



RESEARCH ARTICLE

The Readiness of Malaysian Employees in Understanding Integrity based on the Model 'Al-Khauf Wa Ar- Raja'

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ABSTRACT

This study aims to investigate the readiness of Malaysian Employees to understand integrity based on the Model Al-Khauf Wa Ar-Raja. The objective is, a) to identify the readiness of the Malaysian Employees of the Ministry of Communications, Putrajaya, Malaysia in enforcing the principle of integrity, b) to explore the approach of monitoring by the Ministry as mentioned in managing indiscipline matters at the workplace among the employees. The authors preferred quantitative data for conducting Research Question 1 (RQ1) and qualitative data for conducting Research Question 2 (RQ2). The finding of RQ1 was obtained from the respondents (N= 200) via a questionnaire. RQ1. How to identify the readiness of the Malaysian Employees of the Ministry of Communications, Putrajaya, Malaysia in enforcing the principle of integrity? Meanwhile, RQ2 was obtained saturated data via an interview with the participants (N=3). RQ2. What is the approach of monitoring implemented by the Ministry of Communications Putrajaya, Malaysia in managing indiscipline matters at the workplace among the employees? The finding of RQ1 consists of five perspectives; a) Integrity in a workplace, 2.48 moderate level; b) Monitoring in the practice of integrity, 2.4 moderate level; c) Each organization has its circular, 2.23 low level; d) Pure value perseverance elements, 2.6 moderate level; and; e) Educating individual personalities of taqwa, 2.34 moderate level. RQ2, the approach of monitoring implemented by the Ministry of Communications Putrajaya, Malaysia in managing indiscipline matters at the workplace among the employees as majority answer such as; a) Instilling awareness integrity in a workplace; b) Being trustworthy in supporting our organization's values sincerely; and e) Avoiding lack of integrity among employees including turning a blind eye to an unethical behaviour or when they are modelling an unethical behaviour. The contribution of this study, such as the model development of the integrity for Malaysian Civil Servants.

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INTRODUCTION

Despite the government's action to eliminate misbehaviour, it is still unbelievable to battle it if someone with no integrity and understanding of responsibility exists either in institutions or organizations in Malaysia (Mohd Zain, 2019). Misbehaviour for example, corruption or other misbehaviours occurs in all societies and is a behavioural outcome of intensity and desire. Without a rulebook, corruption is hidden, opportunistic, redundant and powerful, reliant upon superiority, anxiety and implicit principles (Lewis, 2017). The corruption disheartens the government and dilutes the whole effort of policy formulation and its performance. It decreases usefulness and pushes fiscal tension, despite most of all damaging beliefs and corrupting honest societal expectations. Corruption

takes many shapes and is seen in multiple contexts (Graycar, 2015). According to Dimant & Tosato (2017), corruption is a blast on attitude, and financial and societal growth and is subject to an extensive scope of institutional, jurisdictional, societal, and monetary essentials.

Thus, according to Gatti, et al (2003), the attitude of the doer will change due to the corruption he or she did. Attitude is a very significant character in the workplace. It is not only helpful to the organization but also to the individual employees. Organizations that develop good workplace attitudes among their employees enhance the efficiency of communications and achieved better cooperation and collaboration in the course of work. As a result, their employees have a tremendously increased morale, possess lesser levels of stress and are highly productive (Fallah, 2017). According to Deliversky (2016), in the educational approach, it is hard to calculate which corrupt indicates the most significant influence within the scope of infrastructure criteria.

The relevance of the present study is related to the Integrity Model in Arabic terms *Al-Khauf wa Ar-Raja* that are based on Maqasid Syariah among Malaysian Employees and at the same time, to avoid corruption and violation of ethical principles in the Malaysian Government Sector, especially in Kelang Valley. Perhaps, misbehaviour is raised in various spheres of life, including in education. It destabilizes the prevailing moral foundations of society and violates the principles of social justice and equality. Hambali, Kamis Abdin & Razak (2024) suggested that the violation of ethics should be monitored by mentoring the leader of every department to secure an environment of discipline for every employee. Therefore, encouraging integrity by educating employees not only to understand the notion of integrity. But, to implement the moral and ethical of intellectual inquiry suggestions are made to help progress the ideals of integrity in teaching and learning, with some discussion concerning specific disciplines (Munakarmi, 2023; Nilsen, 2005).

Statement of the problem

No matter what an integrity system may be, without the proper way the human capital works using it. Therefore, the implication can accomplish very undersized. In approach, it is individuals, mostly directors at all stations, who push organisational supervision, develop and support righteous conditions and deliver prominent encouragements or disincentives for organisational and worker righteous manners (Shacklock & Lewis, 2007). Punishing employees which concerns imposing penalties on employees who have disobeyed the rules of the organization Dessler (1984) and this action is not a satisfying duty (Catt and Miller, 1991).

Perhaps, among leader or manager in certain organization neglected the significant of records of employees. However, this kind of situation will ruin the rules of that organization itself. According to Opatha (2009), it is crucial to keep accurate records for every leader concerning his/her decisions on disciplining subordinates as the burden of proof falls on him/her. Every leader is considered to verify that a certain rule was violated, and that penal action was necessary. Therefore, sufficient efforts must be made to keep sufficient valid records of rule violations (acts of misconduct), informal discussions, discipline meetings, discipline discussions, oral warnings, written warnings and other penalties (Mozumder & Ramlal, 2017).

Finnemore (2006) highlighted the significance of disciplinary practices in an organization. The disciplinary code is another essential aspect of the disciplinary approach in an organization. Due to the desirability of the character of penalties, and because employees need to have some expectations of the effects of breaking the rules. Yet, an organization should have a regulation which sets out conceivable violations, and the disciplinary measure which may teach a good lesson. According to Hegarty, & Sims (1978), the punishment is suitable for any misbehaviours. However, does the punishment indeed become a disincentive for corrupt behaviour or any other misbehaviours? Another theory that sustains that punishment would reduce misbehaviour intention is the Theory of Planned Behaviour (TPB). TPB proposed by Ajzen (1985) predicts the positive consequences of an action, the person will tend to want to do. Contrarily, if one considers the consequence of action to be negative for example, penalties, then the person will decrease his intentions. Research by Treviño & Youngblood (1990) remarked that the main driver of action is compensation, not punishment.

Objectives of study

1. To identify the readiness of the Malaysian Employees of the Ministry of Communications, Putrajaya, Malaysia in enforcing the principle of integrity.
2. To explore the approach of monitoring implemented by the Ministry of Communications Putrajaya, Malaysia in managing indiscipline matters at the workplace among the employees.

RESEARCH METHODOLOGY

This research study was guided by the following research questions (RQ)(s), RQ1 as quantitative data and RQ2 as qualitative data:

RQ1: How to identify the readiness of the Malaysian Employees of the Ministry of Communications, Putrajaya, Malaysia in enforcing the principle of integrity?

The RQ1 above consists of 5 (five) perspectives such as the following matters:

- A. Integrity in a workplace
- B. Monitoring in the practice of integrity
- C. Each organization has its circular
- D. Pure value perseverance elements
- E. Educating individual personalities of *taqwa*

RQ2: What is the approach of monitoring implemented by the Ministry of Communications Putrajaya, Malaysia in managing indiscipline matters at the workplace among the employees?

To conduct this study, the authors preferred mixed methods, which include some quantitative data and some qualitative data in accomplishing this study. Creswell (2018) suggested that mixed methods are a kind of research design which provides rigorous data collection and tries to decrease weaknesses of quantitative and qualitative data.

This study is targeted at a sample size of departments and agencies under the Ministry of Communications. The sample in the study is one of the weights that set the accuracy target in a study. This ministry was formerly known as the Ministry of Communications and Multimedia Malaysia (Wikipedia, 2024). In the present study, the authors chose the Ministry of Communications, Putrajaya, Malaysia as the location of the study.

THE MODEL ‘AL-KHAUF WA RAJA’ IN CULTIVATING INTEGRITY

This model is adapted from Thielmann & Hilbig (2014) and Al-Amri & Shammery (2017), who suggested that it is consistent with the needs of this study. The authors set out several structures to strengthen the input in this integrity model. The justification is based on the following 5 (five) perspectives of integrity such as the following:

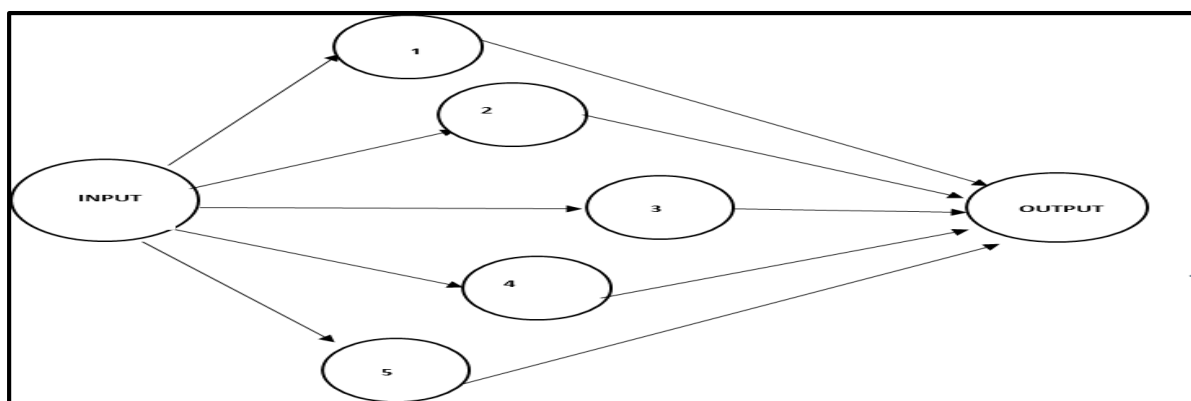


Figure 1: Perspectives in the model ‘Al-Khauf Wa Raja’

Based on Figure 1 above, all elements of integrity are included in this model and have been aligned based on the *Al-Khauf wa Ar-Raja* in this study model. All five of these elements, namely elements 1, 2, 3, 4 and 5, are available for the construction of this integrity model. According to Muhaimin, & Aiko

(2022), the nature of *al-khauf* should be guided by the nature of fear that tends to be pious to Allah. The nature of piety produced from the dominant feeling forms a heart called *tatmainn al-qulub* which the hearts reach ‘peace and’ tranquility” to Allah as the output of this integrity model. The formation of the heart of *tatmainn al-qulub* plays a major role in this model, namely obedience to Allah along with *al-umur at-taabbudiah* which needs to be instilled in a construction model based on worship. These are the 5 perspectives in this model:

1. Integrity in a workplace
2. Monitoring in the practice of integrity
3. Each organization has its circular
4. Pure value perseverance elements
5. Educating individual personalities of *taqwa*

According to Osman, Hussin, and Sulaiman (2019), a model based on worship must be regulated by the circle of *maqasid syariah*. This *maqasid syariah* essentially safeguards the well-being of individuals in institutions or organizations in obedience to Allah without deviating from disobedience (Don, Puteh & Mokhtar, 2022). Individuals in an institution or organization must indeed have the nature of obedience to Allah and unwavering trust.

Therefore, the need for this trustworthiness is interpreted as an urgent need that demands obligatory behaviour for every civil servant (Azman & Abu Bakar, 2023). According to Al Raisuni (1992), the urgent need for a term as *ad-dhoruriyyat* is a terminology that places a justification for the need that leads to the meaning of obligatory implementation that must be implemented in the context of priority indicators without delay. Azman & Abu Bakar (2023) emphasized that the priority of trustworthiness for every civil servant in carrying out responsibilities with full trust must be so needed in the situation of civil servants in Malaysia. Thus, the researcher built this integrity model that contains the implementation of *maqasid syariah* in maintaining the integrity of an organization which suits with this study.

Additionally, to suit this model, Kwan, Letty, Yu & Lam (2022) suggested that conversation in good manners or private conversations can change an individual’s development of balancing integrity in mindset. This individual’s development motivates people to recall their views about their abilities and the possibility of changing to a good attitude in the workplace. In this situation, self-reflection can support determining specified mindset preferences and encourage a more adaptive mindset in the development of the integrity with the combination of *taqwa* which is fear of Allah as the output of the present study (Abdul & Yusoff, 2020; Izham, Latif & Mohamad & Said, 2024; Nik Abdul Ghani, Alias, Gh O Alazemi M& Kamis, 2024).

FINDINGS

a. Finding of research question 1 (RQ1)

The finding of RQ1 consists of 5 (five) perspectives in the questionnaire construction. Table 1 shows the details of RQ1.

Table 1: Finding of RQ1

A.	Integrity in a Workplace	SD	D	A	SA	Total	%	Mean
A1.	“I participate in the implementation of programs related to the Cultivation, Strengthening of Integrity, and the application of Islamic values through courses and lectures.”	2	4	85	109	200	100%	3.51
A2.	“I follow and adhere to the integrity circular.”	0	0	101	99	200	100%	1.50
A3.	“I fully cooperate in providing information on the prevention of corruption, abuse of power, and misconduct to agency members in line with the objectives of the	0	2	93	105	200	100%	2.52

	<i>Malaysian Anti-Corruption Commissioner Plan."</i>							
A4.	<i>"I am ready for the Malaysian Anti-Corruption Commission's further investigation procedure".</i>	2	1	109	88	200	100%	3.42
A5.	<i>"I agree with instilling the value of integrity to my colleagues."</i>	0	0	104	96	200	100%	1.48
A6.	<i>"I am willing to help with the implementation of governance integrity practices in my department/organization"</i>	0	2	96	102	200	100%	2.5
A7.	<i>"I often cooperate to help implement governance integrity practices in my department/organization."</i>	0	1	102	97	200	100%	2.48
A8.	<i>"I am always ready to attend all integrity-strengthening programs."</i>	0	2	99	99	200	100%	2.49
A9.	<i>"I am willing to give feedback and act to comply or strengthen integrity based on the department/organization's needs."</i>	0	1	106	93	200	100%	2.46
A10.	<i>"I am willing to cooperate in the modification session on the review and basic study of the work procedures of the department/organization."</i>	0	3	105	92	200	100%	2.44
	Total							2.48
B.	Monitoring in the Practice of Integrity	SD	D	A	SA	Total	%	Mean
B1.	<i>"I am ready to provide information to the management of the Anti-Corruption Committee Meeting."</i>	0	3	108	89	200	100%	2.43
B2.	<i>"I am ready in cooperation to provide information on follow-up actions on the results of the National Committee Meeting."</i>	0	4	110	86	200	100%	2.41
B3.	<i>"I am willing to provide information to those involved in the terms of the 'No Gift Policy'."</i>	0	5	104	91	200	100%	2.43
B4.	<i>"I am glad to provide information to the Auditor General's Report regarding a case."</i>	0	3	119	78	200	100%	2.38
B5.	<i>"I am willing to provide information via a Complaint Management System UI (manual/online) in an authorized agency."</i>	0	4	119	77	200	100%	2.37
B6.	<i>"I will necessarily assist in the supervision, monitoring and management of the authority in documenting the receipt of information/complaints about criminal misconduct and violations of the agency's code of conduct and ethics."</i>	0	1	120	79	200	100%	2.39
B7.	<i>"I am willing to help the authority to take the"</i>	0	4	122	74	200	100%	2.35

	<i>information/complaint to the next level such as the Information Assessment Authority consisting of a minimum of 2 people namely the Integrity Officer and the Head of the Integrity Unit to assess the information/complaint for further action."</i>							
B8.	<i>"I am willing to help the authorities to bring information to the next level such as the Disciplinary Board to assess the information/complaint for further action."</i>	0	3	120	77	200	100%	2.37
B9.	<i>"I will certainly support the authorities to ensure that the filtering of information/complaints is carried out, that is, information/complaints related to integrity such as Issues of corruption, abuse of power irregularities and violations of the code of conduct and ethics will be taken to the next level for action by the Detection and Verification Sub-Unit."</i>	0	3	118	79	200	100%	2.38
B10.	<i>"I am faithful to help the authority to deliver /record the Malaysian Anti-Corruption Commissioner Report and refer to the Head of Department for further action."</i>	0	1	120	79	200	100%	2.6
	Total							2.4
C.	Each Organization Has Its Circular	SD	D	A	SA	Total	%	Mean
C1.	<i>"I acknowledge that my department/organization performs the secretarial functions of the Disciplinary Board based on the Public Officers (Kelakuan dan Tata tertib) 1993 dan kerja-kerja pengurusan tata tertib." The Public Officers (Conduct and Discipline) Regulations 1993.</i>	0	3	121	76	200	100	2.37
C2.	<i>"I acknowledge that my department/organization has recorded a case investigation report from the Internal." Investigations Committee on the findings of the Internal Audit the Auditor General's Report or the Department Head's Report on the misconduct case.</i>	0	2	132	66	200	100%	2.32
C3.	<i>"I acknowledge that my department/organization has prepared papers for consideration by the Chairman of the Disciplinary Board to determine whether or not there is a</i>	0	0	133	67	200	100%	1.34

	<i>disciplinary offence based on the offence that has been committed."</i>								
C4.	<i>"I acknowledge that my department/organization has prepared a letter of charge to the accused officer based on the circular that has been set."</i>	0	3	131	66	200	100%	2.32	
C5.	<i>"I acknowledge that my department/organization has specified procedures for authorized members to set the Disciplinary Board Meeting based on the circular that has been set."</i>	0	2	126	72	200	100%	2.35	
C6.	<i>"I acknowledge that my department/organization will raise a disciplinary report to Public Service Department Malaysia (Jabatan Perkhidmatan Awam Malaysia) or other related parties based on the circular that has been set."</i>	0	3	127	70	200	100%	2.34	
C7.	<i>"I acknowledge that my department/organization will ensure that current and outstanding disciplinary cases are determined promptly based on the circular that has been set."</i>	0	4	124	72	200	100%	2.34	
C8.	<i>"I acknowledge that my department/organization will ensure that the study on the disciplinary case data is implemented based on the circular that has been set."</i>	0	2	130	68	200	100%	2.33	
C9.	<i>"I acknowledge that my department/organization will identify issues and trends for recommendations to improve institutional integrity in public agencies based on the circular that has been set."</i>	0	1	135	64	200	100%	2.32	
C10.	<i>"I acknowledge that my Head of Department will ensure the existence of Courses related to Disciplinary Cases held at least twice a year."</i>	0	6	131	63	200	100%	2.29	
Total								2.23	
D.	Pure Value Perseverance Elements	SD	D	A	SA	Total	%	Mean	
D1.	<i>"Indeed, my organization/department has an initiative to implement the Integrity discourse (3) three times a year."</i>	0	4	121	75	200	100%	2.36	
D2.	<i>"Indeed, my organization/department has established the implementation of monthly lectures as appropriate."</i>	1	2	128	69	200	100%	3.33	
D3.	<i>"Indeed, my organization/department has</i>	1	5	118	76	200	100%	3.35	

	<i>enforced the implementation of Islamic Values."</i>							
D4.	<i>"Indeed, my organization/department has implemented the 'No Gift Policy' campaign."</i>	2	3	124	71	200	100%	3.32
D5.	<i>"Indeed, my organization/department has established the implementation of Consultancy (BPMP), MACR for advisory services for staff in need."</i>	1	5	142	52	200	100%	3.23
D6.	<i>"Undoubtedly, my organization practices the value of quality work, especially in appreciating the noble values of colleagues."</i>	0	3	129	68	200	100%	2.33
D7.	<i>"Indeed, my organization practices the appreciation of the significance of a positive mindset among colleagues."</i>	0	4	130	66	200	100%	2.31
D8.	<i>"Indeed, my organization has practised pure values to form a distinguished Malaysian society from the perspective of fulfilling obligations in work."</i>	0	1	128	71	200	100%	2.35
D9.	<i>"Indeed, my organization has practiced pure values to form a respected identity focusing on pure values and integrity."</i>	0	2	130	68	200	100%	2.33
D10.	<i>"Indeed, my organization exists to improve the reputation of my department."</i>	0	0	126	74	200	100%	1.37
	Total							2.6
E.	Educating Individual Personalities of Taqwa	SD	D	A	SA	Total	%	Mean
E1.	<i>"Educate me to have the character of righteousness through the program of integrity discourse."</i>	0	1	100	99	200	100%	2.49
E2.	<i>"Educate me to maintain the character of righteousness through the program of culture and strengthening integrity."</i>	0	1	101	98	200	100%	2.49
E3.	<i>"Educating me about the nature of purity through the Ramadan Ihya program."</i>	0	0	94	106	200	100%	1.53
E4.	<i>"Educate me to have the character of righteousness through the smart integrity program."</i>	0	5	101	94	200	100%	1.47
E5.	<i>"Educate me to have the consistency of righteousness through the distribution of integrity posters twice a month."</i>	0	5	111	84	200	100%	2.4
E6.	<i>"Educating me to have the character of piety through participation in the Gratitude Through the Lens of Islam."</i>	0	1	98	101	200	100%	2.5
E7.	<i>"Educating me to have the character of righteousness through participating in the National Integrity Day Program."</i>	0	2	117	81	200	100%	2.4

E8.	"Educate me to have the nature of purity through participation in prayer every morning."	2	4	101	93	200	100%	3.43
E9	"Educate me to have the nature of piety through the participation of the organization or department towards the acceptance of internal and external audits."	0	2	121	77	200	100%	2.38
E10.	'Educate me to have the consistency of righteousness via the participation of the organization or department towards the acceptance of internal monitoring.'	0	2	123	75	200	100%	2.37
Total								2.34

(Indicator: **SD**- Strongly Disagree, **D**- Disagree, **A**- Agree, **SA**- Strongly Agree)

The data from Table 1 is to answer RQ1. How to identify the readiness of the Malaysian Employees of the Ministry of Communications, Putrajaya, Malaysia in enforcing the principle of integrity?

The data of the finding RQ1 above was obtained from the respondents (N= 200) using questionnaire to answer 5 (five) perspectives in the present study.

1. Integrity in a workplace
2. Monitoring in the practice of integrity
3. Each organization has its circular
4. Pure value perseverance elements
5. Educating individual personalities of *taqwa*

In every perspective, 200 respondents were asked to choose one of the four options; SD- Strongly Disagree, D- Disagree, A- Agree, SA- Strongly Agree. The data of the finding RQ1 analyzed using three categories of mean scores which is namely; mean = 0.0- 2.33 is identify as a low level, mean = 2.34- 3.67 is identify as a moderate level and mean 3.68- and above is identify as a high level.

For the following perspective A. 'Integrity in A Workplace', finding from questionnaire indicates overall, the mean score is 2.48 which indicates the moderate level. Item A1 demonstrates 109 respondents strongly agreed, while 85 respondents agreed that they usually do 'Integrity in A Workplace'. About 99 respondents strongly agreed, while 101 respondents agreed that they usually do 'Integrity in A Workplace' in item A2. For the following item A3, 105 respondents strongly agreed, while 93 respondents agreed to implement 'Integrity in A Workplace'. About 88 respondents strongly agreed, while 109 respondents agreed that they usually do 'Integrity in A Workplace' in item A4. For item A5 demonstrates 96 respondents strongly agreed, while 104 respondents agreed that they usually do 'Integrity in A Workplace'. Item A6 demonstrates 102 respondents strongly agreed, while 96 respondents agreed that they usually do 'Integrity in A Workplace'. For the following item A7 demonstrates 97 respondents strongly agreed, while 102 respondents agreed that they usually do 'Integrity in A Workplace'. About 99 respondents strongly agreed, while 99 respondents agreed that they usually do 'Integrity in A Workplace' in item A8. Item A9 shows 93 respondents agreed, while 106 respondents agreed that they usually do 'Integrity in A Workplace'. For the last item A10 shows 92 respondents agreed, while 105 respondents agreed that they usually do 'Integrity in A Workplace'.

In perspective of 'B. Monitoring in The Practice of Integrity', overall, the mean score is 2.4 which indicates the moderate level. Item B1 demonstrates 89 respondents strongly agreed, while 108 of the respondents agreed that they usually do 'Monitoring in the Practice of Integrity'. For the item B2 shows 86 respondents strongly agreed, while 110 respondents agreed that they usually do 'Monitoring in the Practice of Integrity'. For the following item B3, 91 respondents strongly agreed, while 104 respondents agreed to implement 'Monitoring in the Practice of Integrity'. About 78 respondents strongly agreed, while 119 respondents agreed that they usually do 'Monitoring in the Practice of Integrity' in item B4. For the following item B5, 77 respondents strongly agreed, while

119 respondents agreed to implement 'Monitoring in the Practice of Integrity'. For the following item B6, 79 respondents strongly agreed, while 120 respondents agreed to implement 'Monitoring in the Practice of Integrity'. For the item B7 shows 74 respondents strongly agreed, while 122 respondents agreed that they usually do 'Monitoring in The Practice of Integrity'. Item B8, 77 respondents strongly agreed, while 120 respondents agreed to implement 'Monitoring in the Practice of Integrity'. About 79 respondents strongly agreed, while 118 respondents agreed that they usually do 'Monitoring in the Practice of Integrity' in item B9. For the last item B10 shows 79 respondents agreed, while 120 respondents agreed that they usually do 'Monitoring in the Practice of Integrity'.

The following perspective C. 'Each Organization Has Its Circular', finding from questionnaire indicates overall, the mean score is 2.23 which indicates the low level. For item C1 shows 76 respondents strongly agree, while 121 respondents agree that they usually do 'Each Organization Has Its Circular'. About 66 respondents strongly agree, while 132 respondents agree that they usually do 'Each Organization Has Its Circular' in item C2. For the following item C3, 67 respondents strongly agree, while 133 respondents agree to implement 'Each Organization Has Its Circular'. About 66 respondents strongly agreed, while 131 respondents agree that they usually do 'Each Organization Has Its Circular' in item C4. For item C5 demonstrates 72 respondents strongly agree, while 126 respondents agree that they usually do 'Each Organization Has Its Circular'. Item C6 demonstrates 70 respondents strongly agree, and 127 respondents agree that they usually do 'Each Organization Has Its Circular'. For the following item C7 demonstrates 72 respondents strongly agree, while 124 respondents agreed that they usually implement 'Each Organization Has Its Circular'. About 68 respondents strongly agree, while 130 respondents agree that they usually do 'Each Organization Has Its Circular' in item C8. Item C9 shows 64 respondents agree, while 135 respondents agree that they usually implement 'Each Organization Has Its Circular'. For the last item C10 shows 63 respondents agree, while 131 respondents agree that they usually do 'Each Organization Has Its Circular'.

For the following perspective D. 'Pure Value Perseverance Elements', finding from questionnaire indicates overall, the mean score is 2.6 which indicates the moderate level. Item D1 demonstrates 75 respondents strongly agreed, while 121 respondents agreed that they usually do 'Pure Value Perseverance Elements'. About 69 respondents strongly agreed, while 128 respondents agree that they usually do 'Pure Value Perseverance Elements' in item D2. For the following item D3, 76 respondents strongly agreed, while 118 respondents agree to implement 'Pure Value Perseverance Elements'. About 71 respondents strongly agree, while 124 respondents agreed that they usually do 'Pure Value Perseverance Elements' in item D4. For item D5 demonstrates 52 respondents strongly agree, while 142 respondents agree that they usually do 'Pure Value Perseverance Elements'. Item D6 demonstrates 68 respondents strongly agreed, while 129 respondents agreed that they usually do 'Pure Value Perseverance Elements'. For the following item D7 demonstrates 66 respondents strongly agree, while 130 respondents agree that they usually do 'Pure Value Perseverance Elements'. About 71 respondents strongly agree, while 128 respondents agree that they usually do 'Pure Value Perseverance Elements' in item D8. Item D9 shows 68 respondents agree, while 130 respondents agree that they usually do 'Pure Value Perseverance Elements'. For the last item D10 shows 74 respondents strongly agree, while 126 respondents agree that they usually do 'Pure Value Perseverance Elements'.

The last perspective which is E. 'Educating individual personalities of *taqwa*', finding from questionnaire indicates overall, the mean score is 2.34 which indicates the moderate level. For item E1 shows 76 respondents strongly agree, while 121 respondents agree that they usually do 'Educating individual personalities of *taqwa*'. About 66 respondents strongly agree, while 132 respondents agree that they usually do 'Educating individual personalities of *taqwa*' in item E2. For the following item E3, 67 respondents strongly agree, while 133 respondents agree to implement 'E Educating individual personalities of *taqwa*'. About 66 respondents strongly agreed, while 131 respondents agree that they usually do 'Educating individual personalities of *taqwa*' in item E4. For item E5 demonstrates 72 respondents strongly agree, while 126 respondents agree that they usually do 'Educating individual personalities of *taqwa*'. Item E6 demonstrates 70 respondents strongly agree, while 127 respondents agree that they usually do 'Educating individual personalities of *taqwa*'. For the following item E7 demonstrates 72 respondents strongly agree, while 124 respondents agreed that they usually implement 'Educating individual personalities of *taqwa*'. About

68 respondents strongly agree, while 130 respondents agree that they usually do 'Educating individual personalities of *'taqwa'* in item E8. Item E9 shows 64 respondents agree, while 135 respondents agree that they usually implement 'Educating individual personalities of *'taqwa'*. For the last item E10 shows 63 respondents agree, while 131 respondents agree that they usually do 'Educating individual personalities of *'taqwa'*'.

b. Finding of RQ2

RQ2: What is the method of monitoring implemented by the Ministry of Communications Putrajaya, Malaysia in managing indiscipline matters at the workplace among the employees?

The finding of RQ2 was obtained via an interview. The interview conducted enabled the authors in addressing RQ2 to find out the approach of monitoring implemented by the Ministry of Communications Putrajaya, Malaysia in managing indiscipline matters at the workplace among the employees such as the following:

Table 2: Finding of RQ2

RQ2. What is the approach of monitoring implemented by the Ministry of Communications Putrajaya, Malaysia in managing indiscipline matters at the workplace among the employees?	Approach of Monitoring	P1	P2	P3
	a. Instilling awareness integrity in a workplace	**	**	**
	b. Being trustworthy in supporting our organization's values sincerely	**	*	**
	c. Overcome indiscipline problems via friendly reminding colleagues in claiming overtime and allowance of milage due to out-station duty allowance illegally.	*		*
	d. Implementing accountability for any actions good and bad as an output from mindset among employees		*	*
	e. Avoiding lack of integrity among employees including turning a blind eye to an unethical behaviour or when they are modelling an unethical behaviour.	*	**	**
	f. Sharing '360-degree feedback' for employees with a positive attitude	*	*	

Based on the themes of coding in the interview, the authors summarize the data in Table 2 on the approach of monitoring implemented among the Employees of Ministry Communications Putrajaya, Malaysia in managing indiscipline matters at the workplace such as the following:

a. Instilling awareness integrity in a workplace

The finding revealed that the participant 1 (P1) was aware that somehow the integrity matter is necessary as (P1) confessed that instilling integrity awareness in the workplace is significant. This happened because (P1) felt more comfortable working with everyone in a workplace without any negative attitude. Additionally, the finding also indicated that participants (P2) and (P3) felt it was more straightforward to 'prescribe' what needed to be changed. This could be because (P2) and (P3) indicated their views were mainly 'prescriptive.' On the other hand, the views were also seen as helpful to change and instil awareness integrity in a workplace.

b. Being trustworthy in supporting our organization's values sincerely

The finding showed that the participant (P2) found that a colleague is someone that we work with who can influence and support the organization's values by working sincerely. This could be because colleagues allowed not only one-way communication. In addition, colleagues encouraged discussion among them through two-way communication. In this interview, participants (P1) and (P3) shed some light on why specifically colleagues are distinct from other factors from something else of a similar type due to peers' trustworthiness.

c. Overcome indiscipline problems via friendly reminding colleagues in claiming overtime and allowance of milage due to out-station duty allowance illegally.

The finding revealed that the influence of private dialogue is unlike direct advice. The data obtained in the present study indicated that participants (P1) and (P3) agreed that personal conversations

play a prominent role in using strategies to foster a growth mindset among employees in claiming sincere out-station duty allowance. These personal conversations inspire someone to reflect on their thoughts about their proficiency and potential for development. Self-reflection can assist in identifying improved attitude tendencies and encourage a more adaptive mindset in claiming overtime and allowance of milage due to out-station duty allowance in a good way instead of using direct advice in front of the public if an indiscipline issue occurs.

d. Implementing accountability for any actions good and bad as an output from mindset among employees

The finding showed that mindset plays an essential role in the procedure of behaviour modification, influencing how people face challenges, sense their capabilities, and eventually encounter unexplored behaviours. As proof in the present study participants (P2) and (P3) agreed that instilling the value of mindset among employees can empower people correspondingly to enable continuing modification and enhance developments in various contexts, education, and individual growth including any actions either good or bad.

e. Avoiding lack of integrity among employees including turning a blind eye to an unethical behaviour or when they are modelling an unethical behaviour.

The finding revealed that participant (P1) agreed that workplaces compromise their integrity when they ignore unethical behaviour. Employees exhibit poor integrity when they repeatedly have bad attitudes. Participants (P2) and (P3) agreed that individuals emphasize reporting on their colleagues about unethical behaviours. Sometimes doing that can reveal employees about integrity in the workplace. If someone is constantly acting against company policies despite several warnings, it may be most reasonable to report them to higher management.

f. Sharing '360-degree feedback' for employees with a positive attitude

The finding revealed that the participants (P1) and (P2) agreed that '360-degree feedback' enables to identify employees' resilience and spots for modification to help them increase their procedures. This approach effectively assesses integrity, which is essential due to its impact on the work setting, decision-making, and prevailing productivity.

CONCLUSIONS

Integrity plays a crucial role in specifying a successful relationship between employers and their employees. An institution with integrity has a civilisation where employees rely on and appreciate individual work settings, decision-making, and prevailing productivity. Integrity in the workplace can enhance productivity and encourage employees to achieve a successful journey for the progress of their institution or organization. Someone with integrity bears an obligation for their actions and behaviours. Individuals who possess integrity are usually proactive in ensuring they meet their obligations. Integrity refers to an individual who carries responsibilities. The contribution of this study is that individuals understand the function of direct obligations and cultivate and maintain what could be called an integrity mindset to fulfil those responsibilities, such as 'prescribing' what needs to be changed. Another benefit of this study is that it contributes a positive impact and a large involvement in the scope of the model that includes integrity specifically for civil servants in Malaysia.

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