

Organizational Commitment as the Key to Improving Lecturer Performance: Empirical Study on Private Universities

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DOI: <http://doi.org/10.33650/al-tanzim.v9i3.12110>

Received: 14 July 2025

Revised: 29 August 2025

Accepted: 04 September 2025

Abstract:

This study aims to analyze the influence of organizational support and organizational culture on lecturer performance, with organizational commitment as a mediating variable. The research design used a quantitative approach with an explanatory survey method. The study population included all certified permanent lecturers in economics study programs at private universities in Riau Province, with a sample of 150 lecturers selected through purposive sampling. The research instrument was a five-point Likert scale questionnaire that was tested for validity and reliability before use. Data analysis was conducted using Partial Least Squares-Structural Equation Modeling (PLS-SEM) using SmartPLS. The results showed that organizational culture had a positive and significant effect on organizational commitment, and organizational commitment has a substantial impact on lecturer performance. In addition, organizational culture had an indirect effect on performance through organizational commitment. Conversely, organizational support was not proven to have a significant impact on either lecturer commitment or performance. This study found that cultural factors have a more dominant role than administrative support in driving performance. Practically, the implications of this study suggest that higher education leaders should prioritize strengthening an academic culture that fosters lecturer loyalty and engagement, thereby enabling continuous improvement in the performance of the tridharma.

Keywords: *Organizational Culture, Organizational Support, Commitment, Lecturer Performance*

Abstrak:

Penelitian ini bertujuan untuk menganalisis pengaruh dukungan organisasi dan budaya organisasi terhadap kinerja dosen dengan komitmen organisasi sebagai variabel mediasi. Desain penelitian menggunakan pendekatan kuantitatif dengan metode survei eksplanatori. Populasi penelitian meliputi seluruh dosen tetap bersertifikasi pada program studi ekonomi di perguruan tinggi swasta di Provinsi Riau, dengan sampel sebanyak 150 dosen yang dipilih melalui teknik purposive sampling. Instrumen penelitian berupa kuesioner skala Likert lima poin yang diuji validitas dan reliabilitasnya sebelum digunakan. Analisis data dilakukan dengan Partial Least Squares-Structural Equation Modeling (PLS-SEM) menggunakan SmartPLS. Hasil penelitian menunjukkan bahwa budaya organisasi berpengaruh positif dan signifikan terhadap komitmen

organisasi, serta komitmen organisasi berpengaruh signifikan terhadap kinerja dosen. Selain itu, budaya organisasi berpengaruh tidak langsung terhadap kinerja melalui komitmen organisasi. Sebaliknya, dukungan organisasi tidak terbukti memberikan pengaruh signifikan, baik terhadap komitmen maupun kinerja dosen. Penelitian ini menemukan bahwa faktor budaya memiliki peran yang lebih dominan dibandingkan dukungan administratif dalam mendorong kinerja. Secara praktis, implikasi penelitian ini menunjukkan bahwa pimpinan perguruan tinggi perlu memprioritaskan penguatan budaya akademik yang mampu membangun loyalitas dan keterikatan dosen, sehingga kinerja tridharma dapat ditingkatkan secara berkelanjutan.

Kata Kunci: *Budaya Organisasi, Dukungan Organisasi, Komitmen, Kinerja Dosen*

Please cite this article in APA style as:

Syahsudarmi, S., Norawati, S., Yusuf, M., Yusriadi, Yantama, A. A. (2025). Organizational Commitment as the Key to Improving Lecturer Performance: Empirical Study on Private Universities. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 9(3), 794-808.

INTRODUCTION

Upon listening to the description of lecturers' performances in private universities, it becomes clear that this aspect holds a strategic position in ensuring the quality of higher education implementation (Asiyai, 2020; Eustachio et al., 2024; Grájeda et al., 2023). Based on performance management theory, the quality of individual work does not stand alone but is influenced by structural, cultural, and psychological factors that are formed within the organization (Ababneh, 2020; Pavlov & Micheli, 2023; Zhang et al., 2023). Within the framework of the Tridharma of Higher Education, lecturers' performance is reflected in the implementation of teaching, research, and community service. Perceived Organizational Support is a relevant theoretical foundation, as it has been proven to affect lecturers' performance both directly and through psychological variables such as self-efficacy and job satisfaction (O. M. Ahmed et al., 2021; Li et al., 2025; Musenze et al., 2022). A related study explains that leadership attention, awards, and the availability of facilities can foster positive perceptions that have implications for increased commitment (Duarte et al., 2021; Kao et al., 2023; Sethi et al., 2023). In addition, a strong organizational culture contributes to fostering faculty loyalty and involvement, while organizational commitment is present as an important link that explains the relationship between structural factors, work culture, and performance achievement (Abdullahi et al., 2021; Ismail et al., 2024; Tyagi, 2021).

Various previous studies have highlighted factors that affect the performance of educators, especially in the context of higher education. Research conducted by Li et al. (2025) through a quantitative study using the PLS model found that the perception of organizational support has a significant influence on the performance of teachers and lecturers, both directly and indirectly through psychological pathways such as self-efficacy and job satisfaction. This shows that organizational support not only serves as a structural factor but also forms the psychological conditions that drive improved performance. Furthermore, research conducted on higher education institutions reveals that organizational culture plays a crucial role in fostering institutional trust, which in turn influences work behavior and organizational effectiveness (Abdullahi et al., 2021; Alkhodary, 2023;

Jung, 2022). These results reinforce the view that a healthy academic culture can foster lecturer involvement in supporting the institution's goals.

In addition to support and culture, organizational commitment has also been widely researched as a factor that mediates structural influences on performance. Research conducted by Meher & Mishra (2022) reveals that organizational support, knowledge sharing, and employee engagement have a positive impact on performance, with organizational commitment serving as a key mediator. Meanwhile, research by Suparjo et al. (2023) in Indonesian universities reveals that organizational commitment is positively related to lecturer performance, highlighting its role as a primary predictor of tridharma productivity. Based on these findings, organizational support and culture have a significant impact on performance. However, their effectiveness is primarily determined by the extent to which lecturers have a strong organizational commitment. This suggests that further research is necessary to explore the role of commitment mediation in the relationship between organizational support, organizational culture, and lecturer performance in Indonesian private universities.

This research offers novelty by placing organizational commitment as a mediating variable in the relationship between organizational support, organizational culture, and lecturer performance. This approach has not been widely tested quantitatively in the context of Indonesian private universities, despite data indicating that psychological factors play a significant role in shaping performance. Using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) method, this study not only tested the direct influence but also mapped the indirect influence pathways that explain the mechanism of the relationship between variables. This approach is relevant because it can identify the contribution of mediation that is often overlooked. In addition, this study utilizes a sample of 150 certified permanent lecturers in Riau Province, providing a relatively strong empirical representation. From a practical perspective, the results of this research can help private university leaders formulate human resource management strategies based on values and culture, rather than just structure. Thus, this study expands the perspective on improving lecturer performance through a more humane and measurable approach.

The purpose of this study is to investigate the influence of organizational support and organizational culture on the performance of private university lecturers, with organizational commitment acting as a mediating variable. This study employs a quantitative approach with an explanatory survey design, involving 150 certified permanent lecturers at private universities in Riau Province. Data was collected through a five-point Likert scale-based questionnaire that measured four primary constructs. The analysis was performed using PLS-SEM with the help of SmartPLS software. The analysis stages include validity, reliability, outer model, inner model, and hypothesis testing through a bootstrapping procedure with 5,000 resampled subsamples. This research aims to answer the fundamental question: to what extent do organizational support and

organizational culture directly or indirectly affect lecturers' performance through organizational commitment?

RESEARCH METHOD

The population in this study consists of all permanent lecturers certified in the S1 Economics Study Program (Management, Accounting, and Development Economics) at Private Universities (PTS) in Riau Province, totaling 269 individuals. The research sample was determined using purposive sampling, a non-probability sampling technique that selects participants based on specific considerations or criteria relevant to the research objectives (Ahmed, 2024; Cash et al., 2022; Stratton, 2023). The criteria set are permanent lecturers who have been certified as lecturers, are still actively teaching, and are affiliated with the economics study program at private universities. The selection of this technique ensures that the data obtained comes from respondents who understand the phenomenon being studied, namely, the performance of lecturers in implementing the Tridharma of Higher Education.

The research data were collected through a questionnaire arranged on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree) (Dehelean et al., 2025; Numan & Yusoff, 2024; Tomei et al., 2021). The research instrument was designed to measure four primary constructs, namely organizational support, organizational culture, organizational commitment, and lecturer performance. Before use, the questionnaire is tested for feasibility through the validity of the content, which is determined based on expert judgment by senior lecturers to assess the relevance and clarity of the question items (Baharuddin et al., 2021; Khan et al., 2021; Jamil et al., 2024). The collected data is then filtered to ensure the completeness of the answers, encoded, and input into Microsoft Excel for initial cleanup before further analysis.

The research instrument was tested using Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis, assisted by SmartPLS software. The validity of the construct is tested through *Factor Loadings*, with the criterion that each indicator ≥ 0.70 . Internal reliability was measured using Cronbach's Alpha (CA) and Composite Reliability (CR), with a minimum value of 0.70. In addition, convergent validity is confirmed through the Average Variance Extracted (AVE) value, which has a minimum limit of 0.50 (Mohammadkhani, 2024; Muhamad Jamil et al., 2024; Sabo et al., 2024). All instruments in this study meet the required criteria for validity and reliability. This research framework was prepared to explain the relationship between the variables studied, namely organizational support (DO), organizational culture (BO), organizational commitment (KO), and lecturer performance (KD).

This model illustrates that organizational support and organizational culture play a role as independent variables, organizational commitment serves as a mediating variable, and lecturer performance is the dependent variable. The relationship is designed to test both direct and indirect influences. Theoretically, organizational support and organizational culture are expected to improve lecturer performance; however, the effectiveness of these influences is believed to

be more optimal when lecturers have high organizational commitment. Therefore, this research model serves to test the relationship between variables while identifying the role of organizational commitment as a mediator. The research framework is shown in Figure 1.

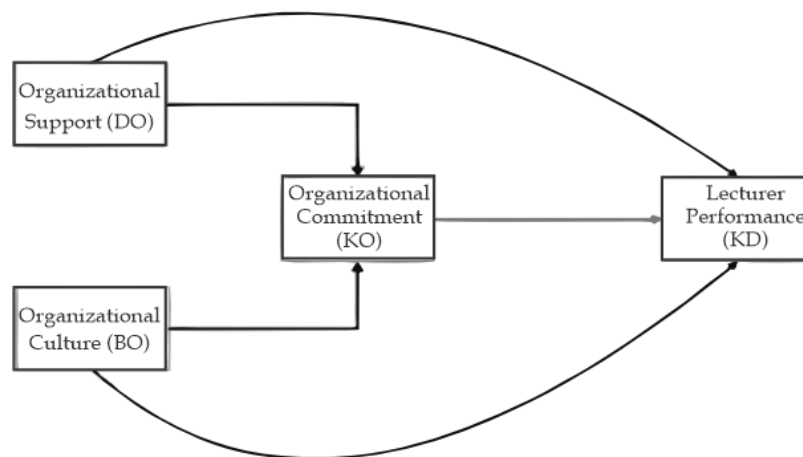


Figure 1. Research Framework

Based on the research framework, the hypotheses proposed in this study are as follows:

- H1 : Organizational culture has a positive and significant effect on lecturer performance.
- H2 : Organizational culture has a positive and significant effect on organizational commitment.
- H3 : Organizational support has a positive and significant effect on lecturer performance.
- H4 : Organizational support has a positive and significant effect on organizational commitment.
- H5 : Organizational commitment has a positive and significant effect on lecturer performance.
- H6 : Organizational culture has a positive and significant effect on lecturer performance through organizational commitment as a mediating variable.
- H7 : Organizational support has a positive and significant effect on lecturer performance through organizational commitment as a mediation variable.

Data analysis was conducted using the PLS-SEM method to examine the direct and indirect relationships between variables in the research model. Hypothesis testing was conducted using a bootstrapping procedure with 5,000 resampled subsamples to obtain estimates of t-statistics and p-values (Al Issa, 2020; Cefis et al., 2025; Cheung et al., 2023). A hypothesis is stated to be significant if the value $t > 1.96$ and $p < 0.05$ at a 95% confidence level (Kwak, 2023; Rovetta & Mansournia, 2024; Vaidyanathan, 2023). The stages of analysis include testing the Outer model (validity and reliability of constructs) and the Inner model (path coefficient, R^2 value, and mediation effect testing). With this approach, the research

was able to identify both direct and indirect influences between latent variables, as outlined in the proposed conceptual framework.

RESULT AND DISCUSSION

Result

The validity and reliability test were carried out to assess the outer model using the Partial Least Squares (PLS-SEM) analysis framework, paying attention to several important aspects, such as consistency, convergent validity, and discriminant validity. This study uses various measurement indicators to assess the validity of each construct, including factor loadings, Cronbach's Alpha (CA), Composite Reliability (CR), and Average Variance Extracted (AVE). A construct is considered valid if the factor loadings exceed 0.70, the CA value is at least 0.70, the CR is greater than 0.80, and the AVE is not less than 0.50. The results of the study showed that all indicators met these standards, so that the instruments used to measure organizational support, organizational culture, organizational commitment, and lecturer performance were declared valid and reliable for further analysis. The validity and reliability test in this study are shown in Table 1.

Table 1. Validity and Reliability Test Results

Construct	Items	Loading	Composite Reliability	Average Variation Extracted
Organizational Support	DO1	0.945	0.971	0.971
	DO2	0.966		
	DO3	0.965		
Organizational Culture	BO1	0.835	0.955	0.781
	BO2	0.841		
	BO3	0.917		
	BO4	0.920		
	BO5	0.874		
	BO6	0.911		
Organizational Commitment	KO1	0.944	0.923	0.801
	KO2	0.793		
	KO3	0.939		
Lecturer Performance	KD1	0.910	0.953	0.871
	KD2	0.948		
	KD3	0.942		

Table 1 explains that all indicators in the Organizational Support construct have very high loading values, namely DO1 (94.5%), DO2 (96.6%), and DO3 (96.5%). This value falls within the category of "almost completely" to "completely", indicating that almost all indicators strongly support the validity of the construct. In the Organizational Culture construct, the values of BO1 (83.5%), BO2 (84.1%), BO3 (91.7%), BO4 (92.0%), BO5 (87.4%), and BO6 (91.1%) are also in the "almost entirely" category, indicating that most indicators are consistently valid. Construct Organizational Commitment consists of KO1 (94.4%) and KO3 (93.9%), which are "almost all", while KO2 (79.3%) remains high in the same category. In the context of Lecturer Performance, KD1 (91.0%), KD2 (94.8%), and KD3 (94.2%) were all "almost entirely" valid, confirming that the lecturer performance indicators were highly valid. Therefore, the entire construct shows

that "almost all" indicators have high validity. Coupled with excellent Composite Reliability and AVE values, this data powerfully illustrates that the research model has demonstrated validity and reliability.

Furthermore, the research model was analyzed using the SEM-PLS technique, aided by SmartPLS software. In this model, Organizational Support and Organizational Culture function as predictor variables, Organizational Commitment serves as a mediating variable, and Lecturer Performance is the outcome variable. The evaluation of the outer model was conducted using external loadings, CR, and AVE indicators to assess the instrument's accuracy and the construct's precision. Meanwhile, the inner model analysis was performed by determining the path coefficient, t-statistic value, and p-value using resampling techniques to identify direct and indirect relationships between variables. The results of the SEM-PLS calculation are shown in Figure 2.

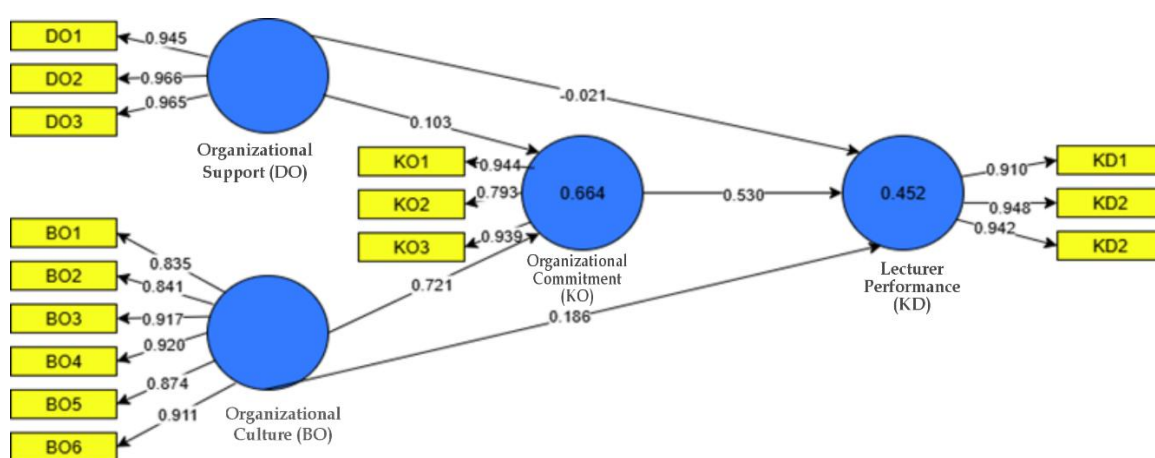


Figure 2. SEM-PLS Calculation Results (Structural Model)

Based on Figure 2. SEM-PLS Calculation Results, it can be explained that all indicators have a high loading factor value and meet the validity standard (>0.70). In the Organizational Support (DO) construct, the three indicators (DO1 = 94.5%, DO2 = 96.6%, DO3 = 96.5%) fall into the "almost entirely" category, indicating an excellent level of organizational support. The construct of Organizational Culture (BO) is also consistently valid, with six indicators (BO1 = 83.5%, BO2 = 84.1%, BO3 = 91.7%, BO4 = 92.0%, BO5 = 87.4%, BO6 = 91.1%) in the "almost all" category. In the Organizational Commitment (OC) construct, the indicators OC1=94.4 % and OC3=93.9 % are in the "almost all" category, while OC2=79.3 % remains valid in the same category. The Konstruk Lecturer Performance (KD) results show KD1 = 91.0%, KD2 = 94.8%, and KD3 = 94.2%, all of which fall into the "almost entirely" category.

Structurally, the contribution of construct to lecturer performance is reflected in the R^2 value of 0.452, which means that the model can explain 45.2% of the variation in lecturer performance. Organizational Commitment ($R^2 = 0.664$) is a significant mediator between Organizational Support and Organizational Culture in relation to Lecturer Performance, with the strongest path from Organizational Commitment to Lecturer Performance ($\beta = 0.530$). These results

indicate that nearly all indicators make a substantial contribution, and organizational commitment plays a significant role in enhancing lecturer performance. Furthermore, to test the significance of the path between latent variables, a bootstrapping test was conducted using SmartPLS. This test produces t-statistical values and p-values that determine whether the relationship between constructs is significant at a 95% confidence level ($p < 0.05$; $t > 1.96$). The results of the path test are presented in Figure 3, illustrating the distinction between significant and insignificant paths.

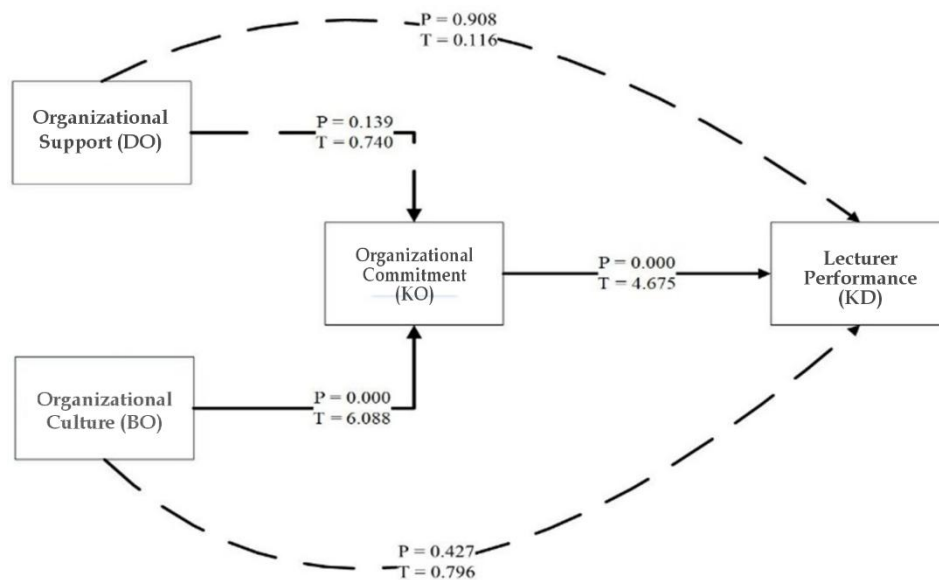


Figure 3. Bootstrapping Test Results

The results of the bootstrapping analysis conducted through SmartPLS on the inner model indicate that not all hypotheses proposed in this study have a significant influence. Of the five relationship pathways tested, only two showed significant results, while the other three did not. In particular, the results of the study showed that organizational culture had a positive and significant effect on organizational commitment, with a path coefficient (β) of 0.721 and a p-value of < 0.05 . In addition, organizational commitment also has a significant effect on lecturer performance, with a path coefficient (β) of 0.530 and a p-value of < 0.05 .

On the other hand, organizational support had no significant effect on organizational commitment, with a coefficient (β) of 0.103 and a p-value of > 0.05 . Similarly, organizational culture had no direct impact on lecturer performance, with a coefficient (β) of 0.186 and a p-value of > 0.05 . Organizational support also did not show a significant relationship with lecturer performance, with a coefficient (β) of -0.021 and a p-value of > 0.05 . These findings confirm that, in the context of this study, organizational commitment plays a significant mediating role in linking organizational culture to lecturer performance, while organizational support does not have a direct or indirect influence. The final stage of the analysis is hypothesis testing, with the results shown in Table 2.

Table 2. Hypothesis Test Results

Hypothesis	STDEV	T Statistics	P Values	Results
BO → KD	0.234	0.796	0.427	Not Supported
BO → KO	0.118	6.088	0.000	Supported
DO → KD	0.184	0.116	0.908	Not Supported
DO → ME	0.139	0.740	0.459	Not Supported
I → KD	0.113	4.675	0.000	Supported
I → → KD	0.099	3.872	0.000	Supported
DO → → KD	0.079	0.690	0.490	Not Supported

The results of the direct effect analysis showed that Organizational Culture had a significant effect on Organizational Commitment, with a t-statistic value of 6.088 and a p-value of 0.000. In addition, Organizational Commitment also has a substantial impact on Lecturer Performance, with a t-statistic value of 4.675 and a p-value of 0.000. In contrast, Organizational Culture had no direct effect on Lecturer Performance ($t = 0.796$; $p = 0.427$). Organizational support also did not have a significant impact on Organizational Commitment ($t = 0.740$; $p = 0.459$) and Lecturer Performance ($t = 0.116$; $p = 0.908$).

The results of the mediation test showed that Organizational Culture had an indirect but significant influence on Lecturer Performance, mediated by Organizational Commitment ($t = 3.872$; $p = 0.000$). In contrast, the effect of Organizational Commitment mediation on the relationship between Organizational Support and Lecturer Performance was not significant ($t = 0.690$; $p = 0.490$). These findings confirm that only Organizational Culture can improve lecturers' performance indirectly by strengthening their commitment to the institution.

Discussion

The results of this study provide a clear picture of the role of organizational commitment as a mediator in improving the performance of lecturers in private universities. The SEM-PLS analysis revealed that organizational culture had a positive and significant impact on organizational commitment ($\beta = 0.721$, $t = 6.088$, $p < 0.001$), and organizational commitment had a substantial effect on lecturer performance ($\beta = 0.530$, $t = 4.675$, $p < 0.001$). These findings confirm that a strong organizational culture can foster lecturer commitment, which in turn has a direct impact on improving academic performance, research, and community service. On the other hand, organizational support has not been shown to have a significant effect, either directly or indirectly, on the commitment or performance of lecturers. This research aligns with the view of Eustachio et al. (2024) that organizational culture influences values, norms, and work behaviors, ultimately enhancing employee engagement. In the context of higher education, a healthy organizational culture fosters a strong sense of belonging, loyalty, and emotional engagement, thereby strengthening lecturers' commitment (Asiyai, 2020; Pavlov & Micheli, 2023; Zhang et al., 2023). Furthermore, these results support research that emphasizes the importance of cultural factors over structural aspects in influencing lecturer motivation (Layek & Koodamara, 2024).

The insignificance of organizational support to lecturers' commitment and performance differs from the theory of perceived organizational support

(Karatepe et al., 2022), which argues that formal support increases employees' sense of obligation and loyalty. This difference can be explained by the study's context: administrative support may not be fully perceived by lecturers as the primary driving factor of performance. On the other hand, cultural factors, such as collegial values, non-material rewards, and solidarity, are more relevant in building commitment. In addition, the organizational culture pathway to organizational commitment had a significant effect ($\beta = 0.721$), confirming the importance of culture as a key predictor of organizational commitment. The impact of commitment on performance ($\beta = 0.530$) was also substantial, suggesting that increased lecturer loyalty and attachment contributed directly to the productivity of the tridharma of higher education. In practical terms, these findings indicate that university leaders should prioritize strategies to strengthen academic culture, such as value-based reward systems, collegial discussion forums, and the development of a shared vision, rather than relying solely on structural support.

The study's results showed that organizational culture had a significant impact on lecturer commitment and indirectly improved performance, whereas organizational support had a negligible effect on lecturer commitment. This research aligns with the findings of Numan & Yusoff (2024), who emphasize the role of culture in fostering lecturer attachment and loyalty. However, these results differ from those of Russo et al. (2021), who found that organizational support is a significant factor in improving performance through motivation. This difference shows the variation in context, where cultural factors are more dominant than administrative factors. Thus, the results of this study expand the understanding of organizational cultural dynamics and lecturer commitment, as compared to previous literature.

This research makes a theoretical contribution by emphasizing the importance of organizational commitment as a mediator in the relationship between organizational culture and lecturer performance, as well as re-examining the relevance of perceived organizational support theory in the context of Islamic higher education. Practically, this study presents a model of human resource management grounded in Islamic culture, which emphasizes the values of trust, sincerity, deliberation, and *ukhuwah* as a means of enhancing performance. By highlighting the cultural and commitment aspects, this research fills the gap in the literature that has been focusing more on structural factors.

Departing from this, this study concludes that organizational culture has a significant effect on lecturer commitment and indirectly improves performance through the mediating role of organizational commitment. The path of influence of organizational culture on commitment, followed by performance, proved to be strong, whereas organizational support did not show a significant impact on either commitment or performance. These results confirm that cultural factors are more decisive than administrative support in building lecturer commitment and performance. Thus, organizational commitment is a crucial variable that links cultural values to the achievement of the tridharma in higher education. These findings underscore the importance of cultivating an academic culture rooted in Islamic values, norms, and ethos as a human resource management strategy in

higher education institutions. Theoretically, this research expands the understanding of the interconnectedness of culture, commitment, and performance, while providing direction for institutional leaders to prioritize fostering sustainable organizational culture to improve the quality of Islamic higher education.

CONCLUSION

The problem addressed in this study is the lack of understanding of how organizational factors impact the performance of lecturers in higher education, particularly in relation to the role of structural support and cultural influence. The analysis demonstrates that organizational culture can increase commitment, which in turn plays a significant role in driving lecturer performance, whereas organizational support has no direct or indirect influence. These findings confirm that commitment is the primary mechanism that links cultural values to academic performance achievements. The broader implication is that managing lecturer performance is not enough, simply by providing administrative support; it also requires strengthening a values-based organizational culture to foster loyalty and dedication. This result offers practical guidance for university leaders to prioritize the development of organizational culture as a primary strategy for enhancing institutional quality. Future research can expand the study by incorporating additional variables, such as leadership style or job satisfaction, to further enrich the understanding of the topic.

ACKNOWLEDGMENT

The author gratefully acknowledges Universitas Lancang Kuning (UNILAK) for its continuous support and for fostering an academic environment that has contributed significantly to the author's intellectual and professional development. The experiences and knowledge gained from this institution have played a vital role in the successful completion of this research.

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