Increasing Lecturers' Work Motivation Through the Strengthening of Tolerance, Religiosity, and Mutual Cooperation

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Abstract: This research highlights the importance of lecturers' work motivation in achieving the goals of higher education institutions. Lecturers with high work motivation tend to contribute more significantly to the success of the institution. This study identifies mutual cooperation, religiosity, and tolerance as the main determinants influencing lecturers' work motivation. Through Partial Least Square-Structural Equation Modeling (PLS-SEM) analysis, it was found that mutual cooperation and tolerance significantly affect lecturers' work motivation, both directly and indirectly through tolerance as a mediator. However, religiosity did not show a significant impact on lecturers' work motivation. The results of the Importance Performance Map Analysis (IPMA) indicate that mutual cooperation has the highest importance value in influencing lecturers' work motivation, followed by tolerance, while tolerance showed the best performance in practice. The practical implications of these findings are that higher education management should pay more attention to strengthening the practices of mutual cooperation and tolerance to improve lecturers' work motivation. Developing programs based on mutual cooperation and tolerance is expected to effectively enhance lecturers' work motivation. This study also has limitations, such as the restricted generalizability of the results to institutions outside the Jakarta area and the possibility of other unidentified factors. Therefore, further research is necessary to expand the understanding of other variables affecting lecturers' work motivation and to consider additional relevant variables.

Keywords: Mutual Cooperation, Religiosity, Tolerance, Work Motivation

A. Introduction

Lecturers' work motivation is an essential factor in achieving optimal performance in higher education. Strong motivation allows lecturers to dedicate and contribute their best efforts to teaching, research, and community service activities. However, maintaining lecturers' work motivation is not easy, especially in the face of ever-evolving challenges in education, such as policy changes, increasing workloads, and the need for higher quality education.

Several variables are thought to influence lecturers' work motivation, including tolerance, collective work, and religiosity. Tolerance plays a crucial role in creating an inclusive and harmonious work environment, while mutual cooperation strengthens collaboration among lecturers and supports effective team cooperation. On the other hand, religiosity shapes moral integrity and ethics in work, which can increase responsibility and dedication to tasks.

Using Partial Least Squares Structural Equation Modeling (PLS-SEM) and Importance-Performance Map Analysis (IPMA) techniques, this research explores the influence of these three variables on lecturers' work motivation in higher education. The analysis aims to provide deeper insights into the key factors that can be optimized to improve lecturers' work motivation.

This research also describes a lecturers' work motivation model using tolerance as a mediating variable and mutual cooperation and religiosity as exogenous variables. The objectives of this study are: (1) to analyze the influence of the exogenous variables, mutual cooperation and religiosity, on lecturers' work motivation and the influence of tolerance as a mediating variable; (2) to analyze the quality of the model built using PLS-SEM analysis; and (3) to analyze each construct using IPMA according to the constructed model.

This study adopts the theoretical model recommended by Colquitt et al. (2015), which classifies organizational factors into dependent variables, organizational mechanisms, group mechanisms, individual characteristics as independent variables, and individual mechanisms as intervening or mediating variables. Based on this framework, the current study designs a model where work motivation is identified as the dependent variable. Mutual cooperation and religiosity, as individual characteristics, are identified as independent variables that influence work motivation. Meanwhile, tolerance, as an important organizational mechanism, serves as a mediating variable that bridges the influence of mutual cooperation and religiosity on lecturers' work motivation. By adopting this concept, the study aims to enhance the understanding of how these factors interact to improve lecturers' work motivation through an approach that incorporates both individual and organizational mechanisms. Based on the relationships between these variables, the research hypotheses are formulated and presented below.

Work Motivation

Newstrom's (2007) motivation model highlights three key elements: the direction and focus of behavior, the level of effort, and behavioral persistence. Reliability and creativity influence motivation, while negative behaviors can hinder it. Menken (2009) adds that motivation is triggered by the fulfillment of individual needs, leading to two main types: intrinsic and extrinsic. Herzberg, as cited in Menken (2009), emphasizes the influence of motivators and hygiene factors in the work

environment on employee motivation. Griffin & Moorhead (2010) assert that performance is influenced by motivation, ability, and environment. Greenberg (2011) defines motivation as a set of processes involving the drive, direction, and maintenance of behavior. Achim et al. (2013) describe motivation as individual needs that affect behavior, while Colquitt et al. (2015) highlight the power of energy in driving employee effort in the workplace. Robbins & Judge (2014) emphasize that motivation regulates the intensity, direction, and persistence of individual effort in achieving goals. Ivancevich et al. (2014) divide motivation into direction, intensity, and persistence. Maughan (2014) describes motivation as a factor that drives individuals to engage in goal-related behaviors. Maughan (2014) and Agiawati et al. (2020) highlight work motivation as internal and external drives that guide individual behavior toward goal achievement. Fred Luthans (2011) and Saputra (2021) emphasize the psychological processes of motivation involving needs, drives, and incentives.

Based on the theoretical propositions above, work motivation can be synthesized as the internal and external forces that drive individuals to choose and direct their actions toward achieving goals that benefit both themselves and the organizations they work for, with the following indicators: achievement (mk1), the work itself (mk2), work environment (mk3), supervision (mk4), and reward for achievement (mk5). These indicators are used to build the research framework and are presented in Figure 1.

Tolerance and Work Motivation

Tolerance is an open attitude and understanding of differences within society. It involves appreciating and respecting others despite having different beliefs and cultures, and it is essential for building a harmonious, inclusive society while addressing prejudice and discrimination. According to Safei (2020) and Zaki (2018), tolerance is the manifestation of coexistence among existing diversity, building peaceful lives among various human groups. The imtaq program can enhance tolerance by teaching values such as mutual recognition, respect, and willingness to cooperate.

Afkari (2020) asserts that tolerance involves the ability to allow others the freedom to express themselves without fear of ridicule or judgment, creating space for productive dialogue and mutual understanding. Supriyanto (2018) considers tolerance a personality trait that includes a person's natural ability to accept differences and interact positively in a multicultural environment.

Abu Bakar (2015) emphasizes that tolerance is crucial in preventing discrimination and creating space for harmony and peaceful coexistence. Hanafi (2017) adds that tolerance also involves valuing differences as God's destiny, allowing people to recognize each other, and encouraging dialogue and acceptance of religious

freedom. Research by Subawa (2021) shows that tolerance can develop in various forms in society, such as charitable giving, tolerance in different social, economic, cultural, and religious organizations.

Tamsir (2018) highlights the importance of tolerance in national education and the role of religious education in teaching tolerance and strengthening harmonious interfaith relationships. Widhayat & Jatiningsih (2018) emphasize the importance of tolerance towards cultural and religious diversity, recognizing different values without prejudice or discrimination. Mu'ti (2019) states that authentic tolerance involves awareness, understanding, acceptance, and cooperation in maintaining harmonious relationships. Kasir & Palimbong (2019) regard tolerance as an attitude of appreciating and respecting every individual who is different, with indicators including recognition of individual rights, respect for others' beliefs, and awareness of differences. Tamaeka et al. (2022) stress the importance of internalizing tolerance values through strategies such as providing insight into diversity and shaping a tolerant attitude through habitual practice.

Based on these theoretical concepts, tolerance can be synthesized as an attitude that includes the acceptance of plurality, the process of building harmony, good relationships, awareness of openness, and engagement in cooperation to achieve organizational goals, with indicators: acceptance of plurality (ts1), the process of building harmony (ts2), good relationships (ts3), awareness of openness (ts4), and involvement in cooperation (ts5). These indicators are used to build the research framework and are presented in Figure 1. Research conducted by Stoycheva (2008) shows that tolerance of ambiguity is positively related to creative motivation. Similarly, research by Ye & Uchida (2017) shows that social tolerance plays an important role in increasing motivation for intercultural communication. Based on the theoretical descriptions and research findings, the first hypothesis of the study is as follows: There is a direct positive influence of Work Motivation on Work Motivation.

Mutual Cooperation and Work Motivation

Mutual cooperation is a highly valued concept in Indonesian culture, reflecting the spirit of cooperation, mutual assistance, and togetherness in working on collective tasks or projects. It serves as an important pillar in building and strengthening social relationships within the community. Mutual cooperation is practiced in activities such as cleaning the environment, repairing infrastructure, or helping others in emergency situations, which strengthens bonds among community members, increases a sense of togetherness, and reinforces social ties.

Suryohadiprojo (2016) and Hatta, as cited in Dewantara (2017), state that the mutual cooperation community lives harmoniously under the philosophy of unity in diversity, emphasizing togetherness and familial values. Mutual cooperation is one

of the five pillars of democracy proposed by Hatta, where there is a collective effort to resolve issues together. Driyarkara, as cited in Dewantara (2017), describes mutual cooperation as the Indonesian way of life, relying on mutual recognition, togetherness, cooperation for justice, and consensus.

The values of mutual cooperation include interdependence, cooperation, deliberation, openness, and honesty (Sindu Galba, 2013). These values encompass togetherness, familial bonds, mutual respect, economic considerations, social concern, and discipline (Munawaroh, 2013; Firdaus, 2013). Mutual cooperation also carries moral values such as sincere participation, togetherness, mutual assistance, voluntary action, good relationships, and environmental adaptation.

A study by Rolitia et al. (2016) in Kampung Naga highlights the importance of mutual cooperation values in strengthening community solidarity. Mutual cooperation in this village encompasses various aspects of daily life, from agriculture, house repairs, to traditional ceremonies and funerals. The values of mutual cooperation include solidarity, togetherness, mutual assistance, collective work, tolerance, happiness, and shared grief.

By summarizing the views of these experts, mutual cooperation can be synthesized as a collaborative behavior in which individuals actively participate in working together, driven by a sense of togetherness, mutual trust, concern for others, and a willingness to help selflessly, with the goal of achieving collective success within an organization. The indicators of mutual cooperation include collaboration (gr1), togetherness (gr2), familial bonds (gr3), mutual trust (gr4), and concern for others (gr5). These indicators are used to build the research framework and are presented in Figure 1. Rimbayana et al. (2022) found in their research that cooperation has a significant effect on work motivation. Based on this premise, the seventh hypothesis of this study is formulated as follows: There is a direct positive influence of Mutual cooperation on Work Motivation.

Religiosity and Work Motivation

Religiosity is the attitude of openness and understanding toward differences in society. It involves appreciating and respecting others despite having different beliefs and cultures, which is essential in fostering a harmonious and inclusive society while overcoming prejudice and discrimination.

Religiosity refers to the level of a person's religious experience and practice, encompassing beliefs, experiences, and participation in religious activities (Holdcroft, 2006). Glock and Stark (as cited in Holdcroft, 2006) identify five key dimensions: personal transcendent experience, participation in worship and rituals, belief in religious doctrines, knowledge of religious teachings, and the impact of religion on daily behavior. Allport and Ross (as cited in Holdcroft, 2006) distinguish between

extrinsic and intrinsic religiosity, with the former using religion for personal purposes such as social status, and the latter internalizing religious beliefs as the core of life. Lenski (as cited in Holdcroft, 2006) adds associative, communal, doctrinal, and devotional dimensions, highlighting religious participation and understanding in social life.

In Islam, religiosity includes belief, worship practices, spiritual experiences, religious knowledge, and adherence to Islamic norms (El-Menouar, 2014). Based on this perspective, five main indicators are identified: belief in divine presence, adherence to religious obligations such as prayer and fasting, emotional religious experience, knowledge of Islam, and compliance with religious norms.

Ekizler & Galifanova (2020) emphasize the difference between intrinsic and extrinsic motivation in religiosity, where intrinsic religiosity places religion as the primary motive in life, while extrinsic religiosity uses religion for personal benefits. Holdcroft and Spilka (as cited in Henning et al., 2015) describe religiosity as a multidimensional concept encompassing experiential, ritualistic, ideological, and consequential aspects, as well as its functionality in giving meaning to life. Imran et al. (2017) emphasize that religiosity involves a set of behaviors and practices based on beliefs that give meaning to one's life.

Based on these theoretical concepts, religiosity is the attitude of an individual that includes beliefs, religious knowledge, religious experience and practice, and ethics, reflected in every aspect of daily life, both in personal contexts and in social interactions within society and organizations. The indicators include belief (rs1), religious knowledge (rs2), religious experience and practice (rs3), and ethics (rs4). These indicators are used to build the research framework and are presented in Figure 1. A study by Laike & Wibowo (2024) found a relationship between religiosity and work motivation, with a correlation coefficient of 0.240 and a significance value of 0.009. Based on these findings, the third hypothesis of this study is formulated as follows: There is a direct positive influence of religiosity on work motivation.

Mutual Cooperation and Tolerance

Laa et al. (2023) conducted research showing a high level of tolerance in East Nusa Tenggara, demonstrated by the collaboration between different religious communities. Muslims and Christians helped each other in building places of worship and organizing religious events, such as the MTQ. Based on this study's findings, the fourth hypothesis is formulated as follows: There is a direct influence of Mutual cooperation on Tolerance.
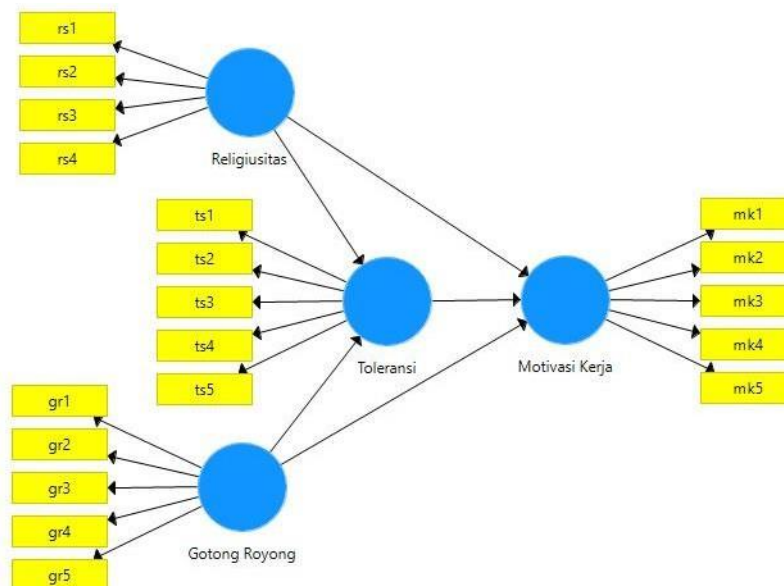
Religiosity and Tolerance

Khoiril et al. (2022) explain that there is a significant positive relationship between

religiosity and tolerance, with a significance value (p) < 0.01. This finding suggests that the higher the level of religiosity, the higher the students' tolerance. A study by Fuad & Masuwd (2023) also found a positive correlation between students' religiosity levels and their tolerance attitudes, where students with higher levels of religiosity tend to have more tolerant attitudes toward differences. Based on this premise, the sixth hypothesis of this study is formulated as follows: There is a direct influence of religiosity on tolerance.

Research Framework

The proposed hypotheses in this study are presented in a research framework, which is shown in Figure 1. This framework provides a clear structure for understanding the relationships between the variables studied, offering a solid foundation for in-depth analysis of the phenomenon being researched.

Figure 1. Research Framework

This research framework illustrates the direct impact of tolerance on work motivation, mutual cooperation on work motivation, and religiosity on work motivation. Additionally, it explores the indirect influence of mutual cooperation on work motivation through tolerance, as well as the indirect influence of religiosity on work motivation through tolerance. Based on these relationships, the following research hypotheses are formulated: 1) There is a direct positive influence of tolerance on work motivation; 2) There is a direct positive influence of mutual cooperation on work motivation; 3) There is a direct positive influence of religiosity on work motivation; 4) There is an indirect positive influence of mutual cooperation on work motivation through tolerance; and 5) There is an indirect influence of religiosity on work motivation through tolerance.

B. Methods

Research Design

This study employs a quantitative research design with a survey method. Questionnaires are used to collect data from the sample of lecturers at health science institutions in Jakarta, Indonesia.

Population and Sample

The population of this study consists of 374 lecturers from 13 health science institutions in Jakarta, Indonesia. A sample of 163 lecturers was selected using the Slovin Formula to ensure representativeness. A proportional random sampling technique was applied, where the sample from each institution was taken proportionally.

Research Instruments

Four questionnaires were used as instruments to collect data on lecturer work motivation, tolerance, and mutual cooperation. All items from each questionnaire were examined for validity coefficients (i.e., item-total score correlations for each variable) using Pearson's Product-Moment Correlation formula at a 0.05 significance level. Some items were eliminated, and only valid items were used in this study.

Table 1. Summary of Item Analysis from Questionnaires

Questionnaire	Initial Number of Items	Number of Invalid Items (After Validity Test)	Number of Valid Items (After Validity Test)
Work Motivation	52	4	48
Tolerance	48	5	43
Mutual cooperation	48	3	45
Religiosity	55	4	51

Data Analysis

The research data were analyzed using the Partial Least Square-Structural Equation Modeling (PLS-SEM) procedure (Hair et al., 2022). The direct and indirect effect coefficients between variables were analyzed by PLS-SEM to determine the direct and indirect influence of Work Motivation, Tolerance, and Mutual Cooperation on Lecturer Work Motivation. Furthermore, the quality of the structural model was evaluated using the criteria of R Square (R^2), f Square (f^2), Q Square (Q^2), Goodness of Fit analysis, PLS Predict analysis, and finally, IPMA analysis was performed to identify strategic steps for improving Work Motivation.

C. Results and Discussion

Descriptive Statistics

Based on the collected data, the mean scores and standard deviations (SD) for each variable were calculated and presented in Table 2.
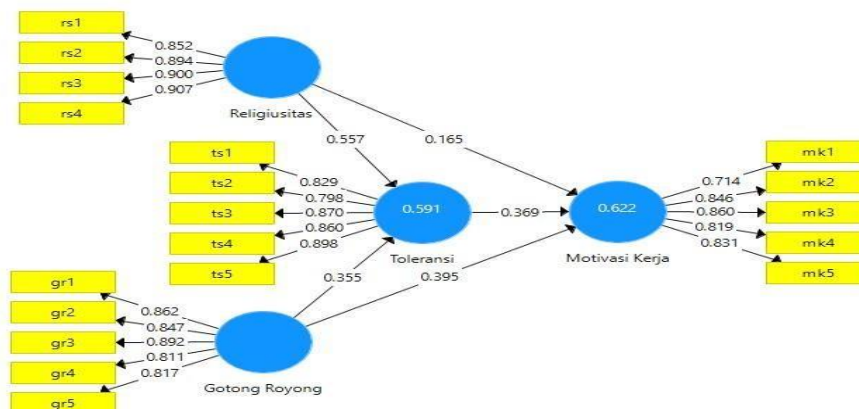
Table 2. Descriptive Statistics Table

No	Variable	Mean	SD
1	Work Motivation	3,89	0,60
2	Tolerance	4,13	0,50
3	Mutual cooperation	4,09	0,53
4	Religiosity	4,19	0,76

Based on the presented data, it can be concluded that the average scores for the variables in this study are as follows: Work Motivation has an average score of 3.89 with a standard deviation (SD) of 0.60, Tolerance has an average score of 4.13 with an SD of 0.50, Mutual Cooperation has an average score of 4.09 with an SD of 0.53, and Religiosity has an average score of 4.19 with an SD of 0.76. These values show that the variables exhibit a relatively high level of consistency, as indicated by the relatively low standard deviations. This suggests that respondents tended to provide uniform responses to the questionnaire items.

Outer Model Analysis

The measurement type for the research framework model is reflective. In reflective measurement models, the criteria evaluated include convergent validity (Outer Loading), Average Variance Extracted (AVE), discriminant validity (Fornell-Larcker), and reliability (Composite Reliability - CR). The criteria for the values are: Outer Loading > 0.7, Cronbach's Alpha > 0.7, CR > 0.7, and AVE > 0.5 (Hair et al., 2022; Ghozali, 2021). The results of the PLS Algorithm iteration are presented in Figure 2, and the Outer Loading measurement results are shown in Table 3.

Figure 2. Results of PLS Algorithm Iteration

Table 3. Outer Loading Values of Indicators

Indicators	Mutual Cooperation	Work Motivation	Religiosity	Tolerance
gr1	0,862			
gr2	0,847			
gr3	0,892			
gr4	0,811			
gr5	0,817			
mk1		0,714		
mk2		0,846		
mk3		0,860		
mk4		0,819		
mk5		0,831		
rs1			0,852	
rs2			0,894	
rs3			0,900	
rs4			0,907	
ts1				0,829
ts2				0,798
ts3				0,870
ts4				0,860
ts5				0,898

From Figure 2 and Table 3 above, it is known that the outer loading values of all indicators are > 0.7. Furthermore, the values of Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE) are presented in Table 4, and the Fornell-Larcker Criterion values are presented in Table 4.

Table 4. Cronbach's Alpha, Composite Reliability (CR), Average Variance Extracted (AVE) Values

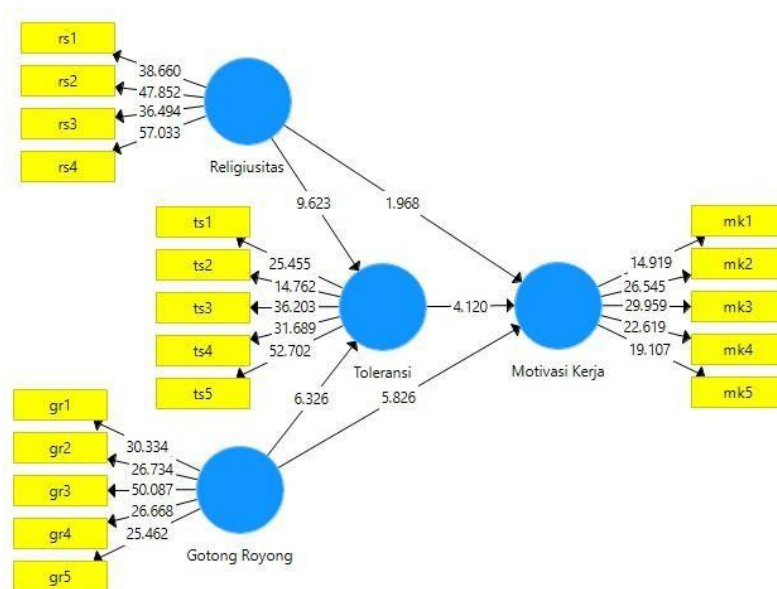|	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Work Motivation	0,901	0,927	0,716
Tolerance	0,873	0,908	0,665
Mutual cooperation	0,911	0,937	0,789
Religiosity	0,905	0,929	0,725

Table 5. Fornell-Larcker Values of Research Variables

	Mutual cooperation	Work Motivation	Religiosity	Tolerance
Work Motivation	0,846			
Tolerance	0,671	0,816		
Mutual cooperation	0,392	0,576	0,888	
Religiosity	0,574	0,710	0,696	0,851

All criteria in the outer model, including Outer Loading, Cronbach's Alpha, AVE, Composite Reliability (CR), and Fornell-Larcker Criterion, have met the requirements,

allowing for the analysis of the inner model.

Inner Model Analysis

The results of the inner model using PLS-SEM are presented in Figure 3.

Figure 3. Bootstrap Results from Smart-PLS

The results of the Inner VIF are presented in Table 6 below:

Table 6. Inner VIF Values

	Work Motivation	Tolerance
Mutual cooperation	1,491	1,182
Religiosity	1,941	1,182
Tolerance	2,448	

From Table 6 above, it is known that the Inner VIF values are < 3, indicating that there is no multicollinearity among the variables. This means that each variable provides unique information independently regarding the dependent variable without causing interpretational or estimation bias issues. Therefore, the model is reliable in analyzing and predicting the dependent variable. Next, a summary of the results of the direct effects and indirect effects of each variable is presented in Table 7 and Table 8.

Table 7. Results of Direct Effects

Direct effects	Original Sample (O)	T Statistics (|O/STDEV|)	P-Values
Mutual cooperation ☐ Work Motivation	0,395	5,826	0,000
Mutual cooperation ☐ Tolerance	0,355	6,326	0,000
Religiosity ☐ Work Motivation	0,165	1,968	0,049
Religiosity ☐ Tolerance	0,557	9,623	0,000
Tolerance ☐ Work Motivation	0,369	4,120	0,000

Table 8. Results Indirect Effects

Indirect effects	Original Sample (O)	T Statistics (|O/STDEV|)	P-Values
Mutual cooperation ☐ Tolerance ☐ Work Motivation	0,131	3,362	0,001
Religiosity ☐ Tolerance ☐ Work Motivation	0,205	3,634	0,000

From Table 7, it is known that the variables of tolerance, mutual cooperation, and religiosity have a significant direct effect on work motivation. Similarly, the variables of mutual cooperation and religiosity also have a significant direct effect on tolerance. From Table 8, it is evident that the independent variables of religiosity and mutual cooperation also have an indirect effect on work motivation through tolerance.

Model Quality Analysis

The criteria for assessing the quality of the model used in this study are R-squared, f-square, model fit, and PLS Predict. The following is the table of the results of the quality model analysis.

Table 9. R Square (R^2) Values

Variables	R Square
Work Motivation	0,622
Tolerance	0,591

Table 10. f Square (f^2) Values

Variables	Work Motivation
Mutual cooperation	0,277
Religiosity	0,037
Tolerance	0,147

Table 11. Q predicts (Q^2) Values

Variables	SSO	SSE	Q^2 (=1-SSE/SSO)
Work Motivation	815,000	490,191	0,399
Tolerance	815,000	474,102	0,418

Table 12. Pls Predicts Values

Indicators	RMSE	MAE	Q²_predict
mk1	0,380	0,309	0,392
mk2	0,358	0,275	0,468
mk3	0,475	0,345	0,361
mk4	0,534	0,398	0,280
mk5	0,505	0,400	0,270
ts1	0,408	0,302	0,321
ts2	0,462	0,329	0,227
ts3	0,354	0,278	0,464
ts4	0,347	0,262	0,481
ts5	0,307	0,241	0,568

Table 13. Linear Model Values

Indicators	RMSE	MAE	Q²_predict
mk1	0,381	0,299	0,390
mk2	0,359	0,276	0,472
mk3	0,448	0,338	0,430
mk4	0,529	0,400	0,292
mk5	0,544	0,401	0,299
ts1	0,401	0,317	0,345
ts2	0,459	0,335	0,235
ts3	0,371	0,288	0,414
ts4	0,360	0,268	0,442
ts5	0,315	0,247	0,546

From the analysis of structural model quality, several important findings emerged:

R Square (R²)

This indicates that the variables of Tolerance, Religiosity, and Mutual Cooperation together have a moderate influence on the Work Motivation variable, with an R^2 value of 0.622. Meanwhile, the influence of the variables of Tolerance and Mutual cooperation on Work Motivation is also moderately inclined, with an R^2 value of 0.591.

Effect Size (f²)

This assesses the relative impact of independent variables on the work motivation variable. The Mutual cooperation and Tolerance variables provide a moderate effect with values of 0.277 and 0.147, respectively, followed by the Religiosity variable, which has a small effect with a value of 0.037.

Predictive Relevance (Q²)

This shows that the model has good predictive ability for both endogenous variables, as indicated by values greater than 0. The Q^2 value for Work Motivation is 0.399, and

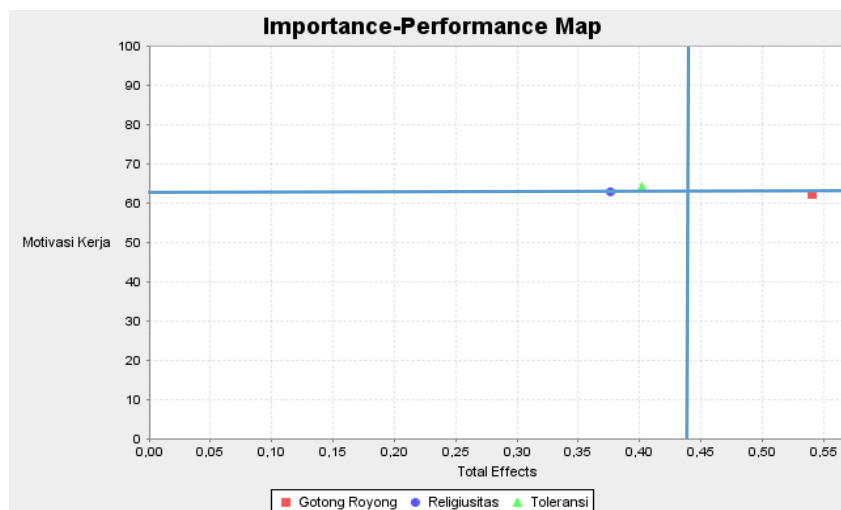the Q² value for Tolerance is 0.418.

PLS Predict

This demonstrates that the PLS model has better predictive ability than the linear model (LM), supported by lower RMSE and MAE values from PLS Predict compared to the RMSE and MAE values from the Linear Model, where the RMSE value from PLS Predict is 60% smaller than the RMSE value of the Linear Model and the MAE value from PLS Predict is 80% smaller. Additionally, the Q²_predict value from the PLS model is 70% larger than the Q²_predict value from the linear model (LM).

Importance Performance Map Analysis (IPMA)

Importance Performance Map Analysis (IPMA) is used to map the importance and performance assessments of the independent variables against the dependent variable. For better orientation, two additional lines are drawn in the importance-performance map: the average importance value (i.e., vertical line = Y-axis) and the average performance value (i.e., horizontal line = X-axis) of the displayed constructs. These two additional lines divide the importance-performance map into four quadrants, with values of importance and performance above and below average. In general, when analyzing the importance-performance map, constructs in the lower right quadrant (i.e., above-average importance and below-average performance) are the most attractive for improvement, followed by the upper right quadrant, lower left quadrant, and finally, the upper left quadrant. Thus, the importance-performance map provides guidance on the priority of managerial activities essential for underlying aspects of the chosen targets but require performance improvement (Ringle & Sarstedt, 2016). Below is the table of total Effects and Performance from the independent variables on Work Motivation variable and the Importance Performance (IPMA) map of the independent variables based on the IPMA iteration in the SmartPLS 3 application.

Table 14. Importance and Performance of Independent Variables on Work Motivation

Variable	Importance (Total Effects)	Performances
Mutual Cooperation	0,541	62,344
Religiosity	0,376	62,997
Tolerance	0,402	64,192
Average	0,439	63,178

Figure 4. IPMA of Independent Variables on Work Motivation

Results of the Important Performance Map Analysis (IPMA) for the construct level show the positions of the variables as follows:

1. The Mutual cooperation variable falls into quadrant IV, which indicates a level of importance above average but performance below average.
2. The Religiosity variable is in quadrant III, which indicates both importance and performance below average.
3. The Tolerance variable is in quadrant II, which indicates a level of importance below average and performance above average.

In general, when analyzing the Important Performance Map, constructs/indicators in the lower right quadrant, namely quadrant IV (which means their importance is above average and performance is below average), are the highest priority for improvement. This is followed by quadrant I (upper right), quadrant III (lower left), and finally, quadrant II (upper left). Thus, the importance-performance map provides guidance for prioritizing managerial activities that are crucial for underlying aspects of the chosen target that require performance improvement (Ringle & Sarstedt, 2016). Therefore, the priority for addressing variables to enhance Work Motivation based on the IPMA analysis begins with improving/strengthening the Mutual cooperation variable first, followed by the Religiositys variable, and then the Tolerance variable.

D. Conclusion

This study successfully reveals a significant relationship between Tolerance, Mutual cooperation, and Religiosity on lecturers' work motivation in health science colleges in Jakarta. The analysis results indicate a direct positive influence of these three variables on work motivation, with Tolerance acting as a significant mediator in the relationship between Mutual cooperation and Religiosity with work motivation.

Furthermore, the data show that although Mutual cooperation has a high level of importance, its performance still needs improvement, while Religiosity and Tolerance demonstrate better performance in influencing work motivation. These findings emphasize the importance of developing social values within the academic environment to enhance lecturers' work motivation and the need to focus on improving the implementation of Mutual cooperation in daily practices. This study contributes to the understanding of factors influencing work motivation and offers insights for developing more effective educational policies.

The implications of this study indicate a significant relationship between Tolerance, Mutual cooperation, and Religiosity on lecturers' work motivation. Based on the IPMA analysis, it was found that the Mutual cooperation variable is in quadrant IV, indicating that although it has a high level of importance, its performance is still below average. This suggests that while lecturers recognize the importance of Mutual cooperation, its implementation in daily practices is not yet optimal. Therefore, educational institutions need to prioritize programs that can enhance Mutual cooperation, such as team-building activities, workshops, and collaborative projects. Additionally, Religiosity and Tolerance also contribute to work motivation, but both are positioned in a quadrant that indicates better performance compared to importance. This indicates that while lecturers may already possess tolerant and religious attitudes, there is still potential to enhance their impact on work motivation. This research provides important insights for management, emphasizing the need to apply social values such as Mutual cooperation and Tolerance to create a more productive and collaborative work environment.

E. Acknowledgement

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