good
3	Needs of Knowledge and Skills	15	30.0	33	66.0	2	4.0	0	0.0	0	0.0	50	213	Very Good
4	Openness of Communication	7	11.7	43	71.7	4	6.7	6	10.0	0	0.0	60	231	Good
5	Availability of Rewards	12	24.0	34	68.0	4	8.0	0	0.0	0	0.0	50	208	Very Good
6	Never Give Up	5	10.0	31	62.0	13	26.0	1	2.0	0	0.0	50	190	Good
7	Work Involvement	6	12.0	39	78.0	5	10.0	0	0.0	0	0.0	50	201	Very Good
Discretionary Behavior Average Score													1510	Good

The results of preliminary research at the STIT Pringsewu, STAI Ma'arif Kalirejo and IAI Agus Salim Metro research sites show that the need for knowledge and skills is linked to the work behavior of the lecturers. This is confirmed by the research findings of Kelloway and Barling (2000), which state that knowledge influences one's discretionary behavior in organizations and work.

The results of preliminary research at the STIT Pringsewu, STAI Ma'arif Kalirejo and IAI Agus Salim Metro research sites show that the availability of rewards is linked to the work behavior of the lecturers. This is confirmed by the results of Baron and Kreps' research, which shows that total rewards, such as: competitive payments, perceived benefits, learning and development, have an impact on discretionary work behaviour (Pongah, 2016). In addition, researchers have seen discretionary behavior in the areas of work objectives, willingness to work, openness to unyielding communication and self-actualization of lecturers in order to continue working in higher education. With regard to the problems identified in the field, the researchers suspect that there are factors that influence the discretionary behavior of the lecturer, such as work capacity and work motivation.

Dosage discretionary behavior increases when dosage or educators are motivated, enthusiastic, and comfortable at work. Spirit and comfort can be created, one way is to receive a salary or an honorarium that is appropriate and appropriate and that can meet the needs of daily life. In addition to monthly salaries or teaching fees, the lecturer may still receive a variety of incentives, such as: certification for those who are certified, PPL assistant lecturers, KKN companion lecturers, thesis guides, thesis tests, comprehensive exams, semester exams, graduation committees and incentives when there are meetings bringing lecturers to campus. Permanent lecturers who have not received certification and have met the requirements will continue to be asked by the leadership of PTKIS to receive a professional lecturer allowance, the amount of which is in accordance with the functional position of the lecturer.

Several research results that have been published in journals or dissertations that are relevant to the subject of this research indicate that there is a difference between variables that are or are not related to other variables. This research study is very important to present because it is supported by a number of studies that discuss this issue as a current issue in private lecturers' circles.

Based on the general theory and the initial results of the survey described above, there are several factors that influence the discretionary behavior of lecturers in the performance of their duties and responsibilities in the performance of the Higher Education Tri-Dharma. This is what makes the issue of this research important to study, entitled The Relationship between Work Ability, Work Motivation and Opportunity to Participate in the Discretionary Behavior of Lecturers of Private Islamic Colleges in Lampung Province.

II. METHODS

This research is a quantitative survey study conducted at private Islamic universities in the province of Lampung. Use relationship research in this study. Relationship research aims to test the hypothesis by measuring a number of variables and calculating the relationship coefficient between these variables in order to determine which variables are related (Noor, 2017). The Analysis Unit is a permanent lecturer at the Private Islamic College in Lampung Province.

Population of 145 persons and samples using total sampling. According to Gay in Mukhtar, the minimum acceptable sample size should be based on the design or method of research used. In general, the population view is more consistent for a study where the population is considered to be relatively homogeneous, with a population of at least 5% and a maximum of 30%. If a study has

a population of less than 150 subjects, almost all research experts agree, it should be taken entirely or, in other words, the research can be said to be a population study. In other words, the population is also at the same time as a sample or research subject. Arikunto also explained that if the research subjects were less than 100, it would be better if they were all taken in such a way that the research was a population study (Rukajat, 2018). The determination of the lecturer sample is that the lecturers still use total sampling so that all lecturers remain in the research sample.

The data collection technique used in this study used methods such as: (a) questionnaires, (b) interviews and observations, and (c) documentation. The hypotheses in this study are: the ability to work, the motivation to work and the opportunity to participate are either partially or simultaneously related to the discretionary behavior of the lecturers. Hypothesis testing uses the Pearson product moment relationship technique analysis and multiple regression, with an alpha significance level of 5 percent ($\alpha=0,05$).

III. RESULT

The following shows the calculation data for the results of the research using the Microsoft Excel program and the SPSS 23.00 program as follows.

Table of Descriptive Statistics of Research Variables Processed from SPSS 23.00

		Statistics			
		Work Ability	Work Motivation	Participation Opportunities	Discretionary Behavior
N	Valid	115	115	115	115
	Missing	0	0	0	0
Mean		151.28	142.82	142.50	145.27
Median		151.00	142.00	142.00	146.00
Mode		151 ^a	140	142 ^a	146
Std. Deviation		10.191	9.185	10.187	11.982
Variance		103.852	84.361	103.778	143.567
Range		53	45	54	55
Minimum		124	118	115	116
Maximum		177	163	169	171
Sum		17397	16424	16388	16706

a. Multiple modes exist. The smallest value is shown

Source: Output SPSS 23.00

Table of Recapitulation of Normality Calculations

Research Variable Result Data

No	Variable	Chi-Square _{count}	Chi-Square _{table}	Conclusion
1	Discretionary Behavior (Y)	4,2170	14,0671	Normal Distribution
2	Work Ability (X ₁)	7,9069	14,0671	Normal Distribution
3	Work Motivation (X ₂)	5,5827	14,0671	Normal Distribution
4	Participation Opportunities (X ₃)	7,3065	14,0671	Normal Distribution
- Jika Chi _{hitung} < Chi _{tabel} maka Normal Distribution				
- Jika Chi _{hitung} > Chi _{tabel} maka Abnormal Distribution				

Hasil perhitungan uji homogenitas dapat dilihat secara keseluruhan dapat dilihat pada tabel berikut.

Table of Summary of Research Variable Homogeneity Test Results
With a Probability Level of 0.05

No	Variable	dk	χ^2_{count}	χ^2_{table}	Information
1	X ₁ toward Y	79	14,1555	100,7486	Homogen
2	X ₂ toward Y	79	32,4664	100,7486	Homogen
3	X ₃ toward Y	76	21,4872	98,4843	Homogen

Table of Summary of SPSS Output Correlation of X and Y Variables

Correlations		Work Ability	Work Motivation	Participation Opportunities	Discretionary Behavior
Work Ability	Pearson Correlation	1	.200*	.982**	.578**
	Sig. (2-tailed)		.032	.000	.000
	N	115	115	115	115
Work Motivation	Pearson Correlation	.200*	1	.218*	.459**
	Sig. (2-tailed)	.032		.019	.000
	N	115	115	115	115
Participation Opportunities	Pearson Correlation	.982**	.218*	1	.577**
	Sig. (2-tailed)	.000	.019		.000
	N	115	115	115	115
Discretionary Behavior	Pearson Correlation	.578**	.459**	.577**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	115	115	115	115

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table of The Summary of The Results of The Relationship Test Between X and Y Variables

No	Variable	r_{count}	Coefficient of Determination	Decision
1	X ₁ – Y	0,578	33,45%	Accepted
2	X ₂ – Y	0,459	21,07%	Accepted
3	X ₃ – Y	0,577	33,2%	Accepted
4	X ₁ , X ₂ , X ₃ , – Y	0,6763	45,74%	Accepted

From the table above, it is concluded that all the correlation test variables in the study have a relationship. The results of the calculation of the research hypothesis test are shown below, namely:

Table of T Test and F Test Summary

No	Hypothesis	T _{count}	T _{table} 0,05%	F _{count}	F _{table} 0,05%	Decision	Information
1	H ₀ : $r_{x_1y} = 0$	7,536	1,6585	-	-	H _a accepted	There is a correlation
	H _a : $r_{x_1y} \neq 0$						
2	H ₀ : $r_{x_2y} = 0$	5,492	1,6585	-	-	H _a accepted	There is a correlation
	H _a : $r_{x_2y} \neq 0$						

3	$H_o : r_{x_3y} = 0$ $H_a : r_{x_3y} \neq 0$	7,502	1,6585	-	-	H_a accepted	There is a correlation
4	$H_o : r_{x_{123}y} = 0$ $H_a : r_{x_{123}y} \neq 0$	-	-	31,186	2,68	H_a accepted	There is a correlation
If $t_{count} < t_{table}$, so H_o accepted and H_a rejected If $t_{count} > t_{table}$, so H_o rejected and H_a accepted If $F_{count} < F_{table}$, so H_o accepted and H_a rejected If $F_{count} > F_{table}$, so H_o rejected and H_a accepted							

a. Work Ability (X1) has a Correlation with Lecturer Discretionary Behavior (Y)

The lecturer's work skills describe their physical abilities, thinking skills, mental abilities and attitudes in anticipation of work situations in such a way that they are closely linked to the professionalism of the way the lecturers work, the ability to master, understand and perform tasks according to their profession, the ability to work creatively and innovatively, efficiently and with high morals. For this purpose, the ability to work can foster a variety of choices of actions that will be used in work behavior to support the duties and functions of lecturers.

In this study, it is known that many factors affect the ability of the lecturer to work in relation to the discretionary work behavior of the lecturer, including knowledge and skills, so that he can be helped to complete work on time, to solve any work problems that arise, creativity and the power of innovation to complete the tasks that become the responsibility of the lecturer, the participation of lecturers in training, seminars or seminars. The ability of lecturers to use computer and internet technology to find information or references to complete their assignments and the ability to communicate and interact with others in order to find information solutions from those who are experienced so that they can provide ideas or behavioral alternatives in the completion of their work.

Robbins and Judge (2017) state ability, capacity is the current capacity of an individual to perform the various tasks in a job. Overall skills are essentially made up of two sets of factors: intellectual and physical, which refers to the individual's ability to perform different tasks in a job. The ability of an individual is essentially made up of two factors, namely intellectual ability, which relates to knowledge and mentality, as well as physical ability to carry out tasks that require stamina, dexterity and strength. Ability is a trait born or learned that allows a person to complete a job. The lecturer's ability to work is a description of the state of the lecturer's ability to complete his assignment. The intimate relationship between the discretionary behavior of the lecturer and the ability to work occurs because there is knowledge to understand the concept of assignment and good work skills.

The important value of building employability is always to increase knowledge and insight and improve skills. This has been described in Islam as well. Rasulullah Saw has directed mankind to have a work ethic based on the Koran and to know the work that has been done so as not to waste time. As the hadith narrated by Thabrani and Baihaqi, which means: from Aisyah r.a., actually Rasulullah s.a.w. said, "Surely Allah loves someone who when he works, he controls (his job)".

Based on the hadith above, it contains an interesting word, namely **يَتَّقِنَهُ** : "master it". The word master can be compared to the word "understand." Understanding the work being done at the same time in detail or in detail inspires us to become someone who is an expert or professional in a job. Therefore, in order to make this happen, lecturers should continue to build self-awareness in order to develop knowledge and self-skill dynamically, in order to encourage the discretionary behavior of lecturers to support and fulfill their professional responsibilities.

Each lecturer has the capacity to work that is created from the different learning, learning, training or work experience that has gone through. The ability of lecturers to work well is also inseparable from the role of interaction with the social environment, the work environment and higher education organizational systems. Thus, the above aspects shape the ability to work, which helps lecturers to shape and develop the discretionary behavior of lecturers in completing their assignments.

The suggestion to create a good employability and to produce better results with the knowledge and strength possessed has been taught in Islam. As Allah says in the letter to al-Baqarah, verse 30.

In Ibn Kathir's Tafseer book, Why do you want to make a person on this earth who will cause him harm and shed blood? "What this sentence means is that the angels mean that among these types of creatures there are people who will do this (It is as if the angels know about it on the basis of special knowledge, or they understand the word "Khalifah," that is, the person who decides cases between humans about the injustice that occurs between them, and prevents them from having prohibited acts and sins (Muhammad, 2004). The verse shows that Allah SWT has created man with perfect minds and physicalities so that he can be expected to become a leader and perform actions that will bring prosperity and prosperity to the earth.

Having a problem solving that occurs at work as part of the work capability indicator is a dominant element in building discretionary behavior in college lecturers. Work results can be achieved by completing tasks. Accepting every task given to the leader with the hope of providing new experiences and developing self-competence in work behaviour. Given the assignment, it may affect the knowledge and skills of the lecturers in the performance of their duties and responsibilities, which encourage the development of the discretionary work behavior of the lecturers.

The results of this study support a number of theories used as the basis for proposing research models. Among them, Ivancevich and Konopaske (2013) show that there is a relationship between work capability which is one of the factors that influences individual work behaviour. Purcel et al (2009) theory shows that the ability to work is related to the discretionary behavior of a person. Work capability contributes to the discretionary behavior that drives one's performance (Amstrong, 2008). Research findings also support Fishbein's theory in the Integrated Behavior model. Fishbein's theory shows that the behavior of a person is influenced by knowledge and skills (Glanz, 2008).

b. Work Motivation (X2) Has Significant Correlation with Lecturer Discretionary Behavior (Y)

An important driving factor that causes people to work is a need that needs to be met. Activities at work, produce something, and ultimately aim to meet their needs. But, behind this goal, people are also working to get compensation, wages or salaries from their work. So, in essence, people work not only to maintain their survival, but also to achieve a better standard of living.

The motivation for work in Islam is to earn a living that is part of worship. Thus, the motivation to work in Islam is not only the fulfillment of the living, but also the obligation to worship Allah after another fardlu worship. Working for a living is a special thing from an Islamic point of view. As Allah says in the Q.S. Al-Jumu'ah verses 10 and Q.S. Az-Zariyat verse 22, as the basis of thought.

In the interpretation of Ibn Kathir, الله فضل الارض وابتغوا من فضل الله “then scatter you on the face of the earth and seek the grace of Allah SWT”. When Allah the Almighty forbids them to buy and sell after hearing a call to prayer and orders them to gather together, Allah the Almighty allows them to be scattered upon the earth after they have finished their prayers and to seek the gift of Allah Ta'ala (Muhammad, 2004). From these verses it is shown that Allah SWT guarantees the sustenance of every human being on the condition that he tries or works and prays. This can be said to be the cause and effect of the process of how a person works and what the results will be. The results to be achieved are therefore reflected in the way the business processes or activities have been carried out.

The findings of this study support several theories used as a basis for proposing research models. Among them is the theory of Basic Motivation Process by Luthans (2010), namely motivation is a process that starts with a physiological or psychological deficiency or need that activates a behavior or a drive that is aimed at a goal or incentive. Motivation is a process that begins with a physiological or psychological deficiency that drives behaviors or drives aimed at goals or incentives. Someone does work based on the drive to fulfill the needs they have through the rewards that are achieved so that this contributes to driving behavior.

This study also supports Parrey's (2013) research on the Impact Assessment of Motivation on Discretionary Work Effort: An Empirical Study. The results of his research show that there is a relationship between the fulfillment of the motivational factors of the worker and the discretionary behavior of the worker.

c. Opportunity to Participate (X3) has a Correlation with Lecturer Discretionary Behavior (Y)

Jans and Backer (Grace and Grace, 2017) argue that when there is a dynamic balance between three dimensions, namely challenges, capacities and connections, people will participate actively. These challenges may include personal or organizational issues, interests, or things of interest, passion, and personal interest. Every job has a job challenge, the level of difficulty of completion or the amount of reward given, which gives rise to a desire to complete it. With the challenges of working in tertiary institutions, skills and knowledge will be updated to influence the discretionary work behavior of university lecturers.

Surah Ali-Imran verse 159 is one of the verses of the Koran that relates to the recommendation for participation and provides opportunities for all people. As Allah has said in the Qur'an, Verse 159 of Surah Ali-Imran. In the book of Tafsir Ibn Kathir, this verse explains that Allah SWT said (فا عفو عنهم و استغفر لهم وشاورهم في الامر) “forgive them, ask forgiveness for them, and consult them in this matter. Rasulullah has always invited his companions to discuss a problem that has taken place in order to make their hearts happy and to make them more enthusiastic about the outcome of the discussions. As he once asked them to discuss the departure during the Battle of Badr to confront the army of the disbelievers. Thus the Prophet consulted his companions in both war and other matters (Muhammad, 2004).

The findings of this study support the theory used as the basis for the proposed research model. Among them is the Batch Performance Model by Purcel, which shows that there is a relationship between the opportunity to participate, which is one of the factors that influences individual discretionary behaviour.

The findings of this study are supported by research conducted by Butali and Njoroge (2018) entitled Effect of Employee Participation in Organizational Performance with Organizational Commitment as Moderator, which shows that employee involvement has a positive relationship with the results of work. The greater the involvement of workers, the greater the individual performance of work, which also has an impact on organizational progress.

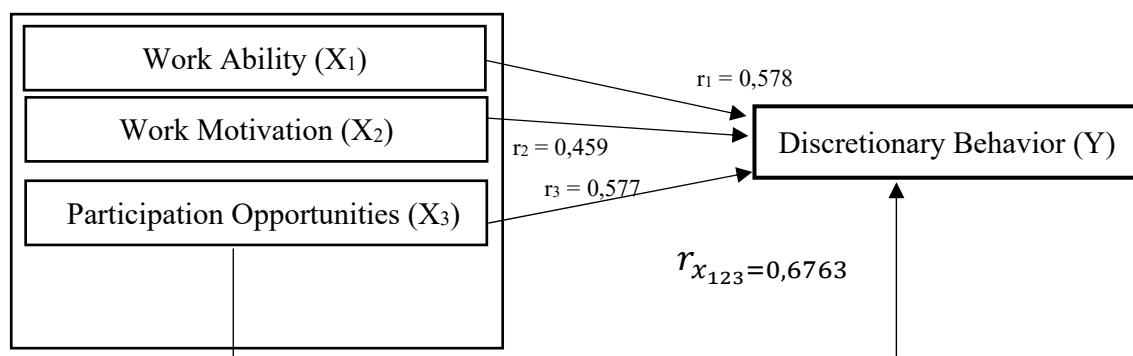
d. Work Ability (X1), Work Motivation (X2), and Opportunity to Participate (X3) Have a Correlation with Lecturer Discretionary Behavior (Y)

Lecturer's discretionary behavior is the behavior of a lecturer to identify ways and actions to carry out duties and responsibilities. In each individual, a lecturer or worker has discretionary work behavior based on the knowledge and skills they have. Other things that are no less important are internal motivation, appreciation received, support from colleagues and leaders, and a work environment that provides facilities and opportunities for workers. This is supported by Appelbaum (Purcel and Patrick, 2007), which argues that quality and innovation, improved individual and organizational performance, depend on the adoption of a coherent human resource system that gives employees skills, a structure of participation opportunities, and incentives to conduct their discretionary.

The concept of discretionary behavior is a choice of ways or actions that can be seen visually when doing so. Rasulullah Saw, has also advocated Muslims, as the Prophet Muhammad said, narrated by Muslims (1392 H). From the hadith, there's more than one way to slaughter the animals, the right way and the wrong way. A good method consists of a variety of ways, namely by sharpening knives and pleasing slaughter animals. This hadith also suggests planning ways and actions to carry out a job. Thus, the discretionary behavior of lecturers in tertiary institutions is understood as an embodiment of knowledge and skills with motivation and participation in obtaining a plan for their choice of work activities. These different options for action will make it easier for lecturers in higher education to achieve better results in their work.

The results of this study show that there are individual mechanisms and social factors related to work behavior in organizational mechanisms. The results of this study therefore support several theories used as the basis for proposing research models, including the Integrated Behavior Model by Fishbein, John Ivancevic with Individual Differences Affected Workplace Behavior, which focuses on individual mechanisms, Purcel with the Bath Performance Model, which focuses on individual, social and organizational management factors. Some of these theories suggest a link between individual factors, social and organizational relationships, and the employee's work behavior in the performance of duties and responsibilities.

Testing of the four research hypotheses resulted in the following description of the research constellation.



Final Image Research Constellation with Correlation Coefficient Value

IV. CONCLUSION

Conclusions based on the results of the research: 1) the variable work capability has a relationship with the discretionary behavior of the lecturer; 2) the work motivation variable has a relationship with the discretionary behavior of the lecturer; 3) the opportunity to participate in the variable has a relationship with the discretionary behavior of the lecturer; 4) at the same time, work capacity, work motivation and opportunity.

V. IMPLICATION

The grand theory that was born on the basis of the results of this study, in the opinion of the researcher, is a model that can influence and improve the discretionary behavior of private Islamic university lecturers.

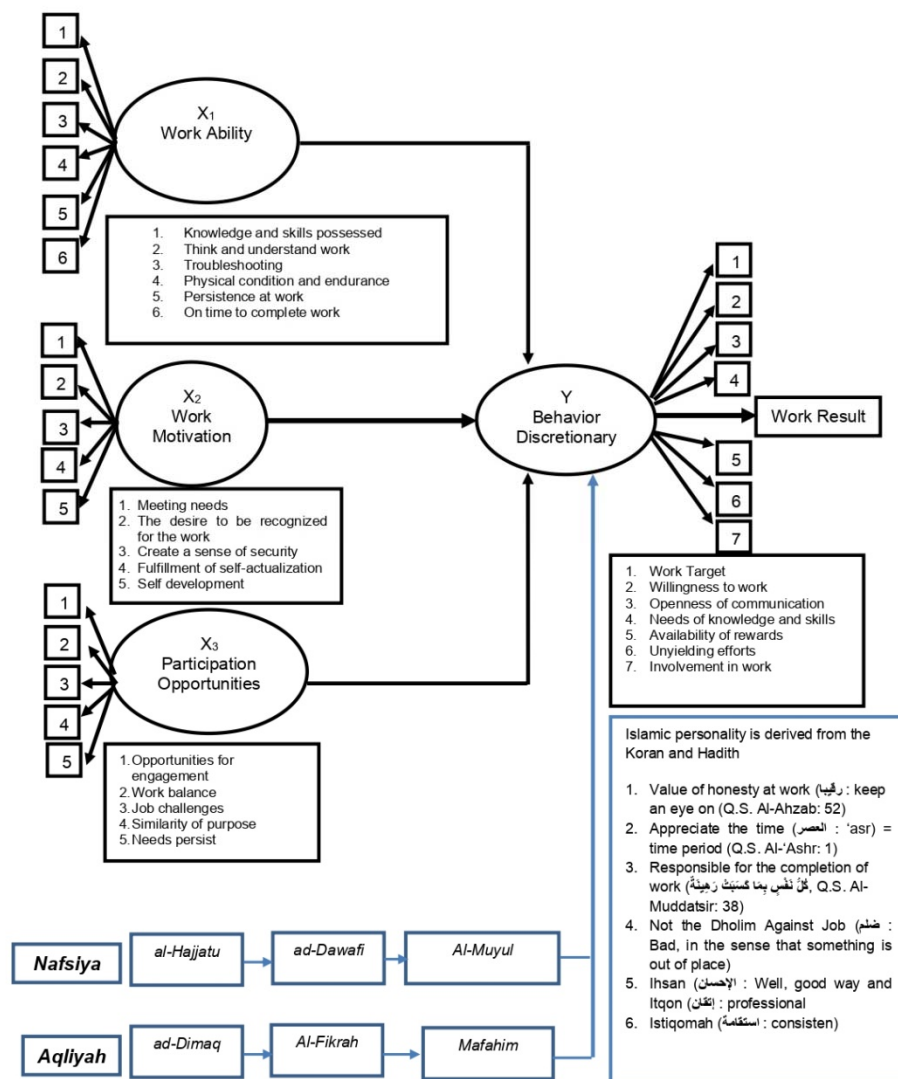


Figure PTAIS Lecturer Discretionary Behavior Research Model in Lampung Province

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