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Communication, Conflict, and Work Facilities: Determinants of Lecturer Work Commitment in Islamic Higher Education Institutions

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Abstract:

This study investigates the influence of communication, conflict, and work facilities on lecturers' work commitment within Islamic higher education institutions. Previous research has emphasized the strategic role of effective communication and supportive work environments in enhancing organizational performance and employee engagement. However, limited attention has been given to understanding how these factors interact within the academic context of Indonesian Islamic universities. Using a quantitative research design, this study applied Structural Equation Modelling (SEM) with AMOS version 26 to analyze data from 310 permanent lecturers across four Islamic higher education institutions located in Manado, Makassar, Palu, and Ternate. The results reveal that communication has a significant and positive impact on lecturers' work commitment, indicating that open and effective interaction among academic members strengthens emotional attachment and professional responsibility. In contrast, conflict and work facilities show no significant influence, suggesting that interpersonal challenges and infrastructural conditions may play a less direct role in shaping commitment levels. These findings underscore the crucial role of internal communication in laying the groundwork for enhancing organizational loyalty and academic performance. Institutional leaders are advised to foster transparent, respectful, and participatory communication practices to sustain high levels of lecturer commitment and institutional productivity.

Keywords: *Communication, Conflict, Work Facilities, Work Commitment, Lecturers*

Abstrak:

Penelitian ini bertujuan untuk menganalisis pengaruh kepuasan karyawan, kinerja karyawan, dan pengelolaan sumber daya terhadap kinerja keuangan perguruan tinggi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode Structural Equation Modeling berbasis Partial Least Squares (PLS-SEM), yang memungkinkan analisis hubungan kompleks antar variabel laten. Data dikumpulkan melalui survei kepada 143 responden yang terdiri atas karyawan dan sivitas akademika, kemudian dianalisis untuk menguji pengaruh langsung masing-masing variabel terhadap kinerja keuangan. Hasil menunjukkan bahwa kepuasan karyawan (p = 0,004) dan kinerja karyawan (p = 0,003) berpengaruh signifikan positif terhadap kinerja keuangan. Sebaliknya, pengelolaan

sumber daya tidak menunjukkan pengaruh langsung yang signifikan (p = 0,352), meskipun memberikan kontribusi substansial dalam model struktural (f^2 = 0,352). Temuan ini mengindikasikan bahwa aspek manusia lebih dominan dalam memengaruhi performa finansial institusi. Implikasi dari hasil ini menekankan pentingnya strategi manajemen sumber daya manusia yang terintegrasi, dengan fokus pada peningkatan kepuasan, kinerja, dan pemberdayaan karyawan guna mendukung efisiensi operasional dan keberlanjutan keuangan di lingkungan pendidikan tinggi.
Kata Kunci: *Komunikasi, Konflik, Fasilitas Kerja, Komitmen Kerja, Dosen*

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INTRODUCTION

Islamic higher education plays a crucial role in developing professionals who possess a balanced set of academic, moral, and spiritual competencies. In the era of globalization, the demands for change in the world of education are accelerating, so educational institutions are required to improve the effectiveness of the learning system and lecturer performance (Alenezi, 2023; El Said, 2021; Mohamed Hashim et al., 2022). Lecturers are not only teachers, but also agents of change who must have the ability to think critically, adaptively, collaboratively, and innovatively in facing dynamic educational challenges (Holman & Švejdarová, 2023; Ramírez-Montoya et al., 2025; Zamiri & Esmaeili, 2024). Therefore, improving the quality of communication and the work environment is a strategic factor in strengthening the performance of religious higher education institutions.

However, empirical evidence suggests that several Islamic religious universities continue to face significant challenges in maintaining the work commitment of their lecturers. Low commitment can have implications for low academic collaboration, research productivity, and innovation in learning. Ineffective internal communication, conflicts between individuals, and suboptimal work facilities often trigger this condition. These three factors can affect the emotional loyalty of lecturers to the institution, thereby reducing the level of involvement and work motivation (Maryam et al., 2021; Nguyen & Ha, 2023; Zhao, 2024).

Theoretically, organizational commitment is defined as an individual's psychological attachment to the institution where he or she works, which is reflected in a sense of belonging, loyalty, and responsibility for the achievement of the institution's goals (Giaquinto et al., 2025; Nguyen Thi Khanh & Nguyen, 2022; Uslu Gülşen, 2025). Several studies confirm that effective communication plays a significant role in fostering work commitment, as it strengthens trust, transparency, and coordination among organizational members (Ha & Lee, 2022; Juda, 2024; Sofyani et al., 2022). On the other hand, conflicts that are not appropriately managed can lower work morale, while the availability of adequate facilities has the potential to increase job satisfaction and productivity (Haryanto et al., 2022; Memon et al., 2023; Ningsih et al., 2023). However, there is still a lack of research that comprehensively analyzes the relationship between these three variables in the context of Islamic universities in Indonesia.

Some previous studies have only highlighted one factor, such as communication or work facilities, without examining the interaction of the three on work commitment. In fact, in a complex higher education system, social and structural factors are interrelated and can affect lecturers' performance simultaneously (Anthony Jnr, 2022; Salloum et al., 2023; Wang et al., 2021). This gap highlights the need for an integrated approach to understanding how communication, conflict, and work facilities contribute to faculty work commitments, particularly in religious college settings that have distinctive cultural characteristics and spiritual values.

Based on this background, this study aims to analyze the influence of communication, conflict, and work facilities on the work commitment of lecturers in state Islamic religious universities in Indonesia. Theoretically, this research is expected to contribute to the development of human resource management studies in the context of Islamic education, particularly in relation to communication models and academic organizational culture. Practically, the results of this research are expected to serve as the basis for university leaders in designing policies to strengthen lecturer commitment by improving internal communication, promoting constructive conflict management, and providing work facilities that support lecturer productivity and welfare.

RESEARCH METHOD

This study employed a quantitative approach with both descriptive and explanatory designs to analyze the direct and indirect effects among communication, conflict, work facilities, and work commitment of lecturers at Islamic higher education institutions (Bentouhami et al., 2021; Isayas, 2022; Villamin et al., 2025). The explanatory design was chosen because the study aimed to test causal relationships between variables using numerical data collected through questionnaires. The research setting consisted of four Islamic higher education institutions in Indonesia: the State Islamic Institute (IAIN) of Manado, Alauddin State Islamic University (UIN) of Makassar, Datokarama State Islamic University (UIN) of Palu, and the State Islamic Institute (IAIN) of Ternate. These institutions were purposefully selected to represent diverse geographical locations, organizational capacities, and institutional cultures, thereby providing a broad and representative context for comparative analysis. The total number of respondents was 342 lecturers who met the inclusion criteria of being permanent faculty members with at least one year of teaching experience. The sampling technique employed was purposive random sampling, designed to ensure that participants accurately represented the study's target population (Andrade, 2021; Magnone & Yezierski, 2024; Suryananda & Yudhawati, 2021).

Data were gathered using a structured and closed-ended questionnaire that consisted of four latent variables: communication (X1), conflict (X2), work facilities (X3), and work commitment (Y). All indicators were adapted from established and validated instruments to ensure reliability and validity. The items were measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Each construct was operationalized into several

dimensions derived from prior research and modified to fit the Islamic higher education context. The operational variables and indicators used in this study are presented in Table 1.

Table 1. Research Variables and Indicators

Dimension	Indicator	Number of Items
Communication (X1)	Clarity of message, interpersonal openness, feedback consistency, cooperation in work units, and information transparency	5
Conflict (X2)	Source of disagreement, handling strategy, negotiation, and positive resolution approach	4
Work Facilities (X3)	Equipment adequacy, infrastructure availability, support tools, and environmental comfort	4
Work Commitment (Y)	Affective engagement, continuity of involvement, normative responsibility, and organizational loyalty	4

The analysis was conducted using the Structural Equation Modeling (SEM) technique with the assistance of AMOS version 26. SEM was selected as it allows the simultaneous estimation of multiple relationships and the assessment of both direct and indirect effects among variables (AL-Fadhali, 2024; Huang et al., 2023; Purwanto & Sulaiman, 2023). The data analysis procedure consisted of several stages: first, descriptive analysis was performed to identify the demographic profile and overall response trends using frequencies, means, and standard deviations. Then, the inferential analysis phase was conducted to test the measurement and structural models. The measurement model was evaluated using the Confirmatory Factor Analysis (CFA) to assess construct validity and reliability through outer loadings, Average Variance Extracted (AVE), and Composite Reliability (CR). Model feasibility was examined using several goodness-of-fit indices, including CFI, GFI, TLI, RMSEA, and PNFI, following Smith et al. (2022), to confirm whether the theoretical model fit the empirical data.

The structural model analysis was then used to test the hypotheses and identify the significance of relationships among communication, conflict, work facilities, and work commitment. Path coefficient values, critical ratios (CR), and p-values were examined to determine the magnitude and direction of effects. The hypothesis model assumed that communication, conflict, and work facilities had direct influences on lecturers' work commitment. The analytical approach further enabled exploration of indirect effects that may occur through latent interactions within the model structure.

The conceptual framework developed in this study integrates the theories of organizational communication, conflict management, and workplace environment to explain work commitment in higher education institutions. Communication is expected to have a positive influence on work commitment (H1), while conflict and work facilities are hypothesized to have both direct and indirect effects (H2 and H3). This framework also assumes that well-managed communication and sufficient facilities can reduce the negative impact of conflict, thereby enhancing work commitment. The research framework used in this study is illustrated in Figure 1.

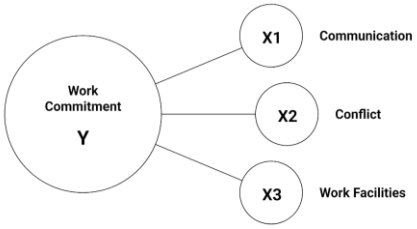

Figure 1. Research Framework

The figure illustrates the structural model tested in this study, which consists of three exogenous variables: communication, conflict, and work facilities, each directed toward the endogenous variable of work commitment. The diagram uses single-headed linear arrows to describe the hypothesized causal relationships, representing the direct effects of the three independent variables on lecturers' work commitment. The model was analyzed using Structural Equation Modeling (SEM) with AMOS to evaluate the strength and statistical significance of each path.

RESULT AND DISCUSSION

Result

This research had 310 respondents as the sample. The data regarding the amount of the mentioned sample was collected from qualified respondents who completed the given questionnaire. It was considered that the data were qualified because the research required at least 310 samples, as determined by the statistical tool Structural Equation Model (SEM) using the maximum likelihood procedure. Furthermore, the testing of research data, using SEM analysis, followed a specific framework that must be carried out to assess the goodness of the data, and this process was then continued with the SEM analysis. The discussed framework flow included normality testing, outlier detection, and linearity.

Normality Test

A normality test was carried out to assess the normality of single data (univariate) and the entire dataset (multivariate) using the SEM AMOS software. The study of the normality test yielded a critical ratio skewness value of ±2.58, which corresponds to a significance level of 0.01. When the critical ratio skewness was below ±2.58, it can be said that the data were normally distributed, as shown in Table 2.

Table 2. Data of Critical Ratio Skewness with Normal Distribution

Variable	Min	Max	Skewness	CR.	Kurtosis	CR.
KB3	3.000	5.000	-0.372	-2.720	-1.386	-5.068
KNB3	4.000	5.000	-0.156	-1.143	-1.976	-7.225
KBB3	3.000	5.000	-0.254	-1.860	-1.749	-6.395
KEB2	4.000	5.000	-0.131	-0.959	-1.983	-7.251
SL2	1.000	5.000	-1.451	-10.615	3.966	14.503
STL1	3.000	5.000	-0.715	-5.232	-0.867	-3.169
PL1	1.000	5.000	-1.191	-8.713	3.378	12.353
PTL2	1.000	5.000	-1.437	-10.508	3.514	12.850

KDDS1	3.000	5.000	-0.385	-2.814	-1.375	-5.029
KAI1	2.000	5.000	-0.567	-4.146	-0.121	-0.443
JAW2	3.000	5.000	-0.333	-2.439	-1.415	-5.173
KAK1	3.000	5.000	-0.335	-2.449	-1.543	-5.643
KTB1	4.000	5.000	-0.106	-0.776	-1.989	-7.273
EMP1	4.000	5.000	-0.169	-1.235	-1.971	-7.210
SPT1	3.000	5.000	-0.417	-3.052	-1.239	-4.533
PST1	4.000	5.000	-0.232	-1.697	-1.946	-7.117
KSM1	2.000	5.000	-0.874	-6.389	1.093	3.996
Multivariate					**867.136**	**305.628**

Data Source: Processed from the Study 2023

The results of the normality analysis indicate that the critical ratio skewness for each variable was within ±2.58 on the univariate normality test, suggesting that the data were normally distributed and suitable for use. Critical ratio skewness is a value used to measure the skewness of a data distribution. A value of ±2.58 is the threshold generally used in statistics for determining whether the data are typically distributed. For a value of critical ratio skewness higher than 2.58 or lower than -2.58, the data distribution is considered abnormal. In this case, a value of ±2.58 indicates that the skewness value for each variable is within the threshold, suggesting a normal distribution. As indicated in the findings, the normality test showed that the data were normally distributed for every tested variable, based on the value of the critical ratio skewness within a tolerable threshold (±2.58). Therefore, the data can be used for further analysis without violating the assumption of normality.

Outlier Test

To identify the outlier, observations were conducted by considering the univariate and multivariate extreme values that resulted from the combination of their unique characteristics. An outlier can be identified by considering the Mahalanobis distance (Md). Mahalanobis distance is a method for measuring distance that takes into account the output of the SEM AMOS software. When the Mahalanobis value of d-square is larger than the chi-square value with the degree of freedom corresponding to the number of variables at a significance level of 0.05, the data can be categorized as outlier data. Based on the data, the value of chi-square with df = 116 = 1,469.963 is a significant outlier. Referring to the output data of the Mahalanobis D-square in the SEM AMOS data processing, it showed a Mahalanobis D-square of 231.042, which was a relatively low score compared to the chi-square of 1,469.963. From the result, the data used in this research were free of outliers, and the data were feasible for the next test.

Linearity Test

Researchers conducted the linearity assumption testing using the Fit Curve method, as well as calculation analysis using SPSS 26. The linearity data output, as presented in the standard used, was based on the parsimony principle, provided that all models used as the testing standard showed either significant or non-significant results, meaning that the model was stated to be linear. Testing standards for the model specifications included linear, quadratic, cubic, inverse,

logarithmic, power, compound, growth, and exponential models. The output data of the linearity test result on the relation between variables is presented completely. Meanwhile, the summary of output is shown in Table 3.

Table 3. Result of Linearity Assumption Test

The Relationship Between Variables	Testing Results	Explanation
Communication (X1) → Work Commitment (Y)	Sig. linear model at 0.000 < 0.005 (significant)	Linear relationship confirmed
Conflict (X2) → Work Commitment (Y)	Sig. linear model at 0.000 < 0.005 (significant)	Linear relationship confirmed
Work Facilities (X3) → Work Commitment (Y)	Sig. linear model at 0.000 < 0.005 (significant)	Linear relationship confirmed

Based on the aforementioned output, the model summary, and parameter estimates, a significant value of 0.000 < 0.05 was observed. Thus, all effects resulted in a significant linear model, provided that the linearity assumption was met.

Approach Model Measurement of Confirmatory Factor Analysis (CFA)

Variable Communication (X1)

Five indicators were used to measure the communication variable (X1) and to analyze the results of confirmatory data processing on the indicators within the communication variable (X1). The result is described in Figure 2.

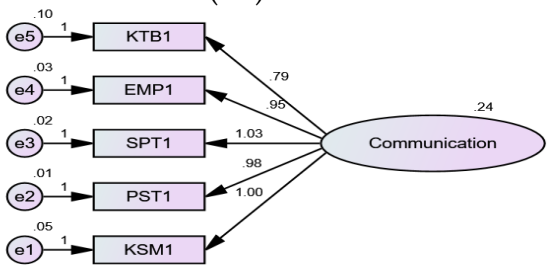

Figure 2. Confirmatory Factor Analysis (CFA) Model for Communication Variable (X1)

The CFA model for the communication variable (X1) is shown in Figure 2. The figure illustrates the relationship between the latent variable "Communication" and its five measuring indicators: KTB1, EMP1, SPT1, PST1, and KSM1, along with the loading factor values that indicate the contribution of each indicator to the communication construct. To assess the suitability of the measurement model, tests were conducted using several goodness-of-fit indices. The results of the model test are shown in Table 4.

Table 4. Model Fit Indices for Communication Variable (X1)

Fit Index	Value	Threshold	Evaluation
Chi-square	78.095	p > 0.05	Not fit
CMIN/DF	5.000	⩽ 3,000	Not ideal
GFI	0.905	⩾ 0.90	Good
AGFI	0.715	⩾ 0.80	Marginal
TLI	0.935	⩾ 0.90	Good

RMSEA	0.214	⩽ 0.08	Poor
RMR	0.004	⩽ 0.05	Excellent
CFI	0.967	⩾ 0.90	Excellent
NFI	0.965	⩾ 0.90	Excellent

Based on the results of the analysis in Figure 2 and Table 4, all indicators in the communication variable have a loading factor value above 0.40, indicating that the five indicators are valid for measuring communication constructs. A CFI value of 0.967 indicates the model has a good level of conformity. Although some indices, such as RMSEA (0.214) and AGFI (0.715), have not met the ideal limits, the model is overall acceptable, as most of the major indices, including GFI, TLI, CFI, and NFI, show satisfactory results. Thus, the communication variable (X1) can be declared to have a decent measurement model, and the five indicators make a significant and consistent contribution in shaping the communication construct.

Variable Conflict (X2)

Four indicators were used to measure the conflict variable (X2) and analyze the results of data processing through Confirmatory Factor Analysis (CFA). The model of the analysis results is shown in Figure 3.

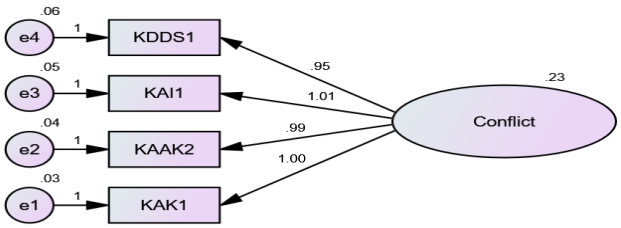

Figure 3. Confirmatory Factor Analysis (CFA) Model for Conflict Variables (X2)

The CFA model for the conflict variable (X2) in Figure 3 illustrates the relationship between the latent variable "Conflict" and its four measurement indicators: KDDS1, KAI1, KAAK2, and KAK1. All indicators have a loading factor value above 0.40, which means that each indicator makes a significant contribution to shaping the conflict construct. To assess the suitability of the measurement model, several goodness-of-fit indices were examined. The test results are shown in Table 5.

Table 5. Model Goodness of Fit Index for Conflict Variables (X2)

Conformity Index	Value	Criteria Limits	Evaluation
Chi-square	1.516	p > 0.05	Fit
CMIN/DF	2.000	≤ 3,000	Good
GFI	0.998	≥ 0.90	Excellent
AGFI	0.988	≥ 0.80	Excellent
TLI	1.001	≥ 0.90	Excellent
RMSEA	0.000	≤ 0.08	Excellent
RMR	0.001	≤ 0.05	Excellent
CFI	1.000	≥ 0.90	Excellent
NFI	0.999	≥ 0.90	Excellent

Based on the results of the CFA analysis, the conflict variable (X2) showed an excellent level of model suitability. A Comparative Fit Index (CFI) value of 1,000 indicates that the model can describe the data perfectly. All indicators have a loading factor value above 0.40, which means that all four indicators are valid in explaining the conflict construct. In addition, the RMSEA value of 0.000 and the GFI of 0.998 confirm that the model exhibits a very high degree of compatibility between the empirical data and the theoretical models. Therefore, the four indicators (KDDS1, KAI1, KAAK2, and KAK1) form significant and consistent conflict constructs, and their measurement models meet the ideal criteria for goodness of fit.

Work Facility Variable (X3)

Four indicators were used to measure the variables of work facilities (X3) and analyze the results of data processing through Confirmatory Factor Analysis (CFA). The model of the analysis is shown in Figure 4.

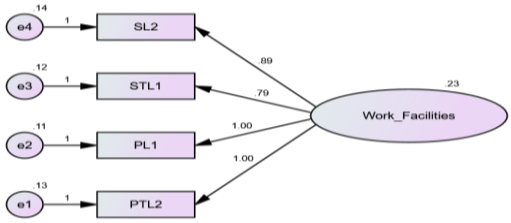

Figure 4. Confirmatory Factor Analysis (CFA) Model for Work Facility Variables (X3)

The CFA model in Figure 4 shows the relationship between the latent variable "Work Facility" and its four measuring indicators. Each indicator has a loading factor value above 0.40, indicating that all indicators collectively make a significant contribution to shaping the construction of work facilities. To assess the suitability of the measurement model, several goodness-of-fit indices were examined. The results of these tests are shown in Table 6.

Table 6. Model Goodness of Fit Index for Work Commitment Variable (Y)

Fit Index	Value	Threshold	Evaluation
Chi-square	18.432	p > 0.05	Good
CMIN/DF	2.000	≤ 3,000	Good
GFI	0.975	≥ 0.90	Excellent
AGFI	0.874	≥ 0.80	Good
TLI	0.974	≥ 0.90	Excellent
RMSEA	0.160	≤ 0.08	Poor
RMR	0.003	≤ 0.05	Excellent
CFI	0.991	≥ 0.90	Excellent
NFI	0.990	≥ 0.90	Excellent

The CFA results indicate that the work commitment variable (Y) demonstrates a good overall model fit. The Comparative Fit Index (CFI) of 0.991 and the Goodness-of-Fit Index (GFI) of 0.975 confirm that the model fits the data well. All four indicators have loading factors above 0.40, showing that they are valid measures of the work commitment construct. Although the Root Mean

Square Error of Approximation (RMSEA) value of 0.160 suggests a slight deviation from the ideal fit, the model remains acceptable because most key fit indices (GFI, TLI, CFI, and NFI) indicate excellent results. Therefore, the four indicators (KEB2, KBB3, KNB3, and KB3) are proven to significantly and reliably contribute to measuring the work commitment construct.

Goodness of Fit Analysis

Fit analysis was implemented to comprehensively evaluate the degree of fit between the data and the model using the SEM AMOS software. A theoretical model based on the conceptual framework was categorized as fit, supported by empirical data. A method for comprehending the provision of a good model can be identified through three measurement criteria: absolute index measurement, simplicity index measurement, and additional index measurement. The result of this research, stated as Goodness of Fit, is described in Figure 5.

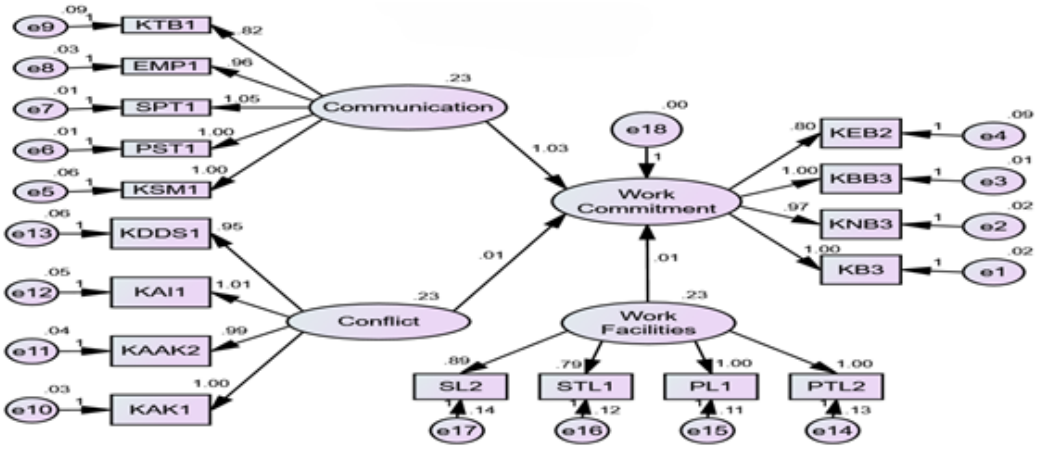

Figure 5. Analysis Diagram on the SEM AMOS Goodness of Fit

Figure 5. Above, the result is the outcome of research data processing, analyzed to obtain the analysis test result of the SEM goodness of fit using AMOS 26, with an approach that considers some criteria to measure the goodness of the model proposed by Villamin et al. (2025). This data processing aimed to assess the model's fit in the research. The results of the SEM goodness-of-fit analysis using AMOS are displayed in Table 7.

Table 7. Goodness of Fit Index

Goodness of Fit Index	Results	Cut-off Value	Model Evaluation
Absolute Fit Measures			
Chi-square	1,469.963	Expected to be small	Acceptable
Probability	0.000	> 0.05	Less Good
CMIN/DF	0.116	≤ 5.00	Good Fit
RMSEA	0.191	0.05 – 0.08	Less Good
GFI	0.748	≥ 0.90	Marginal Fit
Incremental Fit Measures			
TLI	0.814	≥ 0.90	Marginal Fit
NFI	0.831	≥ 0.90	Marginal Fit
CFI	0.842	≥ 0.90	Marginal Fit

AGFI	0.667	≥ 0.90	Marginal Fit
IFI	0.842	≥ 0.90	Marginal Fit
Parsimonious Fit Measures			
PNFI	0.708	0.60 – 0.90	Good Fit

The data processing results presented in Table 7 indicate that the model meets the recommended standards for the CFI, NFI, IFI, TLI, and PNFI indices. At the same time, the GFI and AGFI values fall within the marginal fit category. However, the Chi-square, CMIN/df, RMR, and RMSEA criteria do not meet the required thresholds for a good model fit. Overall, the results show that several goodness-of-fit indicators fall within acceptable or marginal ranges. In empirical research, it is not necessary for all model fit indices to fully meet the ideal criteria; instead, model adequacy is determined by a balance among the absolute fit, incremental fit, and parsimony fit indices. Based on these considerations, the structural model in this study achieves an acceptable level of fit and can be categorized as comprehensively adequate.

Hypothesis Testing

The structural model and hypothesis testing represent the core phase of this study's analytical process. The direct effects between latent variables were tested using the t-value approach at a significance level of 0.05. Within the framework of Structural Equation Modeling (SEM) using AMOS software, the significance of each relationship is determined based on the Critical Ratio (CR) and Probability (P) values reported in the *Regression Weights* output (Group 1 – Default Model). The complete results of the model estimation and hypothesis testing are presented in Table 8.

Table 8. Results of the Direct Influence Test Between Variables (Regression Weights)

Endogenous Variable	Variable Exogenous	Estimate	S.E.	CR.	P-value	Information
Work Commitment (Y)	Communication (X1)	0,830	0,041	20,155	***	Significant
Work Commitment (Y)	Conflict (X2)	0,005	0,007	0,662	0,508	Insignificant
Work Commitment (Y)	Work Facilities (X3)	0,006	0,007	0,810	0,418	Insignificant

Based on Table 8, among the three independent variables tested, only the Communication variable (X1) demonstrated a statistically significant effect on Work Commitment (Y), with a CR value of 20.155 and a P-value < 0.001, well below the significance threshold of 0.05. This finding provides strong empirical support for the hypothesis that effective communication positively contributes to enhancing lecturers' work commitment within Islamic higher education institutions. In contrast, the Conflict (X2) and Work Facilities (X3) variables did not exhibit significant effects on Work Commitment, as indicated by their respective P-values of 0.508 and 0.418, both of which exceeded the 0.05 threshold.

These results suggest that, within the context of this model and sample, neither conflict nor work facilities serves as a dominant predictor of lecturers' commitment. Consequently, the findings highlight the central role of internal communication in fostering institutional commitment while underscoring the need for further investigation into the indirect or contextual influences of conflict and work facilities—possibly through the inclusion of mediating or moderating variables in future models.

Discussion

This study tested three main hypotheses that describe the relationships between communication, conflict, and work facilities and lecturers' work commitment in Islamic State Higher Education Institutions in Indonesia. Hypothesis testing was conducted using the Structural Equation Modeling (SEM) approach, aided by AMOS software. Based on the analysis results, only one hypothesis was accepted, while the other two were rejected.

Communication has a positive and significant effect on lecturers' work commitment.

The testing results yielded an estimated value of 0.830, with a CR of 20.155 and $P < 0.001$, indicating that communication has a positive and significant influence on work commitment. This means that the better the communication established within the academic environment, the higher the lecturers' commitment to their institution. These findings are consistent with the theories of Ha & Lee (2022), which suggest that interpersonal communication serves as a primary mechanism for establishing effective working relationships. In the higher education context, open communication between academic leaders and lecturers fosters mutual trust and emotional engagement. Lecturers who are involved in institutional decision-making tend to develop more substantial affective commitment. Furthermore, this result reinforces the views of Priadi & Thariq (2023), who emphasize that effective communication is a key element in enhancing educators' loyalty, motivation, and participation. Hence, the success of Islamic higher education institutions depends not only on structural policies but also on the quality of interpersonal communication that nurtures an inclusive and productive working climate.

Conflict has a negative and significant effect on lecturers' work commitment.

The analysis produced an estimation value of 0.005, with a CR = 0.662 and P = 0.508. Since the P-value exceeds 0.05, conflict does not have a significant effect on work commitment; thus, the second hypothesis was rejected. Theoretically, Todorova et al. (2022) explain that conflict can have both positive and negative impacts depending on how it is managed. In the cultural context of Indonesian public universities, where confrontation is often avoided, conflicts are rarely expressed openly, resulting in minimal impact on commitment. Poorly managed conflict may reduce morale, whereas the complete avoidance of conflict limits opportunities for organizational learning. These findings differ from those of El Said (2021), who found that effective conflict management can enhance job satisfaction and organizational commitment. The insignificance of conflict in this

study suggests that further research is needed to incorporate mediating variables, such as job satisfaction, organizational justice, or social support, to explain its indirect effects on lecturers' commitment.

Work facilities have a positive and significant effect on lecturers' work commitment.

The testing results revealed an estimated value of 0.006, with a CR of 0.810 and a P-value of 0.418. Because the P-value is greater than 0.05, the work facilities were found to have no significant effect on work commitment; therefore, the third hypothesis was rejected. Conceptually, work facilities are often regarded as essential factors for improving employee comfort and performance (Huang et al., 2023; Priadi & Thariq, 2023; Voordt & Jensen, 2023). However, the findings suggest that the availability of physical facilities does not necessarily lead to emotional attachment or affective commitment to the organization. Lecturers may perceive facilities as institutional obligations rather than personal rewards that strengthen loyalty. This finding supports Alenezi (2023), who found that while facilities affect employee performance, they do not directly influence work commitment. Therefore, strengthening lecturers' commitment requires approaches that target psychological and social dimensions rather than merely improving physical infrastructure.

Among the three tested hypotheses, only the effect of communication on work commitment was found to be significant. This highlights that social interaction and open communication form the foundation of work commitment within academic environments. Lecturers who feel heard, valued, and involved in decision-making processes tend to exhibit stronger loyalty and attachment to their institutions. Theoretically, these findings support the concept of *attitudinal commitment* proposed by Mowday, Porter, and Steers, which posits that emotional attachment grows from positive communication experiences. Practically, Islamic higher education institutions should strengthen internal communication systems through academic forums, transparent evaluations, and communication-management or conflict-resolution training for both leaders and lecturers.

This research makes a new contribution to the study of Islamic education management, especially in understanding the dynamics of lecturers' work commitments in religious universities. First, this study employs the Structural Equation Modelling (SEM) approach to analyze the simultaneous relationship between communication, conflict, work facilities, and work commitments, which has been previously rarely applied in the context of Islamic universities in Indonesia. Second, this study expands the theoretical perspective by emphasizing that social-emotional factors, such as communication, have a stronger role than structural factors, such as facilities, in forming commitments. Third, these findings also introduce a new dimension to academic management practices, where the success of institutions is measured not only by the adequacy of facilities but also by the quality of interaction and engagement between members of the organization.

Building on the above explanation, the results of this study confirm that the success of Islamic higher education institutions is highly dependent on the

effectiveness and empathy of internal communication. Open, participatory, and trust-based communication is the primary foundation for building lecturers' loyalty and professional responsibility to the institution. Although conflict and work facilities have not shown a direct influence on commitment, they still have potential indirect contributions that leadership factors and organizational culture can mediate. Therefore, university management needs to reorganize its human resource management strategy by prioritizing communication as the primary instrument for building commitment, enhancing performance, and fostering a harmonious and sustainable academic work culture.

CONCLUSION

This study reveals that communication has a significant and positive influence on the work commitment of lecturers in Islamic religious universities. These findings confirm that the effectiveness of internal communication plays a crucial role in shaping the loyalty, participation, and perseverance of lecturers in fulfilling their academic tasks. Meanwhile, the variables of conflict and work facilities did not show a significant influence on work commitment, indicating that these aspects have not yet been the main determinants in this model. Methodologically, the structural model has met the feasibility criteria through the Structural Equation Modeling (SEM) approach, with indicators of goodness of fit that are within the tolerance limit. Thus, these results reinforce the need to establish open and participatory communication patterns in Islamic higher education institutions. This study also opens up opportunities for further exploration of the indirect influence or role of mediation and moderation variables in explaining the relationship between conflict, work facilities, and work commitments more comprehensively.

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