

# Modeling and Optimizing Lecturer Professional Commitment: A Culturally Rooted Approach Using the POP-SDM Framework

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## Abstract:

Growing demands for higher education quality require universities to model and optimise lecturers' professional commitment through culturally rooted approaches. This study explores how local wisdom can enhance professional commitment among lecturers at Pancasila University, using the POP-SDM (Professional Organisational Performance-Human Resource Management) framework. It examines the relationship among local wisdom, organisational culture, and professional development in fostering greater commitment to teaching and academic responsibilities. Data was gathered through surveys and interviews with lecturers, followed by statistical analysis to identify key factors influencing professional commitment. The findings emphasise the significance of integrating local cultural values into the academic environment to improve lecturers' job satisfaction, performance, and commitment. This research offers strategies to enhance lecturer professionalism in Indonesian higher education institutions and demonstrates how local wisdom can be applied in modern academic settings. By incorporating indigenous knowledge, the study shows that local wisdom not only strengthens professional commitment but also enriches the broader institutional culture, fostering a deeper connection between educators and the communities they serve. This model offers a sustainable approach for improving academic professionalism and institutional performance across Indonesian universities.

**Keywords:** *Professional Commitment, Local Wisdom, POP-SDM, Organizational Support*

## Abstrak:

Meningkatnya tuntutan akan kualitas pendidikan tinggi mengharuskan universitas untuk memodelkan dan mengoptimalkan komitmen profesional para dosen melalui pendekatan yang berakar pada budaya setempat. Penelitian ini bertujuan untuk memodelkan dan mengoptimalkan peningkatan komitmen profesional di kalangan dosen Universitas Pancasila, dengan menggunakan kearifan lokal sebagai dasar. Penelitian ini menggunakan pendekatan POP-SDM (Professional Organizational Performance - Human Resource Management) untuk menganalisis faktor-faktor yang mempengaruhi komitmen profesional dosen tetap. Penelitian ini menyelidiki hubungan antara kearifan lokal, budaya organisasi, dan pengembangan profesional dalam mendorong tingkat komitmen yang lebih tinggi terhadap tugas mengajar dan akademik. Data dikumpulkan melalui survei dan wawancara dengan dosen, yang kemudian dianalisis secara statistik untuk mengidentifikasi faktor-faktor kunci yang dapat dioptimalkan untuk meningkatkan komitmen profesional. Temuan penelitian ini menyoroti pentingnya mengintegrasikan nilai-nilai budaya lokal ke dalam lingkungan akademik untuk meningkatkan kepuasan kerja, kinerja, dan komitmen keseluruhan dosen terhadap institusi. Penelitian ini berkontribusi pada pengembangan strategi efektif untuk meningkatkan profesionalisme

dosen di institusi pendidikan tinggi Indonesia. Selain itu, studi ini memberikan wawasan tentang penerapan kearifan lokal dalam pengaturan akademik modern, yang menunjukkan bagaimana pengetahuan dan nilai-nilai adat dapat dimanfaatkan untuk menciptakan lingkungan pendidikan yang lebih inklusif dan mendukung. Integrasi kearifan lokal terbukti tidak hanya memperkuat komitmen profesional dosen, tetapi juga memperkaya budaya institusional yang lebih luas, membangun hubungan yang lebih dalam antara pendidik dan komunitas yang mereka layani. Pendekatan ini memiliki potensi untuk diterapkan di universitas lain di Indonesia, menawarkan model berkelanjutan untuk meningkatkan profesionalisme akademik dan kinerja institusional.

**Kata Kunci:** *Komitmen Profesional, Kearifan Lokal, POP-SDM, Dukungan Organisasi*

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## INTRODUCTION

Lecturers' professional commitment increasingly determines the quality of higher education, as they are the central actors who translate institutional goals into real learning, research productivity, and community service. When lecturers demonstrate strong commitment, universities tend to produce graduates with higher competence, stronger ethical awareness, and better adaptability to labour market demands (Day et al., 2023; Sum et al., 2022; van Houten, 2023). Evidence from organisational behaviour studies consistently shows that professional commitment is strongly related to performance, persistence, and job responsibility in professional roles. In the context of rapid educational transformation and global competition, commitment is not only a personal trait but also a strategic institutional asset (Gairín et al., 2023; McCullough et al., 2023; Vivar et al., 2024). Therefore, strengthening lecturers' professional commitment is an urgent issue not only for universities but also for society, which depends on higher education to develop sustainable human resources.

Despite its importance, many universities still struggle to ensure optimal professional commitment among lecturers. In practice, lecturers are expected to perform the Tri Dharma of Higher Education: teaching, research, and community service, yet institutional realities often create barriers. Increasing administrative workload, limited research facilities, unequal career opportunities, and inconsistent organisational support can reduce lecturers' motivation and professional attachment (Fidalgo-Blanco et al., 2024; Schmitz, 2023). Several observations in higher education institutions indicate that commitment gaps manifest as reduced research engagement, limited innovation in teaching, and low participation in community service programs. Such conditions may weaken academic culture and lower the quality of graduates produced. Zhang et al. (2023) and Chaika (2025) emphasise that weak professional commitment can undermine organisational effectiveness and performance outcomes. Thus, the phenomenon of fluctuating commitment among lecturers is a serious institutional problem that requires systematic solutions.

Previous studies have examined various determinants of professional commitment among educators. Cabrera et al. (2024) and Cabero-Almenara et al. (2021) found that leadership, organisational support, and work-life balance significantly shape lecturers' commitment. Aly et al. (2024) and Ghashghaeizadeh

(2020) argued that organisational justice and perceived support strengthen employee attachment and responsibility. Singh et al. (2020) also emphasised that commitment is influenced by institutional climate, leadership behaviour, and job satisfaction. Meanwhile, Nuzzo et al. (2022) and Severino et al. (2023) highlighted that cultural values such as cooperation and mutual respect can enhance organisational commitment and employee performance. However, most prior research treats local wisdom as a complementary variable rather than as a structured framework. Additionally, studies rarely integrate cultural values into optimisation models that identify priority intervention factors. This gap is critical because universities in culturally rich contexts require commitment strategies rooted in local values and measurable organisational systems.

The novelty of this study lies in its attempt to systematically model and optimise lecturers' professional commitment by integrating local wisdom within the POP-SDM framework. Unlike conventional studies that measure only direct relationships between organisational factors and commitment, this research positions local wisdom values such as *gotong royong* (cooperation), leadership role modelling, mutual respect, and a supportive organisational culture as strategic variables that can be strengthened through institutional policy (Dahleez et al., 2022; Purnomo, 2022). Moreover, the study applies Structural Equation Modelling (SEM) to test complex relationships and SITOREM analysis to identify which factors should be prioritised for improvement. This approach represents a state-of-the-art contribution because it not only explains the factors that influence commitment but also provides an optimisation-based recommendation model (Mughal et al., 2022; Tuan et al., 2024). Therefore, the research is important to resolve because it offers actionable, culturally grounded strategies to strengthen lecturer professionalism in dynamic educational environments.

Given the urgency of strengthening lecturers' professional commitment and the limitations of prior studies, this research develops an empirical model to optimise it using local wisdom. The central problem is that multiple interrelated factors influence lecturers' professional commitment. However, universities often lack a clear model for identifying which factors most strongly drive commitment and which should be prioritised for intervention. Therefore, this study addresses the following research questions: (1) How do cooperation, leadership role modelling, organisational support, mutual respect, and work-life balance directly influence lecturers' professional commitment? (2) Are there indirect effects among these variables that strengthen or weaken commitment? (3) Which variables should be prioritised to optimise professional commitment improvement based on SITOREM analysis? By answering these questions, the study aims to provide a systematic, evidence-based framework for institutional development.

This study argues that lecturers' professional commitment can be strengthened more effectively when organisational development is aligned with local wisdom and optimised through empirical modelling. The proposed temporary answer is that professional commitment increases when lecturers experience strong organisational support, balanced work-life conditions, and leadership that demonstrates role modelling. At the same time, cultural values such as *gotong royong* and mutual respect reinforce institutional attachment. The

originality of this research lies in combining culture-based variables with the POP-SDM approach and applying SEM and SITOREM simultaneously to produce both explanatory and optimisation outputs. In other words, this study offers not only theoretical insights into the role of local wisdom in professional commitment but also practical recommendations to guide university leaders in prioritising interventions. This contribution is significant because it bridges cultural values with modern HR-based optimisation strategies to strengthen academic professionalism.

## RESEARCH METHODS

This study uses a mixed methods approach, combining qualitative and quantitative research designs (Lee, 2024). The method chosen for this study is the POP-SDM (Professional Organisational Performance - Human Resource Management) approach. The qualitative method begins with interviews and field surveys, then proceeds to a quantitative approach using SEMPLS, which is effective in developing and optimising lecturers' professional commitment. This study aims to explore key factors influencing professional commitment, including reciprocal cooperation, exemplary leadership, organisational support, mutual respect, and work-life balance.

The research design is explanatory and correlational, aimed at identifying cause-and-effect relationships between the variables of interest. The population in this study consists of permanent lecturers at Pancasila University, South Jakarta, Indonesia. A purposive sampling technique is used to select a representative sample of lecturers across the university's faculties. The target sample size is 200 respondents, which is considered sufficient for robust statistical analysis and to ensure the generalizability of the results. To gather data from these lecturers, a combination of surveys, interviews, and focus group discussions will be employed.

Data collection is carried out in two stages (Abidin, 2023). First, a qualitative data collection phase involves in-depth interviews and focus group discussions with a subset of 30 lecturers, selected based on their diverse roles and experiences within the university. This stage aims to gather insights into lecturers' perceptions of their professional commitment and the influence of organisational culture, local wisdom, and other factors. In the second phase, a structured questionnaire will be distributed to 200 lecturers, focusing on the same variables explored qualitatively. The survey will measure levels of professional commitment, cooperation, exemplary leadership, organisational support, mutual respect, and work-life balance using validated Likert-scale instruments.

**Table 1. Variables, Research, and Indicators**

No	Indicator	Expert Evaluation Score	Average Score	Ranking
<b>Variable: Lecturers' Professional Commitment</b>				
1	Positive attitude toward the institution	18%	4,1	(18%) - (1)
2	Loyalty	17,5%	4,4	(17,5%) - (2)
3	Obligation to serve	17,5%	4,0	(17,5%) - (3)
4	Disadvantages of leaving the organization	17%	3,9	(17%) - (4)
5	Closeness to the institution	15,5%	4,3	(15,5%) - (5)

6	Work experience	14%	4,3	(14%) - (6)
<b>Variable: Mutual Cooperation</b>				
1	Collaboration in the tridharma of research	18%	4,0	(18%) - (1)
2	Togetherness	18%	4,0	(18%) - (2)
3	Family spirit	18%	3,8	(18%) - (3)
4	Mutual trust	18%	3,8	(18%) - (4)
5	Concern for others	15%	4,2	(15%) - (5)
6	Sincerity	15%	4,0	(15%) - (6)
<b>Variable: Leadership Exemplary Behavior</b>				
1	Integrity at work	19%	4,0	(19%) - (1)
2	Professionalism	19%	3,6	(19%) - (2)
3	Consistency	17%	4,0	(17%) - (3)
4	Wisdom	17%	3,7	(17%) - (4)
5	Concern for others	16%	3,6	(16%) - (5)
6	Ability to inspire	14%	3,4	(14%) - (6)
<b>Variable: Organizational Support</b>				
1	Fairness	19%	4,0	(19%) - (1)
2	Organizational Rewards	18%	3,9	(18%) - (2)
3	Leadership Support	17%	3,8	(17%) - (3)
4	Work Environment	17%	4,3	(17%) - (4)
5	Resource Availability	16%	3,7	(16%) - (5)
6	Work-Life Balance	14%	3,4	(14%) - (6)
<b>Variable: Mutual Respect</b>				
1	Positive Communication	23%	4,2	(23%) - (1)
2	Trust	22%	3,8	(22%) - (2)
3	Openness	21%	4,0	(21%) - (3)
4	Honesty	18%	4,0	(18%) - (4)
5	Responsibility	18%	3,8	(18%) - (5)
<b>Variable: Work-Life Balance</b>				
1	Quality of work life	23%	4,1	(23%) - (1)
2	Satisfaction balance	22%	4,0	(22%) - (2)
3	Participation balance	20%	4,0	(20%) - (3)
4	Workload balance	19%	3,3	(19%) - (4)
5	Time balance	17%	3,8	(17%) - (5)

To ensure the instrument's validity and reliability, a study will be conducted with faculty members before the full survey is administered. The instrument will be assessed for construct validity through expert review and factor analysis. Reliability will be assessed using Cronbach's alpha to ensure the survey scales are consistent. Furthermore, data from the qualitative phase will be cross-checked through member checking and peer discussions to validate the findings. Triangulation of qualitative and quantitative data strengthens the credibility of the study's results and provides a comprehensive perspective on the factors influencing faculty members' professional commitment. For data analysis, qualitative data from interviews and focus groups will be analysed thematically to identify recurring themes and patterns related to professional commitment.

## RESULTS AND DISCUSSION

### Results

This section presents the study's results on lecturers' professional commitment at Pancasila University, using the POP-SDM approach. The findings

are organised into three main parts: dominant factors identified through qualitative interviews; the structural relationships among variables in the POP-SDM constellation model; and PLS-SEM path coefficient results that determine the priority contributions of each variable.

### **Dominant Factors Influencing Lecturers' Professional Commitment**

This study aims to explore the factors influencing lecturers' professional commitment at Pancasila University, using the POP-SDM approach. The findings from the qualitative data analysis are presented in the following sections. The qualitative phase of the study involved interviewing lecturers from various faculties at Pancasila University. The results indicated that several factors significantly influenced professional commitment, with the most prominent being work-life balance, mutual respect, and leadership modelling. From the interviews, cooperation (*gotong royong*) and organisational support also emerged as important factors that positively influenced lecturers' professional commitment. These findings are consistent with previous research, which highlighted the role of organisational support in enhancing commitment and noted the impact of mutual respect and cooperation on employee satisfaction and commitment.

One key finding from the analysis is that leadership modelling and organisational support play pivotal roles in strengthening professional commitment. As seen in Figure 1, these two variables had direct positive effects on mutual respect and work-life balance, which, in turn, influenced overall commitment to the profession. This supports earlier research that found that effective leadership and support structures significantly impact organisational commitment. "The model developed from these results also confirms that the most dominant variables affecting professional commitment are work-life balance, mutual respect, and leadership modelling, with other variables such as reciprocal collaboration and organisational support acting as supporting factors. The triangulation process, conducted through expert validation, further confirmed the model's robustness, with experts recommending minimal revisions. This verification step ensures that the model accurately reflects the realities of the academic environment at Pancasila University and is supported by established theory.

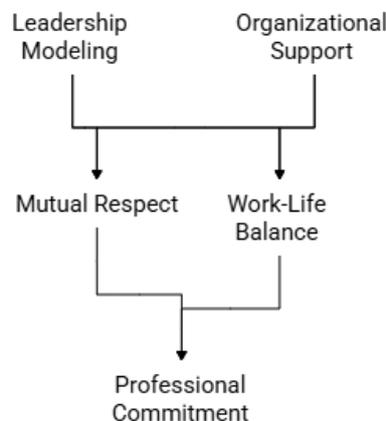
During the interviews, lecturers repeatedly described professional commitment as growing when they feel both respected and supported in their daily academic responsibilities. Several participants emphasised that maintaining commitment becomes difficult when work demands exceed reasonable limits, especially when administrative tasks reduce time for research and family. One lecturer noted that "when the institution understands our workload and leaders set a good example, we naturally feel more responsible and willing to contribute beyond the minimum." These statements indicate that professional commitment is not only driven by individual motivation but is socially constructed through supportive leadership, balanced workload, and respectful academic interactions. Overall, the qualitative evidence confirms that lecturers perceive commitment as a reciprocal relationship between institutional support and personal dedication.

From a practical perspective, the findings indicate that interventions to improve work-life balance and strengthen mutual respect among lecturers can

significantly enhance professional commitment. Universities should therefore translate these results into concrete policies that reduce excessive workload, provide flexibility, and ensure fair distribution of academic responsibilities. At the same time, institutions need to cultivate a respectful academic climate through transparent communication, appreciation, and supportive collegial relationships. These efforts are important because lecturers are more likely to sustain dedication when they feel valued both professionally and personally. In addition, integrating local wisdom values such as cooperation, role modelling, and collective responsibility can further reinforce commitment by building a more inclusive, culturally grounded, and supportive work environment.

### Relationships Among Variables in the POP-SDM Constellation

In this study, the structural model is operationally defined as an empirical constellation that maps how local wisdom values and organisational factors interact to shape lecturers' professional commitment. The model positions leadership modelling and organisational support as core antecedents influencing the work climate. These two variables have direct positive effects on mutual respect and work-life balance, which, in turn, contribute to higher professional commitment. Thus, the structural model is used not only to explain direct relationships between variables but also to describe how commitment is strengthened through an indirect pathway. Below are 6 key findings that can be directly converted into a diagram/constellation model:



**Figure 1. Impact of Leadership and Organizational Support on Professional Commitment**

The structural model indicates that leadership modelling and organisational support play pivotal roles in strengthening lecturers' professional commitment. Both variables appear to function as institutional drivers that shape lecturers' daily academic experiences. The model suggests that lecturers' commitment is not merely a personal responsibility, but a product of a supportive academic environment. When leadership demonstrates consistent role-model behaviour and when the institution provides clear support systems, lecturers are more likely to experience a respectful workplace atmosphere and a healthier balance between professional duties and personal life. These two conditions, mutual respect and work-life balance, are immediate psychological and social

outcomes of leadership and organisational support. Consequently, lecturers become more willing to maintain a sustained and responsible dedication to teaching, research, and community service.

In simpler terms, the findings show that lecturers' professional commitment increases when two main factors operate together: leaders provide strong role modelling, and the institution offers meaningful organisational support. These two factors then improve two key conditions that lecturers directly feel in their academic work life: mutual respect within the workplace and the ability to maintain work-life balance. When lecturers experience respectful relationships and manageable work demands, they are more likely to remain committed to their professional roles. In this constellation, leadership modelling and organisational support serve as initial triggers, while mutual respect and work-life balance act as bridging mechanisms that link institutional practices to greater professional dedication. Therefore, the model emphasises that professional commitment is built through a process, not through isolated or single-factor influences.

The overall pattern in the structural model demonstrates a layered and sequential relationship. Institutional-level variables (leadership modelling and organisational support) operate at the upstream level and serve as primary drivers shaping the academic climate. Interpersonal and psychosocial variables (mutual respect and work-life balance) occupy the middle level and mediate the influence of institutional drivers on professional outcomes. At the downstream level, professional commitment emerges as the outcome variable strengthened by these mediating conditions. This pattern suggests that lecturers' commitment does not develop instantly but unfolds through a structured pathway: institutional support and leadership examples first shape workplace experience, which in turn strengthens respect, balance, and ultimately professional commitment.

### **PLS-SEM Path Coefficients and Priority Contributions to Professional Commitment**

The results of this study contribute to the existing literature by providing empirical evidence of the significant roles that cooperation, leadership modelling, and organisational support play in enhancing professional commitment. The findings offer valuable insights for educational administrators seeking to improve the overall work environment and professional dedication of lecturers, ensuring that higher education institutions remain competitive and effective in fulfilling their educational missions. The following is a summary of the analysis of this study:

**Table 2. Path Coefficients of Variables Affecting Lecturers' Professional Commitment**

Variable	Path Coefficient
Mutual Cooperation → Lecturers' Professional Commitment	0.142
Exemplary Leadership → Professional Commitment of Lecturers	0.118
Organizational Support → Lecturers' Professional Commitment	0.574
Mutual Respect → Lecturers' Professional Commitment	-0.178
Work-Life Balance → Lecturers' Professional Commitment	0.221

Table 2 presents the path coefficient results and shows the relative contributions of each variable to lecturers' professional commitment. The findings indicate that the strongest predictor is Organisational Support, meaning that institutional policies, resources, and supportive systems play the most dominant role in strengthening lecturers' professional attachment. The second-largest contribution comes from Work-Life Balance, suggesting that lecturers' ability to manage academic responsibilities alongside personal life significantly affects their commitment. Reciprocal Cooperation ranks third, reflecting the importance of collaborative culture and shared responsibility within the academic environment. Work Motivation contributes moderately, indicating that internal drive remains relevant but is not the most decisive factor. Exemplary Leadership is the strongest contributor, while Mutual Respect shows the smallest coefficient, although it still plays a meaningful role within the overall constellation. Overall, the PLS-SEM model confirms a clear hierarchy of influence among the variables under study.

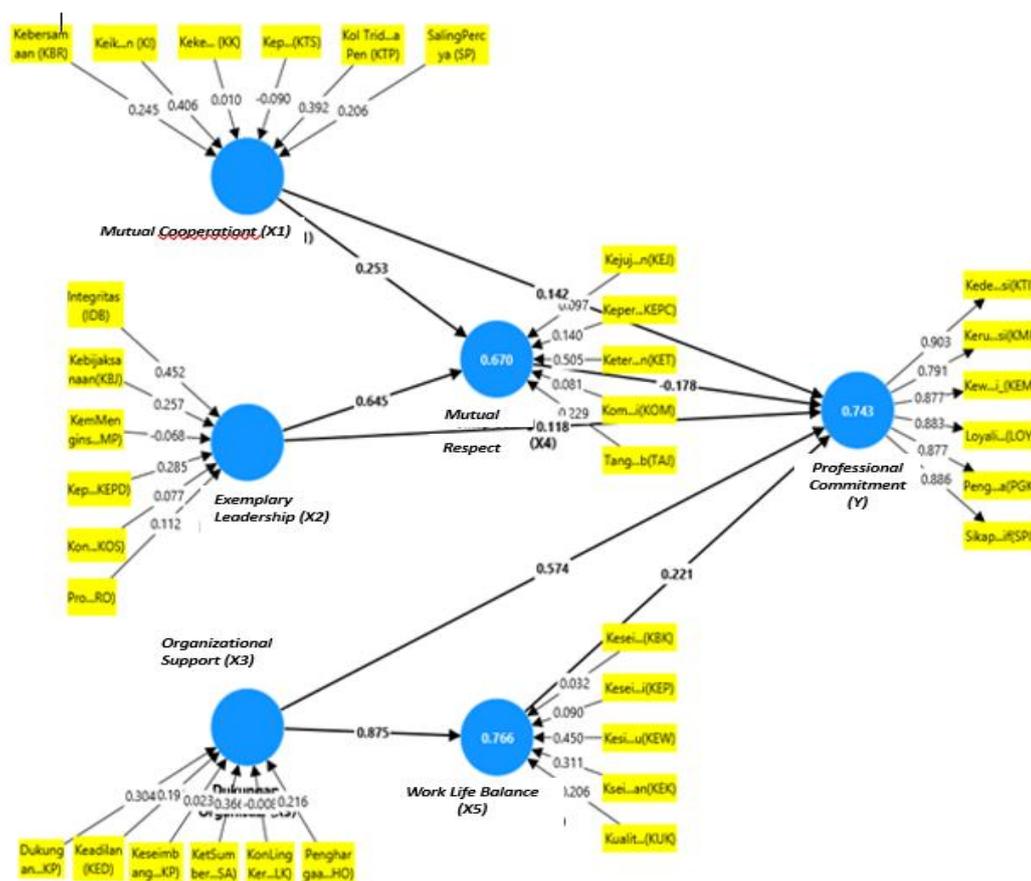


Figure 2. A constellation of variable models that influence the professional commitment of lecturers

Figure 2 illustrates the constellation model of variables influencing lecturers' professional commitment based on the magnitude of line coefficients. The model demonstrates that Organisational Support holds the strongest effect, indicating that institutional backing, facilities, and supportive policies are the most influential drivers of lecturers' commitment. The second most influential variable is Work-Life Balance, showing that lecturers' ability to manage professional

responsibilities alongside personal demands plays a major role in sustaining commitment. Cooperation appears to be the next strongest contributor, underscoring the value of reciprocal collaboration and collective responsibility in academic life. Exemplary Leadership follows, suggesting that role modelling leadership supports commitment by shaping the workplace climate and guiding professional behaviour. Mutual Respect has the smallest coefficient, yet it remains a relevant reinforcing factor that maintains positive interpersonal relations. Overall, the constellation model confirms a hierarchical pattern of influence across variables in strengthening lecturers' professional commitment.

## Discussion

The results of this study indicate that several factors influence lecturers' professional commitment at Pancasila University: organisational support, work-life balance, cooperation, leadership role models, and mutual respect. The findings indicate that organisational support and work-life balance are the most dominant factors in fostering lecturers' professional commitment (Imsa et al., 2023; Khasawneh, 2024). These results confirm that lecturers' engagement and dedication to their academic duties are closely related to their ability to balance their professional and personal lives and to the respect they receive from colleagues and leaders. These findings reinforce prior research on organisational support and professional commitment, including studies that highlight that work-life balance and mutual respect are key factors influencing employee commitment in an academic environment.

The findings were obtained using a mixed-methods approach that combined qualitative and quantitative data collection techniques. Qualitative data from interviews with 200 lecturers revealed the importance of work-life balance and mutual respect in promoting a positive work environment. Lecturers emphasised that being respected by colleagues and having time to balance work and personal life were crucial to maintaining their commitment to their roles (Fatmawati et al., 2024; Schmitz & Hanke, 2023). The structural model confirmed that organisational and personal factors interact to influence lecturers' dedication to their academic roles, consistent with previous studies on the relationship between work-life balance and employee performance (Loeneto et al., 2022; Saad et al., 2023). These findings were interpreted through the lens of organisational behaviour and motivation theories. suggests that both hygiene factors (such as organisational support and work-life balance) and motivators (such as mutual respect and leadership modelling) are crucial for enhancing job satisfaction and commitment (Duong et al., 2023; Seymour et al., 2020). This interpretation aligns with findings that indicate that balancing work and life is crucial for reducing burnout and enhancing professional commitment.

These results further confirm previous research findings on the importance of leadership modelling. Effective Leadership, characterised by role modelling, clear communication, and support for career development, has been shown to impact faculty commitment (Alias et al., 2023; Matadi, 2023; Nur Fitria, 2023). This aligns with research that emphasises the importance of Leadership in shaping organisational culture and employee motivation. At Pancasila University, faculty who feel supported by their leaders and respected by their colleagues demonstrate

higher levels of commitment, consistent with research showing that Leadership significantly influences job satisfaction and organisational commitment (Pramitha, 2024; Prasetyo et al., 2023; Wuysang et al., 2025). Overall, the evidence suggests that strengthening leadership modelling is a strategic foundation for building a supportive academic climate that sustainably increases lecturers' professional commitment.

While the study confirmed several aspects of existing theories, it also presents new insights that could modify existing frameworks. For instance, the dominant role of work-life balance in shaping professional commitment challenges the traditional view that it is solely influenced by intrinsic motivators such as job satisfaction and career development opportunities (Chaika, 2025; Gosselin et al., 2024; Mohan et al., 2024). The findings suggest that external factors, such as the ability to balance work and life, are just as crucial in fostering commitment. This insight may prompt modifications to existing theories, such as the job demands-resources model, to incorporate work-life balance as a key resource that enhances employee engagement and professional commitment (Fawaid et al., 2025; Ye et al., 2022; Zamroni et al., 2025). Accordingly, these findings highlight the urgency of rethinking existing commitment frameworks by recognising work-life balance as a core organisational resource that substantially strengthens lecturers' professional commitment alongside intrinsic motivators.

Another key contribution of this study is the integration of mutual respect and leadership modelling into the framework of professional commitment. Previous studies have often treated these factors separately, but this study's findings suggest they act synergistically to enhance lecturers' commitment to their roles (Mukhibat et al., 2024; Romi et al., 2020; Schmitz, 2023). The role of Leadership in fostering a culture of mutual respect and cooperation is central to enhancing professional commitment and adds a new dimension to social exchange theory (Al-Kurdi et al., 2020; Lima et al., 2024; Muhaimin et al., 2023). This theory, which emphasises the reciprocal relationships between employees and their organisations, is expanded by this study to include leadership behaviours that directly influence the exchange between lecturers and the

In conclusion, the findings of this study have important implications for enhancing lecturers' professional commitment. Universities should focus on fostering a supportive environment that promotes work-life balance, mutual respect, and leadership modelling. Additionally, integrating local wisdom into the academic culture can further strengthen commitment and engagement. This study contributes to the field of educational management by providing new insights into the factors influencing professional commitment and offering practical recommendations for university administrators seeking to improve lecturer performance and institutional outcomes.

## CONCLUSION

This study concludes that organisational support is the most influential factor in strengthening lecturers' professional commitment, followed by work-life balance, reciprocal cooperation, leadership role modelling, and mutual respect. The constellation model indicates that commitment is not built through a single variable, but through a structured pathway in which institutional support and

leadership practices shape lecturers' workplace experiences. A key lesson from this research is that improving work-life balance will be effective only when universities simultaneously strengthen organisational support through fair policies, adequate facilities, and consistent academic systems. In addition, leadership role modelling plays an important reinforcing role by enhancing the impact of mutual respect on commitment. Overall, the findings highlight that lecturers' professional commitment is best developed through an integrated approach that combines institutional support, leadership behaviour, and culturally rooted relational values.

In terms of scientific contribution, this research enriches the literature by providing empirical evidence that local wisdom values can be systematically integrated into the POP-SDM framework to explain and optimise lecturers' professional commitment. The use of PLS-SEM strengthens the study by clarifying the hierarchical structure of influences among variables and providing an evidence-based foundation for institutional intervention. However, this study has limitations. The research context is limited to a single university, which may limit the generalizability of the findings to other higher education settings. In addition, the study relies on self-reported perceptions, which may introduce response bias. Future research should use multi-university samples, employ longitudinal designs to observe changes over time, and include additional variables, such as academic workload, digital competence, and research climate, to further refine the model.

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