

The Influence of Integrity, Collaboration, and Service Culture on Work Professionalism among Academic Staff at ITKES Wiyata Husada Samarinda

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This study examines the influence of integrity, collaboration, and service culture on work professionalism among academic staff at ITKES Wiyata Husada Samarinda. Professionalism in higher education is increasingly recognized as a multidimensional construct shaped not only by individual competence but also by ethical values, relational dynamics, and institutional culture. Using a quantitative explanatory design, data were collected from 50 academic staff members through a structured questionnaire and analyzed using multiple linear regression. The findings reveal that integrity, collaboration, and service culture significantly influence work professionalism both partially and simultaneously. Service culture emerged as the most dominant predictor, indicating that institutional service orientation plays a critical role in reinforcing professional conduct within health higher education institutions. The model demonstrates substantial explanatory power, confirming that professionalism is embedded within ethical, collaborative, and cultural organizational mechanisms. This study contributes to organizational behavior literature by integrating these determinants within a unified empirical framework in the context of higher education. The findings provide strategic implications for institutional governance, particularly in strengthening ethical reinforcement programs, collaborative practices, and service excellence standards to enhance sustainable academic professionalism.

Keywords: Collaboration; Service Culture; Work Professionalism; Higher Education Management

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1. Introduction

Work professionalism represents a critical determinant of institutional quality in higher education, particularly in institutions operating within the health sector where academic responsibilities intersect with ethical accountability and service obligations. Professionalism encompasses not only competence and performance outcomes but also behavioral standards, ethical conduct, and responsibility in carrying out academic and administrative duties (Robbins & Judge, 2022; Yukl, 2020). In contemporary higher education governance, professionalism is increasingly viewed as a multidimensional construct influenced by organizational values, interpersonal dynamics, and institutional culture (Colquitt et al., 2021). Therefore, strengthening professionalism among academic staff is essential for sustaining institutional credibility, accreditation performance, and stakeholder trust.

One of the primary determinants of professionalism is integrity. Integrity reflects adherence to moral principles, consistency between values and actions, and accountability in decision-making processes (Greenberg & Baron, 2017). In academic environments, integrity functions as the ethical foundation guiding teaching, research, and community service responsibilities. Ethical climate theory suggests that when organizational members demonstrate high levels of integrity, institutional trust and professional conduct are reinforced (Luthans, 2019). Empirical findings indicate that integrity positively influences job

performance, organizational commitment, and professional responsibility (Colquitt et al., 2021). Thus, in higher education institutions especially health education institutions where ethical standards are paramount integrity becomes a foundational driver of professional behavior.

Beyond individual ethical values, collaboration plays a significant role in shaping work professionalism. Collaboration refers to cooperative interactions, knowledge sharing, and coordinated efforts among organizational members to achieve collective objectives (Ivancevich et al., 2019). Social Exchange Theory posits that reciprocal relationships within organizations foster commitment and enhance professional conduct (Robbins & Coulter, 2020). In academic settings, collaboration enhances interdisciplinary engagement, improves decision-making quality, and strengthens institutional synergy. Previous studies have shown that teamwork and collaborative culture significantly improve employee professionalism and institutional effectiveness (Colquitt et al., 2021). Therefore, collaboration is not merely an operational mechanism but a strategic element influencing professional standards.

Service culture also constitutes an essential dimension of professionalism within higher education institutions. Service culture refers to shared values and norms that prioritize service excellence toward students, stakeholders, and the broader community (Tjiptono, 2019). According to service management theory, organizations that embed service orientation into their institutional culture demonstrate higher levels of performance and professionalism (Wibowo, 2021). In health education institutions, service culture becomes even more critical because graduates are prepared to enter service-oriented professions. A strong service culture within academic institutions shapes attitudes of responsiveness, accountability, and professional discipline among academic staff (Mangkunegara, 2019). Consequently, service culture strengthens the institutional ecosystem that supports professional work behavior.

Despite extensive literature addressing integrity, collaboration, and organizational culture separately, empirical studies integrating these three constructs simultaneously in the context of higher education institutions particularly health education institutions remain limited. Most prior research focuses on corporate or governmental organizations rather than academic institutions (Hasibuan, 2020; Sedarmayanti, 2020). Furthermore, limited studies examine how ethical values, teamwork orientation, and service culture collectively influence work professionalism within a single empirical model. This gap highlights the need for integrative research that examines the combined effects of these organizational behavioral factors in academic settings.

ITKES Wiyata Husada Samarinda, as a health higher education institution, requires academic staff who demonstrate strong ethical conduct, collaborative engagement, and service excellence. Strengthening these dimensions is essential not only for institutional performance but also for enhancing academic governance and service quality. Therefore, this study aims to analyze the influence of integrity, collaboration, and service culture on work professionalism among academic staff at ITKES Wiyata Husada Samarinda. By integrating these three variables within a unified analytical framework, this study contributes to organizational behavior literature in higher education and provides practical implications for institutional human resource management and governance development.

2. Literature Review and Problem Statement

Literature Review

Work professionalism in higher education institutions has been widely conceptualized as a multidimensional construct encompassing competence, ethical conduct, responsibility, accountability, and commitment to institutional goals (Robbins & Judge, 2022; Yukl, 2020). In academic settings, professionalism extends beyond task performance to include moral responsibility in teaching, research, and

community engagement. Organizational behavior literature suggests that professionalism is shaped not only by individual capabilities but also by organizational values and cultural mechanisms (Colquitt et al., 2021). Therefore, understanding its determinants requires examining ethical, relational, and cultural dimensions simultaneously.

One of the core determinants of professionalism is integrity. Integrity reflects the consistency between moral principles and actual behavior, including honesty, transparency, and adherence to ethical standards (Greenberg & Baron, 2017). Ethical Climate Theory posits that when individuals operate within environments that emphasize moral accountability, professional behavior becomes institutionalized (Luthans, 2019). In higher education, integrity is essential in preventing academic misconduct, ensuring fairness in evaluation, and maintaining public trust. Empirical evidence indicates that integrity significantly influences job performance and professional responsibility (Colquitt et al., 2021). Thus, integrity forms the ethical infrastructure upon which professionalism is constructed.

Collaboration constitutes another critical dimension influencing professional conduct. Collaboration involves cooperative interactions, shared decision-making, and collective problem-solving among organizational members (Ivancevich et al., 2019). According to Social Exchange Theory, positive reciprocal interactions strengthen commitment and foster responsible professional behavior (Robbins & Coulter, 2020). In academic institutions, collaboration enhances interdisciplinary synergy, innovation, and collective accountability. Studies demonstrate that teamwork and collaborative climates positively impact employee performance and professional standards (Colquitt et al., 2021). Consequently, collaboration functions as a relational mechanism that reinforces professionalism through collective engagement.

Service culture also plays a pivotal role in shaping work professionalism. Service culture refers to shared norms and values that prioritize service excellence and responsiveness toward stakeholders (Tjiptono, 2019). In higher education, service orientation is directed toward students, academic partners, and the community. Service management theory argues that institutions embedding strong service values cultivate disciplined and accountable professional behavior (Wibowo, 2021). Particularly in health higher education institutions, service culture aligns academic functions with societal needs, thereby strengthening professional identity. Organizational culture theory further emphasizes that cultural norms guide behavioral expectations and professional standards (Mangkunegara, 2019).

Although existing literature acknowledges the influence of ethical values, teamwork, and organizational culture on performance outcomes, most studies examine these variables separately rather than within an integrated framework. Research focusing specifically on higher education institutions especially those in the health sector remains limited. Furthermore, few empirical studies investigate how integrity, collaboration, and service culture simultaneously influence professionalism among academic staff. This conceptual separation leaves a theoretical gap in understanding how ethical, relational, and cultural dimensions interact to shape professional behavior in academic environments.

Problem Statement

Despite the recognized importance of professionalism in higher education institutions, challenges persist in ensuring consistent ethical conduct, collaborative engagement, and service excellence among academic staff. Health higher education institutions face additional complexity due to their dual responsibility in delivering academic instruction and preparing students for service-oriented professions. Without strong integrity, effective collaboration, and a well-internalized service culture, institutional professionalism may weaken, potentially affecting educational quality and stakeholder trust.

Previous studies have predominantly examined integrity, collaboration, and organizational culture independently, often within corporate or public-sector contexts rather than academic institutions. Limited empirical evidence integrates these three determinants into a unified analytical model within higher education settings. Consequently, there is insufficient understanding of how these behavioral factors collectively shape work professionalism among academic staff, particularly in health education institutions. Based on this gap, this study seeks to answer the following research questions:

1. Does integrity significantly influence work professionalism among academic staff?
2. Does collaboration significantly influence work professionalism?
3. Does service culture significantly influence work professionalism?
4. Do integrity, collaboration, and service culture simultaneously influence work professionalism?

By addressing these questions, this research aims to provide a comprehensive model explaining the determinants of work professionalism within a health higher education institution, thereby contributing to organizational behavior literature and institutional governance practices.

3. Method

Research Design

This study employed a quantitative research approach using an explanatory research design to examine the influence of integrity, collaboration, and service culture on work professionalism among academic staff. Quantitative methods were selected to allow hypothesis testing through statistical analysis and to measure the magnitude of relationships between variables objectively (Creswell, 2018). The explanatory design enables the identification of causal relationships between independent variables and the dependent variable within an institutional context.

Research Setting and Participants

The research was conducted at ITKES Wiyata Husada Samarinda, a health higher education institution. The population consisted of all academic staff members, including lecturers and administrative academic personnel. Given the relatively small population size, this study applied a saturated sampling technique (census sampling), in which all 50 academic staff members were included as respondents. Saturated sampling ensures comprehensive representation and minimizes sampling bias (Sugiyono, 2022).

Variables and Measurement

This study consists of one dependent variable and three independent variables:

- a. Dependent Variable (Y): Work Professionalism
- b. Independent Variables:
 - 1) X1: Integrity
 - 2) X2: Collaboration
 - 3) X3: Service Culture

Work professionalism was conceptualized as the extent to which academic staff demonstrate responsibility, ethical conduct, competence, and accountability in performing their duties (Robbins & Judge, 2022). Integrity was defined as adherence to ethical principles and consistency between values and actions (Greenberg & Baron, 2017). Collaboration refers to cooperative engagement and teamwork within the institution (Ivancevich et al., 2019). Service culture reflects shared organizational values emphasizing service excellence toward stakeholders (Tjiptono, 2019).

All variables were measured using structured questionnaires based on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Each variable consisted of four measurement indicators.

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Instrument Testing

Before hypothesis testing, instrument validity and reliability were examined.

a) Validity Test

Item validity was assessed using Pearson Product Moment correlation. An item was considered valid if the calculated correlation coefficient (r-count) exceeded the critical r-table value at a significance level of 0.05.

b) Reliability Test

Reliability was evaluated using Cronbach's Alpha. A variable was considered reliable if the Cronbach's Alpha coefficient exceeded 0.70 (Ghozali, 2021).

Data Analysis Techniques

To examine the effect of integrity, collaboration, and service culture on work professionalism.

The regression model is formulated as:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where:

Y = Work Professionalism

α = Constant

$\beta_1, \beta_2, \beta_3$ = Regression coefficients

X₁ = Integrity

X₂ = Collaboration

X₃ = Service Culture

ε = Error term

4. Results And Discussion

Descriptive Statistics

The respondents in this study consisted of 50 academic staff members at ITKES Wiyata Husada Samarinda, including lecturers and administrative personnel. Descriptive statistics were conducted to understand the distribution of responses across all research variables.

Table 1. Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Integrity	50	3	5	4.21	0.48
Collaboration	50	3	5	4.18	0.52
Service Culture	50	3	5	4.25	0.45
Work Professionalism	50	3	5	4.3	0.43

The mean scores indicate that all variables fall within the high category. Service culture and work professionalism show slightly higher mean values compared to integrity and collaboration, suggesting that respondents perceive service orientation as strongly embedded within the institution.

Instrument Testing

Validity Test

Table 2. Item Validity Test Results

Variable	Item Code	r-Calculated	r-Table	Interpretation
Integrity (X1)	X1.1	0.704	0.2787	Valid
	X1.2	0.885	0.2787	Valid
	X1.3	0.81	0.2787	Valid

Variable	Item Code	r-Calculated	r-Table	Interpretation
Collaboration (X2)	X1.4	0.782	0.2787	Valid
	X2.1	0.803	0.2787	Valid
	X2.2	0.773	0.2787	Valid
	X2.3	0.844	0.2787	Valid
Service Culture (X3)	X2.4	0.774	0.2787	Valid
	X3.1	0.841	0.2787	Valid
	X3.2	0.856	0.2787	Valid
	X3.3	0.91	0.2787	Valid
Work Professionalism (Y)	X3.4	0.696	0.2787	Valid
	Y1	0.864	0.2787	Valid
	Y2	0.877	0.2787	Valid
	Y3	0.901	0.2787	Valid
	Y4	0.783	0.2787	Valid

All questionnaire items demonstrated correlation coefficients exceeding the critical value ($r\text{-table} = 0.2787$), indicating that all measurement indicators are valid.

Reliability Test

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Interpretation
Integrity	0.793	Reliable
Collaboration	0.803	Reliable
Service Culture	0.823	Reliable
Work Professionalism	0.880	Reliable

All Cronbach's Alpha values exceed 0.70, confirming internal consistency reliability (Ghozali, 2021).

Classical Assumption Tests

Prior to hypothesis testing, classical assumption tests were conducted to ensure that the multiple linear regression model met the required statistical assumptions. These tests included normality, multicollinearity, and heteroscedasticity diagnostics. Ensuring that these assumptions are satisfied is essential to avoid biased estimation and to maintain the validity of inferential conclusions (Ghozali, 2021).

Normality Test

The normality test was conducted using the Kolmogorov–Smirnov (K-S) method to determine whether the residuals were normally distributed. A significance value ($p\text{-value}$) greater than 0.05 indicates that the residuals follow a normal distribution.

Table 3. Kolmogorov–Smirnov Normality Test

Test Statistic	Asymp. Sig. (2-tailed)	Interpretation
0.087	0.200	Normally Distributed

The Kolmogorov–Smirnov test produced a significance value of 0.200, which is greater than 0.05. This indicates that the regression residuals are normally distributed..

Multicollinearity Test

Multicollinearity was examined using Tolerance and Variance Inflation Factor (VIF) values. A model is considered free from multicollinearity if tolerance values exceed 0.10 and VIF values are below 10 (Ghozali, 2021).

Table 4. Multicollinearity Test Results

Variable	Tolerance	VIF	Interpretation
Integrity	0.682	1.466	No Multicollinearity
Collaboration	0.701	1.426	No Multicollinearity
Service Culture	0.655	1.527	No Multicollinearity

All tolerance values are greater than 0.10 and all VIF values are significantly below 10. These results confirm that there is no multicollinearity among the independent variables. Thus, the regression coefficients can be interpreted reliably.

Heteroscedasticity Test

Heteroscedasticity was tested using the Glejser method by regressing the absolute residual values against the independent variables. A significance value greater than 0.05 indicates the absence of heteroscedasticity.

Table 4. Glejser Test Result

Variable	Sig. (p-value)	Interpretation
Integrity	0.318	No Heteroscedasticity
Collaboration	0.274	No Heteroscedasticity
Service Culture	0.401	No Heteroscedasticity

All significance values exceed 0.05, indicating that heteroscedasticity is not present in the model. Additionally, the scatterplot of standardized residuals displayed a random distribution without a clear pattern, further confirming homoscedasticity.

Multiple Linear Regression Analysis

Table 5. Multiple Linear Regression Results

Variable	Beta (β)	t-value	Sig. (p)
Constant	0.412	2.156	0.036
Integrity	0.284	2.431	0.019
Collaboration	0.301	2.587	0.013
Service Culture	0.356	3.104	0.003

Table 6. Model Summary

R	R Square	Adjusted R Square	F-value	Sig.
0.781	0.610	0.583	22.487	0.000

The regression equation is:

$$Y = 0.412 + 0.284X_1 + 0.301X_2 + 0.356X_3$$

The Adjusted R Square of 0.583 indicates that 58.3% of the variation in work professionalism is explained by integrity, collaboration, and service culture collectively. The F-test shows a significant simultaneous effect ($p < 0.001$).

Discussion

The findings confirm that integrity significantly influences work professionalism. This result supports Ethical Climate Theory, which suggests that adherence to moral values fosters responsible and professional behavior within organizations (Luthans, 2019). Integrity strengthens accountability and trust, aligning with the findings of Colquitt et al. (2021), who argue that ethical consistency enhances performance and professional standards.

Collaboration also demonstrates a significant positive effect on professionalism. This finding aligns with Social Exchange Theory, which posits that reciprocal cooperation enhances organizational commitment and responsible behavior (Robbins & Coulter, 2020). In academic environments, collaboration promotes knowledge sharing and collective accountability, thereby strengthening professional conduct.

Service culture shows the strongest influence among the three variables. This finding confirms service management theory, which emphasizes that institutions embedding service excellence within their culture tend to cultivate disciplined and accountable professional behavior (Tjiptono, 2019). Particularly in health education institutions, service orientation reinforces the ethical and professional standards required for future healthcare professionals.

Simultaneously, the three variables significantly explain work professionalism, indicating that professionalism is not solely an individual attribute but a multidimensional outcome shaped by ethical, relational, and cultural organizational mechanisms. This integrated finding contributes to organizational behavior literature by demonstrating that ethical values (integrity), relational dynamics (collaboration), and institutional norms (service culture) function synergistically in enhancing academic professionalism.

From a managerial perspective, strengthening professionalism requires a holistic strategy that integrates ethical reinforcement programs, collaborative institutional practices, and structured service culture development. Institutions that fail to integrate these dimensions may experience fragmentation in professional standards.

5. Conclusion

This study concludes that integrity, collaboration, and service culture significantly influence work professionalism among academic staff at ITKES Wiyata Husada Samarinda, both partially and simultaneously. The findings indicate that professionalism in higher education is not merely an individual attribute but a multidimensional outcome shaped by ethical values, relational dynamics, and institutional culture. Integrity strengthens accountability and moral consistency in academic and administrative duties, reinforcing ethical climate theory which posits that professional conduct is grounded in internalized moral standards. Collaboration enhances collective responsibility and knowledge-sharing practices, supporting the premise of Social Exchange Theory that reciprocal interactions foster stronger professional commitment. Service culture emerges as the most dominant factor, emphasizing that service-oriented institutional values create disciplined, responsive, and accountable professional behavior, particularly within health education contexts where public trust is essential. Theoretically, this study contributes to organizational behavior literature by integrating ethical, relational, and cultural determinants within a unified empirical framework in higher education. From a managerial perspective, strengthening professionalism requires institutional strategies that institutionalize ethical reinforcement programs, promote structured teamwork mechanisms, and embed service excellence into governance policies. Institutional leaders should integrate professionalism indicators into performance evaluation systems and strategic planning processes to ensure sustainable academic quality. Although limited to a single institution, this study provides empirical evidence supporting a systemic approach to professionalism development and offers a foundation for future research incorporating broader institutional contexts and additional organizational variables.

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