



The Effect of Implementing an Integrity Zone on Employee Performance with Work Culture as a Moderating Variable

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Abstract :

The implementation of bureaucratic reform in higher education institutions requires governance systems that emphasize transparency, accountability, integrity, and service excellence. This study aims to examine the effect of Integrity Zone implementation on employee performance in student services at the Directorate of Academic and Student Affairs. A quantitative research design was employed using a survey method involving 70 students who had directly utilized student services. Data were collected through a structured questionnaire and analyzed using descriptive statistics, validity and reliability tests, classical assumption tests, and path analysis. The descriptive findings indicate that the implementation of the Integrity Zone was perceived at a high level, with an overall mean score of 4.04, while employee performance was also rated highly, with a mean score of 3.99. Among the Integrity Zone dimensions, Public Service Quality Improvement achieved the highest score (4.11), whereas Productivity emerged as the strongest dimension of employee performance (4.04). The inferential analysis revealed that the implementation of the Integrity Zone had a positive and significant effect on employee performance in student services. The findings offer practical implications for university administrators seeking to strengthen governance quality and enhance student-centered service delivery.

INTRODUCTION

The increasing demand for accountable, transparent, and service-oriented public institutions has become a central issue in contemporary public administration. In the era of bureaucratic reform, public organizations are expected not only to achieve administrative efficiency but also to deliver high-quality services that meet stakeholder expectations. Service quality has been widely recognized as a critical determinant of organizational effectiveness and public trust (Mendonça et al., 2023; Rane et al., 2023). Service quality is reflected through five dimensions: tangibles, reliability, responsiveness, assurance, and empathy (Putri et al., 2024; Sardjono et al., 2024). These dimensions provide a comprehensive framework for evaluating how effectively organizations satisfy service users. Within higher education institutions, service quality is particularly important because universities must ensure that administrative and student support

services contribute positively to students' academic experiences and institutional reputation.

Students are increasingly viewed as primary stakeholders and internal customers of higher education institutions. The concept of service excellence emphasizes the delivery of superior services that create satisfaction and positive organizational outcomes (Sun & Pan, 2023; Yeong et al., 2022). Furthermore, student satisfaction is strongly influenced by the degree to which institutional services meet or exceed expectations (Dai et al., 2025; Damayanti & Farihah, 2023; Ikhsan et al., 2023). This argument is supported by the Expectancy Disconfirmation Theory, which explains that satisfaction results from the comparison between expected and perceived service performance (Al-Dhaafri & Alosani, 2023; Jawabreh et al., 2024). Therefore, improving employee performance in student services represents a strategic priority for higher education institutions seeking to enhance stakeholder satisfaction and institutional competitiveness.

Efforts to improve public service performance have been integrated into broader bureaucratic reform initiatives. One of the most significant reforms is the implementation of the Integrity Zone, a governance framework introduced by the Ministry of Administrative and Bureaucratic Reform to establish Corruption-Free Areas (*Wilayah Bebas dari Korupsi/WBK*) and Clean and Serving Bureaucratic Areas (*Wilayah Birokrasi Bersih dan Melayani/WBBM*). According to the Ministry of Administrative and Bureaucratic Reform Regulation No. 90 of 2021, the Integrity Zone represents a commitment by organizational leaders and employees to implement bureaucratic reforms aimed at preventing corruption and improving public service quality. The Integrity Zone is built upon several strategic dimensions, including management commitment, transparency and accountability, gratification and corruption control, public service quality improvement, and professional human resource management.

From a theoretical perspective, the Integrity Zone framework aligns closely with the principles of good governance, which emphasize accountability, transparency, effectiveness, efficiency, and responsiveness in public administration (Bierbaum & Sunderman, 2021; Yang et al., 2022). The implementation of these principles is expected to create a work environment that promotes integrity, professionalism, and organizational performance (Abiddin et al., 2024; Villalobos & Salazar, 2023). Employee performance, defined as the quality and quantity of work achieved in carrying out assigned responsibilities (Arghode et al., 2022; Bari et al., 2023), can be enhanced through governance mechanisms that encourage discipline, accountability, and service orientation. Consequently, the implementation of the Integrity Zone may serve as an important organizational instrument for improving employee performance and strengthening service outcomes.

Previous studies have reported positive relationships between bureaucratic reform initiatives, organizational integrity, and service performance in public institutions. However, most existing studies have focused on government agencies, local administrations, and public health organizations, while empirical evidence from higher education institutions remains relatively limited. Furthermore, studies examining the multidimensional influence of Integrity Zone implementation on employee performance in student services are still scarce. This limitation indicates the existence of a research gap concerning how Integrity Zone dimensions contribute to employee performance within the context of university administration. Given the strategic role of student affairs services

in supporting student development and institutional effectiveness, empirical investigation in this area is necessary.

From a business administration perspective, the implementation of the Integrity Zone can be viewed as a managerial strategy that enhances organizational value creation through improved governance practices, optimized human resources, and strengthened service processes. Public organizations create value when they successfully align organizational resources and processes with stakeholder needs (Abdullah et al., 2023; Hoxha et al., 2024). Therefore, strengthening integrity-based governance is expected not only to reduce administrative misconduct but also to improve employee productivity, service quality, and stakeholder satisfaction. Understanding the relationship between Integrity Zone implementation and employee performance is therefore essential for supporting sustainable organizational improvement in higher education institutions.

This study investigates the effect of Integrity Zone implementation on employee performance in student services at the Directorate of Academic and Student Affairs, Universitas Padjadjaran. Specifically, this study examines the influence of management commitment, transparency and accountability, gratification and corruption control, public service quality improvement, and professional human resource management on employee performance.

The hypotheses proposed in this study are as follows: H1: Management Commitment has a positive and significant effect on employee performance in student services; H2: Transparency and Accountability have a positive and significant effect on employee performance in student services; H3: Gratification and Corruption Control have a positive and significant effect on employee performance in student services; H4: Public Service Quality Improvement has a positive and significant effect on employee performance in student services; H5: Professional Human Resource Management has a positive and significant effect on employee performance in student services; and H6: the dimensions of Integrity Zone implementation simultaneously have a positive and significant effect on employee performance in student services.

RESEARCH METHOD

Research Design

This study employed a quantitative research approach using a survey method to examine the effect of Integrity Zone implementation on employee performance in student services at the Directorate of Academic and Student Affairs, Universitas Padjadjaran. Quantitative research is appropriate for testing hypotheses and examining causal relationships among variables through statistical analysis (Pregoner, 2025). The study adopted both descriptive and explanatory (verification) designs. The descriptive approach was used to describe the level of Integrity Zone implementation and employee performance, while the explanatory approach was employed to analyze the influence of Integrity Zone dimensions on employee performance.

Population and Sample

The population of this study consisted of students who had directly accessed and utilized services provided by the Directorate of Academic and Student Affairs, Universitas Padjadjaran. Students were selected as respondents because they are the primary beneficiaries of student service activities and are therefore able to evaluate service performance objectively. A total of 70 respondents participated in this study. Due to the

relatively small population size, a census sampling technique was employed, whereby all members of the population were included as research respondents.

Research Variables and Measurement

The study consisted of one dependent variable and five independent variables. The dependent variable was employee performance in student services (Y), while the independent variables represented the dimensions of Integrity Zone implementation (X), namely:

- X₁ = Management Commitment
- X₂ = Transparency and Accountability
- X₃ = Gratification and Corruption Control
- X₄ = Public Service Quality Improvement
- X₅ = Professional Human Resource Management

The indicators for each dimension were adapted from the Integrity Zone assessment framework developed by the Indonesian Ministry of Administrative and Bureaucratic Reform. Employee performance was measured based on indicators of work quality, responsiveness, service effectiveness, responsibility, and service orientation. Data were collected using a structured questionnaire based on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Data Collection Procedure

Primary data were obtained through questionnaire distribution to respondents who had experience interacting with student services at the Directorate of Academic and Student Affairs. The questionnaire was designed to capture respondents' perceptions regarding the implementation of Integrity Zone principles and the performance of employees in delivering student services.

Validity and Reliability Testing

Prior to hypothesis testing, the research instrument was subjected to validity and reliability testing. The validity test was conducted to determine the extent to which questionnaire items accurately measured the intended constructs, while reliability testing was performed using Cronbach's Alpha to assess the consistency of the measurement instrument. A Cronbach's Alpha value greater than 0.70 was considered acceptable for reliability.

Classical Assumption Tests

To ensure that the regression model met the requirements for statistical analysis, several classical assumption tests were conducted, including: Normality Test, to determine whether the data were normally distributed. Multicollinearity Test, to examine correlations among independent variables. Heteroscedasticity Test, to assess whether residual variances were constant across observations.

Path Analysis Model

This study employed path analysis to examine the direct effects of the five Integrity Zone dimensions on employee performance. Path analysis allows researchers to estimate the magnitude of relationships among variables simultaneously (Ferdinand, 2014).

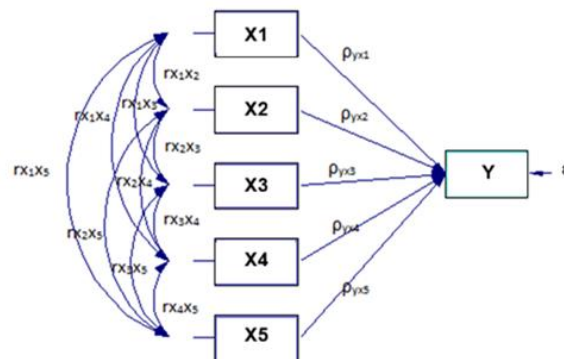


Figure 1. Path Diagram

Where:

- Y = Employee Performance in Student Services
- X₁ = Management Commitment
- X₂ = Transparency and Accountability
- X₃ = Gratification and Corruption Control
- X₄ = Public Service Quality Improvement
- X₅ = Professional Human Resource Management
- ρ_{YX1} – ρ_{YX5} = Path coefficients
- ϵ = Error term representing other factors influencing employee performance outside the model

Hypothesis Testing

Partial Significance Test (t-test)

The t-test was conducted to determine whether each Integrity Zone dimension individually influenced employee performance. The decision criteria were:

- If p-value < 0.05, the hypothesis is accepted.
- If p-value > 0.05, the hypothesis is rejected.

Simultaneous Significance Test (F-test)

The F-test was used to examine whether all independent variables simultaneously affected employee performance. The decision criteria were:

- If p-value < 0.05, the independent variables jointly have a significant effect on employee performance.
- If p-value > 0.05, the independent variables do not jointly have a significant effect on employee performance.

Coefficient of Determination (R²)

The coefficient of determination (R²) was used to assess the proportion of variance in employee performance explained by the Integrity Zone dimensions. An R² value closer to 1 indicates greater explanatory power of the model, while a value closer to 0 indicates limited explanatory capability.

RESULTS AND DISCUSSION

Results

Respondent Characteristics

Distribution of Respondents

This study involved 70 students of Universitas Padjadjaran who had directly utilized the services provided by the Directorate of Academic and Student Affairs. Respondents were selected based on their experience interacting with student service officers, enabling them to provide relevant evaluations regarding the implementation of the Integrity Zone and employee performance. The distribution of respondents across faculties is presented in Table 1.

Table 1. Distribution of Respondents by Faculty

Faculty	Frequency	Percentage (%)
Faculty of Social and Political Sciences	19	27.14
Faculty of Cultural Sciences	12	17.14
Faculty of Communication Sciences	10	14.29
Faculty of Mathematics and Natural Sciences	10	14.29
Faculty of Nursing	7	10.00
Faculty of Economics and Business	5	7.14
Graduate School	2	2.86
Other Faculties	5	7.14
	70	100.00

Source: Research Data (2026)

Table 1 shows that the largest proportion of respondents came from the Faculty of Social and Political Sciences, accounting for 27.14% of the total sample. The Faculty of Cultural Sciences contributed 17.14% of respondents, while the Faculty of Communication Sciences and the Faculty of Mathematics and Natural Sciences each represented 14.29%. Respondents from the Faculty of Nursing accounted for 10.00%, followed by the Faculty of Economics and Business at 7.14%. The Graduate School contributed the smallest proportion of respondents (2.86%). This distribution indicates that the study captured perceptions from students across diverse academic backgrounds, thereby providing a broader perspective on the quality of student services and the implementation of Integrity Zone principles.

The variation in respondents' academic backgrounds is beneficial for minimizing faculty-specific bias and enhancing the representativeness of the findings. Since student services are provided universally across faculties, the involvement of respondents from multiple academic units strengthens the validity of the assessment regarding employee performance and the effectiveness of Integrity Zone implementation.

Respondents by Gender

The distribution of respondents based on gender is presented in Table 2.

Table 2. Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Female	54	77.14
Male	16	22.86
	70	100.00

Source: Research Data (2026)

Table 2 shows that female respondents constituted the majority of the sample, accounting for 54 respondents (77.14%), while male respondents represented 16 respondents (22.86%). The predominance of female respondents indicates that perceptions regarding the implementation of the Integrity Zone and employee performance in student services were largely contributed by female students.

Although the gender composition was not evenly distributed, the findings remain relevant because the services provided by the Directorate of Academic and Student Affairs are intended for all students regardless of gender. Furthermore, the participation of both male and female respondents provides a diverse perspective on service quality, transparency, responsiveness, and accountability. Therefore, the data can still provide meaningful insights into the effectiveness of Integrity Zone implementation in improving employee performance.

Respondents by Age Group

The distribution of respondents according to age group is presented in Table 3.

Table 3. Distribution of Respondents by Age Group

No.	Age Group (Years)	Frequency	Percentage (%)
1	20–30	57	81.43
2	31–40	6	8.57
3	41–50	7	10.00
Total		70	100.00

Source: Research Data (2026)

Table 3 indicates that the majority of respondents were between 20 and 30 years old, comprising 57 respondents (81.43%). Respondents aged 31–40 years accounted for 8.57% of the sample, while those aged 41–50 years represented 10.00%. The dominance of the 20–30 age group reflects the characteristics of the primary users of student services, who are generally active undergraduate and postgraduate students. The age distribution suggests that the study predominantly captured the perceptions of younger service users who frequently interact with student service systems. As the primary beneficiaries of administrative and student affairs services, respondents within this age group are well positioned to evaluate the responsiveness, accessibility, and effectiveness of employee performance.

Instrument Testing

Validity Test

The validity test was conducted to determine the extent to which each questionnaire item represented the construct being measured. The results of the validity test for the Employee Performance variable are presented in Table 4.

Table 4. Validity Test Results for the Employee Performance Variable

Item	Validity Coefficient (r)	r-Table	Result
1	0.790	0.396	Valid
2	0.697	0.396	Valid
3	0.805	0.396	Valid
4	0.822	0.396	Valid
5	0.933	0.396	Valid
6	0.681	0.396	Valid
7	0.724	0.396	Valid
8	0.852	0.396	Valid

9	0.835	0.396	Valid
10	0.881	0.396	Valid
11	0.825	0.396	Valid
12	0.818	0.396	Valid
13	0.881	0.396	Valid
14	0.858	0.396	Valid

Source: Processed Research Data (2026)

Table 4, all items measuring Employee Performance obtained validity coefficients exceeding the critical value of 0.396. The coefficients ranged from 0.681 to 0.933, indicating strong correlations between each item and the overall construct. Therefore, all fourteen items were declared valid and suitable for further analysis. The validity test results for the Integrity Zone Implementation variable are presented in Table 5.

Table 5. Validity Test Results for the Integrity Zone Implementation Variable

Item	Validity Coefficient (r)	r-Table	Result
15	0.821	0.396	Valid
16	0.812	0.396	Valid
17	0.800	0.396	Valid
18	0.760	0.396	Valid
19	0.683	0.396	Valid
20	0.723	0.396	Valid
21	0.843	0.396	Valid
22	0.875	0.396	Valid
23	0.756	0.396	Valid
24	0.737	0.396	Valid
25	0.787	0.396	Valid
26	0.679	0.396	Valid
27	0.913	0.396	Valid
28	0.737	0.396	Valid
29	0.760	0.396	Valid

Source: Processed Research Data (2026)

Table 5 demonstrates that all fifteen items measuring Integrity Zone Implementation produced correlation coefficients above the minimum validity threshold of 0.396. The coefficients ranged from 0.679 to 0.913, confirming that all items were valid indicators of the construct and could be retained for subsequent analyses.

Reliability Test

Reliability testing was conducted to assess the internal consistency of the measurement instruments. The results are presented in Table 6.

Table 6. Reliability Test Results

Variable	Cronbach's Alpha	Threshold	Result
Employee Performance	0.957	0.700	Reliable
Integrity Zone Implementation	0.952	0.700	Reliable

Source: Processed Research Data (2026)

Table 6 indicates that the Cronbach's Alpha coefficient for Employee Performance was 0.957, while the coefficient for Integrity Zone Implementation was 0.952. Both values substantially exceeded the recommended threshold of 0.70, indicating excellent internal consistency. Cronbach's Alpha values above 0.90 reflect a very high degree of reliability,

suggesting that the questionnaire items consistently measure their respective constructs. The validity and reliability test results confirm that the research instrument satisfies the requirements of a robust measurement tool.

Descriptive Analysis

Descriptive analysis was conducted to examine respondents' perceptions regarding the implementation of the Integrity Zone at the Directorate of Academic and Student Affairs, Universitas Padjadjaran. The analysis was based on the mean score of each dimension measured using a five-point Likert scale, where higher scores indicate stronger implementation of Integrity Zone principles. The overall score of the Integrity Zone variable was obtained from the average score of its five dimensions: management commitment, transparency and accountability, gratification and corruption control, public service quality improvement, and professional human resource management.

Table 7. Descriptive Statistics of Integrity Zone Implementation

Dimension	Mean Score	Category
Management Commitment (X_1)	3.54	High
Transparency and Accountability (X_2)	3.75	High
Gratification and Corruption Control (X_3)	3.74	High
Public Service Quality Improvement (X_4)	4.11	High
Professional Human Resource Management (X_5)	4.02	High
Integrity Zone Implementation	4.04	High

Source: Processed Research Data (2026)

Table 7 shows that the overall implementation of the Integrity Zone achieved a mean score of 4.04, which falls within the high category. This finding indicates that respondents generally perceived the implementation of Integrity Zone principles within the Directorate of Academic and Student Affairs as effective. Among the five dimensions, Public Service Quality Improvement obtained the highest score, suggesting that service enhancement initiatives have been well implemented and positively perceived by students. Overall, the results reflect a favorable organizational environment that supports transparency, accountability, integrity, and service excellence.

Management Commitment (X_1)

Management Commitment refers to the extent to which organizational leaders demonstrate support for Integrity Zone implementation through policy consistency, leadership example, and commitment to bureaucratic reform.

Table 8. Descriptive Analysis of Management Commitment

Indicator	Mean Score	Category
Leadership support for Integrity Zone implementation	3.43	High
Consistency of anti-corruption policies	3.50	High
Leadership role model	3.70	High
Management Commitment (X_1)	3.54	High

Source: Processed Research Data (2026)

Table 8, the Management Commitment dimension obtained an average score of 3.54, indicating a high level of leadership commitment toward Integrity Zone implementation. The highest-rated indicator was leadership role modeling, suggesting that leaders are perceived as demonstrating behaviors consistent with organizational

integrity values. This finding highlights the importance of leadership support in fostering a culture of accountability and professionalism.

Transparency and Accountability (X₂)

Transparency and Accountability measure the extent to which information disclosure, performance reporting, and internal oversight mechanisms are effectively implemented within the organization.

Table 9. Descriptive Analysis of Transparency and Accountability

Indicator	Mean Score	Category
Public information disclosure	3.81	High
Performance reporting accountability	3.67	High
Internal oversight mechanisms	3.77	High
Transparency and Accountability (X ₂)	3.75	High

Source: Processed Research Data (2026)

The Transparency and Accountability dimension achieved a mean score of 3.75, indicating that respondents generally perceived organizational governance practices as transparent and accountable. Public information disclosure received the highest score, reflecting students’ positive assessment of access to relevant service information. Nevertheless, continuous improvements in reporting accountability remain important for strengthening public trust.

Gratification and Corruption Control (X₃)

This dimension assesses organizational efforts to prevent unethical behavior through anti-gratification policies, anti-corruption awareness programs, and compliance with relevant regulations.

Table 10. Descriptive Analysis of Gratification and Corruption Control

Indicator	Mean Score	Category
Implementation of anti-gratification SOPs	3.67	High
Anti-corruption socialization programs	3.87	High
Compliance with gratification regulations	3.67	High
Gratification and Corruption Control (X ₃)	3.74	High

Source: Processed Research Data (2026)

The Gratification and Corruption Control dimension obtained a mean score of 3.74, indicating a strong organizational commitment to integrity and ethical conduct. Anti-corruption socialization activities received the highest score, suggesting that awareness-building initiatives have been effective in promoting integrity values among employees and service users.

Public Service Quality Improvement (X₄)

This dimension evaluates efforts to improve service quality through procedural simplification, innovation, and responsiveness to student needs.

Table 11. Descriptive Analysis of Public Service Quality Improvement

Indicator	Mean Score	Category
Simplification of service procedures	4.19	High
Student satisfaction with services	4.04	High

Digital service innovation	4.10	High
Public Service Quality Improvement (X ₄)	4.11	High

Source: Processed Research Data (2026)

The Public Service Quality Improvement dimension achieved the highest average score among all dimensions (4.11). The highest-rated indicator was service procedure simplification, indicating that students perceived administrative processes as increasingly efficient and user-friendly. In addition, digital service innovation was positively evaluated, reflecting the organization's efforts to modernize service delivery and improve accessibility.

Descriptive Analysis of Employee Performance

The Employee Performance variable (Y) was measured using five dimensions: Service Quality (Y₁), Productivity (Y₂), Work Discipline (Y₃), Responsibility (Y₄), and Student Orientation (Y₅). The overall score of Employee Performance was calculated as the average score across all dimensions. Higher scores indicate better employee performance in delivering student services.

Table 12. Descriptive Statistics of Employee Performance

Dimension	Mean Score	Category
Service Quality (Y ₁)	3.92	High
Productivity (Y ₂)	4.04	High
Work Discipline (Y ₃)	3.96	High
Responsibility (Y ₄)	4.03	High
Student Orientation (Y ₅)	3.99	High
Overall Employee Performance	3.99	High

Source: Processed Research Data (2026)

Table 12 shows that the overall Employee Performance variable achieved a mean score of 3.99, which falls within the high category. This finding indicates that respondents generally perceived employee performance in student services as satisfactory and aligned with organizational expectations. Among the five dimensions, Productivity obtained the highest score (4.04), followed closely by Responsibility (4.03), suggesting that employees were perceived as capable of completing tasks effectively and fulfilling their responsibilities in a professional manner.

Data Normality Test

The normality test was conducted to determine whether the residuals of the regression model were normally distributed. A normal distribution of residuals is one of the key assumptions required for path analysis and regression analysis.

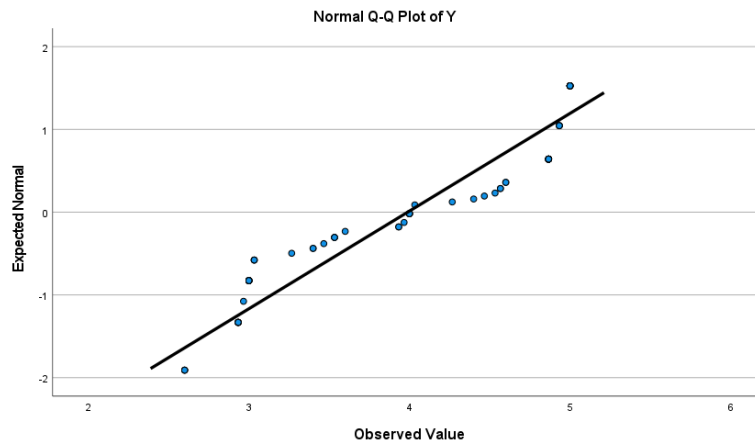


Figure 2. P-P Plot of Residual Normality Test
Source: SPSS Processing Results

The Normal P–P Plot indicates that the residual points are distributed closely around the diagonal line and generally follow its direction. This pattern suggests that the residuals are normally distributed and that the normality assumption is satisfied. To further verify the graphical assessment, the normality of residuals may also be evaluated using the Kolmogorov–Smirnov test. A significance value greater than 0.05 indicates that the residuals do not significantly deviate from a normal distribution. Based on the graphical evidence presented in Figure 2, the regression model can be considered to meet the normality assumption, thereby supporting the validity of subsequent path analysis.

Discussion

The high mean score obtained for the Integrity Zone variable indicates that the principles of transparency, accountability, anti-corruption commitment, and service quality improvement have been implemented effectively. This finding supports the concept of bureaucratic reform, which emphasizes that governance mechanisms based on integrity can improve organizational effectiveness and service outcomes (Al-refaei et al., 2024; Asawawibul et al., 2025; Kosasih et al., 2024). The results suggest that strengthening institutional integrity is not merely a compliance requirement but also a strategic instrument for enhancing employee performance.

The positive influence of Integrity Zone implementation can be explained through the perspective of Good Governance Theory. Good governance emphasizes transparency, accountability, effectiveness, efficiency, and responsiveness as fundamental principles of public sector management (Adejumo et al., 2021; Fitria et al., 2025). In the context of student services, the implementation of Integrity Zone principles encourages employees to perform their duties more professionally and responsibly. Transparent procedures and clear accountability mechanisms reduce administrative ambiguity and improve service consistency, thereby creating a more supportive environment for employee performance improvement.

Among the dimensions of the Integrity Zone, public service quality improvement obtained the highest descriptive score. This finding indicates that students perceived significant improvements in service accessibility, procedural simplicity, and digital service innovation. Service quality can be determined or built by reliability, responsiveness,

assurance, empathy, and tangibles (Obeng et al., 2025; Rahman et al., 2023). When administrative procedures become simpler and service delivery becomes more responsive, service users tend to perceive organizational performance more positively. Therefore, efforts to improve service quality represent a critical pathway through which Integrity Zone implementation enhances employee performance.

Leadership commitment is particularly important because organizational leaders serve as role models who shape employee attitudes and behavior. This finding supports Institutional Theory, which suggests that organizational norms, rules, and leadership practices influence individual behavior within institutions (Biggs et al., 2024; Karyono et al., 2023). Employees are more likely to demonstrate discipline, responsibility, and service orientation when integrity values are consistently promoted and reinforced by organizational leadership.

Performance as the quality and quantity of work achieved in carrying out assigned responsibilities (Sah et al., 2025). The implementation of Integrity Zone principles strengthens organizational control systems, performance accountability, and professional human resource management, all of which contribute to improved employee productivity and effectiveness. Similar findings have been reported in previous studies on bureaucratic reform, indicating that integrity-based governance systems can improve employee motivation, reduce maladministration, and enhance service quality in public sector organizations (Aboalghanam et al., 2024; Anabila et al., 2022).

The findings imply that the sustainability of Integrity Zone implementation is essential for maintaining high levels of employee performance and student satisfaction. Higher education institutions should continue strengthening integrity-based governance through leadership commitment, digital transformation, transparent service procedures, and continuous employee capacity development. Such initiatives not only support the achievement of Corruption-Free Areas (WBK) and Clean and Serving Bureaucratic Areas (WBBM) but also contribute to the creation of student-centered services that generate public value and strengthen institutional competitiveness.

CONCLUSION

The findings indicate that the dimensions of management commitment, transparency and accountability, gratification and corruption control, public service quality improvement, and professional human resource management collectively contribute to enhancing employee performance. The high level of Integrity Zone implementation was associated with improved service quality, productivity, work discipline, responsibility, and student orientation. These results confirm that integrity-based bureaucratic reform not only strengthens organizational accountability and anti-corruption practices but also improves the effectiveness and quality of public services within higher education institutions. Therefore, the continuous implementation and strengthening of Integrity Zone principles are essential for promoting professional service delivery, increasing student satisfaction, and supporting sustainable organizational performance improvement.

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