

The Meaning of Work and Career as Calling: A Model to Determine Millennial's Career Satisfaction

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ABSTRACT

This research aims to examine and analyze the meaning of work and career as a calling to determine career satisfaction in the millennial workforce. A career as a calling is an opportunity to create social work in the work environment. It is correlated to life satisfaction and meaning, career decisions, self-identity, and positive effectiveness. Meanwhile, the meaning of work for millennials is about the meaning of life. The millennial generation prefers to get freedom according to their characteristics and passions. Job satisfaction lies in self-actualization at work that does not only seek financial stability. The research was conducted using quantitative methods, data were collected from questionnaires and analyzed using partial least square (PLS). The sample population of this study comprised 150 millennial lecturers of Islamic universities in Semarang, Indonesia. The criteria were those aged 20-40 years old with a minimum working period of one year. The results showed that digital fluency and spiritual work value positively and significantly affect the meaning of work and career as a calling. Meanwhile, the meaning of work and career as a calling has a positive and significant effect on career satisfaction.

Keywords: Career Satisfaction, Digital Fluency, Spiritual Work Value, Meaning of Work, Career as Calling.

INTRODUCTION

The modern era of technology is growing rapidly. Millennials (Generation Y) are people born between 1981 - 2000 (Walidah, 2018). Millennials have different characteristics. This is related to the meaning of work that the millennial generation wants in the workplace. According to the millennial generation, the meaning of work is to be rich and famous (Jayson, 2014). The meaning of work is about the meaning of their personal life, they want to be appreciated and rewarded for their achievements. However, most of the millennial generation do not understand the meaning of work. They also have a low level of a career as a calling.

Meanwhile, a career as a calling is a source of life satisfaction, meaning in life, career decisions, self-identity, and positive effectiveness Duffy & Sedlacek (2010). This generation sees their jobs as only works. They want to grow to find their purpose at work that is meaningful beyond their expectations. People who interpret their work as a calling will feel fullness, happiness, and satisfaction. When this can be felt, work will be interpreted as a form of devotion to God. As the result, it can increase career

satisfaction which makes a person have a high level of welfare. According to Dries (2013), career satisfaction is a condition where career satisfaction influences the job, personality, and culture. To achieve career satisfaction, each individual must feel career is a calling and understand his job. Digital fluency and spiritual work values are expected to trigger the formation of personal traits of a career. Thus it needs spiritual work value to increase career satisfaction. Spirituality is an individual's belief in their religion. Spirituality reflects kindness, peace, harmony, altruism, and aesthetics (Atlaf and Clouds 2011). Spirituality is the religious knowledge, feelings, and actions of a person to avoid deviant behavior in this digital fluency era. Proficiency in using digital communication tools enables them to learn, think and communicate using technology. Digital fluency makes the performance more effective and efficient. It results in career progression and high work flexibility. In the digital era, everything can be accessed online and not necessarily face-to-face communication. However, they tend to have profit orientation without paying attention to spiritual work values to achieve career satisfaction. In this digital fluency, employees also want value at work, by paying attention to the values and goals they want to achieve. Working by upholding spiritual values is not only a feeling of inner satisfaction but can also increase motivation, productivity, and morale.

This research aims to examine a model to improve career satisfaction in the millennial workforce. Meaning of work, a career as a calling, digital fluency, and spiritual work values are believed as crucial factors to enhance career satisfaction. The research model is described in Figure 1.

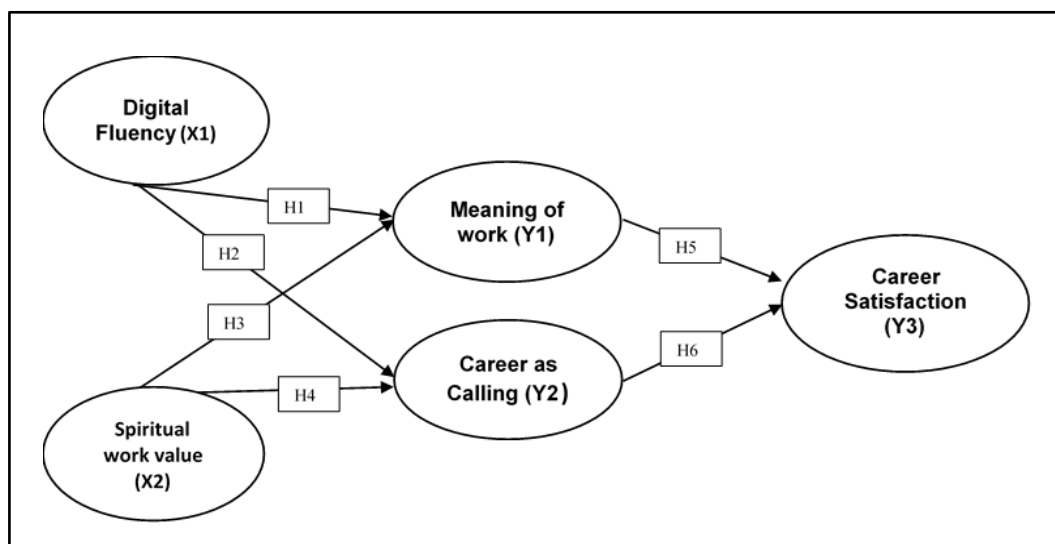


Figure 1: Research model

As shown in Figure 1, in the existing literature, only a few discuss the meaning of work and career satisfaction. This research is an effort to examine how the millennial generation can interpret the real meaning of work to improve career satisfaction through spiritual work value in the digital fluency era.

The hypotheses proposed are as follows:

- H1: Digital fluency significantly affects the meaning of work
- H2: Digital fluency significantly affects career as calling
- H3: Spiritual work value significantly affects the meaning of work
- H4: Spiritual work value significantly affects career as calling
- H5: Meaning of work significantly affects career satisfaction
- H6: Career as calling significantly affects career satisfaction

METHODOLOGY

This research belongs to explanatory research Cohen et. al (2013). The research was conducted with quantitative methods, and the data were analyzed using Partial Least Square (PLS). The sample in this study is a millennial lecturer at an Islamic university in Semarang, with criteria aged 20-40 years and working more than one year or less than one year as many as 150 samples. This research was conducted by giving a questionnaire indirectly, namely by using Google Form to all lecturers of Islamic universities in Semarang, including the Islamic University of Sultan Agung Semarang (UNISSULA), Muhammadiyah University of Semarang (UNIMUS), UIN Walisongo Semarang and Wahid Hasyim University Semarang (UNWAHAS).

Description of Variable and Measurement

Digital Fluency

We defined digital fluency as a skill that every individual possesses in finding, organizing, understanding, evaluating, and analyzing information online. It also includes the social, emotional, and cognitive abilities to face challenges and adapt to the demands of digital life. Digital Fluency has five indicators developed by Park (2016).

Table 1: Digital Fluency Descriptive Statistics

Code	Indicator	Mean	Criteria
DF.1	Alertness to digital change	3,76	High
DF.2	Intelligence in using the internet	3,44	Moderate
DF.3	Ease of using technology in social interaction	3,87	High
DF.4	Ability to manage emotions	3,47	Moderate
DF.5	Cognitive abilities	3,85	High
Total Average		3,68	High

The analysis results in Table 1, show that the mean digital fluency is in the high criteria with a total average of 3.68. The high average indicates that Islamic university lecturers in Semarang have a high level of digital fluency. The highest assessment occurred in the DF.3 indicator, namely “I can socialize well through verbal and non-verbal communication using technology.” With a mean of 3.87. These results indicate that the lecturer feels that he can position himself in social interactions using technology. Meanwhile, the lowest assessment occurred in the DF.2 indicator, namely “I can use the internet properly and wisely according to the needs of my job”. With a mean of 3.44.

Spiritual Work Value

Spiritual work value is defined as a value or individual concept oriented to the pleasure of God as an organizational structure. It has good moral and ethical principles that can distinguish between good and bad. This variable is measured by using seven indicators from Joelle et al. (2019), Roof (2015), Ahmed et al. (2019), Baetz et al. (2007), and Dehaghi, Goodarzi, en Arazi (2012).

Table 2: Spiritual Work Value Descriptive Statistics

Code	Indicator	Mean	Criteria
SWV. 1	Have an awareness of the meaning of life	3.88	High
SWV. 2	The concept of divinity	4.11	High
SWV. 3	Confidence	4.09	High
SWV. 4	Optimism level	4.12	High
SWV. 5	Stick to your goals	3.87	High
SWV. 6	Have a strong belief	4.09	High
SWV. 7	Behave trustworthily	3.75	High
Total Average		3.99	High

The analysis results in Table 2, show that the mean spiritual work value is in the high criteria with a total average of 3.99. The high average indicates that Islamic university lecturers in Semarang placed a high value on spiritual work values. The highest assessment occurred in the SWV.4 indicator, namely “I have a high sense of optimism when working” with a mean of 4.12. These results indicate that the level of self-confidence is high and they do not feel worried about their work, because they involve spiritual values in a job. Meanwhile, the lowest assessment occurred on the SWV.7 indicator, namely “I can always complete the tasks given to me well”. With a mean of 3.75. The score given is relatively low compared to other indicators.

Meaning of Work

Meaning of work is defined to interpret work opportunities to meet the basic needs regarding social relations. This variable is measured by using four indicators from (Harpaz & Fu, 2002).

Table 3: Meaning of Work Descriptive Statistics

Code	Indicator	Mean	Criteria
MOW. 1	The centrality of work as a life role	3.58	Moderate
MOW. 2	Ability in social relationships	3.65	High
MOW. 3	Desire to be rewarded for work	3.74	High
MOW. 4	Have work objectives and interests	3.69	High
Total Average		3.67	High

The analysis results in Table 3 show that the mean meaning of work is in the high criteria with a total average of 3.67. The high average indicates that the Meaning of work plays an essential role in getting meaningful jobs that lecturers at Islamic universities in Semarang can feel. The highest assessment occurred in the MOW.3 indicator, namely “I feel valuable if I get an award (reward) for the work I do”. With a mean of 3.74. These results indicate that the desire to be appreciated for their work is very high, making the lecturers feel more meaningful. Meanwhile, the lowest assessment occurred on the MOW.1 indicator, namely “Working makes me have the real meaning of life”. With a mean of 3.58.

Career as Calling

We defined a career as a calling is felt by individuals in doing work that has a social meaning or moral values in society it is not concerned with rewards and has a goal to change the world for the better. It does not merely pursue a career, but to make other people happy with their work. This variable is measured using four indicators from Thompson and Bunderson (2019), (Hall, 2010).

Table 4: Career as Calling Descriptive Statistics

Code	Indicator	Mean	Criteria
CAC. 1	Socially meaningful work	3.79	High
CAC. 2	Moral work	3.77	High
CAC. 3	Doesn't prioritize rewards	3.75	High
CAC. 4	The goal is to change the world for the better	3.73	High
Total Average		3.76	High

The analysis results in Table 4 show that the mean career as calling is in the high criteria with a total average of 3.76. The high average indicates that a career as calling is well established by Islamic university lecturers in Semarang. The highest assessment occurred in the CAC.1 indicator, namely “I feel that my work has a broad social impact on the community”. With an average (mean) of 3.79. These results indicate that the lecturer feels that he can provide social benefits to the community. Meanwhile, the lowest assessment occurred on the CAC.4 indicator, namely “I have a goal of working to be able to change the education system for the better for the next generations”. With a mean of 3.73. However, overall indicators contribute to the formation of a career as a calling.

Career Satisfaction

Career satisfaction is defined as a happy or unhappy feeling after finishing a job. Job satisfaction can be generated both positively and negatively, influencing a person's decision to stay or leave a job based on career satisfaction. This variable is measured by using four indicators from Seibert, Kraimer & Crant (2001).

Table 5: Career Satisfaction Descriptive Statistics

Code	Indicator	Mean	Criteria
CS.1	Love the job that is being done	3.70	High
CS.2	The achievements during work	3.66	High
CS.3	The ability to be responsible for work	3.93	High
CS.4	Have a sense of sincerity at work	3.87	High
Total Average		3.79	High

The analysis results in Table 5 show that the mean career satisfaction in the criteria is high with a total average of 3.79. The high average indicates that lecturers at Islamic universities in Semarang can feel career satisfaction. The highest assessment occurred in the CS.3 indicator, namely “I am happy with the responsibility given to my job”. With a mean of 3.93. These results indicate that the lecturers are happy with their job responsibilities. Meanwhile, the lowest assessment occurred in the CS.2 indicator, namely “I got various achievements while working at this campus”. With a mean of 3.66. This means that respondents perceive that not all lecturers get achievements or awards during their work. so that the score given is relatively low compared to other indicators. However, overall indicators contribute to the formation of career satisfaction.

RESULTS ANALYSIS

Table 6: Respondent characteristics

Information	Total	Percentage
Number of Samples	150	100%
Gender		
- Male	67	45%
- Female	83	55%
Position		
- Lecturer	150	100%
Age		
- 20-30	40	27%
- 31-40	110	73%
Work tenure		
- > 1 Year	150	100%

Model Measurement

Table model measurement shows that the outer model measurement determines how to measure the latent variables. It evaluates the outer model by testing the internal consistency reliability (Cronbach alpha and composite reliability), convergent validity (indicator reliability and AVE), and discriminant validity (Fornell-Larcker).

Table 7: Model Measurement

No	Variable	Mean	Cronbach's Alpha	Composite Reliability	Fornell Larcker	AVE	Validity
1	Digital Fluency	3.68	0.916	0.938	0.867	0.752	valid
2	Spiritual Work Value	3.99	0.906	0.926	0.802	0.643	valid
3	Meaning of Work	3.67	0.776	0.856	0.774	0.600	valid
4	Career as Calling	3.76	0.877	0.916	0.855	0.731	valid
5	Career Satisfaction	3.79	0.887	0.922	0.865	0.748	valid

The division of the mean obtained by the limit of the assessment through the interval = (Maximum Value - Minimum Score) / (Number of Classes) = (5 - 1) / 3 = 1.3. The criteria are 1.00 - 2.29 = Low, 2.30 - 3.59 = Medium and 3.60 - 5.00 = High. Thus, all means are stated by high criteria. Cronbach's alpha and composite reliability in variable digital fluency, spiritual work value, the meaning of work, career as a calling, and career satisfaction are > 0.70. A measurement has good reliability to measure each latent variable if it correlates with constructs and latent variables. Therefore, the tested variables are valid also reliable and they can be continued to the next test.

Fornell-larcker assures discriminant validity where the square root value of AVE for each variable is higher than the correlation value of the latent variable. The correlation value of each latent variable can be seen in the Fornell-Larcker table with yellow highlights. The digital fluency variable has an AVE square root of 0.867, the spiritual work value variable has the AVE square root of 0.802, the meaning of work variable has an AVE square root of 0.774, the career as calling variable has an AVE square root of 0.855 and the career satisfaction variable has the square root of AVE of 0.865.

The AVE value describes the amount of variance that the latent constructs might have. Thus, the greater the latent construct variance, the greater the representation of the manifest variable to its latent construct. Fornell and Larcker (1981) in Ghazali (2014) and Yamin and Kurniawan (2011) suggested the use of AVE as a criterion in assessing convergent validity. The limit used in this study is 0.4. AVE values above 0.4 are still acceptable and sufficient (Barclay et al. 1995).

Hypothesis Testing

The hypotheses were tested by using the bootstrapping method in the Path Coefficients table. Ghozali (2018) explained that if the significant value (p-value) is <0.05 , a significant value is 5%, and if the t-statistic value is > 1.96 then the path coefficient is significant (Hair, Ringle & Sarstedt, 2011).

Table 8: Hypothesis Test Results

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O / STDEV)	P Values	Hypothesis Test Result
DF → MOW	0.64	0.65	0.05	11.87	0.00	Supported
DF → CAC	0.51	0.45	0.09	5.12	0.00	Supported
SWV → MOW	0.29	0.29	0.06	4.56	0.00	Supported
SWV → CAC	0.31	0.33	0.11	2.64	0.00	Supported
MOW → CS	0.52	0.51	0.08	6.80	0.00	Supported
CAC → CS	0.47	0.48	0.08	5.93	0.00	Supported

Note: Digital Fluency (DF), Meaning of Work (MOW), Spiritual Work Value (SWV), Career as Calling (CAC), and Career Satisfaction (CS).

DISCUSSION

Hypothesis Test Results

Hypothesis 1 stated that digital fluency has a significant effect on the meaning of work. Based on the test analysis, this hypothesis is **supported** with a path coefficient (O) of 0.64, a t-statistic value of 11.87, and a significance level of 0.00, which is smaller than $= 0.05$. The positive coefficient indicates that the higher the digital fluency of the lecturers in Islamic universities in Semarang, the higher the meaning of work will be. Lecturers who have high digital fluency will encourage them to be alert for technological advances in education with more meaningful goals. When a lecturer has a high meaning of work with digital fluency, it will help the lecturer to interact with other lecturers and increase social interaction. As a result, they feel more appreciated.

Hypothesis 2 stated that digital fluency significantly affects a career as a calling. Based on the test analysis, the path coefficient (O) is 0.51, the t-statistic value is 5.12, and the significance level is 0.00, these are smaller than $= 0.05$. The positive coefficient indicates that the higher the digital fluency of Islamic university lecturers in Semarang, the higher the career satisfaction will be. Lecturers who have high digital fluency will encourage a sense of sincerity in carrying out their work. Therefore, the second hypothesis, which states that digital fluency affects career as a calling is **supported**.

Hypothesis 3 stated that spiritual work value significantly affects the meaning of work. From the test analysis, this hypothesis is **supported** by a path coefficient (O) of 0.29, a t-statistic value of 4.56, and a significance level of 0.00 which is smaller than $= 0.05$. The positive coefficient indicates that the higher the spiritual work value of lecturers in Islamic universities in Semarang, the higher the meaning of work. Lecturers who have high spiritual work values will encourage the personality of the lecturers in interpreting the meaning of work based on spiritual values.

Hypothesis 4 stated that spiritual work value significantly affects career as a calling. From the test analysis, this hypothesis is **supported** by a path coefficient (O) of 0.31, a t-statistic value of 2.64, and a significance level of 0.00 which is smaller than $= 0.05$. The positive coefficient indicates that

the higher the spiritual work value of lecturers in Islamic universities in Semarang, the higher the career as a calling will be. Lecturers who have high spiritual work values and consider a career as a calling will encourage lecturers to work using their hearts based on sincerity, solely seeking the pleasure of Allah SWT. Their work is also based on moral and spiritual values that prioritize trustful behaviour.

Hypothesis 5 stated that the meaning of work has a significant effect on career satisfaction. From the test analysis, the path coefficient (O) is 0.52, the t-statistic value is 6.80, and the significance level is 0.00. These are smaller than $\alpha = 0.05$. The positive coefficient indicates that the higher the meaning of work of lecturers in Islamic universities in Semarang, the higher the career satisfaction will be. Lecturers with a high meaning of work will pursue meaning at work to get job satisfaction as their final goal. Therefore, the fifth hypothesis which states that the meaning of work affects career satisfaction is **supported**.

Hypothesis 6 stated that a career as a calling has a significant effect on career satisfaction. The test analysis shows that the path coefficient (O) is 0.47, the t-statistic value is 5.93 and the significance level is 0.00. These are smaller than $\alpha = 0.05$. The positive coefficient indicates that the higher career as calling of the lecturers in Islamic universities in Semarang, the higher the career satisfaction will be. Therefore, the sixth hypothesis, which states that career as calling affects career satisfaction, is **supported**.

DISCUSSION OF RESEARCH RESULTS

The Effect of Digital Fluency on the Meaning of Work

Digital fluency has a positive effect on the meaning of work. The result of respondents' statements strengthen the effect of digital fluency on the meaning of work. The respondents believed that the lecturers use technology to develop and support educational activities. According to (Mishra, & Koehler, 2006; Sickel, 2019) digital fluency is an essential factor in educational activities as a tool for learning, teaching. It also eases the lecturers to complete their tasks. A similar opinion by Trust (2017) stated that the education workforce must have digital fluency and skills so that they can become facilitators to get a better meaning of work. Lecturers who have digital fluency abilities tend to be faster in completing their work and have high work flexibility. In other words, all works can be done online without face to face. The meaning of work provides awareness of the true meaning of work in this digitalization era. The lecturers perceive their work as meaningful and evoke a positive sense of meaning. Besides, the essence of the meaning of work comes from their perception of their role as lecturers. It aims to strengthen welfare, especially in eudaemonic rather than hedonic matters (Steger et al. 2012).

The Effect of Digital Fluency on Career as Calling

Based on Van Ouytsel et al. (2014) and Kivunja (2013), digital fluency has a positive effect on a career as a calling. The higher the digital fluency of the lecturers, the more they consider a career as a calling. Technological fluency depends more on knowledge and skills. The development of digital fluency is a critical competency in the digital era. A career as a calling is pro-social. It means considering a career as a calling includes the desire to make a better education (Bunderson & Thompson, 2009; Dik & Dufy, 2009). A job with the heart can control their desires and have career-related motivations meaningfully associated with their valued career goals (i.e., vocation) (Fugate et al., 2004; Praskova et al., 2015). Previous researchers have shown that one of the calling elements is action orientation (i.e., "the emphasis is on action not just, on speech") (Elangovan et al., 2010).

This study indicates that lecturers who have digital fluency tend to be more alert in completing their work. As a result, they can provide career as calling awareness for millennial lecturers at work.

The Effect of Spiritual Work Value on the Meaning of Work

Spiritual work value has a positive effect on the meaning of work. Lecturers who involve spiritual values have their own experience at work. Spiritual work values are an essential factor in educational activities to remind lecturers to always behave based on spiritual values. The meaning of work is used as a means for supporting activities. It gives the true meaning of work. It is strengthened by previous research by Milliman et al. (2003). They believed that the spiritual value in the workplace is defined as a three-dimensional construction that includes (1) meaningful work, (2) a sense of togetherness, and (3) harmony with spiritual values.

The findings of this study corroborate previous research on the impact of spiritual work value on work meaning. High spiritual values based on religion are a source of values, beliefs, and patterns of behaviour that give purpose and meaning in life and work. This is a positive tool that eases millennial lecturers to find the true meaning of work. In conclusion, the more lecturers who have high spiritual value at work, it will increase the meaning of work, fostering a sense of meaning.

The Effect of Spiritual Work Value on Career as Calling

The spiritual work value affects a career as a calling. Lecturers who involve spiritual values in their work give their own experiences at work. This is evidenced by the results of the path coefficient, which is a significant positive. The positive coefficient indicates that the higher the spiritual work value of the lecturers, the higher the career as a calling. Previous research has suggested that when applying the inner calling, teachers need to work to have a healthy calling. This can be achieved by recognizing the working situations in exploitative work conditions (Bunderson & Thompson, 2009). In preventing an unhealthy career as a calling, spiritual value results in the inner calling to strengthen a career as a calling.

The Effect of Meaning of Work on Career Satisfaction

The Meaning of work has a positive effect on career satisfaction. The findings are supported by questionnaire responses, which show that most lecturers are happy with their jobs because they have a strong sense of purpose in their work. Several studies have shown significant positive results for individuals who have meaningful jobs (Fairlie, 2013; Michaelson et al., 2014; Rosso, Dekas, & Wrzesniewski, 2010). The lecturers who have a meaning of work indicates that the job is significantly associated with satisfaction (Steger, Dik, & Duffy, 2012). It is strengthened by the statement of Weinstein, Ryan, and Deci (2012) that the current study examines the relationship between various types of meaning in work and eudaimonic well-being and overall satisfaction. Significance reflects access to more meaningful opportunities. It also helps to find the meaning in success with higher levels of career satisfaction.

The Effect of Career as Calling on Career Satisfaction

The higher the career as calling of the lecturers, the higher the career satisfaction. Previous research has identified that the factors that affect the career satisfaction of lecturers can contribute based on an inner call. It gives more positive feelings about their career experiences and satisfaction (Conley, Muncey, & You, 2005). On the other hand, Payne et al. (2010) reported that the quality of

education received by workers is related to their career satisfaction. Therefore, research on career satisfaction can contribute to improving the education that is already provided. Also, a call in the heart is reported to be a trigger for career satisfaction.

The findings of this study corroborate prior research on the effect of a career as a calling on career satisfaction. The inner calling increases the career satisfaction felt by the lecturers because the calling is based on desire. Sincerity is merely getting blessings without coercion from outside rules, but according to the individual lecturers. The ultimate goal to get real career satisfaction and constantly feeling satisfied with the achievements will benefit the public. Thus, lecturers experience not only work but also happiness and fulfillment.

CONCLUSIONS AND RECOMMENDATIONS

The formulation of the problem in this study is how to improve career satisfaction (meaning of work and career as-calling) in the millennial generation through digital fluency and spiritual work value. The results showed that digital fluency and high spiritual work value would increase the enthusiasm of lecturers in working based on their inner calling and view work as more meaningful with the ultimate goal of getting satisfaction in their career.

Managerial Implications

The results of the study provide recommendations for leaders of Islamic universities related to efforts to obtain lecturers career satisfaction. The managerial recommendations or implications that can be proposed are digital fluency can be improved by using proper and wise internet use according to the needs of the job. The millennial workforce is required to keep updated with the development of the digital world, such as in the use of applications for online teaching and face-to-face learning. The more proficient lecturers in using technology will increase the meaning of work and career as a calling. Meanwhile, the spiritual work value can remain high if the lecturers can behave in a trustworthy manner in completing their work. The lecturers also instil and implement spiritual values according to the Qur'an and hadith to get the pleasure of Allah SWT. The meaning of work can remain high if the lecturers maintain a sense of meaning at work as the role of life not just to get recognition and a sense of respect. Besides, a career as a calling for lecturers can be improved if there is a desire to be aware of educational problems. It can be realized by contributing based on a call in the heart filled with sincerity to change the world of education for the better. The career satisfaction of lecturers remains high if lecturers strive to improve their achievements while working by giving optimal performance. They also have to contribute to the world of education. Lecturers must have a high responsibility and always have a sense of sincerity at work.

Lecturers must promote improvement in the digital world by participating in training on digital. They also need to apply the knowledge they get. Improvement is the result of increasing quality and achieving better conditions than before. To be more alert for digital changes in the era 4.0 revolution, millennial workers should have high digital fluency to support their ability in using the internet.

RESEARCH LIMITATIONS AND FUTURE RESEARCH AGENDA

This study has several limitations and agendas for future research. The limitations and agenda are as follows. First, there is a self-response bias for measurement variables. Second, the distribution of questionnaires was only in the form of closed questions and did not involve open questions. Future research can involve open questions. Third, the distribution of questionnaires only focuses on one area and one position, namely the Islamic Universities in Semarang, Central Java, with a sample of

lecturers aged 20-40. The future research agenda can be conducted in areas and positions that are broader in scope. Finally, this research can still be developed for further research agendas by developing models and affirmations of the relationship between variables and understanding the moderating variable's role in a study.

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