Determinants of Extra-role Behaviour of Lecturers in Islamic Higher Education

Hesi Eka Puteri, Anne Putri, Sandra Dewi

[1]IAIN Bukittinggi
[2]STIE H. Agussalim Bukittinggi
[3]IAIN Bukittinggi
e-mail: hesiekaputeri@gmail.com, anne_kop10@yahoo.com, sandradewi@gmail.com

ABSTRACT. This study investigated the determinants of Extra-role behaviour of lecturers at state Islamic universities in Indonesia. This study was quantitative research conducted through a survey of several Islamic Higher Education in Indonesia in 2020. Data were collected using a questionnaire and analyzed using PLS-Regression (Partial Least Square - Regression) on 173 active lecturers. The finding revealed that 49.8% of the Extra-role of lecturer achievement variation could be explained by factors covering Talent management, Job involvement, Personality, and Grit. Job involvement and Personality were strong predictors of lecturer Extra-roles. This empirical finding offers empirical evidence of Extra-role behaviour in Islamic Higher Education by examining some previous predictors in business institutions. This study recommends further testing of the relationship between Grit and lecturer's Extra-roles in more comprehensive cases. This study recommends that apart from Talent management and Job involvement, to improve the Extra-role behaviour of lecturers, it is also necessary to pay attention to character building.

Keywords: *Extra-role behaviour, Islamic higher education, Talent management.*

INTRODUCTION

Extra-role behaviour, popularly known as Organizational Citizenship Behavior (OCB), refers to everything that workers or employees do voluntarily, not formally stated in their contracts as employees, but provides benefits to the institution. Extra-role behaviour carried out by lecturers at universities also refers to this concept, where lecturers can contribute outside their primary duties as lecturers but provide benefits for universities. The importance of this concept in an institution has made several empirical studies on the problem of Extra-role behaviour carried out in various approaches, especially among business institutions and the public sector (de Geus *et al.*, 2020; Leephaijaroen, 2016; Mahdiuon *et al.*, 2010; Nwibere, 2014; Panicker *et al.*, 2018; Ueda, 2012).

Although this Extra-role behaviour is essential in supporting internal processes in universities, it is not easy to realize this Extra-role behaviour among lecturers. The absence of legal regulations and legality that requires this behaviour and the absence of strict sanctions for lecturers who do not practice it makes most lecturers only fulfil their primary responsibility as in-role behaviour. One of the efforts to accelerate the creation of this Extra-role behaviour is to strengthen its antecedents, both in internal and external contexts. Talent management and Job

involvement are two external factors that the institution can manage, while Personality and *Grit* are two other internal factors that come up from the character of each individual. All of these determinants are thought to have an impact on the Extra-role behaviour of lecturers in universities.

Based on the search for theoretical concepts and empirical studies, it is revealed that Talent management is considered as one of the contributing factors in achieving the strategic goals of educational institutions (Bradley, 2016; Davies & Davies, 2010). Furthermore, talent management is an essential factor in realizing the success of an organization, business institution and non-profit organization (Atrizka *et al.,* 2020; Beheshtifar *et al.,* 2012; Coulson-Thomas, 2012; Moayedi & Vaseghi, 2016). Chodorek and Sudolska (2016) also revealed the influence of Extra-role behaviour on Talent management and suggested a study on reverse evidence of the relationship. Furthermore, the position of Job involvement as another predictor is also considered very important theoretically, and several studies have revealed the relationship between Job involvement and OCB of employees (Gheisari *et al.,* 2014; Nwibere, 2014; Ueda, 2012; Suchuan Zhang, 2014). This finding is significant for stakeholders in higher education because previous studies were primarily analyzed in the case of business institutions.

Revealing some previous studies on the analysis of internal factors that influence the achievement of Extra-role behaviour, it was found that two dominant factors were strongly suspected of influencing it, that was Personality and Grit. These are positive psychological concepts that are thought to influence a person's attitude to do more for their institution and work. Identified a relationship between Personality and Extra-role behaviour in employees in business institutions (Elanain, 2007; Neuman & Kickul, 1998; Patki & Abhyankar, 2016; Pletzer *et al.,* 2021; Purba *et al.,* 2015), and the study of Leephaijaroen (2016) also found the relationship between Personality and *Extra-role* behaviour at the educational institution. One other psychological element, "Grit", a concept of consistency of interest and perseverance of effort, is also thought to be a feasible predictor to be tested (Duckworth *et al.,* 2007; Duckworth & Quinn, 2009). Even though this predictor has not been examined directly on Extra-role behaviour, some studies have shown a positive impact of Grit on a person's behaviour (Datu *et al.,* 2015). Therefore, as a theoretical expansion construction, the concept of Grit is positioned as a determinant of the Extra-role behaviour of lecturers, although this concept is still debated (Ferrell, 2017; Ion *et al.,* 2017; Peleaşă, 2018; Sherman & Ferrell, 2017).

This issue is increasingly interesting to be examined further in Islamic Universities because studies on Extra-role behaviour are more dominantly analyzed in business institutions and are also associated with employee performance. Implementation in higher education requires expanding some measurement indicators to be relevant for higher education as a non-profit institution. In addition, the issue of Extra-role behaviour is also interesting to analyze at Islamic universities, considering that this study is very closely related to the scientific part of sharia management, especially the issue of Islamic work ethics. Extra-role behaviour in an Islamic perspective also reflects the sincerity of an employee, and it has been identified that there was a significant influence of Islamic work ethics on employee Extra-role behaviour (Abbasi & Rana, 2012). The Qur'an and Sunnah, as the two highest legal principles in Islamic thought, state that hard work brings consequences for the forgiveness of sins (Ali & Al-Owaihan, 2008; Debeljak *et al.,* 2008).

This study aims to verify the determinants of the Extra-role behaviour of lecturers at Islamic universities. This survey extends the previous study on the study of Extra-role behaviour, which was initially considered more familiar in business institutions. However, this study still regards the fundamental theories related to Extra-role or organizational citizenship behaviour and important propositions in previous studies. Evaluation of this behaviour is highly expected from lecturers at Islamic universities because these universities have a unique output in which

graduates are directed to have competence by integrating religion, science, and technology. Furthermore, this study is expected to consider university stakeholders in improving the quality of internal processes in universities.

The search for previous research becomes very important to build relevant hypotheses according to the research objectives and becomes an affirmation in the position of this research. In principle, the basic concept of Extra-role behaviour comes from social exchange theory, which was initiated in the 1960s and later popularized by some researchers in organizational behaviour (Blau, 1986; Shore & Tetrick, 2006). This theory observes social interaction as an exchange relationship that depends on the gain and loss (take and give relationship). This theory claims that human interaction follows economic principles, maximizing profits and minimizing losses, known as the minimax strategy. The concept of social exchange was further elaborated by other researchers who later became more popular with the OCB concept (*Organizational Citizenship Behavior)* (Dennis W. Organ, 1988; Dennis W Organ, 1997). The concept of OCB is described as a person's informal behaviour, not regulated by the system and not formally listed in the job agreement, but makes an effective contribution to the institution. Although this behaviour cannot be directly assessed by the formal system or rewarded in money, this behaviour is needed to bolster organizational activities. This behaviour is also known as the concept of Extra-role behaviour. Five dimensions can measure altruism (empathy or willingness to help others voluntarily), courtesy (politeness or an attitude that always maintains good relations with colleagues to avoid interpersonal problems), conscientiousness (careful or constantly trying to do more than what is expected by the institution), civic virtue (willingness to be involved in routine or non-routine matters in the organization to create a good impression of the organization), and sportsmanship (always tolerating certain circumstances less than ideal in the organization) (Dennis W. Organ *et al.,* 2006). Considering that the Extra-role behaviour of lecturers is voluntary and closely related to a person's character, so to increase the different roles of lecturers, universities can make various efforts to manage the determinants that affect their achievements. Some determinants can be adopted from the OCB concept in business institutions, which are considered appropriate to be applied in universities, and some are unique and only appropriate to be applied in business organizations. Some factors such as Talent management, Job involvement, Personality are considered to be in line with college management and Extra-role behaviour achievements (Arifin & Puteri, 2019a). *Grit* was also predicted to directly affect the achievement of Extra-role roles (Arifin & Puteri, 2019b), although this finding still requires further testing, especially in Islamic religious universities.

Talent management is one of the most important external factors to be applied in a higher education institution to ensure that universities pay attention to the development of their lecturers and ensure that every lecturer at all levels of their job is at the peak of their potential. *Talent management* is defined as a strategy to ensure that an institution supervises, motivates, and develops talented employees (Cappelli, 2008). Smilansky (2007) explained that in the case of business institutions, Talent management relates to an integrated set of corporate initiatives aimed at increasing the skills, availability, and flexible use of extraordinary abilities (high potential) of employees that can have an impact on business performance. The concept of Talent management for lecturers at universities has slightly different characteristics because lecturers or academic staff at universities are educated employees with different scientific distinctions (Beigi *et al.*, 2018), so universities must carry out their Talent management proactively. A previous study on Talent management found a significant difference between OCB achievement and motivation at work (Ajgaonkar *et al.,* 2012). Chodorek and Sudolska (2016), who examined the relationship between The Extra-role of employee's behaviour with Talent management, theoretically and empirically revealed that citizenship behaviours strongly support the implementation of Talent management in an institution. Based on the analysis of theoretical concepts and propositions from various previous studies (Atrizka *et al.,* 2020; Chodorek & Sudolska, 2016), further

examining the relationship between these two concepts is needed in higher education. The hypothesis that can be built for the relationship between these two variables is *H1: Talent management has a positive effect on the Extra-role behaviour of lecturers.*

In line with planning, organizing, and supervising by maximizing the potential of human resources, Job involvement is a form of evaluation of the effectiveness of the applied Talent management process. Conceptually, Robbins *et al.* (2013) suggested that *Job involvement* can be defined as the degree to which a person is known from their work, actively participate in work and considers the achievements they achieve are significant for their self-esteem. Job involvement can be reflected in the form of a person's commitment to their work (Kanungo, 1982). An employee with a high level of Job involvement will tend to care about the type of work he does and actively participate as well as possible according to his abilities. Lecturers with high Job involvement will understand what is expected of their potential and always have the initiative in developing their potential. They understand the goals that must be achieved, and there is a feeling of satisfaction if these goals are achieved. Someone with high Job involvement will enjoy the satisfaction of being able to do something well. Although Job involvement has long been associated with Extra-role behaviour in business (Cappelli & Rogovsky, 1998; Gheisari *et al.*, 2014; Saxena *et al.*, 2015), it is only in the last decade that intensive studies on the relationship between Extra-role behaviour and Job involvement in educational institutions (Arifin & Puteri, 2019a; Nwibere, 2014; Ueda, 2012). *H2: Job involvement has a positive impact on the Extra-role behaviour of lecturers.*

Some studies concluded the importance of character building in achieving performance in a higher education environment by all academics such as lecturers, education staff, and students. Therefore, Personality is another determinant inherent in explaining people's behaviour in specific situations (McKenna, 2006; Passer & Ronald E Smith, 2004). Personality can be explained as a dynamic and integrated physical, mental, moral, and social quality that is manifested uniquely and stably of thinking, feeling, and acting that characterizes a person's response to life situations, as measured by indicators of awareness, extraversion, hospitality, emotional stability, and openness to experience. There are five dimensions in Personality known as "The Big Five Dimensions of Personality", which are also used to measure the achievement of Personality itself. The five dimensions include (1) Conscientiousness, which is awareness of the extent to which individuals are willing to work hard, regularly, trustworthy, and diligently. (2) Extraversion, which is the degree of assertiveness or friendly willingness and ability to socialize. (3) Agreeableness, which is the level of cooperation.

Furthermore, personal friendliness with other colleagues, 4) Emotional stability, which is the degree of calm and confidence 5) Openness to experience, openness to experience and insight at work (Greenberg & Baron, 1995). Even though Dennis W Organ (1994) identified that Personality is not the main predictor for Extra-role behaviour, but some studies after that provide a different view and consider that Personality is one of the essential determinants for Extra-role behaviour of employees in an institution, especially in profit institutions (Barrick *et al.*, 2005; Leephaijaroen, 2016; Patki & Abhyankar, 2016; Pletzer *et al.*, 2021; Purba *et al.*, 2015). Therefore, the following hypothesis for this study is *H3: Personality has a positive effect on the Extra-role behaviour of lecturers.*

The psychological literature also identifies Grit as a predictor of success in various fields other than the indicator of IQ and conscientiousness dimensions in the Big Five Personality. Grit is one of the psychological variables based on positive psychology that prioritizes consistency of interest and perseverance of effort in the long term (Culin *et al.*, 2014; Duckworth *et al.*, 2007; Duckworth & Quinn, 2009). *Grit* is believed to be a predictor of a person's Extra-role behaviour. People with better Grit levels tend to get better academic performance compared to those with lower Grit levels. Several researchers have elaborated on this assumption, and there are some inconsistent findings regarding the contribution of Grit in achieving academic success (Datu *et al.*,

2015; Ion *et al.,* 2017; Peleaşă, 2018; Proposal *et al.,* 2016). *Grit* is a strong predictor of employee work performance and academic performance (Suzuki *et al.,* 2015); however Palisoc *et al.* (2017) concluded that there is no significant correlation between Grit-S scores and academic success in college students. A weak relationship between Grit and Organizational Citizenship Behavior was detected in other studies (Puteri & Arifin, 2020), and these results require further empirical studies. Based on the search for previous studies and research propositions, this study will elaborate a hypothesis as follows: *H4: Grit has a positive effect on the Extra-role behaviour of lecturers.*

METHOD

Research Design. This research is quantitative research using the Regression Model-PLS to predict the impact of Talent management, Job involvement, Personality, and Grit on the Extra-role behaviour of lecturers. The survey was conducted in 2020 on lecturers at the State Higher Education of Islamic Studies in Indonesia, with the selection of cases at the State University of Islamic Studies (UIN Padang), the State Institute of Islamic Studies (IAIN Bukittinggi), and the State College of Islamic Studies (STAIN Mandailing Natal). The population of this study consisted of 575 lecturers at three Islamic universities in Sumatra, Indonesia, and 30% of the population was sampled using a proportional random sampling technique. Thus, the total number of samples in this study was 173 lecturers.

Variables and Instruments. The endogenous variable in this study is Extra-role behaviour, and some of the predictors for this study are Talent management, Job Engagement, Personality and Grit. To measure these variables in the model used Five-scales of The Likert scale. Statements in the questionnaire were made with answer choices from "strongly disagree" to "strongly agree". The following are indicators used for measuring variables in the study:

1. Extra-role behaviour is measured by adopting the measurement indicators of Organizational Citizenship Behavior, with several indicators covering altruism, courtesy, sportsmanship, conscientiousness dan civic virtue (Dyne *et al.,* 1994; D.W. Organ, 1990), with thirty items of measuring instruments.
2. Job involvement. The dimensions of Job involvement in this study were measured by expanding the Job involvement, and work involvement measurement instruments (Kanungo, 1982) developed from the research (Puteri & Arifin, 2020; Suchuan Zhang, 2014), many as seventeen instrument items. Three indicators developed for this research cover active participation in work, indicating work is the main thing and considers work as necessary.
3. Talent management. There are 18 items relevant to the four indicators of Talent management measurement, which include recruitment, employee placement, and succession planning, training and development, and retention management (Berger & Berger, 2004; Stahl, 2012).
4. Personality. The dimensions for Personality were measured by several twenty-two instruments with five indicators, including awareness, extraversion, sociability, emotional stability, and openness to experience (Patki & Abhyankar, 2016).
5. *Grit.* The dimensions for Grit are measured by standard instruments from the initiator of this concept, including consistency of interest and perseverance of effort (Duckworth *et al.,* 2007; Duckworth & Quinn, 2009), and then extended for the needs of this research into twelve instrument items.

Data Analysis. In examining the relationship between Talent management, Job involvement, Personality, and Grit on Extra-role behaviour of lecturers, the causality model with PLS-regression is applied with the following formula:

$$EB_i = \beta_1 TM_i + \beta_2 JI_i + \beta_3 Pr_i + \beta_1 Gr_i + \epsilon_i$$

Note: E.B. is *Extra-role* Behavior of Lecturers, TM is Talent management, J.I. is Job involvement, Pr is Personality, dan Gr is Grit and is estimation coefficients.

Causality analysis with PLS-Regression was carried out with two stages of testing, covering analysis of the measurement model used to evaluate the relationship between indicators and constructs, and structural model analysis, which aimed to evaluate the estimation model of PLS-Regression. At the measurement model analysis stage, data quality testing is done by assessing reliability and validity. To measure the reliability indicator, use the Loading factor value. At the same time, the reliability of internal consistency is assessed by composite reliability and Cronbach alpha. Construct validity was measured by two components, namely convergent validity and discriminant validity. The Average Variance Extracted (AVE) can be used to measure convergent validity, while for discriminant validity, the square root of the AVE value and the correlation between constructs are used. Furthermore, hypothesis testing is carried out by evaluating the results of the structural model. Several measurement indicators used in hypothesis testing are Average Path Coefficient (APC), Average R-squared (ARS), and Tenenhaus GoF (GoF).

RESULT AND DISCUSSION

Result

The PLS Regression Model uses latent variables to estimate the influence of Talent management, Job Engagement, Personality, and Grit on the achievement of lecturers' Extra-role behaviour. The first stage of analysis is the analysis of the measurement model, which analyzes the relationship between the indicators and their constructs. Table 1 shows the results of the calculation of the validity and reliability of each variable.

Table 1. Result of Validity and Reliability

Variable	AVE	Composite Reliability	Cronbach's alpha
Extra-role Behavior	0.639	0.976	0.973
Talent management	0.549	0.953	0.947
Job involvement	0.519	0.945	0.938
Personality	0.542	0.952	0.947
Grit	0.786	0.973	0.967

Source: Primary Data Processed, 2020

It was observed that Cronbach's alpha and Composite reliability values were fulfilled statistically because the evaluation results of the measurement model showed Cronbach's Alpha more significant than 0.7 and Composite reliability values exceeding 0.9. Therefore, with a get near to excellent value, which is 1,000, the construct of this research is reliable. Based on the results of the analysis of this measurement model, it is also observed that the Average Variance Extracted (AVE) for all constructs in the model has also fulfilled statistical feasibility because it is more significant than 0.50. The AVE for Extra-role Behavior, Talent management, Job involvement, Personality, and Grit were 0.639, 0.549, 0.519, 0.542, and 0.786, respectively.

Furthermore, the second step of the structural model analysis shows the estimated coefficient results for each variable in the PLS-Regression, as shown in table 2.

Table 2. Estimated Coefficient of PLS Regression

Exogenous Variables	Extra-role Behavior
Talent management	0.215***
Job involvement	0.425***
Personality	0.313***
Grit	0.198***

Note: *** Significant at p < 0.01, **Significant at p < 0.05, *Significant at p < 0.10.

Based on the results of the estimated coefficients on the PLS-Regression in table 2, it can be formulated a functional regression equation for this study as follows:

$$EB = 0.215\,TM + 0.425\,JI + 0.313\,Pr + 0.198\,Gr$$

APC (Average path coefficient)	= 0.191, p-value < 0.001
ARS (Average R-squared)	= 0.417, p-value < 0.001
GoF (Tenenhaus GoF)	= 0.498, (large >= 0.36)

Note: EB is *Extra-role* Behavior of Lecturers, TM is Talent management, JI is Job involvement, Pr is Personality and Gr is Grit

Discussion

Based on the above equation, it can be concluded that the direct influence of Talent management on Extra-role behaviour is 0.215 (p-value <0.01). The first hypothesis is H1: Talent management has a positive effect on the Extra-role Behavior of lecturers; it is acceptable. The increasing of Talent management can upgrade the Extra-role behaviour of lecturers. The positive impact of Job involvement on Lecturer Extra-role Behavior is also observed through the estimated coefficient value of 0.425 (p-value <0.01). So that, H2: Job involvement has a positive impact on the different roles of lecturers, it is also accepted. Two psychological factors that reflect internal factors that come from within an individual covering Personality and Grit also show a considerable influence on the achievement of Extra-role behaviour of lecturers. It can be observed that the estimation coefficient for these two factors is 0.313 (p-value <0.01), and 0.198 (p-value <0.01). So, it can be concluded that hypothesis H3: Personality has a positive effect on the Extra-role behaviour of lecturers, and Hypothesis H4: Grit has a positive effect on the Extra-role behaviour of lecturers, both are accepted. With these findings, it can be ascertained that the Extra-role behaviour of lecturers is not exogenous because Extra-role performance varies and is determined by some related antecedents. This study proves a direct influence between Talent management, Job involvement, Personality, and Grit on Extra-role Behavior.

Previous research of Chodorek & Sudolska (2016), which concluded that there was a relationship between Extra-role behaviour and Talent management in the case of business institutions, has been further elaborated through this evidence in the case of Extra-role behaviour for university lecturers. It is proven that Extra-role behaviour is also relevant in educational institutions, especially for Islamic universities. This finding confirms the theoretical analysis that emphasizes the importance of Talent management in educational institutions (Davies & Davies, 2011; Gandy *et al.*, 2018) and findings from previous research claiming the importance of Talent management in the variation of Extra-role behaviour achievement of employees in various business organizations (Atrizka *et al.*, 2020; Chodorek & Sudolska, 2016; Chompookum & Derr, 2004).. This finding implies the importance of a good Talent management process in initiating the achievement of the Extra-role role of lecturers in universities. If university leaders have an integrated set of policies and initiatives aimed at improving skills, availability, and flexible utilization of the extraordinary abilities (high potential) of their lecturers, of course, academic performance can increase. Lecturers will be willing to put energy into things outside of their primary job (in-role) if there is appreciation from the leadership in paying attention to their potential.

The findings of this study are also in line with previous empirical findings, which identified an important position of Job involvement as a predictor of Extra-role behaviour (Arifin & Puteri, 2019a; Nwibere, 2014; Saxena *et al.*, 2015; Sichuan Zhang, 2014). Job involvement reflects a lecturer's full involvement in his work so that there are differences in performance for each person. Job involvement is essential for lecturers at universities, especially for some lecturers who

are also entrusted with adding positions to structural positions. This research is in line with previous research, and this empirical finding is significant for stakeholders in higher education in making career decisions. The excellent relationship between Job involvement and the Extra-role role of lecturers has implications for strategies that must be taken by higher education management, especially for leaders to be able to accelerate policies in this direction, for example, by building a conducive work environment. This policy dramatically affects the psychology of lecturers in carrying out their educational, research, and dedication obligations as lecturers. Although Job involvement is a behavioural concept that is different from satisfaction or commitment, employee involvement is very much related to their satisfaction in activities. There is a connotation of energy in work engagement because it is closely related to feelings of engagement (focus and enthusiasm) and behavioural engagement (proactivity and constancy). The form of someone's actions with the energy from within them is a combination of Job involvement.

The results of model testing also show that there is a significant influence of Personality on Extra-role behaviour. Based on the propositions from previous studies that are recommended to elaborate further on the position of Personality as a strong predictor for Extra-role behaviour of lecturers and employees in universities (Leephaijaroen, 2016; Puteri & Arifin, 2020), this study proves that in other cases such as in Islamic universities, it also provides relevant findings. Personality is indeed a decisive character factor in explaining the variation in the Extra-role achievements of lecturers. This finding has implications for university policies that must position the issue of character in the process of fostering lecturers on campus. Personality is a strong predictor in explaining Extra-role behaviour and determining the actions of a lecturer, whether he wants to work more for the institution or not. This finding has implications for the importance of a character full of awareness, extraversion, hospitality, emotional stability, and openness to experience in creating an atmosphere that makes each individual willing to take Extra-role actions. For example, stable emotions can certainly create polite lecturers and always try to prevent conflicts with coworkers. Actions like this will be excellent in creating improvements in the university's internal processes and making them more efficient.

Although the implementation of the Grit concept is not well established (Datu *et al.*, 2015; Hagger & Hamilton, 2018) and its implementation in cases in universities has proven to be not so strong (Arifin & Puteri, 2019a), Although the implementation of the Grit concept has not been well established. Its implementation in college cases has proven to be not very strong, and this study has elaborated the propositions of some previous research that suspected a positive relationship between Grit and Extra-role behaviour. This finding further confirms the position of Grit as a predictor of Extra-role behaviour, which was previously still a debate among researchers, especially in the case of educational organizations (Ion *et al.,* 2017; Lucas *et al.,* 2015; Peleaşă, 2018). With these findings, university stakeholders already have one other important factor that must be considered in the management of human resources. Psychologists agree that Grit is more than just an individual character born from birth; but Grit is created in the long term, which grows in a person because of the development of self-character. External factors such as leadership support, work culture, or regulations affect the process of forming a "Gritty" person, such as consistency and persistence. Of course, individuals with a higher "Grit" level will show higher Extra-role behaviour than other lecturers who have less Grit.

For Islamic Religious Universities, as is the case in this study, the findings of this study reveal the importance of constructing Extra-role behaviour in accelerating the improvement of higher education internal processes. Islam considers the importance of the soul-building process in management, where every element of truth, honesty, openness, and expertise is a unit that must be possessed by every person, especially lecturers in universities. Sincerity in every educational activity of the entire academic community in higher education is the key to achieving educational goals because Allah SWT will only help his people with their prayers and sincerity.

Sincerity in work has consequences for the success of the organization and is of worship value for all members of the organization involved in it.

CONCLUSION

This finding concludes that the achievement of Extra-role lecturer behaviour can be explained by 49.8% by Talent management, Job involvement, Personality, and Grit. Job involvement and Personality are two strong predictors of Extra-role behavioural achievement variation. However, the positive influence of Talent management and Grit are also two important factors that require further analysis. The findings of this study can be used as the basis for policy-making in higher education, especially for Islamic Higher Education, given the importance of soul-building and character in improving the academic performance of lecturers in higher education. Although the findings of this study have been able to provide a comprehensive conception of the relationship of Extra-role behaviour with various other factors such as Talent management, Job involvement, Personality and Grit, these determinants still need to be empirically elaborated to be more comprehensive, especially for cases in higher education. The theoretical concept of Extra-role behaviour is always overgrowing along with the many empirical studies that various elaborate findings. Although this concept is well established in business, to make it more applicable to educational institutions, various applied research is needed by testing with various other predictors. This study recommends the importance of efforts to increase the Extra-role of Lecturers in universities because this behaviour contributes to improving management efficiency. Increasing the performance of lecturers is not enough to depend on the main tasks and functions of the lecturers, which are arranged and packaged in the form of In-role behaviour. However, it is necessary to build extra-role behaviour among the academic community.

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