

# The Effect of Ethical Orientation and Ethical Knowledge on Organizational Behavior with Gender as An Intervening Variable

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## Abstract:

This research aims to determine and analyze the influence of ethical orientation and ethical knowledge on organizational behavior with gender as an intervening variable at one of the universities in Indonesia. The research method is quantitative with an explanatory research approach with a survey approach. The questionnaire was prepared based on research variables: ethical orientation, ethical knowledge, organizational behavior, and gender. Research data was taken from 100 students who were the samples for this research. Data collection was carried out using random sampling techniques. This research analyzes data using multiple regression analysis. The research results show that ethical orientation positively affects organizational behavior. The higher the ethical orientation, the higher the organizational behavior. In addition, ethical orientation also influences gender, with a positive relationship between ethical orientation and gender. Likewise, gender positively affects organizational behavior; the higher the gender, the higher the organizational behavior. Ethical knowledge also influences organizational behavior positively. The higher the ethical knowledge, the higher the organizational behavior. Furthermore, ethical knowledge affects gender, showing a positive correlation between ethical knowledge and gender. However, the findings show that ethical orientation does not directly influence organizational behavior through gender, indicating the absence of a mediation effect. In contrast, ethical knowledge indirectly influences organizational behavior through gender, suggesting a mediation effect. Therefore, gender can act as a mediating variable between ethical knowledge and organizational behavior.

**Keywords:** *Ethical Orientation, Ethical Knowledge, Organizational Behavior, Gender*

## Abstrak:

Tujuan penelitian ini untuk mengetahui dan menganalisis pengaruh orientasi etika dan pengetahuan etika terhadap perilaku organisasi dengan gender sebagai variabel intervening pada salah satu perguruan tinggi di Indonesia. Metode penelitiannya kuantitatif dengan pendekatan penelitian Explanatif dengan pendekatan survey. Kuesioner disusun berdasarkan variabel penelitian yaitu orientasi etika, pengetahuan etika, perilaku organisasi dan gender. Data penelitian diambil dari 100 mahasiswa yang menjadi sampel penelitian ini. Pengumpulan data dilakukan dengan teknik random sampling. Penelitian ini analisis data menggunakan analisis regresi berganda. Hasil penelitian menunjukkan bahwa orientasi etika berpengaruh positif terhadap perilaku organisasi. Semakin tinggi orientasi etika, semakin tinggi perilaku organisasi. Selain itu, orientasi etika juga berpengaruh pada gender, dengan hubungan positif antara orientasi

etika dan gender. Demikian pula, gender berpengaruh positif terhadap perilaku organisasi; semakin tinggi gender, semakin tinggi perilaku organisasi. Pengetahuan etika juga memengaruhi perilaku organisasi secara positif. Semakin tinggi pengetahuan etika, semakin tinggi perilaku organisasi. Selanjutnya, pengetahuan etika berpengaruh pada gender, menunjukkan korelasi positif antara pengetahuan etika dan gender. Namun, temuan menunjukkan bahwa orientasi etika tidak memiliki pengaruh langsung pada perilaku organisasi melalui gender, menunjukkan tidak adanya efek mediasi. Sebaliknya, pengetahuan etika memiliki pengaruh tidak langsung pada perilaku organisasi melalui gender, menunjukkan adanya efek mediasi. Oleh karena itu, gender dapat berperan sebagai variabel mediasi antara pengetahuan etika dan perilaku organisasi.

**Kata Kunci:** *Orientasi Etika, Pengetahuan Etika, Perilaku Organisasi, Gender*

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## INTRODUCTION

Higher education is the highest educational institution that must be ready to face global challenges to realize graduates who can compete in the international arena (Žalėnienė & Pereira, 2021). Every university must be able to become an institution that is broad-minded and has international standard resources (Zaini et al., 2022). Higher education is a producer of resources expected to meet the global market's needs that are being felt today to produce professionals who have expertise qualifications according to their fields of knowledge and have high organizational behavior (Chuanchen & Zaini, 2023). This shows that organizational behavior can be formed through the educational process in educational institutions that are by the vision and mission of higher education (Wijaya et al., 2022).

The world of education significantly influences organizational behavior because education is not only responsible for teaching general science but also educates students to have a complete personality through the teachings of Islam (Khaidir & Suud, 2020). An idealistic individual will avoid various actions that can hurt or harm those around him, and an idealist will take decisive action against an event that is unethical or harms others (Bahizire et al., 2021). On the other hand, relativist individuals do not disclose existing principles but rather look at the surrounding situation before finally acting and responding to an event that violates ethics. Ethical relativism speaks of the neglect of principles and the absence of a sense of responsibility in the life experience of college students (Lorenz et al., 2020; Munte & Korsina, 2022).

Every organization has a vision and mission to achieve an organizational goal (Mayer, 2021). Every organization has many benefits to develop the mindset of students, where students are required to be responsible for the tasks that have been given, every student is required to be disciplined, and with the discipline of these students in joining an organization, it is inevitable that when they have left the organization, they must have soft skills, such as being able to manage their time better, being able to lead a meeting and so on.

In addition to ethical orientation, gender is also one of the things that can affect the behavior of student organizations (Pörhölä et al., 2020). Ethical orientation reflects how a person responds to good or bad behavior (Tims & Parker, 2020). Ethical orientation or ethical values are controlled by two

characteristics, namely idealism and relativism (Johari et al., 2020). An idealistic individual will avoid actions that can hurt or harm those around him (Zaikauskaite et al., 2020). An individual relativist will not heed existing principles but look at the surrounding situation before finally responding to an event that violates ethics (Comer, 2022). Research results state that ethical orientation has a significant positive effect on ethical behavior, which means that the higher the level of ethical orientation a person has, the more ethical behavior will increase so that it will lead to established guidelines and can behave ethically. With some of these research results, researchers use ethical orientation as an independent variable because ethical orientation shows the views adopted by each individual when facing problems that require ethical solving and resolution.

There are differences in perception between men and women (Rodriguez-Besteiro et al., 2021). Women will perceive more assertive behavior compared to men. Results of previous research show that ethical orientation positively affects organizational ethical behavior. It is interesting to examine how students' ethical orientation and ethical knowledge at the Prince Diponegoro Nganjuk Islamic Institute will impact organizational behavior. In particular, this study aims to analyze the influence of ethical orientation and ethical knowledge on organizational behavior with gender as an intervening variable in the Prince Diponegoro Nganjuk Islamic Institute.

This research presents novelty by investigating previously unexplored relationships between ethical orientation, ethical knowledge, gender, and organizational behavior in the context of Prince Diponegoro Nganjuk Islamic Institute. In previous literature, research specifically exploring the impact of students' ethical orientation and ethical knowledge on organizational behavior, taking gender roles as an intervention variable, has been very limited. This void will be filled by this research by providing deep insights into the complexity of these dynamics in higher education environments, exploring the unique impact of ethical orientation and ethical knowledge on organizational behavior, while detailing the important role of gender as moderation. Therefore, this study will not only provide a deeper understanding of these variables in isolation, but will also detail how the interactions between them can shape organizational behavior. It is hoped that this contribution can provide valuable guidance for higher education institutions in developing more holistic and effective educational strategies and policies to shape students who not only excel in academic competence, but also have strong ethical organizational behavior in the midst of global challenges.

This study aims in-depth to investigate and analyze previously unrevealed relationships between ethical orientation, ethical knowledge, gender, and organizational behavior in higher education contexts, particularly at Prince Diponegoro Nganjuk Islamic Institute. This study has the first objective, which is to analyze the extent to which the ethical orientation of students influences their organizational behavior in higher education environments. Second, this study aims to explore the impact of students' level of ethical knowledge on organizational behavior patterns that may emerge. In addition, this study also sets a third objective, which is to identify and analyze gender roles as moderation in

the relationship between ethical orientation, ethical knowledge, and organizational behavior. By detailing these complex dynamics, this research is expected to provide in-depth insights useful for designing higher education strategies that are more holistic and effective in shaping students with ethical organizational behavior amid global challenges.

## RESEARCH METHODS

This research aims to obtain empirical evidence and develop theories of ethical orientation, ethical knowledge, organizational behavior, and gender (Goswami et al., 2021). This research uses a quantitative approach to the problems and research objectives to be achieved. The research approach is quantitative research using the survey research type (Usher, 2023). This type of survey research is a method that is deliberately used to collect primary data using oral and written questions (Jain, 2021).

Data collection techniques are questionnaires based on research variables: leadership, motivation, organizational culture, work discipline, and organizational commitment (Chrisnanto & Riyanto, 2020). The object of this study was students at the Islamic Institute of Prince Diponegoro Nganjuk, with as many as 100 respondents. Sampling using a random sampling technique on students of the Islamic Institute Prince Diponegoro (Asif et al., 2020).

This research used the data analysis approach Partial Least Square (PLS) using the Smart PLS software. PLS is a component-based structural equation (SEM) model or (variance). In the analysis with PLS, two things are done: Assess the Outer Model or measurement model (Li et al., 2020). Three criteria for judging the outer model are Convergent Validity, Discriminant Validity, and Composite Reliability. Convergent Validity Measurement models with indicator reflection are assessed based on the correlation between items score/component score calculated by PLS. An individual reflection's size is considered high if it correlates more than 0.70 with the measured construct. Developing a measurement scale of loading values of 0.5 to 0.6 is considered sufficient for early research. Discriminant validity from measurement models with reflection indicators is assessed based on cross-loading measurement by construct. If the correlation of the construct with the measurement item is more significant than the size of other constructs, then it shows that the latent construct predicts the size of their block better than the size of other blocks. Another method for assessing discriminant validity is to compare the values of each construct's root of average variance extracted (AVE) with a correlation between the construct and the other constructs in the model. If the AVE value of each construct is greater than the correlation value between the construct and other constructs in the model, then it is said to have a value of Discriminant Validity, which is good. The recommended AVE value should be greater than the 0.50 value. Composite reliability, the indicator block that measures a construct, can be evaluated with two tiger sizes: internal consistency (Gu et al., 2023). Judge the inner Model or Structural Model. Testing the inner model or structural models is performed to see the relationship between constructs, significant values, and R-square from the research model. Structural models are evaluated using R-square for dependent constructs, Stone-Geisser Q-square test for predictive relevance, t-tests, and significance of structural path parameter coefficients. Assessing a PLS

model starts with looking at the R-square for each dependent latent variable. Value changes R-square can be used to assess the effect of a particular independent latent variable on whether the dependent latent variable has a substantive influence (Hayes, 2021).

## RESULTS AND DISCUSSIONS

### Data Quality test results (Outer Model)

There are three criteria for using data analysis techniques with SmartPLS to assess the outer model: Convergent Validity, Discriminant Validity, Composite Reliability, and Average Variance Extracted (AVE).

#### *Convergent Validity*

The convergent validity of the measurement model with reflexive indicators is assessed based on the correlation between the estimated item/component score and PLS Software. An individual's reflexive measure is considered high if it correlates more than 0.70 with the measured construct. In this study, a loading factor limit of 0.70 will be used. Based on the table below, it can be seen that all outer loading results are > 0.60, so all research items are included in the criteria. The outer loadings result in Table 1.

**Table 1. Outer Loadings**

Indicator	Research Model
<i>Ethical orientation</i>	
X11	0.781
X12	0.807
X13	0.821
X14	0.777
X15	0.730
<i>Ethical knowledge</i>	
X21	0.721
X22	0.734
X23	0.778
X24	0.747
X25	0.688
<i>Gender</i>	
Y1	0.804
Y2	0.782
Y3	0.817
Y4	0.805
<i>Organizational behavior</i>	
Y11	0.714
Y12	0.742
Y13	0.782
Y14	0.816
Y15	0.711
Y16	0.678

**Data Source: Primary Data processed (2020)**

Based on the results of processing using SmartPLS can be seen in Table 4.1. The outer model value or correlation between the construct and the variable in

meeting convergent validity, the results of the estimated calculation of the outer loading test using PLS. From the output, it can be seen that all items are valid. This is because the loading factor values are all more than 0.6.

### *Analysis Discriminant Validity*

After it is confirmed that all indicators of the latent variable are constructs of the latent variable, the next stage is to test the validity of the description. The validity of the discriminant also needs to be done so that the scale used does not have two constructs that measure the same thing. To find out, the correlation between constructs must be  $< 0.90$ . If between constructs reaches 0.90 or more, there will be multicollinearity between constructs. The results of discriminant validity testing are obtained as follows:

**Table 2. Discriminant Validity**

Indicator	Ethical Orientation	Organizational Behavior	Gender	Ethical Knowledge
X11	0.781	0.632	0.592	0.595
X12	0.807	0.649	0.640	0.663
X13	0.821	0.568	0.567	0.567
X14	0.777	0.616	0.552	0.558
X15	0.730	0.493	0.512	0.510
X21	0.600	0.618	0.538	0.721
X22	0.532	0.517	0.541	0.734
X23	0.479	0.588	0.501	0.778
X24	0.534	0.574	0.629	0.747
X25	0.503	0.582	0.470	0.588
Y1	0.555	0.647	0.804	0.600
Y2	0.561	0.582	0.782	0.530
Y3	0.674	0.615	0.817	0.646
Y4	0.558	0.551	0.805	0.634
Y11	0.516	0.714	0.537	0.625
Y12	0.506	0.742	0.503	0.617
Y13	0.564	0.782	0.562	0.642
Y14	0.636	0.816	0.570	0.676
Y15	0.544	0.711	0.580	0.532
Y16	0.609	0.678	0.580	0.485

**Data Source: Primary Data processed (2020)**

The table above shows no multicollinearity between variables because each construct measures different things. This is evident from the correlation value between constructs less than 0.90.

### *Evaluate Reliability and Average Variance Extracted (AVE)*

The criteria for validity and reliability can also be seen from the reliability value of a construct and the Average Variance Extracted (AVE) value of each construct. The construct is highly reliable if the value is 0.70 and the AVE is above 0.50. Table 3 will present the Composite Reliability and AVE values for all variables, as shown in Table 3.

**Table 3. Outer Model, AVE, Composite Reliability**

Variable	BIRD	Composite Reliability	Information
Ethical orientation	0.615	0.888	Reliable
Organizational behavior	0.550	0.880	Reliable
Gender	0.644	0.878	Reliable
Ethical knowledge	0.513	0.839	Reliable

**Data Source: Primary Data processed (2020)**

Based on Table 3, all constructs meet the reliable criteria. This is indicated by a composite reliability value above 0.70 and AVE above 0.50 as the existing criteria.

### **Results of Model Feasibility Testing (Inner Model)**

Testing of the inner model or structural model is done to see the relationship between the construct, significance value, and Rsquare of the research model. The structural model was evaluated using R-square for the dependent construct of the t-test and the significance of the parameter coefficients of the structural path. Assessing a PLS model begins by looking at the R-square for each dependent latent variable. Table 5 is the result of R-square estimation using SmartPLS.

**Table 4. R-Square Values**

Variable	R-Square
Organizational behavior	0.725
Gender	0.634

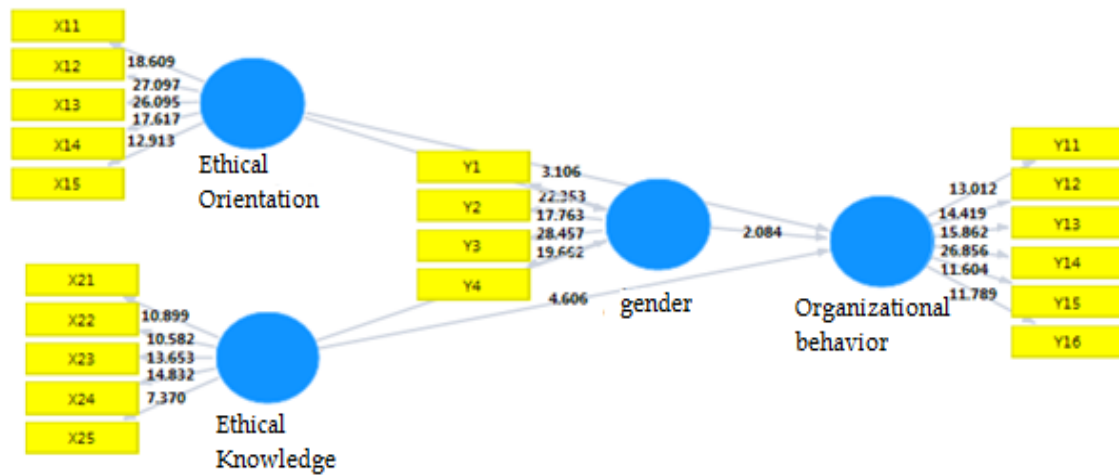
**Data Source: Primary Data processed (2020)**

Table 4 shows the R-square value for organizational behavior variables obtained at 0.725; this means that the variability of organizational behavior constructs can be explained by the variability of ethical orientation constructs and judgment and decision-making of 72.5%, while other variables outside the model studied explain the rest. The greater the R-square number indicates, the more significant the independent variable can explain the dependent variable, so the better the structural equation. As for the gender variable obtained at 0.634, it means that the variability of the gender construct can be explained by the variability of the ethical orientation construct and judgment and decision-making of 63.4%, while other variables outside the model explain the rest studied. The greater the R-square number indicates, the greater the independent variable can explain the dependent variable, so the better the structural equation.

### **Hypothesis Testing**

The significance of the estimated parameters provides beneficial information regarding the relationship between the research variables. The basis used in testing the hypothesis is the value contained in the output result for inner weight. Table 5 provides estimated outputs for structural model testing. In *SmartPLS*, statistical testing of each hypothesized relationship is performed using simulations. In this case, the bootstrap method is carried out against the sample.

Bootstrapping testing is also intended to minimize the problem of research data abnormalities. The results of bootstrapping testing from *SmartPLS* analysis are as follows:



**Figure 1. Bootstrapping Results**

The degree of significance in hypothesis testing is measured using the value parameters path coefficient (Asif et al., 2020). This Test looks at the estimated path coefficient and t-statistic value with significance at  $\alpha=5\%$ . If the t-statistic value is higher than the t-table value of 1.984 for the one-tail hypothesis (one-tailed), then the hypothesis is accepted. The following are the values path coefficients In testing the main hypotheses of the study:

**Table 5. Nilai Path Coefficient**

No	Correlation	Original Sample	Sample Mean (M)	Standard Deviation	T-Statistics	P Values	Results
1	Ethical orientation -> Organizational behavior	0.274	0.271	0.088	3.106	0.002	Accepted
2	Ethical orientation -> Gender	0.390	0.398	0.094	4.171	0.000	Accepted
3	Gender -> Organizational behavior	0.214	0.218	0.103	2.084	0.038	Accepted
4	Knowledge of ethics -> Organizational behavior	0.442	0.445	0.096	4.606	0.000	Accepted
5	Knowledge of gender > ethics	0.463	0.457	0.088	5.265	0.000	Accepted

**Data Source: Primary Data processed (2020)**

Based on the output above, the first hypothesis test, ethical orientation, affects organizational behavior. The Test of ethical orientation resulted in a statistical t value of 3.106 with a P value of  $0.002 < 0.05$  (sig level). The test results prove that the hypothesis proposed in this study, namely that ethical orientation affects organizational behavior, is acceptable.

Ethical orientation is a rationale for appropriately determining attitudes and directions related to good or bad dilemmas (Silver et al., 2022). The existence



of an ethical orientation that each individual has will encourage them to behave well and perceive lousy behavior in their environment. Good behavior itself means behavior that is by ethics. Behaving well in an organization is defined as acting reasonably and under constitutional laws and applicable government regulations. The results of this study show that ethical orientation affects organizational behavior. Ethical orientation has a positive influence on behavior. With a high ethical orientation, then organizational behavior will also be high.

Test the hypothesis of both ethical orientations affecting gender. The Test of ethical orientation resulted in a statistical t value of 4.171 with a P value of 0.000 < of 0.05 (sig level). The test results prove that the hypothesis proposed in this study, namely that ethical orientation affects gender, is acceptable.

Ethical orientation is a person's perspective on good or bad behavior. Ethical violations involving the profession indirectly cause perceptions in students, especially those who will later work and continue their careers. A person's response to an action involving unethical behavior is usually influenced by ethical orientation. The results of this study show that ethical orientation affects gender. Ethical orientation positively affects gender (García-Sánchez et al., 2020). If the ethical orientation is high, gender will also be high (Tang et al., 2021).

Test the Third Hypothesis. Gender affects organizational behavior. The gender test produced a statistical t value of 2.084 with a P value of 0.038 < of 0.05 (sig level). The test results prove that the hypothesis proposed in this study, namely that gender affects organizational behavior, is acceptable.

Today, gender equality is highly valued, in contrast to the past. This is the same between men and women in working or appreciating various areas of life. Men and women are considered to have equal rights. Women's thinking patterns in ancient times are slightly different now, including courage in behaving and taking risks. In the face of situations where there is unethical behavior, women are no longer as timid as they used to be. Women today are more courageous in determining attitudes and taking risks to take actions that benefit themselves (Wilson & Newstead, 2022). This is by the structural socialization approach, where men and women will form the same attitudes and behaviors in response to things related to good behavior

Test Hypothesis Four, ethical knowledge affects organizational behavior. The Test of ethical knowledge produced a statistical t value of 4.606 with a P value of 0.000 < of 0.05 (sig level). The test results prove that the hypothesis proposed in this study, namely that ethical knowledge affects organizational behavior, is acceptable.

The amount of information obtained by a person will affect the knowledge possessed (Hatabu et al., 2020). Knowledge provides valuable information to find solutions to various problems and provides a reference for acting in the present and the future by studying events that have occurred in the past. Knowledge of ethics a person possesses will provide information related to an applicable ethic. Therefore, a person with ethical knowledge will behave according to the ethics he knows. The more or more comprehensive the ethical knowledge a student possesses, the lower the possibility of bad behavior.

Test the Fifth Hypothesis: Knowledge of ethics affects gender. The Test of ethical knowledge produced a statistical t-value of 5.265 with a P value of 0.000 < of 0.05 (sig level). The test results prove that the hypothesis proposed in this study, namely, Ethical knowledge affects gender, is acceptable.

### Mediation Test Results

Influence analysis is carried out to analyze the strength of influence between direct, indirect, and total influence variables. The direct effect is the coefficients of all coefficient lines with one-ended arrows.

**Table 6. Indirect Effects**

No.	Correlation	Original Sample	Sample Mean (M)	Standard Deviation	T-Statistics	P Values
1	Ethical orientation -> Organizational behavior -> Gender	0.083	0.089	0.053	1.580	0.115
2	Knowledge of ethics -> Organizational behavior -> Gender	0.099	0.098	0.048	2.057	0.040

**Data Source: Primary Data processed (2020)**

From Table 7 above, the results do not show indirect effects of Ethical orientation towards organizational behavior through gender P-values 0,115 > 0,05. Results of indirect effects Ethical knowledge towards organizational behavior through gender This P-value of 0.040 < 0.05 means significant.

The results of his research show that ethical orientation is a factor that comes from within the individual that can influence a person in responding to various situations and events he faces. Meanwhile, ethical knowledge provides information related to ethics that can be used to assess occurring events. However, based on the study's results, the influence exerted by each independent variable is relatively high on the dependent variable. This is because the factors that affect a person's perception do not only come from within. Several efforts must be made to improve the ethical orientation of external factors, such as the environment, which dramatically influences the formation of one's attitude and behavior in assessing and carrying out actions.

This study evaluated data quality on outside models using data analysis techniques using SmartPLS, focusing on convergent validity, discriminant validity, composite reliability, and mean-variance extraction (AVE). Three main criteria were used in this data analysis. First is Convergent Validity, where measurement models with reflective indicators are evaluated based on the correlation between the estimated item score/component score using PLS software. A reflective measure is considered high if it correlates more than 0.70 with the measured construct. This criterion guides on the load factor limit of 0.70. Convergent validity analysis is performed by looking at the results of outside loading factors, all documented in Table 1.

Outside loading factor. All outside loading factor results are above 0.60, which means all research items meet the criteria. The next step is Discriminant Validity, which involves examining correlations between constructs. The correlation between constructs must be less than 0.90 to avoid multicollinearity. The results of the discriminant validity test are documented in Table 2. Validity of

Discriminants. This table shows no multicollinearity between variables since all correlation values between constructs are less than 0.90. Reliability Evaluation and AVE (Average Variance Extracted) are then performed to see each construct's construct reliability and AVE value. The results are documented in Table 3. Outer models, AVE, composite reliability. All constructs meet reliability criteria, with Composite Reliability values above 0.70 and AVE above 0.50.

The next step is Deep Model Testing or structural modeling, which involves evaluating the R-square for each dependent latent variable. The results are documented in Table 4. R-Square value. The R-square for organizational behavior is 0.725, and for gender, it is 0.634, indicating variability that independent variables can explain. Hypothesis testing is done by looking at the significance of estimation parameters using path coefficient and t-statistical values. The results of the hypothesis are documented in Table 5. The value of the path coefficient. All hypotheses were accepted with a t-statistic value higher than the t-table value of 1.984 for one-way hypotheses. Furthermore, mediation tests are carried out to analyze the strength of influence between variables, either directly, indirectly, or totally. The results are documented in Table 6. Indirect effects. The indirect effect of Ethical orientation on Organizational behavior through gender is insignificant (P-value = 0.115).

In contrast, the indirect effect of Ethical knowledge on Organizational behavior through gender is significant (P-value = 0.040). In this study's series of findings, the model proposed is valid, reliable, and has a significant relationship. Ethical orientation, Ethical knowledge, and gender have a significant effect on Organizational behavior, and there are significant indirect effects of Ethical knowledge on Organizational behavior through gender.

This research significantly contributes, particularly in validating the measurement model through rigorous tests of convergent and discriminant validity and reliability. Additionally, the study unveils the dynamics of relationships among ethical orientation, ethical knowledge, gender, and organizational behavior. The results from structural model testing and hypothesis validation offer profound insights into the influencing factors of individual behavior within organizational contexts. The practical implications of these findings can assist organizations, policymakers, and educators in developing strategies to promote ethical behavior and gender equality in the workplace. Thus, the research contributes methodologically and provides a deeper understanding of individual behavior dynamics within organizational settings.

## CONCLUSION

The results of his research show that ethical orientation affects organizational behavior, which means that the higher the ethical perception, the higher the organizational behavior; Ethical orientation affects gender, this means that the more ethical orientation, the higher the gender; Gender affects organizational behavior, this means that the higher the gender, the higher the organizational behavior; Ethical knowledge affects organizational behavior, this shows that the higher the ethical knowledge, the higher the organizational behavior; Ethical knowledge affects gender, this means that the higher the ethical

knowledge, the higher the gender. Ethical orientation has no indirect effect on organizational behavior through gender, meaning there is no mediating influence. Thus, gender cannot be a mediating variable between ethical orientation and organizational behavior. Knowledge of ethics indirectly affects organizational behavior through gender, which means the influence of mediation. So, gender can be a mediating variable between ethical knowledge and organizational behavior.

This study uses four variables: ethical orientation, ethical knowledge, organizational behavior, and gender. To improve the quality of the study, researchers suggest that subsequent researchers use different variables such as emotional intelligence, intellectual intelligence, locus of control, and religiosity.

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