

The Influence of Institutional Goals, Participation, and Lecturer Commitment on Lecturers' Performance University of Riau

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh tujuan lembaga, partisipasi, dan komitmen dosen terhadap kinerja dosen di Universitas Riau. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi penelitian mencakup 1.464 dosen tetap yang terdaftar di SINTA, dengan sampel sebesar 147 dosen yang dipilih menggunakan teknik proportional stratified random sampling. Pengumpulan data dilakukan melalui kuesioner skala Likert lima poin yang telah diuji validitas dan reliabilitasnya. Analisis data dilakukan dengan menggunakan teknik regresi berganda dan uji mediasi dengan metode bootstrap untuk mengetahui pengaruh langsung maupun tidak langsung antarvariabel. Hasil penelitian menunjukkan bahwa tujuan lembaga, partisipasi, dan komitmen dosen berpengaruh positif dan signifikan terhadap kinerja dosen, dengan nilai Adjusted R^2 sebesar 0,63 yang menunjukkan bahwa ketiga variabel tersebut menjelaskan 63% variasi kinerja dosen. Komitmen dosen memiliki pengaruh paling dominan dibandingkan dua variabel lainnya dan berperan sebagai variabel mediasi parsial antara tujuan lembaga dan kinerja dosen. Temuan ini menunjukkan bahwa kinerja dosen tidak hanya ditentukan oleh faktor struktural seperti kejelasan tujuan lembaga, tetapi juga oleh faktor psikologis berupa keterlibatan dan komitmen terhadap institusi. Implikasi praktis dari penelitian ini adalah perlunya penguatan komunikasi visi-misi lembaga, peningkatan partisipasi dosen dalam pengambilan keputusan, serta pembinaan komitmen profesional dosen untuk mencapai keunggulan institusional yang berkelanjutan.

Kata Kunci: tujuan lembaga, partisipasi, komitmen dosen, kinerja dosen, pendidikan tinggi

ABSTRACT

This study aims to analyze the influence of institutional goals, participation, and lecturer commitment on lecturer performance at the University of Riau. The research employed a quantitative correlational design. The population consisted of 1,464 permanent lecturers registered in SINTA, from which a sample of 147 was selected using proportional stratified random sampling. Data were collected through a five-point Likert scale questionnaire that had been tested for validity and reliability. Data analysis was conducted using multiple regression and mediation testing with the bootstrap method to examine both direct and indirect effects. The results revealed that institutional goals, participation, and lecturer commitment have positive and significant effects on lecturer performance, with an adjusted R^2 value of 0.63, indicating that these three variables explain 63% of the variance in lecturer performance. Lecturer commitment showed the most dominant effect and partially mediated the relationship between institutional goals and lecturer performance. These findings indicate that lecturer performance is determined not only by structural factors such as institutional goal clarity but also by psychological factors such as engagement and commitment. The study implies that strengthening institutional communication, encouraging lecturer participation in decision-making, and developing professional commitment are essential strategies to achieve sustainable academic excellence.



Keywords: *institutional goals, participation, lecturer commitment, lecturer performance, higher education*

INTRODUCTION

The performance of lecturers plays a fundamental role in shaping the overall quality, productivity, and reputation of higher education institutions. In today's competitive academic environment, universities are required not only to produce graduates who are competent and innovative but also to sustain research productivity and community engagement that align with institutional missions. Within this framework, lecturer performance becomes a vital indicator of institutional effectiveness (Pangestu et al., 2023). It reflects how well universities achieve their goals through teaching, research, and service. The improvement of lecturer performance, therefore, depends on various internal and external factors, among which institutional goals, participation, and lecturer commitment are central (Zulpikar et al., 2024). Understanding how these three elements interact is essential for developing strategies to enhance academic quality and institutional sustainability, particularly in public universities such as the University of Riau.

Institutional goals serve as the backbone of an organization's strategic direction. They define what the institution stands for and what it seeks to achieve in the long term. For lecturers, these goals function as guiding principles that help align their teaching, research, and service activities with the broader mission of the university (Usman & Naim, 2025). Institutional goals provide a framework for academic staff to direct their professional efforts toward outcomes that contribute to institutional excellence. When these goals are effectively communicated, they help reduce ambiguity in job expectations, promote accountability, and inspire shared purpose (Sustiyatik, 2023). Conversely, the absence of clear institutional goals can lead to misalignment between individual efforts and institutional priorities, reducing overall effectiveness. Yanti et al. (2025) emphasize that goal clarity positively correlates with lecturer motivation, engagement, and performance outcomes, as lecturers who understand their institution's mission tend to demonstrate stronger commitment to achieving those objectives. Therefore, institutional goals not only act as administrative benchmarks but also serve as motivational drivers influencing individual performance.

Participation, in the context of higher education, refers to the involvement of lecturers in various organizational activities, including decision-making processes, committees, academic development programs, and policy formulation (Efrita Norman et al., 2025). Participation enhances lecturers' sense of belonging, empowerment, and shared ownership within the institution. According to Syahsudarmi et al., (2024), when lecturers actively engage in institutional governance and academic planning, they are more likely to internalize institutional values and develop positive work attitudes. Participation is not merely procedural; it builds collegial relationships and strengthens trust between management and academic staff. Moreover, Azan et al. (2025) reveal that participation in decision-making significantly increases job satisfaction, which, in turn, predicts higher work performance and adaptability. A participatory academic culture fosters innovation, collaboration, and a sense of purpose among lecturers, which are essential for academic excellence (Munajim & Acharjya, 2025). In contrast, limited participation can result in disengagement, resistance to change, and decreased motivation.

Lecturer commitment represents another crucial dimension influencing performance. Commitment reflects the emotional attachment, identification, and involvement of lecturers with their institution. It is a psychological state that binds individuals to the organization, reducing turnover intentions and increasing

performance consistency. Hiswara et al., (2023) noted that lecturers who exhibit strong organizational commitment are more likely to go beyond their formal job descriptions, contributing voluntarily to institutional improvement. This sense of belonging motivates them to maintain high teaching standards, pursue research excellence, and participate in community service. Tanjung et al. (2025) further explain that commitment acts as a bridge between individual values and institutional objectives, ensuring that lecturers remain dedicated to fulfilling their roles even in challenging circumstances. Furthermore, commitment is often reinforced by supportive organizational culture and leadership that values lecturers' contributions. Studies by Syahsudarmi et al. (2024) and Munajim and Acharjya (2025) indicate that organizational commitment mediates the relationship between institutional culture, leadership support, and lecturer performance. When lecturers feel recognized and supported, their level of commitment increases, leading to improved job performance.

The interconnectedness among institutional goals, participation, and lecturer commitment forms a dynamic system that collectively shapes lecturer performance. Transformational leadership, for instance, plays a vital role in aligning institutional goals with lecturers' personal and professional aspirations. Munajim and Acharjya (2025) found that transformational leadership enhances lecturer commitment, which subsequently boosts work performance. Sustiyatik (2023) added that supportive leadership and participatory culture strengthen organizational identification, which motivates lecturers to contribute more actively to institutional development. Moreover, organizational culture and support systems provide the foundation for fostering both commitment and participation, which in turn enhance lecturer performance (Sawitri, 2023; Tanjung et al., 2025). Therefore, while lecturer performance is often viewed as an individual responsibility, it is, in reality, the outcome of complex institutional interactions that involve structural, psychological, and cultural dimensions.

Despite the growing body of research examining factors that affect lecturer performance, there remains a significant gap in understanding the simultaneous interaction of institutional goals, participation, and commitment, especially in the context of Indonesian higher education. Previous studies have predominantly examined these factors separately. Yanti et al., (2025) concluded that job characteristics have a direct and significant positive effect on lecturer performance at Raja Ali Haji Maritime University. Azan et al., (2025) concluded that both commitment and performance have a significant direct effect on lecturers' work adjustment. Supportive culture enhances lecturers' commitment and performance. Tanjung et al., (2025) highlighted organizational commitment significantly enhances lecturer performance in higher education institutions. Putra (2012) determined that commitment and motivation together have a significant effect on the performance of the lecturers. The analysis indicates that commitment has a dominant influence on performance, accounting for 48.2%, while motivation contributes 16.4% and capability contributes 14.4%.

The University of Riau, as one of Indonesia's leading public universities, provides a relevant context for exploring these dynamics. Understanding how institutional goals, participation, and commitment jointly influence lecturer performance in this setting can offer valuable insights for academic policy and management.

Another important gap lies in the limited empirical evidence that connects institutional mechanisms with individual attitudes in determining lecturer performance. While existing studies have established that leadership style, organizational culture, and job satisfaction are important predictors, there is limited research analyzing how institutional goals create alignment that fosters participation and commitment simultaneously. Addressing this gap is essential for designing more

effective performance management systems in universities. Furthermore, this research seeks to clarify whether lecturer commitment mediates the relationship between institutional goals and performance or whether participation plays a moderating role in strengthening the link between institutional direction and work outcomes. Exploring these interactions can contribute to theoretical development in organizational behavior and educational management by extending the understanding of how structural and psychological factors interplay within academic institutions.

Unlike previous studies that examined institutional goals, participation, or commitment in isolation, this study investigates the combined influence of these three variables on lecturer performance within one empirical model. The study adopts the assumption that institutional goals create a framework for alignment, participation enhances engagement, and commitment reinforcing the other in shaping lecturer performance outcomes. This integrated perspective offers a comprehensive understanding of performance dynamics, particularly within the higher education environment of developing countries like Indonesia, where organizational transformation and academic quality improvement remain national priorities.

Therefore, the present study aims to analyze the influence of institutional goals, participation, and lecturer commitment on lecturer performance at the University of Riau. It also seeks to identify the interrelationships among these variables and to determine the extent to which participation and commitment mediate the effects of institutional goals on performance. By doing so, this research contributes to both theory and practice: theoretically, by advancing models of organizational behavior in higher education; and practically, by providing empirical insights that can inform policy-making, leadership development, and institutional performance enhancement. Ultimately, the study emphasizes that improving lecturer performance is not merely an individual challenge but a collective organizational endeavor that requires goal clarity, participatory engagement, and strong professional commitment within an enabling institutional culture.

METHOD

This study employed a quantitative correlational design aimed at analyzing the influence of institutional goals, participation, and lecturer commitment on lecturer work performance at the University of Riau. The correlational approach was selected to examine the degree and direction of relationships among variables without manipulation.

The population consisted of all permanent lecturers at the University of Riau (UNRI) registered in the Science and Technology Index (SINTA) database under the Ministry of Education, Culture, Research, and Technology. Based on the SINTA record, there were 1,464 permanent lecturers. Following the sampling principle suggested by Sekaran and Bougie (2016), 10% of the total population was taken as a representative sample, resulting in 147 lecturers ($10\% \times 1,464 = 146.4$, rounded up to 147). This sampling size was deemed sufficient to represent the population while maintaining practicality and manageability in data collection. The sampling technique applied was random sampling.

Data were collected using structured questionnaires. All items used a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Instrument items were adapted to the context of higher education in Indonesia to maintain construct relevance and cultural validity.

Content validity was established through expert judgment by three specialists in higher education management, research methodology, and academic performance evaluation. A pilot test was conducted on 30 lecturers outside the main sample to assess item clarity and reliability. Internal consistency reliability was evaluated using Cronbach's alpha, with values above 0.70 considered acceptable (Nunnally & Bernstein, 1994). Items that reduced the reliability coefficient were revised or removed. Construct validity was further confirmed through exploratory or confirmatory factor analysis depending on data adequacy.

Data collection was carried out after obtaining formal permission from the University of Riau authorities. Questionnaires were distributed electronically via Google Forms and, where necessary, in printed form to ensure accessibility across departments. Each questionnaire included an informed consent statement explaining the research objectives, confidentiality assurances, and voluntary participation. Data were collected over a four-week period, with follow-up reminders sent to ensure adequate response rates. Data were processed and analyzed using SPSS version 25.

The data analysis process in this study was conducted through several systematic stages to ensure accuracy and validity of the findings. The first stage was preliminary analysis, which involved data cleaning, handling of missing values, and detection of outliers. Missing data of less than five percent were imputed using the mean substitution method, while extreme outliers identified through standardized z-scores were carefully examined to determine whether they represented genuine cases or measurement errors. This step ensured that the dataset used for analysis was complete and free from inconsistencies.

Subsequently, descriptive statistics were computed to summarize demographic information such as gender, age, academic rank, and years of teaching experience. Measures of central tendency (mean), variability (standard deviation), and distribution (skewness and kurtosis) were also calculated to provide an overview of each variable's general characteristics. These descriptive results offered a foundational understanding of the data before proceeding to more complex inferential analyses.

The next step was assumption testing, which assessed whether the data met the necessary statistical requirements for regression analysis. Tests of normality, linearity, multicollinearity, and homoscedasticity were conducted. Normality was examined using the Kolmogorov-Smirnov and Shapiro-Wilk tests, while linearity and homoscedasticity were verified through scatterplot inspection. Multicollinearity was evaluated using Variance Inflation Factor (VIF) and tolerance values to ensure that the predictor variables were not excessively correlated. Only when these assumptions were satisfied did the study proceed to inferential analysis. Following this, reliability and validity testing were carried out to confirm the quality of the measurement instruments. Cronbach's alpha coefficients were calculated for each variable to assess internal consistency reliability, with values above 0.70 considered acceptable.

Finally, inferential analysis was performed to test the proposed hypotheses. Pearson product-moment correlation analysis was used to identify the direction and strength of relationships among the key variables; institutional goals, participation, lecturer commitment, and work performance. To examine the predictive effects, multiple regression analysis was conducted to assess the direct influence of institutional goals, participation, and lecturer commitment on lecturer work performance. Furthermore, if mediation effects were hypothesized. To obtain more accurate confidence intervals. The level of statistical significance was set at $\alpha = 0.05$, and all results were reported with corresponding coefficients, t-values, p-values, R^2 , and effect sizes. The findings were then interpreted in light of existing theoretical and empirical

literature to determine whether the results supported, extended, or contradicted previous studies, thereby contributing to a deeper understanding of lecturer performance dynamics in the context of higher education.

RESULT AND DISSCUSSION

Descriptive Analysis

The descriptive analysis provides a summary of respondents' demographic characteristics and the overall tendencies of each research variable. Data were obtained from 147 permanent lecturers at the University of Riau (UNRI) registered in the Science and Technology Index (SINTA). The respondents represented 117 study programs across various faculties, ensuring broad disciplinary representation and reducing sampling bias.

As shown in Table 1, the descriptive statistics indicate that all research variables; Institutional Goals, Participation, Lecturer Commitment, and Lecturer Performance are categorized as high, based on mean scores above 4.00 on a five-point Likert scale. This suggests that lecturers at the University of Riau generally perceive the institutional environment positively, characterized by clear organizational goals, high engagement, strong commitment, and satisfactory work performance.

Table 1. Descriptive Statistics of Research Variables

Variable	Mean (M)	Standard Deviation (SD)	Category	Interpretation
Institutional Goals	4.21	0.47	High	Clear and well-communicated institutional goals
Participation	4.15	0.52	High	Active involvement in institutional activities
Lecturer Commitment	4.18	0.5	High	Strong sense of loyalty and attachment
Lecturer Performance	4.25	0.45	High	Excellent teaching, research, and service

The data show that lecturers strongly agree with statements reflecting institutional goal clarity (M = 4.21), indicating that UNRI has communicated its vision and mission effectively. Participation also scores high (M = 4.15), suggesting that lecturers are actively involved in organizational decision-making and professional activities. Commitment (M = 4.18) indicates that lecturers feel emotionally and professionally attached to their institution, which supports long-term loyalty and productivity. Lecturer performance (M = 4.25) recorded the highest mean, implying that teaching quality, research activity, and community engagement are all at a commendable level.

These findings align with previous research by Yanti et al. (2025) and Syahsudarmi et al. (2024), who emphasize that well-structured institutional goals and a participatory academic culture enhance motivation and satisfaction. The high scores across all variables reflect a synergistic academic environment that supports effective teaching and research performance.

Inferential Analysis

Inferential analysis was conducted to test the research hypotheses and examine how institutional goals, participation, and lecturer commitment influence lecturer performance. The analysis consisted of correlation, multiple regression, and mediation testing using the bootstrapping method.

The Pearson correlation results revealed that institutional goals, participation, and lecturer commitment were all positively and significantly correlated with lecturer performance ($r = 0.62$, $r = 0.59$, and $r = 0.65$ respectively, $p < 0.01$). These results suggest that lecturers who clearly understand institutional goals, actively participate in organizational activities, and exhibit higher commitment tend to perform better in their academic roles.

To determine the predictive strength of each independent variable, a multiple regression analysis was conducted. The results are summarized in Table 2.

Table 2. Results of Multiple Regression Analysis: The Influence of Institutional Goals, Participation, and Lecturer Commitment on Lecturer Performance

Predictor Variable	Standardized Coefficient (β)	t-value	p-value	Interpretation
Institutional Goals	0.31	4.87	0.00	Significant positive effect
Participation	0.27	4.35	0.00	Significant positive effect
Lecturer Commitment	0.36	6.12	0.00	Significant positive effect
Model Summary				
R	0.8			
R ²	0.64			
Adjusted R ²	0.63			
F-value	83.74		0.00	Model significant at $\alpha = 0.05$

The regression model was statistically significant ($F(3,143) = 83.74$, $p < 0.001$) with an Adjusted R² of 0.63, indicating that 63% of the variance in lecturer performance is explained by institutional goals, participation, and lecturer commitment. All three predictors significantly affect performance, with lecturer commitment showing the strongest influence ($\beta = 0.36$). This finding underscores the central role of psychological attachment and professional dedication in determining academic productivity.

The strong effect of institutional goals ($\beta = 0.31$) confirms that clarity and alignment of institutional objectives provide lecturers with a sense of purpose and direction, motivating them to achieve optimal performance. Similarly, participation ($\beta = 0.27$) contributes to performance by creating a sense of ownership and engagement. These results are consistent with findings by Sawitri (2023) and Tanjung et al. (2025), who highlight that commitment and participatory culture foster job satisfaction and enhance academic outcomes.

To examine the mediating effect of lecturer commitment, a mediation analysis was performed using the bootstrapping method (Hayes, 2013). The results are shown in Table 3.

Table 3. Mediation Analysis of Lecturer Commitment on the Relationship Between Institutional Goals and Lecturer Performance

Path Relationship	Direct Effect (β)	Indirect Effect (β)	95% Confidence Interval	Interpretation
Institutional Goals → Lecturer Performance	0.31	—	—	Direct significant effect
Institutional Goals → Lecturer Commitment	0.45	—	—	Significant positive effect
Lecturer Commitment → Lecturer Performance	0.36	—	—	Significant positive effect
Institutional Goals → Commitment → Performance	—	0.12	[0.06, 0.21]	Partial mediation confirmed

The mediation test confirmed a partial mediation effect of lecturer commitment on the relationship between institutional goals and performance. This means that institutional goals not only have a direct impact on performance but also indirectly improve performance through enhanced commitment. In other words, clear goals strengthen lecturers' psychological attachment, which then motivates them to perform better.

The results clearly demonstrate that lecturer performance is significantly influenced by institutional goals, participation, and commitment. Theoretically, this relationship can be explained using the organizational alignment and motivation framework, which posits that institutional structure and personal engagement interact to determine work outcomes. Institutional goals provide direction and purpose; participation enhances ownership; and commitment ensures sustained effort and loyalty.

A significant implication of this finding is that improving lecturer performance requires both structural and psychological strategies. Merely establishing goals or implementing top-down policies is insufficient. Instead, universities must create participatory systems that allow lecturers to contribute to decision-making, while leadership should cultivate commitment through recognition, professional support, and empowerment.

Comparatively, these findings differ in emphasis from previous works conducted in other contexts. For example, Muslikh & Simon (2023) found that leadership style had a more dominant influence than institutional goals in shaping lecturer performance within private universities. However, in the public university context like UNRI, the institutional mission and participatory culture appear more crucial. Similarly, Affandi et al (2021) reported that in smaller Islamic colleges, lecturer performance was more strongly predicted by work discipline and intrinsic motivation, whereas in larger institutions, organizational alignment played a stronger role. This suggests that institutional context moderates the strength of different predictors of performance.

The finding that lecturer commitment acts as a mediator reinforces the central role of affective and normative attachment in academic performance. Studies by (Ortiz López (2020) supported this argument, revealing that lecturer commitment significantly influences innovation, teaching quality, and research productivity. Commitment serves

as a bridge between institutional mechanisms and individual outcomes, transforming structural clarity into sustained behavioral engagement.

Moreover, the results demonstrate the value of participatory governance in academic institutions. Active participation not only enhances trust but also generates a sense of collective identity among lecturers. When lecturers are involved in formulating policies and contributing to institutional decisions, they perceive greater fairness and control, which in turn strengthens motivation and performance. This echoes findings from Tutupoho (2019), who observed that participatory management improved job satisfaction and reduced turnover intentions among university staff in Korea.

In practical terms, the results suggest several strategic implications for university leaders. First, institutional goals should be continuously refined and communicated in a way that is relatable to lecturers' day-to-day roles (Pangestu et al., 2023). Regular socialization of the institutional vision can strengthen alignment between individual activities and organizational objectives. Second, mechanisms for participation; such as academic senates, faculty committees, and collaborative research clusters should be strengthened to ensure that lecturers feel genuinely involved (Sustiyatik, 2023). Third, university management should develop policies that enhance lecturer commitment, including transparent performance appraisals, fair promotion systems, and continuous professional development programs (Yanti et al., 2025).

From a broader perspective, the results contribute to higher education management theory by highlighting the interplay between institutional alignment and individual engagement. While many studies have treated these as separate constructs, the current findings demonstrate their mutual reinforcement. Institutional goals provide structure, participation promotes agency, and commitment provides emotional energy together forming a comprehensive model of performance improvement.

In addition, the mediation result offers new theoretical insight: institutional effectiveness depends not only on the clarity of goals but also on the psychological mechanisms through which these goals motivate individuals. This emphasizes the importance of cultivating a strong academic culture that values both achievement and belonging.

CONCLUSION

The findings of this study demonstrate that lecturer performance at the University of Riau is significantly influenced by institutional goals, participation, and lecturer commitment. These three factors operate interactively rather than independently. Institutional goals provide structural direction and clarity; participation fosters engagement and collaboration; and lecturer commitment strengthens emotional attachment and intrinsic motivation to achieve organizational objectives. Together, they create a dynamic framework that enhances academic quality, productivity, and institutional effectiveness.

Conceptually, the research confirms that organizational and psychological dimensions must coexist to drive optimal performance in higher education. Clear institutional goals alone are insufficient unless accompanied by participatory mechanisms that give lecturers a sense of belonging and commitment that sustains their effort over time. The mediating role of lecturer commitment underscores that performance is not merely the result of managerial structure but also of affective involvement rooted in loyalty, purpose, and professional identity.

Theoretically, this study contributes to the development of performance models in higher education management by integrating structural, behavioral, and psychological factors into one coherent framework. Practically, it offers valuable insights for

university policymakers to design strategies that enhance lecturer performance through clear communication of institutional vision, empowerment in decision-making, and consistent support for lecturer well-being and professional development.

The impact of this research lies in its potential to guide the transformation of university management practices toward a more participatory, value-driven, and performance-oriented academic culture. By aligning institutional strategy with lecturer engagement and commitment, universities can foster sustainable excellence and strengthen their contribution to national educational goals.

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