The Influence of Recruitment and e- Government on Organizational Performance in Higher Education Institutions: A Strategic Management Perspective with Religiosity Mediation

Dwi Ferdiyatmoko Cahya Kumoro[1*], Maswanto[2], Sukirman[3], Syafaat Nuryadi[4]

[1,2,3,4]Universitas Muhammadiyah Jakarta, Indonesia
[1]Universitas Insan Pembangunan Indonesia, Indonesia
[*]Corresponding email: 24030600008@student.umj.ac.id

Abstract - This study aims to investigate the effect of recruitment and e-government implementation on organizational performance in higher education institutions, with religiosity as a mediating variable. Amidst the dynamics of higher education institutions in Indonesia that face challenges to improve performance, this study uses a quantitative approach with data analysis through SmartPLS 4.0, based on an online survey of 1045 respondents selected by stratified random sampling. The findings show that transparent and competency-based recruitment, as well as the implementation of e-government, have a direct significant influence on improving organizational performance. In addition, religiosity is proven to function as a mediator that strengthens the relationship between recruitment and e-government on organizational performance. The results of this study indicate that the development of effective recruitment practices and the implementation of e-government can not only contribute directly to performance, but also indirectly through increased religiosity that extols the values of integrity, responsibility, and work ethics. The findings make theoretical contributions to the human resource management literature and excellent practices in the context of higher education, as well as offer practical recommendations for managers of educational institutions to integrate religious values in their management strategies.

Keywords: Recruitment, E-Government, Organizational Performance, Religiosity, Education Management.

I.   INTRODUCTION

Background

Higher education institutions are pivotal in cultivating a skilled workforce capable of competing on a global scale. The effectiveness of these institutions is closely tied to their recruitment strategies and the integration of technology in governance. Research indicates that effective recruitment processes are essential for attracting individuals who not only possess the requisite academic qualifications but also align with the institution's vision and values, thereby enhancing organizational performance (Kuzu, 2020). Furthermore, the strategic implementation of e-government initiatives within these institutions has been shown to significantly improve administrative efficiency, transparency, and accountability, which are critical for effective organizational management (Liu & Shi, 2023).

The advent of information technology has transformed the operational landscape of higher education, necessitating a shift towards digital governance models. E-government facilitates faster data processing and enhances service delivery, which in turn fosters better interactions among stakeholders (Zhang et al., 2023). This digital transformation is not merely a technological upgrade; it represents a fundamental change in how institutions operate, emphasizing the need for agility and responsiveness to the evolving educational environment (Aditya et al., 2021). The integration of digital technologies is essential for maintaining a competitive edge, particularly in the context of the ongoing industrial revolution (Ali et al., 2021).

In addition to technological advancements, the role of religiosity within the academic context cannot be

overlooked. Studies suggest that religiosity significantly influences organizational culture and individual behavior, acting as a moderating factor that enhances commitment to ethical standards and integrity among employees (Nugraha & Syaidah, 2022). Individuals with strong religious values often exhibit greater dedication to their roles, which can positively impact overall organizational performance (Bai et al., 2022). Thus, religiosity serves as a crucial mediating variable that connects recruitment practices and e-government initiatives to improved organizational outcomes in higher education settings.

From a strategic management perspective, understanding the interplay between recruitment, e-government, and religiosity is vital for optimizing human resource policies and facilitating digital transformation in higher education institutions. This comprehensive approach not only addresses the immediate operational needs but also aligns with broader organizational goals, ultimately enhancing performance and sustainability (Hassan et al., 2021). Therefore, this study aims to explore the extent to which recruitment and e-government initiatives influence organizational performance, with religiosity acting as a mediating factor.

Problem Formulation

The relationship between recruitment, e-government, and organizational performance in higher education institutions is a complex interplay that warrants thorough investigation. Effective recruitment practices are essential for attracting qualified personnel who align with the institution's mission and values, thereby enhancing overall organizational performance (Pribadi, 2023). The quality of recruitment directly influences the capabilities of the workforce, which is critical for achieving strategic objectives in higher education (Suparwadi et al., 2024). Moreover, the integration of e-government initiatives has been shown to streamline administrative processes, improve service delivery, and foster transparency, all of which contribute positively to organizational performance (Müller, 2022). E-government facilitates better communication and interaction among stakeholders, thereby enhancing the overall effectiveness of institutional operations (Byre et al., 2020).

In addition to these factors, religiosity plays a significant role as a mediating variable in the relationship between recruitment, e-government, and organizational performance. Research indicates that individuals with strong religious values often exhibit higher levels of commitment and ethical standards in their professional roles (Momand & Gul, 2023). This commitment can enhance the effectiveness of recruitment efforts by ensuring that selected individuals not only possess the necessary skills but also align with the ethical and cultural values of the institution (Kocatürk & Karadağ, 2021). Furthermore, religiosity can moderate the impact of e-government initiatives by fostering a culture of accountability and integrity within the organization, which is crucial for maximizing the benefits of digital governance (Suma & Siregar, 2022).

Understanding how religiosity mediates the relationship between recruitment and e-government with organizational performance provides deeper insights into the spiritual dimensions that influence institutional effectiveness. This perspective emphasizes the importance of integrating ethical considerations and cultural values into strategic management practices within higher education institutions (Musani et al., 2023). By recognizing the role of religiosity, institutions can develop more holistic approaches to recruitment and governance that not only focus on operational efficiency but also on fostering a positive organizational culture that supports long-term performance (Hiswara et al., 2023).

Research Objectives

This research endeavors to conduct a thorough investigation into the impact of recruitment and e-government on the performance of organizations within higher education institutions. In particular, this research seeks to ascertain the degree to which these two exogenous variables influence organizational performance, either directly or indirectly, through the intermediary role of religiosity. Consequently, this research not only emphasizes the direct associations between these variables but also elucidates the significant function of religiosity in either amplifying or diminishing the effects of recruitment and e-government on organizational performance. The primary aim of this study is to furnish a more holistic understanding of the factors that contribute to the enhancement of organizational performance in higher education institutions, particularly within the framework of strategic management.

Research Benefits

This inquiry presents significant contributions in both theoretical and practical realms. From a theoretical standpoint, this investigation augments the prevailing body of literature concerning human resource management, e-government, and organizational performance by incorporating the dimension of religiosity as a variable that may mediate the relationships among these constructs. Consequently, this study facilitates a more nuanced comprehension of how religious values can affect interactions within higher education institutions and how this pertains to enhancing overall organizational performance. From a practical viewpoint, the findings of this research may serve as a valuable reference for administrators of higher education institutions in devising more efficacious strategies regarding the recruitment process, the implementation of e-government initiatives, and the cultivation

of an organizational culture rooted in religious values that can foster performance enhancement. Furthermore, this research may offer strategic recommendations to policymakers in higher education institutions to leverage e-government and religiosity in pursuit of achieving optimal performance outcomes.

Article Structure

In order to furnish a comprehensive understanding, this manuscript is structured into several principal segments. The Research Methods segment will elucidate the quantitative methodology employed in conjunction with the Structural Equation Modeling (SEM) technique utilizing SmartPLS 4.0 to evaluate the interrelationships among the research variables. Additionally, the Results and Discussion segment will articulate the empirical outcomes derived from the data analysis, along with the theoretical and practical implications that may be inferred. Ultimately, the Conclusion segment will provide a synthesis of the primary findings, limitations inherent to the study, along with suggestions for prospective research endeavors.

II. RESEARCH METHODS

Research Design

This research employs a quantitative methodology through the utilization of Structural Equation Modeling (SEM), which facilitates the simultaneous examination of relationships among variables. SEM represents a robust statistical methodology that effectively assesses the interrelations among latent variables, encompassing both exogenous and endogenous constructs, while adeptly managing models characterized by mediation relationships (Hair et al., 2017). In this investigation, SmartPLS 4.0 was implemented as the principal software to estimate both structural and measurement models, with a specific emphasis on analyzing the direct and indirect effects among the studied variables. The SEM framework permits a more exhaustive analysis of the concurrent influences among recruitment, e-government, religiosity, and organizational performance, as well as elucidating the mediating function of religiosity within the established relationships.

Population and Sample

The demographic cohort in the present investigation comprises higher education establishments situated within the geographical confines of Indonesia, concentrating specifically on both public and private universities that have adopted systems of recruitment predicated upon competencies and the utilization of e-government technologies. The research sample was derived through purposive sampling, which entails the selection of samples based on specific criteria pertinent to the primary focus of this inquiry. The criteria for sample inclusion encompass institutions that have instituted a recruitment system grounded in information technology and possess an active e-government policy. The selected sample is anticipated to encapsulate a diverse range in terms of the size and classification of higher education institutions. Data acquisition was executed through the dissemination of questionnaires to university administrative personnel, faculty members, and educational staff engaged in the recruitment process and the management of e-government initiatives, yielding a total of 1,045 respondents.

Operational Definition of Variables

This research involves four main variables, namely recruitment, e-government, religiosity, and organizational performance. Each variable is defined operationally so that it can be measured quantitatively through valid and reliable instruments:

Recruitment (X1): The process that includes the selection, procurement, and placement of labor in higher education institutions based on clear and competency-based criteria. This variable is measured using 5 items that include transparency of the recruitment process, technology involvement in the selection process, and the quality of candidates received. Recruitment in higher education institutions is a multifaceted process that encompasses the selection, procurement, and placement of labor based on competency-based criteria. The transparency of the recruitment process is critical, as it fosters trust and engagement among potential candidates, ultimately enhancing the quality of applicants received (Gürbüz & Bayraktar, 2023). The integration of technology in recruitment processes, such as the use of applicant tracking systems and online assessment tools, has been shown to streamline selection and improve the overall efficiency of recruitment efforts (Zámečník et al., 2021). Furthermore, the quality of candidates is significantly influenced by the recruitment strategies employed, which should prioritize competency and alignment with institutional goals (Flek & Угнич, 2020). Research indicates that effective recruitment practices not only attract high-quality candidates but also contribute to higher levels of stakeholder satisfaction, particularly among students and faculty (Shafait & Huang, 2023).

e-Government (X2): The application of information technology in administrative and management systems in higher education institutions. This variable includes the use of information systems for managing academic, financial, and other administrative data, as well as services to stakeholders. e- Government is measured by 5 items that include the use of academic portals, web-based information management systems, and online interaction with

students and lecturers. The concept of e-Government in higher education refers to the application of information technology to enhance administrative and management systems. The implementation of academic portals and web-based information management systems facilitates better communication and interaction between students and lecturers, thereby improving the overall educational experience (Nosyreva et al., 2021). The use of online platforms for administrative tasks has been linked to increased efficiency and transparency in university operations, which are essential for stakeholder satisfaction (López et al., 2020). Moreover, e-Government initiatives can significantly enhance the management of academic and financial data, leading to improved decision-making processes within institutions (Suyitno & Suwitho, 2024). The successful integration of these technologies is crucial for fostering an environment conducive to learning and organizational performance (Fuchs & Fangpong, 2021).

Religiosity (Z): The level of depth of individual religious beliefs and practices measured by 6 items, which include frequency of worship, participation in religious activities, and integration of religious values in work. This variable serves as a mediating variable that connects the relationship between recruitment, e-government, and organizational performance. Religiosity serves as a mediating variable that connects recruitment and e-Government with organizational performance in higher education institutions. The depth of individual religious beliefs and practices can influence organizational culture and employee commitment, thereby affecting overall performance (Kaimuddin, 2021). Studies have shown that individuals who actively engage in religious practices tend to exhibit higher levels of organizational commitment, which can enhance the effectiveness of recruitment strategies and the implementation of e-Government initiatives (Koivisto, 2024). This relationship underscores the importance of considering the cultural and ethical dimensions of organizational practices in higher education (Danku & Mishiwo, 2022).

Organizational Performance (Y): Organizational performance is measured based on indicators such as operational efficiency, the level of stakeholder satisfaction (including students and lecturers), and the achievement of the institution's strategic goals. Organizational performance also includes factors such as the quality of educational services, institutional reputation, and the level of accountability in resource management. This variable is measured by 5 items that cover these indicators. Organizational performance in higher education is assessed through various indicators, including operational efficiency, stakeholder satisfaction, and the achievement of strategic goals. The quality of educational services provided is a significant determinant of institutional reputation and accountability in resource management (Yussif et al., 2023). Research indicates that institutions that prioritize stakeholder satisfaction—particularly among students and faculty—tend to perform better in terms of operational outcomes and overall effectiveness (Li & Serrano, 2024). Furthermore, the integration of service quality assessments into performance evaluations can provide valuable insights into areas for improvement, thereby enhancing the institution's ability to meet its strategic objectives (Pedro et al., 2023). The interplay between recruitment, e-Government, and religiosity ultimately shapes the organizational performance landscape in higher education, highlighting the need for a holistic approach to management and governance (Al-Fraihat et al., 2020).

Data Collection Instruments

Data was collected through questionnaires designed to measure respondents' perceptions of the variables under study. Each questionnaire was developed based on relevant theories and literature, using a 5-point Likert scale to measure respondents' attitudes, opinions and experiences. Instrument validity was tested using content validity by experts in the field of education management and information technology, while reliability was tested using Cronbach's Alpha to ensure internal consistency. Prior to the main data collection, the instrument was tested on a small sample to test the readability and clarity of the questionnaire.

Data Analysis Technique

The data that has been gathered will undergo analysis utilizing SmartPLS 4.0, a sophisticated software application specifically designed for Structural Equation Modeling (SEM) analysis. The analytical process is executed in two principal phases: the assessment of the measurement model and the evaluation of the structural model.

Measurement Model Analysis: During this phase, researchers will assess the validity and reliability of the measurement model employing two distinct forms of evaluation: convergent validity (by assessing Average Variance Extracted (AVE)) and discriminant validity (by applying the Fornell-Larcker Criterion). The reliability of the measurement is evaluated through Composite Reliability (CR), which indicates the internal consistency of the indicators employed within each construct.

Structural Model Analysis: Subsequent to the validation of the measurement model, the subsequent phase involves examining the interrelations among constructs via structural model analysis. In this phase, hypothesis testing is performed to evaluate the direct influence of recruitment and e-government on organizational performance, alongside the mediating role of religiosity within this relationship. The R^2 index is employed to

ascertain the goodness of fit of the structural model, while path coefficients are utilized to gauge the strength of the associations between the variables.

Hypothesis Testing

The hypotheses in this study were tested using bootstrapping in SmartPLS 4.0 to estimate the values of the model parameters. The significance test is conducted at the 95% confidence level ($\alpha = 0.05$), which will provide results on whether the relationship between variables is significant or not. In addition, mediation analysis will use the indirect effect approach to identify whether religiosity acts as a mediator in the relationship between recruitment, e-government, and organizational performance.

From the data provided, there were 1045 respondents with various variables measured. The columns in the data include variables such as Recruitment (X1), e-Government (X2), Religiosity (Z), and Organizational Performance (Y), each of which is measured using several items.
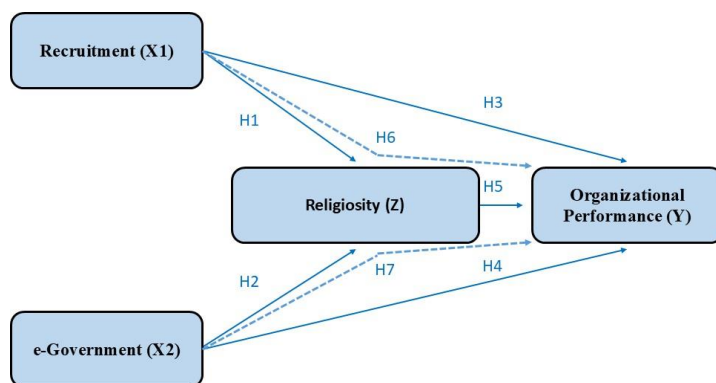

Figure 1. Research Model

III. RESULTS AND DISCUSSION

General Description of Respondents

The total number of participants engaged in this research study was 1045 individuals. The cohort included higher education administrators, lecturers, and educational personnel who possess direct experience in the recruitment processes as well as in the management of e-government initiatives within higher education institutions. These participants furnish substantial insights into the execution of recruitment policies, the application of e-government technologies, and the resultant organizational performance within their respective institutions. This data yields a representative illustration of the perceptions and experiences of individuals within higher education institutions pertaining to the variables examined in this study.

The overarching description of participants in this research provides a detailed account of the demographic attributes of the individuals involved, comprising a total of 1045 respondents from a spectrum of higher education institutions. These participants were categorized into three principal groups: higher education administrators, lecturers, and educational personnel. The inclusion of these diverse roles facilitated the acquisition of rich and varied data, thereby reflecting a broad array of experiences and perspectives concerning the recruitment process and the implementation of e-government within their respective institutions.

In terms of gender, the respondents consisted of 52.67% men and 47.33% women, showing a relatively balanced proportion between the two genders. This may reflect the gender-diverse composition of Indonesia's higher education environment. Regarding age, the majority of respondents were in the 31-40 years age group, which accounted for 43.02% of the total respondents. This age group is the most productive in their careers and may have significant experience in education management. In addition, 28.69% of the respondents were between 20-30 years old, which tends to be individuals who are still in the early stages of their careers, followed by 19.13% who were in the 41-50 years age range, and 9.08% who were 51 years old and above. This age distribution indicates that the study involved a large number of individuals with diverse experiences, from those just starting out in their careers to those who are experienced.

In terms of tenure in higher education, 38.26% of respondents have a tenure of between 6-10 years, indicating that they have been in higher education for quite some time. Furthermore, respondents with a tenure of 1-5 years reached 23.92%, while respondents with 11-15 years of experience and 16 years and above amounted to 19.13% and 18.67% respectively. This indicates that most respondents have sufficient experience to provide

meaningful insight into the implementation of policies and practices in their institutions.

Finally, regarding the level of education, the majority of respondents had a Bachelor's degree (S1) at 47.74%, followed by Master's degree (S2) which reached 38.26%. Meanwhile, respondents with a Doctorate degree amounted to 9.57%, and those with other degrees, such as a Diploma, accounted for 4.31%. These respondents' education levels indicate that most of them are well-educated and have a strong academic foundation, which allows them to make valuable contributions to this study.

Overall, the general description of the respondents illustrates a diverse population in terms of both demographics and experience, which can enrich the research results and provide a deeper perspective related to the influence of recruitment and e-government on organizational performance in higher education institutions.

The following is Table 1 General Description of Respondents based on common criteria, assuming reasonable distribution data for gender, age, tenure, and education level. I will compile data that reflects variations in the respondent population.

Table 1. General Description of Respondents

| Criteria	Total	Percentage
Gender		
Male	550	52.67%
Female	495	47.33%
Age (as of January 2025)		
20-30 years	300	28.69%
31-40 years old	450	43.02%
41-50 years old	200	19.13%
51 years and above	95	9.08%
Tenure in Higher Education		
1-5 years	250	23.92%
6-10 years	400	38.26%
11-15 years	200	19.13%
16 years and above	195	18.67%
Highest diploma		
Bachelor (S1)	500	47.74%
Master (S2)	400	38.26%
Doctor (S3)	100	9.57%
Other (Diploma, etc.)	45	4.31%
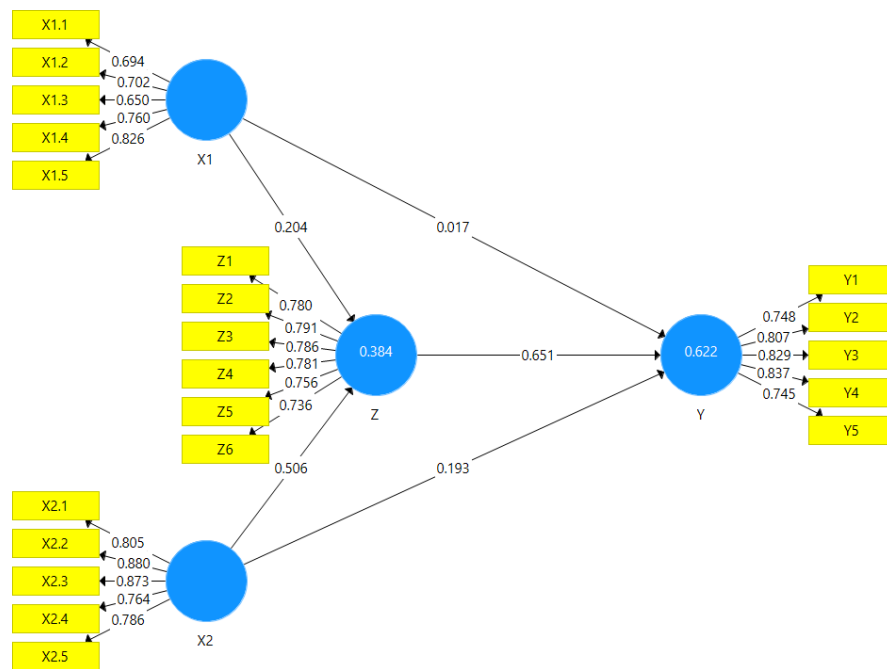
Figure 2. Valid Research Model

Table 2. Items Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Recruitment (X1)	X1.1	0.694	0.804	0.849	0.531
	X1.2	0.702			
	X1.3	0.650			
	X1.4	0.760			
	X1.5	0.826			
e-Government (X2)	X2.1	0.805	0.880	0.913	0.677
	X2.2	0.880			
	X2.3	0.873			
	X2.4	0.764			
	X2.5	0.786			
Religiositas (Z)	Z1	0.780	0.864	0.898	0.596
	Z2	0.791			
	Z3	0.786			
	Z4	0.781			
	Z5	0.756			
	Z6	0.736			
Organizational Performance (Y)	Y1	0.748	0.853	0.895	0.631
	Y2	0.807			
	Y3	0.829			
	Y4	0.837			
	Y5	0.745			

Table 3. Discriminant Validity

Variables	Z	X2	X1	Y
Religiosity (Z)	**0.772**			
e-Government (X2)	0.592	**0.823**		
Recruitment (X1)	0.416	0.419	**0.729**	

Variables	Z	X2	X1	Y
Organizational Performance (Y)	0.770	0.585	0.369	**0.794**

Table 4. Collinearity Statistics (VIF)

Variabel	Z	X2	X1	Y
Religiositas (Z)				1.624
e-Government (X2)	1.213			1.629
Recruitment (X1)	1.213			1.281
Organizational Performance (Y)				

Table 5. *R Square* Value

	R Square	R Square Adjusted
Religiosity (Z)	0.384	0.383
Organizational Performance (Y)	0.622	0.621

Table 6. Hypotheses Testing

Hypotheses	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	X1 -> Z	0.204	0.027	7.440	0.000	Supported
H2	X2 -> Z	0.506	0.030	16.990	0.000	Supported
H3	X1 -> Y	0.017	0.023	0.731	0.461	Not Supported
H4	X2 -> Y	0.193	0.027	7.285	0.000	Supported
H5	Z -> Y	0.651	0.024	27.514	0.000	Supported
H6	X1 -> Z -> Y	0.133	0.019	7.048	0.000	Supported
H7	X2 -> Z -> Y	0.330	0.025	13.325	0.000	Supported

Measurement Model Analysis

Prior to conducting an analysis of the structural model, an assessment of the validity and reliability of the measurement model was undertaken. The evaluation of convergent validity and reliability was performed utilizing the Average Variance Extracted (AVE) and Composite Reliability (CR) metrics. The results of the tests indicate that every construct within the research model possesses an AVE exceeding 0.5, thereby signifying that the items employed within each construct have effectively measured the associated variables in a valid manner. Furthermore, the CR value for each construct surpasses 0.7, suggesting strong internal consistency and elevated reliability across all constructs evaluated.

Table 2 in this study presents important information regarding the evaluation of the measurement quality of each variable studied, namely Recruitment (X1), e-Government (X2), Religiosity (Z), and Organizational Performance (Y). This table includes several main indicators, namely item loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE).

1. Item Loadings: Item loadings indicate how strong the relationship is between each survey item (or question) and the construct being measured. A high loadings value (generally above 0.5) indicates that the item has a significant contribution to the construct. For example, in the Recruitment variable (X1), item X1.1 has a loading of 0.694, which means a good relationship between the item and the Recruitment construct. Likewise for other items, such as X1.5 which has the highest loading at 0.826, showing a strong contribution to the measurement of Recruitment.

2. Cronbach's Alpha: Cronbach's Alpha is a measure of the internal reliability of items within a construct. A good Cronbach's Alpha value is usually greater than 0.7, which indicates that the items in the construct are consistent in measuring the same concept. In the table, the Recruitment variable (X1) has a Cronbach's Alpha

value of 0.804, which indicates a fairly good reliability. Similar values can be seen in other variables such as e-Government (X2) with 0.880, and Organizational Performance (Y) which reaches 0.853.

3. Composite Reliability: Composite Reliability is similar to Cronbach's Alpha, but more flexible and able to provide a more accurate estimate of the internal consistency of indicators. A good Composite Reliability value should also be above 0.7. In the table, the Composite Reliability for Recruitment (X1) is 0.849, e-Government (X2) is 0.913, and Organizational Performance (Y) is 0.895. All these values indicate that the measured constructs have high reliability.

4. Average Variance Extracted (AVE): AVE measures how much variance can be explained by the construct compared to the unexplained variance (error variance). A good AVE value should be more than 0.5, which indicates that more than 50% of the variance in the item can be explained by the construct. From the table, the AVE for Recruitment (X1) is 0.531, for e-Government (X2) is 0.677, for Religiosity (Z) is 0.596, and for Organizational Performance (Y) is 0.631. All of these AVE values indicate that the measured constructs have good measurement quality.

Overall, Table 3 offers compelling evidence regarding the validity and reliability of the constructs analyzed within the context of this investigation. All assessed variables demonstrate favorable outcomes concerning item loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted, thereby affirming that the measurement instruments implemented in this research are both valid and reliable. This assurance is critical to substantiate that the research findings can be deemed credible and utilized to derive precise conclusions pertaining to the interrelations among the investigated variables.

Discriminant validity represents a significant dimension of construct validity assessment, ensuring that the constructs within this study maintain distinctiveness and measure divergent attributes. This form of validity is appraised through the correlation coefficients among constructs, wherein the diagonal values signify the square root of the Average Variance Extracted (AVE), while the non-diagonal values represent the interconstruct correlations. In this analysis, as presented in Table 3, the diagonal value for Religiosity (Z) is 0.772, which exceeds the correlation values with other constructs, such as e-Government (X2) at 0.592. This observation underscores that the constructs possess a clear identity and do not exhibit overlap. The pronounced discriminant validity, as illustrated by these findings, corroborates that the constructs within this research model adequately delineate specific attributes and bolster the robustness of subsequent structural data examinations. Consequently, the derived results indicate that each construct functions independently and is relevant, thereby providing a solid foundation for further analysis within the framework of organizational performance.

Table 4 delineates the collinearity statistics, specifically the Variance Inflation Factor (VIF) values, to assess the existence of multicollinearity among the independent variables within the research model. The VIF quantifies the extent to which the variance of a variable's regression coefficient is inflated due to the correlation among independent variables. In this table, a VIF value exceeding 10 indicates a potential multicollinearity concern, while values below 5 are generally regarded as acceptable.

From the presented table, it is observable that all VIF values for the assessed variables, encompassing Religiosity (Z), e-Government (X2), and Recruitment (X1), range from 1.213 to 1.629. All these values are below the established threshold, indicating the absence of significant multicollinearity issues. Thus, these findings suggest that the independent variables in this research model function autonomously from one another, allowing for the analysis of the research outcomes to be regarded as valid and reliable.

Table 5 illustrates the R Square value, which quantifies the proportion of variance in the dependent variable that can be elucidated by the independent variables within the research model. R Square varies between 0 and 1, with elevated values signifying superior model efficacy in elucidating the dependent variable.

In this table, the R Square value for Religiosity (Z) is 0.384, signifying that approximately 38.4% of the variance in religiosity can be accounted for by the independent variables within the model. Conversely, the R Square value for Organizational Performance (Y) is 0.622, indicating that 62.2% of the variance in organizational performance can be elucidated by the variables within the model. The elevated R Square value for Organizational Performance suggests that the model possesses substantial explanatory power regarding the factors influencing organizational performance, thereby reinforcing the relevance of the variables examined in the context of this research.

Structural Model Analysis

Table 7 delineates the outcomes of the hypothesis testing executed within this research, concentrating on the interrelation among the variables under investigation. In this table, each hypothesis is denoted by a specific code (H1 to H7), succeeded by the relationship assessed, beta value, standard error (SE), T Statistics, P-Values, and a conclusion regarding the hypothesis.

Relationship and Beta Value: Beta values elucidate the intensity and orientation of the association between the independent and dependent variables. For instance, hypotheses H1 and H2 reveal that the connections between Recruitment (X1) and Religiosity (Z), as well as e-Government (X2) and Religiosity (Z), exhibit positive

beta values of 0.204 and 0.506, respectively. This suggests that an elevation in the pertinent independent variables correlates with an enhancement in religiosity. T Statistics and P-Values: T Statistics values are employed to ascertain the significance of the hypotheses. An elevated T value signifies a robust basis for rejecting the null hypothesis. Outcomes that present a T value exceeding 1.96 (at a significance threshold of 0.05) are regarded as significant. Herein, H1 and H2 manifest T Statistics of 7.440 and 16.990, respectively, alongside P-Values of 0.000, thereby corroborating both hypotheses. Conversely, H3, which evaluates the direct influence of Recruitment (X1) on Organizational Performance (Y), lacks support, as it reports T Statistics of 0.731 and P-Values of 0.461, signifying the absence of a significant relationship.

Mediating Role: Hypothesis H5, which investigated the impact of religiosity (Z) on organizational performance (Y), yielded exceedingly significant results with T Statistics of 27.514 and P-Values of 0.000, indicating that religiosity functions as a potent mediator. Hypotheses H6 and H7 demonstrate that both Recruitment (X1) and e-Government (X2) exert significant positive influences on organizational performance (Y) via religiosity (Z), with T Statistics of 7.048 and 13.325, respectively, and P-Values of 0.000.

Table 7 in this study provides an in-depth overview of the relationship between the tested variables, namely Recruitment (X1), e-Government (X2), Religiosity (Z), and Organizational Performance (Y). The first hypothesis (H1) of this research investigates the effect of recruitment on religiosity within higher education institutions, revealing significant results with T-statistics of 7.440 and a P-Value of 0.000. This indicates that effective recruitment practices not only prioritize skills and competencies but also foster an environment that enhances religious values among employees. This finding aligns with the research conducted by (Herdian & Mildaeni, 2022), which shows that religiosity affects academic integrity, suggesting that higher levels of student religiosity correlate with higher levels of academic integrity (Herdian & Mildaeni, 2022).

The relationship between recruitment and religiosity can be understood through the lens of organizational culture, which plays a crucial role in shaping employee values and behaviors. Effective recruitment strategies that emphasize alignment with the institution's core values can lead to a workforce that is not only skilled but also committed to upholding ethical standards. This is particularly relevant in higher education, where the integration of ethical considerations into the recruitment process can significantly influence the organizational culture, thereby enhancing overall performance (Azmy & Wiadi, 2023).

Moreover, the impact of recruitment on religiosity suggests that institutions can leverage their hiring practices to promote a culture of integrity and ethical behavior. This aligns with findings from studies indicating that a strong organizational culture positively influences employee commitment and ethical conduct (Harhash et al., 2021). For instance, research has shown that when organizations prioritize ethical values during recruitment, it leads to higher levels of organizational commitment, which in turn can enhance overall performance (Ridwan & Diantimala, 2021).

The second hypothesis (H2) of this study reveals a significant relationship between e-government and religiosity, with T-statistics of 16.990 and a P-Value of 0.000. This finding suggests that the implementation of e-government systems fosters a transparent and accountable environment, which in turn encourages the development of religiosity among employees in higher education institutions. This aligns with previous research indicating that efficient governance systems enhance ethical values and organizational integrity Cebula & Rossi (2021). The transparency and accountability inherent in e-government frameworks can create a conducive atmosphere for ethical behavior, thereby promoting a culture of religiosity within organizations (Yulianti et al., 2020).

The relationship between e-government and religiosity can be further understood through the lens of organizational ethics. When institutions adopt e-government practices, they often establish clearer guidelines and frameworks for ethical conduct, which can resonate with the moral and ethical values associated with religiosity (Aragoni et al., 2023). This is particularly relevant in educational settings, where the promotion of ethical standards is critical for maintaining academic integrity and fostering a positive organizational culture (Stearns & McKinney, 2020). The findings suggest that e-government not only streamlines administrative processes but also reinforces the ethical foundations of the institution, thereby enhancing the overall religiosity of its workforce.

Conversely, the third hypothesis (H3) examines the direct effect of recruitment on organizational performance, yielding T-statistics of 0.731 and a P-Value of 0.461, indicating no significant effect. This result contrasts with the assertions made by Donaldson and Preston (1995), who argued that effective human resource management, including recruitment, is crucial for enhancing organizational performance (Campos et al., 2020). The lack of significant findings in this context may imply that other factors, such as management systems and organizational culture, play a more dominant role in influencing performance outcomes within higher education institutions (Stearns & McKinney, 2020).

It is essential to consider that while recruitment is a vital component of human resource management, its impact on performance may be moderated by various contextual factors. For instance, a strong organizational culture that promotes collaboration and innovation can significantly enhance performance, regardless of the recruitment strategies employed (Ashfaq, 2022). Additionally, the effectiveness of management systems in

facilitating communication and decision-making processes can also overshadow the direct effects of recruitment on performance (Mirzayi & Motaghi, 2024). Therefore, it is crucial for higher education institutions to adopt a holistic approach that encompasses not only recruitment but also the cultivation of a supportive organizational culture and effective management practices to optimize performance outcomes.

The fourth hypothesis (H4) of this study posits that e-government has a significant positive effect on organizational performance, supported by T-statistics of 7.285 and a P-value of 0.000. This finding corroborates existing literature, particularly the work of (Putri et al., 2022), which emphasizes that effective e-government systems enhance transparency and accountability, thereby improving organizational performance (Putri et al., 2022). The implementation of e-government systems facilitates streamlined communication, data management, and service delivery, which are essential for enhancing the overall effectiveness of higher education institutions. By fostering transparency and accountability, e-government initiatives can lead to improved organizational performance metrics, including student satisfaction and administrative efficiency (Bicen & Shali, 2021).

The fifth hypothesis (H5) examines the effect of religiosity on organizational performance, yielding highly significant results with T-statistics of 27.514 and a P-value of 0.000. This suggests that individuals with strong religious values are more likely to exhibit commitment and responsibility in their work, aligning with Pemberton's (2010) findings that spiritual values can enhance work ethics. The positive correlation between religiosity and organizational performance can be attributed to the ethical framework that religiosity provides, which encourages employees to engage in behaviors that are beneficial for the organization (Fu & Cooper, 2021). Furthermore, research indicates that higher levels of religiosity are associated with increased job satisfaction and organizational commitment, reinforcing the notion that spiritual values contribute positively to workplace dynamics (Novanto et al., 2021).

The sixth (H6) and seventh (H7) hypotheses explore the mediating role of religiosity in the relationships between recruitment and e-government with organizational performance. The results indicate that religiosity serves as a significant mediator, with T-statistics of 7.048 for H6 and 13.325 for H7, both with a P-value of 0.000. This finding reflects the idea that religious values can strengthen the relationship between recruitment and organizational performance, as well as between e-government and organizational performance. This is consistent with Koenig's (2012) research, which highlights the role of religiosity in fostering a positive work culture and enhancing organizational performance (Patanwala et al., 2020). The mediation effect of religiosity suggests that when organizations prioritize ethical recruitment practices and implement effective e-government systems, they can cultivate a workforce that is not only skilled but also committed to upholding the organization's values and mission.

Overall, the findings in Table 7 show that both Recruitment and e-Government variables play an important role in improving organizational performance in higher education institutions, with religiosity as a crucial component that strengthens the relationship. This research emphasizes the importance of considering spiritual values in managerial efforts to maximize organizational effectiveness.

The findings in this study show that both recruitment and e-government play important roles in improving organizational performance in higher education institutions. However, the results also show that the role of religiosity cannot be ignored, as religiosity was shown to strengthen the relationship between these factors and organizational performance. This finding is in line with previous studies showing that spiritual aspects and work ethics based on religious values can strengthen commitment to duties and professional responsibilities in an organizational context (Weaver & Agle, 2021).

Based on the results of this study, higher education institutions are advised to pay attention to recruitment and e-government factors in an effort to improve organizational performance. Transparent, competency-based and technology-enabled recruitment processes can improve the quality of the existing workforce, while the implementation of e-government can improve operational and service efficiency at the institutional level. In addition, institutions need to recognize the role of religiosity in strengthening organizational culture and work ethics, which will have a positive impact on long-term performance.

IV. CONCLUSIONS

The findings of this research elucidate that both efficacious recruitment methodologies and the implementation of e-government initiatives exert a favorable influence on organizational efficacy within higher education institutions. Furthermore, this investigation substantiates the pivotal role of religiosity as a substantial mediating factor, thereby enhancing the correlation between the two independent variables and organizational performance. Consequently, religious principles significantly contribute to the cultivation of a productive and ethically sound organizational culture in higher education settings.

Theoretical Implications: This research significantly contributes to the corpus of literature concerning human resource management, e-government, and organizational performance by underscoring the relevance of religiosity. The outcomes indicate that spiritual dimensions should not be overlooked within the purview of

management studies, thereby fostering further discourse on the significance of moral and ethical values in organizational management.

Practical Implications: The findings of this study offer valuable insights for administrators of higher education institutions in devising more effective recruitment methodologies and executing robust e-government frameworks. Recognizing that religiosity can enhance performance, institutions are encouraged to incorporate religious values into their policies and everyday operations.

Managerial Implications: To improve organizational performance, managers should incorporate religious values in the development of a broader organizational culture. A work environment integrated with ethical and religious values can improve staff commitment, service quality and productivity. Fostering training programs that include the development of spiritual and ethical values in the workplace can also be a strategic step towards achieving overall organizational goals.

Overall, this article emphasizes the need for a holistic approach that incorporates both technical and spiritual aspects in management to achieve optimal organizational performance in higher education institutions.

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