



WHAT DRIVES LECTURERS' COMMITMENT? EXAMINING THE ROLES OF CULTURE, SUPPORT, AND ENGAGEMENT IN PRIVATE UNIVERSITIES

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Abstract

Lecturer commitment plays a vital role in the sustainability and performance of private universities. This study investigates how organizational culture and organizational support drive lecturers' commitment, with work engagement serving as a key explanatory mechanism. A strong organizational culture fosters shared values and behaviors aligned with institutional goals, while organizational support enhances lecturers' sense of recognition and professional well-being, thereby strengthening engagement in academic responsibilities. Using a quantitative survey of 250 lecturers from private universities in Riau, data were collected through structured questionnaires and analyzed using Structural Equation Modeling (SEM). The results indicate that organizational culture and organizational support have significant positive effects on lecturers' commitment, both directly and indirectly through work engagement. These findings highlight the importance of cultivating supportive and adaptive organizational environments to enhance lecturer commitment and improve institutional performance.

Keywords: job engagement; job satisfaction; organizational culture; organizational support; work commitment; private university lecturers

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INTRODUCTION

National data indicate that Indonesia has 7,246,906 students and 286,730 lecturers, resulting in a lecturer-student ratio of 1:25.27, slightly exceeding the ideal standard of 1:25 (PDDikti, 2025). From a job demands resources perspective, this ratio represents a structural job demand that increases lecturers' workload intensity and role complexity. Lecturers are required to manage extensive teaching responsibilities alongside Tri Dharma obligations, publication targets, and administrative duties, often beyond optimal capacity (Nongkeng, 2020). When such elevated demands are not balanced by adequate institutional support or compensation, they may lead to burnout, work disengagement, reduced job satisfaction, and ultimately higher turnover intention. This risk is particularly salient in private universities, where compensation frequently falls below regional minimum wage levels, such as in Riau Province (DisnakertransRiau, 2025; DetikFinance, 2025). The increasing mobility of private-university lecturers, evidenced by documented homebase transfers (Inipasti.com, 2025), further suggests that excessive workload pressure contributes to declining work commitment and organizational attachment.

This situation encourages some lecturers to have limited loyalty and even switch to other institutions perceived as more promising (A. Sari, 2018). Nevertheless, some lecturers maintain high dedication thanks to moral and material support, as well as a work environment conducive to collaboration, innovation, and recognition of individual performance (Wika, 2025). Therefore, the work commitment of lecturers in PTS is greatly determined by the quality of organizational culture and institutional support in creating satisfaction and meaningful work engagement (Dirwan, 2014; Mutia, 2025; Nongkeng, 2020). Although issues regarding inadequate compensation, facilities, and career security for lecturers at private universities are often discussed, these conditions cannot be generalized to all institutions. In the context of private universities in Riau Province, data show that out of 70 institutions, only 1 is accredited "Excellent" and 8 are rated "Very Good." The majority, totaling 40 institutions, fall under the "Good" category, while 4 institutions hold a "B" accreditation, and 17 institutions have not yet obtained accreditation (LLDIKTI XVII, 2025).

Lecturer commitment in private universities (PTS) can be theoretically explained using Organizational Commitment Theory (Meyer & Allen), which conceptualizes commitment as a multidimensional construct comprising affective, continuance, and normative commitment. Affective commitment reflects emotional attachment to the institution, continuance commitment relates to the perceived costs of leaving, and normative commitment refers to a moral obligation to remain (Meyer & Allen, 1997). In the PTS context, affective commitment is particularly crucial, as lecturers are expected to perform beyond formal job descriptions by consistently fulfilling the Tri Dharma despite limited resources and organizational constraints (Nongkeng, 2020; Sari, 2018). Drawing on Social Exchange Theory, such extra-role behavior is shaped by lecturers' perceptions of organizational support, fairness, and reciprocity. Insufficient support such as inadequate compensation or excessive workload may weaken affective commitment and increase reliance on continuance considerations or turnover intentions (Wika, 2025). Conversely, fair exchange relationships foster stronger affective and normative commitment, reflected in loyalty and active participation in institutional goals, which are essential for sustaining academic quality and competitiveness in PTS (Dirwan, 2014; Mutia, 2025).

In the context of private universities (PTS) with such characteristics, lecturer work commitment becomes even more crucial. Without strong commitment, lecturers tend to merely fulfill formal obligations, show limited involvement in community service or research, or even choose to move to institutions perceived as more promising (Wika, 2025). Conversely, lecturers with high levels of commitment demonstrate loyalty, willingness to contribute beyond expectations, and active participation in supporting the institution's vision and mission (Dirwan, 2014; Mutia, 2025). The importance of lecturer commitment is also aligned with findings from various studies showing that organizational commitment has a significant impact on lecturer performance, the quality of learning, and the institution's success in achieving accreditation and competitiveness (Sari, 2018; Dirwan, 2014). Therefore, placing work commitment as the main variable in this study is considered highly appropriate not only as an indicator of successful human resource management, but also as a foundation for formulating strategies to strengthen organizational culture, institutional support, work engagement, and lecturer job satisfaction (Nongkeng, 2020; Sari, 2018).

Discussions on lecturer commitment in private universities (PTS) need to be situated within specific institutional and systemic contexts rather than generalized cross-country comparisons. In Indonesia, many PTS lecturers continue to face structural constraints, including limited welfare provisions, inadequate research facilities, and restricted career development opportunities. These conditions contribute to variability in lecturer commitment, where affective attachment and professional dedication coexist with increased mobility toward institutions or sectors offering better employment conditions (Jatmiko, 2020; Sri Wahyuningsih, 2024).

In contrast, studies conducted in certain developed higher education systems, particularly in non-profit private universities operating under regulated academic labor markets, indicate that lecturer commitment is supported by stronger institutional arrangements, such as transparent remuneration systems, stable career pathways, research support, and recognition-based academic cultures (Wahyuningsih, 2025). Rather than reflecting inherent national differences, these variations suggest that lecturer commitment is shaped by the extent to which institutions provide adequate job resources that balance academic demands.

This pattern can be theoretically explained through the Job Demands-Resources (JD-R) framework and Social Exchange Theory, which posit that job satisfaction and work engagement function as key psychological mechanisms linking organizational support to commitment outcomes. Empirical studies consistently demonstrate that supportive work environments foster job satisfaction and engagement, which in turn strengthen lecturers' organizational commitment. For instance, work-life balance has been shown to enhance job satisfaction and subsequently organizational commitment (L Sari et al., 2025), while job engagement exhibits a significant positive association with commitment (Mauna & Safitri, 2015; Wahyuni, 2022). Other studies similarly identify job satisfaction as a dominant predictor of lecturer commitment across different PTS contexts (Jufri, 2019; Iswati & Ignatius, 2023).

In line with previous findings, numerous studies indicate that organizational culture and institutional support are key factors influencing lecturer work engagement, job satisfaction, and organizational commitment. An open, collaborative, and responsive culture has been shown to enhance engagement because lecturers feel valued and have adequate opportunities to contribute (D. Sari & Haryanto, 2021; Bakker & Demerouti, 2017). Likewise, institutional support through policies, facilities, and welfare provisions significantly improves job satisfaction and strengthens loyalty (Setyowati & Nugroho, 2020; Kim & Park, 2019). Several studies also confirm that engagement and job satisfaction are closely associated with organizational commitment and often function as mediating variables linking organizational characteristics to lecturer behavior (Mauna & Safitri, 2015; Jufri, 2019).

However, a literature review conducted over the past five years using databases such as Google Scholar, Scopus, and DOAJ reveals that most studies on organizational culture, institutional support, work engagement, and job satisfaction among lecturers have been examined separately. Existing research typically evaluates direct effects for example, between organizational culture and commitment or between institutional support and job satisfaction without incorporating engagement and job satisfaction simultaneously as mediators. Moreover, studies specifically focusing on private universities (PTS) in Indonesia, particularly those with diverse accreditation levels and varying funding structures, remain limited. Initial screening shows that only a small number of articles integrate all four variables into a comprehensive model, and many of the available studies are conducted in public universities or general organizational contexts that do not reflect the unique dynamics of PTS.

These limitations indicate a specific and testable research gap rather than a general lack of studies. Existing research in Indonesian private universities has largely examined organizational culture, institutional support, engagement, job satisfaction, and lecturer commitment in isolation or through partial relationships, without empirically testing a simultaneous mediation model that integrates these variables within a single framework (D. Sari & Haryanto, 2021; Setyowati & Nugroho, 2020). Moreover, prior studies have not sufficiently explored how organizational culture and institutional support interact through engagement and job satisfaction to shape lecturer commitment within the context of Indonesian PTS, which are embedded in distinct local cultural and organizational conditions (Mauna & Safitri, 2015; Jufri, 2019). Accordingly, this study addresses this gap by empirically examining an integrative model of culture-institutional support-

engagement-job satisfaction-lecturer commitment in Indonesian private universities. By testing the mediating roles of engagement and job satisfaction simultaneously, this research contributes to a more comprehensive theoretical understanding of lecturer commitment and offers practical implications for strengthening lecturer management strategies in PTS.

Drawing on previous theories and research findings, this study aims to address several key research questions. First, to what extent does organizational culture influence work engagement, job satisfaction, and lecturer commitment in private universities (D. Sari & Haryanto, 2021; Bakker & Demerouti, 2017). Second, to what extent does organizational support contribute to work engagement, job satisfaction, and lecturer commitment (S. Setyowati & Nugroho, 2020; Kim & Park, 2019). Third, does work engagement mediate the relationships between organizational culture and organizational support and lecturer commitment (Mauna & Safitri, 2015; Wahyuni, 2022) Fourth, does job satisfaction also mediate the relationships between organizational culture and organizational support and lecturer commitment (L Sari et al., 2025; Jufri, 2019).

This study employs three theoretical foundations with distinct but complementary roles. Organizational Support Theory (OST) and Social Exchange Theory (SET) serve as the primary frameworks, as both emphasize that lecturers' perceptions of institutional support foster satisfaction, engagement, and commitment through mechanisms of organizational care and reciprocal relationships (Eisenberger et al., 1986; Blau, 1964). However, previous studies applying these two theories have largely focused on industrial or public-sector settings, which do not fully capture the unique dynamics of lecturer commitment in private universities. To address this gap, the study incorporates the Job Demands Resources (JD-R) Theory as a supporting framework. JD-R explains how organizational culture and institutional support function as job resources that enhance work engagement and reduce job strain (Bakker & Demerouti, 2007). Accordingly, OST and SET provide the core conceptual foundation, while JD-R strengthens the explanation of psychological mechanisms that remain insufficiently addressed by the first two theories.

Although these theories have been widely used in studies of work behavior, prior research tends to apply them in isolation, thereby failing to capture the complexity of lecturer commitment especially within private university contexts. OST and SET highlight the importance of perceived support and reciprocity, yet they often overlook demanding work conditions such as administrative burdens, tridharma responsibilities, and institutional competition that may reduce engagement despite adequate support. Conversely, JD-R explains the role of job resources but does not sufficiently address relational and affective aspects of the lecturer institution relationship, which are central to OST and SET. Therefore, integrating the three theories provides a more holistic and contextually grounded framework for understanding the structural and psychological linkages between organizational culture, institutional support, work engagement, job satisfaction, and lecturer commitment in private universities.

Previous studies consistently demonstrate that organizational culture plays a crucial role in shaping lecturer job satisfaction across various higher education institutions. Research by Alasyari (2023), Lubis (2024), Marisa (2010), Lestari (2023) and Najamudin (2023), collectively confirms a significant positive effect of organizational culture on lecturer satisfaction, as evidenced through statistical indicators such as t-values and p-values below 0.05. These findings emphasize that a strong and supportive organizational culture is not simply an environmental factor but a structural driver that influences satisfaction through motivation, collegial relations, and institutional support mechanisms. Across different university contexts, organizational culture consistently emerges as a key determinant of job satisfaction.

A deeper analysis of these studies reveals several dominant cultural indicators that exert the strongest influence on lecturer satisfaction. Elements such as collegiality, open communication, and collaborative work norms are repeatedly identified as major contributors to satisfaction. Leadership support, fairness in policy implementation, and professional autonomy also stand out as cultural characteristics that enhance lecturers' sense of security, value, and recognition. These cultural indicators most strongly affect core aspects of job satisfaction, particularly satisfaction with the work environment, organizational appreciation, and opportunities for professional development. Thus, understanding which cultural attributes drive satisfaction offers valuable insights for institutions especially private universities to strengthen lecturer commitment and overall organizational performance. H₁: Organizational culture positively and significantly impacts job satisfaction.

From a theoretical perspective, the relationship between organizational culture and work engagement can be explained through Social Exchange Theory and Affective Events Theory. Organizational culture shapes daily work experiences, norms, and values that trigger positive or negative affective responses, which subsequently influence employees' level of engagement. A supportive, adaptive, and participative culture provides psychological safety and meaning at work, encouraging lecturers to invest cognitive, emotional, and behavioral energy into their roles.

Empirical evidence consistently supports this theoretical linkage. Studies across higher education and organizational contexts demonstrate that organizational culture significantly enhances work engagement (Atmaja, 2024; Pifianti, 2023; Azzaki, 2021). Conversely, rigid and hierarchical cultures may weaken engagement by limiting autonomy and emotional attachment, as observed by (N. P. Ramadhani, 2023). In academic settings, Dirwan (2014) further confirms that a strong academic culture not only reinforces commitment but also sustains lecturer engagement. Collectively, these findings indicate that organizational culture functions as a key contextual driver that shapes lecturers' affective experiences and engagement levels. H₂: Organizational culture positively and significantly affects work engagement.

The influence of job satisfaction on lecturer commitment can be theoretically grounded in Social Exchange Theory and Organizational Support Theory, which posit that employees who perceive their work experiences as rewarding and fair are more likely to reciprocate with stronger organizational commitment. Job satisfaction reflects lecturers' evaluative judgments regarding rewards, recognition, work conditions, and career opportunities, which directly shape affective and normative attachment to the institution.

Empirical studies consistently corroborate this mechanism across higher education contexts. Prior research demonstrates that job satisfaction significantly strengthens various dimensions of lecturer commitment, including affective, normative, and continuance commitment (Wijaya, 2022; Prasetyo, 2021; Hidayat, 2019). Institutional rewards, recognition, and supportive management practices emerge as central sources of satisfaction that reinforce commitment (Santoso & Rahmawati, 2020; N. Sari, 2023). Rather than isolated findings, these studies collectively indicate that job satisfaction operates as a psychological pathway through which institutional practices translate into sustained lecturer commitment. H₃: Job satisfaction positively and significantly impacts lecturers' work commitment.

Previous research consistently demonstrates that organizational support positively contributes to lecturer job satisfaction. A. Sari & Nugroho (2022) at Jakarta State University, for example, found that perceived support from leaders and the institution significantly increased job satisfaction, with a p-value <0.05. Rahman (2021) at UIN Maulana Malik Ibrahim Malang emphasized that support in the form of facilities, rewards, and recognition had a positive effect on satisfaction. Hidayati (2020) at Diponegoro University in Semarang similarly highlighted the importance of administrative and emotional support in increasing motivation and satisfaction. Meanwhile, Prasetyo & Santoso (2023) at Muhammadiyah University in Surakarta employed a regression-based design and demonstrated that higher levels of perceived organizational support lead to higher lecturer satisfaction. Lestari (2023) at Pancasakti University in Tegal added that the provision of resources and career development opportunities significantly shapes satisfaction.

Although these studies reach consistent conclusions, they vary considerably in terms of research design ranging from simple survey approaches to cross-sectional regression models with sample sizes that differ widely across institutions. These methodological variations influence the strength and generalizability of their findings. Additionally, most studies are conducted within a single institutional setting, which strengthens contextual relevance but may introduce institutional bias, particularly when organizational climate or leadership culture is unusually strong or atypical. As a result, while existing evidence supports the positive role of organizational support in enhancing job satisfaction, the diversity of research designs and institutional contexts suggests the need for broader, multi-institutional studies that can provide more robust and comparative insights. H₄: Organizational support has a positive and significant influence on job satisfaction.

Previous studies consistently indicate that organizational support plays a substantive role in strengthening lecturer work engagement in higher education. Empirical evidence from private and public universities shows that support in the form of leadership attention, adequate facilities, recognition, and career

development opportunities fosters lecturers' psychological attachment and willingness to invest greater effort in their academic roles (Atmaja, 2024; Pifianti, 2023; Ramadhani, 2023). In academic settings, organizational support also contributes to the internalization of institutional values and the development of a supportive academic culture, which in turn enhances both engagement and commitment (Dirwan, 2014).

Azzaki, (2021) examined organizational support in the banking sector, the findings remain conceptually relevant, as they demonstrate a general mechanism whereby perceived organizational support enhances motivation and job satisfaction, which subsequently increases employee engagement. This mechanism aligns with Social Exchange Theory and Organizational Support Theory, which suggest that employees across sectors reciprocate supportive organizational treatment with higher engagement. Accordingly, when contextualized within higher education, organizational support can be understood as a critical antecedent of lecturer engagement, rather than as a sector-specific phenomenon.

Overall, the synthesized evidence suggests that organizational support functions as a key contextual resource that encourages lecturers to become more engaged in their academic work. H₅: Organizational support positively and significantly affects work engagement.

From a theoretical standpoint, the relationship between work engagement and lecturer commitment can be explained through the Job Demands-Resources (JD-R) Model and Organizational Commitment Theory, which posit that engaged employees are more likely to develop strong affective attachment and sustained commitment to their institutions. Work engagement reflects a positive, fulfilling work-related state characterized by vigor, dedication, and absorption, which fosters emotional attachment and loyalty.

Empirical evidence across higher education contexts consistently supports this mechanism. Studies show that lecturers with higher levels of work engagement tend to demonstrate stronger affective, normative, and continuance commitment, expressed through loyalty, professional responsibility, and willingness to remain with the institution (Wijaya, 2022; Prasetyo, 2021; Santoso & Rahmawati, 2020; Hidayat, 2019; Sari, 2023). Collectively, these findings indicate that work engagement functions as a critical psychological driver of lecturers' work commitment. H₆: Work engagement positively and significantly impacts lecturers' work commitment.

The influence of organizational culture on lecturer commitment can be theoretically grounded in Social Exchange Theory and Organizational Commitment Theory, which emphasize that shared values, norms, and institutional practices shape employees' emotional attachment and sense of obligation toward the organization. A strong and supportive organizational culture provides meaning, identity, and behavioral guidance that foster sustained commitment.

Empirical studies in higher education consistently demonstrate that organizational culture strengthens lecturers' affective and normative commitment by internalizing professional values, institutional norms, and academic ethics (Marisa, 2010; Alasyari, 2023; Lubis, 2024; Lestari, 2023; Najamudin, 2023). Rather than isolated findings, these studies collectively suggest that organizational culture serves as a foundational mechanism through which institutions cultivate lecturer loyalty, motivation, and long-term commitment. H₇: Organizational culture positively and significantly affects lecturers' work commitment.

Several studies confirm that organizational support plays a significant role in increasing lecturers' work commitment. A. Sari & Nugroho (2022) at Jakarta State University demonstrated that perceived support from both superiors and the institution significantly strengthened work commitment, with a p-value <0.05. Rahman (2021) at UIN Maulana Malik Ibrahim Malang also emphasized that the provision of facilities, recognition, and rewards from the organization positively impacted lecturers' loyalty and engagement. Similar findings were demonstrated by S. Hidayati (2020) at Diponegoro University in Semarang, who found that administrative and emotional support increased work commitment. A. Prasetyo & Santoso (2023) at Muhammadiyah University in Surakarta added that higher organizational support, the stronger the lecturer's commitment to the institution. D. Lestari (2023) at Pancasakti University in Tegal reinforced these findings by demonstrating that career development opportunities and resource availability play a significant role in strengthening lecturers' work commitment. Overall, these research findings confirm that organizational support is a strategic element in fostering lecturers' work commitment in higher education.

Previous studies consistently show that organizational support significantly strengthens lecturers' work commitment, particularly through dimensions such as affective, normative, and continuance commitment.

Support from leaders, adequate facilities, recognition, rewards, and career development opportunities are identified as the most influential aspects, with effects that occur both directly and indirectly through mediators such as work engagement and job satisfaction. However, most studies rely on single-institution, cross-sectional survey or simple regression designs with varied sample sizes, limiting causal inference and external validity. Institutional differences in leadership style, resource availability, and governance may also create contextual bias, while potential moderating variables such as organizational culture, job demands, autonomy, or psychological capital are rarely examined. Thus, although organizational support is a key predictor of lecturer commitment, existing findings remain context-dependent and highlight the need for broader, multi-institutional, and more theoretically integrated research. H₈: Organizational support positively and significantly influences lecturers' work commitment.

METHOD

The study employed a quantitative survey method to examine the relationships among organizational culture, organizational support, job engagement, job satisfaction, and lecturer commitment (Creswell & Creswell, 2018; Sekaran & Bougie, 2019). This approach enabled objective measurement of latent constructs using standardized instruments and allowed hypothesis testing through statistical modeling (Bryman, 2016). The survey design was particularly appropriate because it facilitated the collection of data from a large group of lecturers, thereby increasing the generalizability of findings within private universities in Riau (Fowler, 2014). This method also aligned with the study's objective to empirically predict the extent to which organizational culture and organizational support contribute to work commitment via engagement and job satisfaction (Bakker & Demerouti, 2017; D. Sari & Haryanto, 2021).

Data were collected by distributing questionnaires both online (using Google Forms) and offline during faculty meetings to increase participation and minimize nonresponse. The target population consisted of full-time lecturers at private universities (PTS) specializing in economics in Riau Province. Purposive sampling was applied to ensure that only lecturers who met the predetermined criteria (full-time status, minimum two years of teaching experience, and active teaching in economics-related fields) were included (Sekaran & Bougie, 2019). Prior to completing the questionnaire, respondents were required to confirm their eligibility through screening questions embedded in the survey. The response rate reached approximately XX% (isi sesuai hasil nyata), which is considered adequate for lecturer-based studies that typically face low participation and self-selection bias. Several measures were taken to reduce bias, including reminder emails, anonymous responses, and clarification that participation had no administrative consequences.

The sample size was determined using Hair et al., (2010) rule of thumb, requiring a minimum of ten times the number of indicators; with 25 indicators, at least 250 responses were needed. PLS-SEM was selected as the analytical technique due to the study's predictive orientation, the complexity of the model involving multiple mediating variables, and the combination of reflective and potentially formative constructs, which PLS handles more flexibly than covariance-based SEM (Hair et al., 2019; Sarstedt et al., 2022). PLS-SEM is also robust for non-normal data and medium sample sizes, making it suitable for lecturer population research. The analysis consisted of two stages: evaluation of the measurement model (outer model) through assessments of convergent validity, discriminant validity, and construct reliability, followed by evaluation of the structural model (inner model) to assess path coefficients, effect sizes, and predictive relevance.

Hypothesis testing was conducted using the bootstrapping procedure in SmartPLS 4.0 with 5,000 subsamples. A bias-corrected and accelerated (BCa) bootstrapping method was applied to produce more accurate confidence intervals, particularly for mediation effects. Significance was determined based on t-statistics ($t > 1.96$ for $\alpha = 0.05$) and p-values (< 0.05). This rigorous procedure ensured robust estimation of path coefficients, including both direct and indirect effects among the constructs (Ringle et al., 2022).

RESULTS

This study was des the link between organizational igned to answer the question of the function of work engagement in mediating the connection between organizational culture and organizational support for lecturer commitment at a private university in Riau specializing in economics. Data analysis was conducted employing a quantitative approach using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method, which enables for comprehensive and concurrent testing of the relationship between latent constructs. The presentation of the results starts with a description of the respondents' characteristics, followed by a test of the accuracy and consistency of the instrument, and ends with a test of the structural model that assesses the significance between variables. The research findings are expected to provide theoretical contributions to enrich the study of work engagement and lecturer commitment, while also providing practical implications for human resource management in private universities, particularly in efforts to improve the performance and sustainability of higher education institutions.

Table 1. Respondents' Profile in the Research

Characteristics	Item	Frequency	Percentage
Length of Service (Years)	< 6	14	13.75%
	6-10	46	46.10%
	11-15	18	17.84%
	16-20	6	5.58%
	> 20	17	16.73%
Age (Years)	< 35	22	22.30%
	36-45	36	36.06%
	46-55	33	32.71%
	> 55	9	8.92%
Gender	Man	55	55.02%
	Woman	45	44.98%
Education	Master (S2)	83	82.90%
	Doctorate (S3)	17	17.10%

Based on the research data, the characteristics of the respondents showed quite diverse variations. Regarding length of service, the majority of lecturers have 6-10 years of teaching experience, namely 46 respondents (46.10%), followed by lecturers with 11-15 years of service experience as many as 18 respondents (17.84%), more than 20 years as many as 17 respondents (16.73%), less than 6 years as many as 14 respondents (13.75%), and 16–20 years as many as 6 respondents (5.58%). For age, most of lecturers are within the range of 36-45 years as many as 36 respondents (36.06%), followed by 46-55 years as many as 33 respondents (32.71%), less than 35 years as many as 22 respondents (22.30%), and more than 55 years as many as 9 respondents (8.92%).

In terms of gender, male lecturers were slightly more dominant, namely 55 respondents (55.02%), while female lecturers numbered 45 respondents (44.98%). Meanwhile, based on the last education, the majority of respondents had completed a Master's program (S2) as many as 83 respondents (82.90%), while lecturers held a Doctorate (S3) as many as 17 respondents (17.10%).

Based on the research data, the respondents exhibit considerable demographic variation, although the distribution is notably concentrated among mid-career lecturers. Most participants have 6-10 years of teaching experience (46.10%), followed by those with 11-15 years (17.84%) and more than 20 years (16.73%), indicating that the sample is dominated by individuals in a stable and productive career phase, which may shape their perceptions of organizational support and commitment differently from early-career or senior lecturers. A similar pattern appears in age, with the majority falling within 36-45 years (36.06%) and 46-55 years (32.71%). Gender composition is nearly balanced 55.02% male and 44.98% female thereby reducing the likelihood of gender-based response bias. In terms of education level, most respondents hold a Master's degree (82.90%), reflecting the typical qualification structure of private university lecturers. Overall, while the demographic profile strengthens representativeness through gender balance and adequate educational variation, the dominance of mid-career academics may limit external validity for younger or near-retirement

lecturers; nevertheless, the sample remains appropriate for analyzing work engagement, job satisfaction, and commitment in the context of private higher education institutions in Riau.

Overall, these characteristics indicate that the research respondents have varied teaching experience, dominated through the productive within the age range of 36–55 years, with the majority have a Master's degree, which indicates that the sample is representative for analyzing work engagement, job satisfaction, and commitment of lecturers at Riau PTS.

Table 2. Results of the Measurement Model

Variables	Indicator	Loading Factor	Composite Reliability	Average Variation Extracted
Culture	X1_1: Artifacts	0,726	0,803	0,558
	X1_2: Discipline	0,736		
	X1_3: Quality	0,774		
	X1_4: Responsibility	0,763		
	X1_5: Devotion	0,736		
Organizational Support	X2_1: Awards	0,746	0,885	0,688
	X2_2: Welfare	0,872		
	X2_3: Fairness	0,806		
	X2_4: Support	0,896		
	X2_5: Facilities	0,818		
Work Engagement	Y1_1: Energy	0,823	0,836	0,605
	Y1_2: Dedication	0,712		
	Y1_3: Absorption	0,784		
	Y1_4: Attachment	0,755		
	Y1_5: Focus	0,811		
Job Satisfaction	Y2_1: Salary	0,784	0,835	0,604
	Y2_2: Promotion	0,713		
	Y2_3: Recognition	0,806		
	Y2_4: Workload	0,819		
	Y2_5: Environment	0,759		
Lecturer Work Commitment	Z1_1: Pride	0,887	0,888	0,693
	Z1_2: Enthusiasm	0,739		
	Z1_3: Steadfastness	0,859		
	Z1_4: Obligation	0,865		
	Z1_5: Loyalty	0,803		

Table 3. Discriminant Validity

	Culture	Job Satisfaction	Lecturer Work Commitment	Organizational Support	Work Engagement
Culture	0,747				
Job Satisfaction	0,735	0,777			
Lecturer Work Commitment	0,706	0,715	0,832		
Organizational Support	0,738	0,713	0,767	0,829	
Work Engagement	0,743	0,699	0,715	0,742	0,778

According to the results of the factor loading analysis, composite reliability (CR), and average variance extracted (AVE) shown in Table 2, all indicators within each variable have met the validity and reliability requirements. The Culture variable consists of five indicators, namely Artifacts, Discipline, Quality, Responsibility, and Devotion, with factor loadings ranging from 0.726 to 0.774, CR of 0.803, and AVE of 0.558, confirming that the indicators consistently represent the construct of organizational culture. The Organizational Support variable, with five indicators (Awards, Welfare, Fairness, Support, Facilities), has factor loadings ranging from 0.746 to 0.896, CR of 0.885, and AVE of 0.688, indicating high internal reliability. The Work Engagement variable consists of five indicators (Energy, Dedication, Absorption, Attachment, Focus) with factor loadings between 0.712 and 0.823, CR of 0.836, and AVE of 0.605, while the Job Satisfaction variable, with indicators Salary, Promotion, Recognition, Workload, Environment, has loadings ranging from 0.713 to 0.819, CR of 0.835, and AVE of 0.604. These results show that both constructs

are measured validly and reliably by their respective indicators. Finally, the Lecturer Work Commitment variable, consisting of five indicators (Pride, Enthusiasm, Steadfastness, Obligation, Loyalty), shows factor loadings from 0.739 to 0.887, CR of 0.888, and AVE of 0.693, confirming that all indicators consistently capture lecturer work commitment. Overall, CR values above 0.7 and AVE above 0.5 indicate that all research constructs have adequate convergent validity and internal reliability, making them suitable for further analysis using PLS-SEM.

Table 3 shows that all constructs meet the Fornell-Larcker Criterion, indicating that each construct's indicators are more strongly associated with their own construct than with other constructs, thus confirming good discriminant validity.

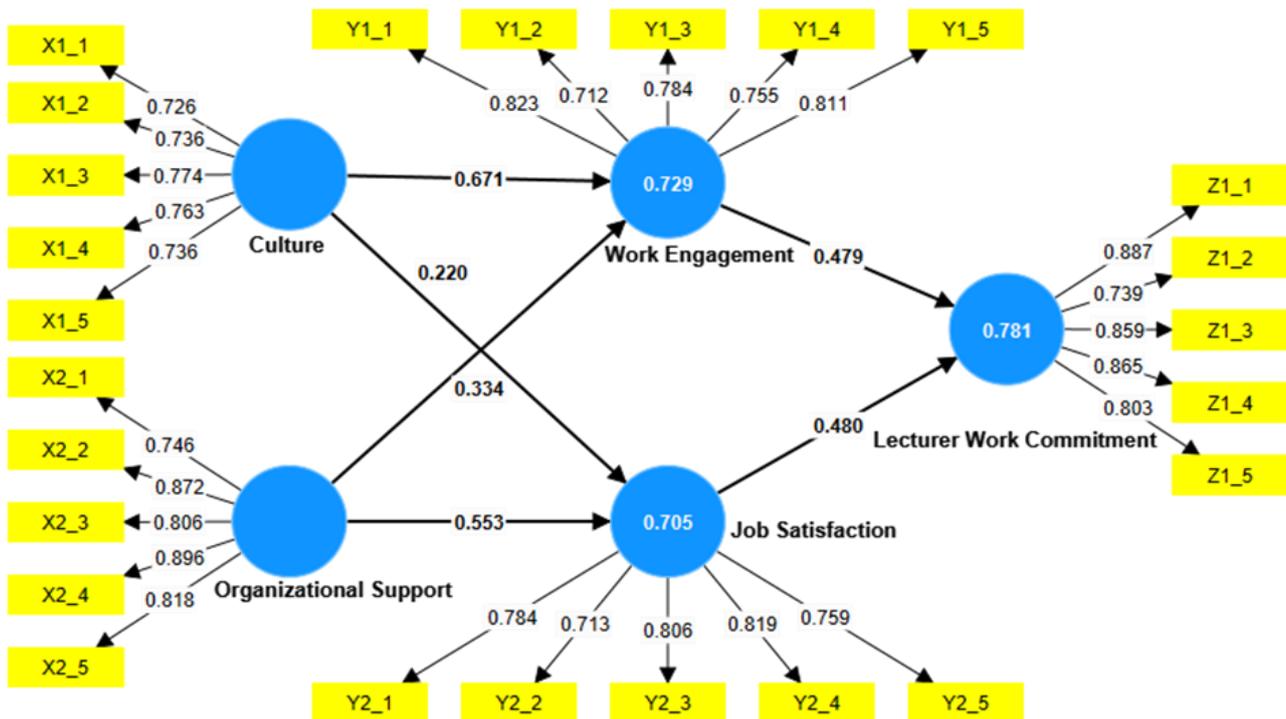


Figure 1. The Tested Structural Model

According to the findings of the factor loading analysis, along with composite reliability (CR), and average variance extracted (AVE), all indicators of each variable have met the validity and reliability requirements. The Culture variable consists of five indicators, namely Artifacts, Discipline, Quality, Responsibility, and Devotion, with each factor loading value ranging from 0.726-0.774, CR of 0.803, and AVE of 0.558, indicating that these indicators consistently represent the construct of organizational culture. The Organizational Support variable with five indicators (Recognition, Welfare, Fairness, Support, Facilities) has a factor loading of 0.746-0.896, CR of 0.885, and AVE of 0.688, indicating high internal reliability.

The Work Engagement variable consists of five indicators (Energy, Dedication, Absorption, Commitment, Focus) with a factor loading of 0.712-0.823, CR 0.836, and AVE 0.605, while the Job Satisfaction variable with indicators Salary, Promotion, Recognition, Workload, and Environment has a loading of 0.713-0.819, CR 0.835, and AVE 0.604. These two variables indicate that the indicators are able to capture the construct validly and reliably.

Finally, the Lecturer Work Commitment variable with five indicators (Pride, Enthusiasm, Commitment, Obligation, Loyalty) shows a factor loading of 0.739-0.887, a CR of 0.888, and an AVE of 0.693, indicating that all indicators consistently measure lecturer work commitment. Overall, CR values above 0.7 and AVE above 0.5 indicate that all research constructs have adequate convergent validity and internal reliability, making them suitable for subsequent structural model analysis using PLS-SEM.

Table 4. Results of R-Square Values

Variable	R Square	R Square Adjusted
Job Satisfaction	0,705	0,703
Lecturer Work Commitment	0,781	0,780
Work Engagement	0,729	0,727

The findings of the structural model analysis show the R Square (R^2) and R Square Adjusted values that describe the ability of independent variables to explain the dependent variable. The Work Engagement variable has an R^2 of 0.729 and an Adjusted R^2 of 0.727, which indicates that organizational culture and organizational support are able to explain 72.9% of the variation in job engagement of lecturers in Riau's economics private universities. The Job Satisfaction variable has an R^2 of 0.705 and an Adjusted R^2 of 0.703, which means that 70.5% of the variation in lecturer job satisfaction can be interpreted as organizational culture, organizational support, and work engagement. Meanwhile, the Lecturer Work Commitment variable shows an R^2 of 0.781 and an Adjusted R^2 of 0.780, which indicates that 78.1% of the variation in lecturer work commitment can be explained by a combination of organizational culture, organizational support, work engagement, and job satisfaction. Overall, the high R^2 value explains that the research model has effective predictive power in explaining lecturer work commitment in Riau's economics private universities.

Table 5. Results of Model Fit

	Saturated Model	Estimated Model	Result
Standardized Root Mean Square Residual (SRMR)	0,084	0,084	Well
Squared Euclidean distance (d_ULS)	2,301	2,310	Well
Geodesic Distance (d_G)	1,051	1,055	Well
Chi-Square	1466,002	1467,753	Well
Normed Fit Index (NFI)	0,724	0,723	Well

The results of the PLS-SEM fit model evaluation indicate that this study model meets the goodness of fit requirements. The Standardized Root Mean Square Residual (SRMR) value is 0.084, Squared Euclidean Distance (d_ULS) is 2.310, Geodesic Distance (d_G) is 1.055, Chi-Square is 1467.753, and Normed Fit Index (NFI) is 0.723, all of which show good results, so the estimation model can be considered feasible and in accordance with the empirical data. This finding confirms that the structure of the connection between the tested variables of organizational culture, organizational support, work engagement, job satisfaction, and lecturer work commitment as a whole represents the real relationship that exists in the field. In other words, this research model has adequate structural validity and is useful for interpreting the influence between variables accurately.

Table 6. Bootstrapping Results of PLS-SEM for Direct Effects

Hypothesis	Standard Deviation (STDEV)	T Statistics ((O /STDEV))	P Values	Conclusion
H ₁ : Culture → Job Satisfaction	0,069	4,874	0,000	Accepted
H ₂ : Culture → Work Engagement	0,064	10,442	0,000	Accepted
H ₃ : Job Satisfaction → Lecturer Work Commitment	0,053	9,083	0,000	Accepted
H ₄ : Organizational Support → Job Satisfaction	0,048	11,632	0,000	Accepted
H ₅ : Organizational Support → Work Engagement	0,068	3,239	0,001	Accepted
H ₆ : Work Engagement → Lecturer Work Commitment	0,053	9,013	0,000	Accepted

The results of the hypothesis testing indicate that all relationship paths between variables are significant and accepted. Organizational culture has a positive effect on Job Satisfaction ($t = 4.874$, $p < 0.001$) and Work Engagement ($t = 10.442$, $p < 0.001$), indicating that a conducive work culture can increase lecturer satisfaction and engagement. Furthermore, Organizational Support also has a significant favorable effect on job satisfaction ($t = 11.632$, $p < 0.001$) and Work Engagement ($t = 3.239$, $p = 0.001$), confirming the importance of institutional support for lecturer motivation and engagement.

In addition, Job Satisfaction was proven to have a significant effect on Lecturer Work Commitment ($t = 9.083, p < 0.001$), while Work Engagement also had a significant positive effect on lecturer work commitment ($t = 9.013, p < 0.001$). These findings indicate that both job satisfaction and work engagement are key factors that mediate the influence of culture and organizational support on lecturer commitment in Riau Private Universities. Overall, all research hypotheses were accepted, confirming the validity of the proposed conceptual model.

Table 7. Bootstrapping PLS-SEM for Indirect Effects

Hypothesis	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Conclusion
H ₇ : Culture → Lecturer Work Commitment	0,056	8,663	0,000	Accepted
H ₈ : Organizational Support → Lecturer Work Commitment	0,046	8,032	0,000	Accepted

The results of the hypothesis testing also explain that organizational culture and organizational support have a positive and significant direct effect on Lecturer Work Commitment. The influence of organizational culture on lecturer work commitment was recorded as significant with $t = 8.663$ and $p < 0.001$, while organizational support on lecturer work commitment was also significant with $t = 8.032$ and $p < 0.001$. This finding confirms that in addition to the mediation pathway of work engagement and job satisfaction, organizational culture and institutional support also contribute directly to increasing loyalty, dedication, and attachment of lecturers to private higher education institutions in the field of economics in Riau. Thus, both cultural factors and organizational support are the main drivers of lecturer commitment, both directly and indirectly.

DISCUSSION

The findings of this study show that organizational culture, organizational support, and job engagement each exert a significant positive influence on lecturer commitment, with job satisfaction further strengthening these relationships. When examined through major theoretical lenses, the results both reinforce and extend classical frameworks such as Schein (2017) organizational culture model, Eisenberger et al., (2001) Perceived Organizational Support (POS) theory, and the Job Demands-Resources (JD-R) model by Schaufeli & Bakker (2004). In line with Schein (2017), the study confirms that shared norms, values, and behavioral expectations embedded within private universities (PTS) in Riau shape lecturers' long-term attachment to their institutions. This study extends Schein's model by specifying how the dimensions of organizational culture manifest uniquely in educational institutions in Indonesia. Specifically, it identifies the interplay between formal academic expectations and local relational culture-characterized by strong interpersonal ties, collegiality, and respect for hierarchical authority-resulting in a form of commitment that is more relational and culturally embedded than the general conceptualization of Schein. Similarly, support from institutions aligns with POS theory (Eisenberger et al., 2001), yet this research extends POS by demonstrating that in collectivistic contexts like Riau's PTS, emotional and relational forms of support (e.g., leader approachability, informal mentoring, socio-emotional recognition) are as critical as material support such as facilities and career opportunities. This highlights the cultural contingency of POS theory and suggests that the mechanisms through which organizational support enhances commitment may differ in non-Western, high-context cultures. Engagement effects also strengthen the JD-R model (Schaufeli & Bakker, 2004), illustrating that when job resources such as academic autonomy, recognition, and collegial climate are available, lecturers demonstrate higher enthusiasm and dedication, which then translate into stronger institutional commitment. Thus, this study extends the JD-R framework by contextualizing the influence of job resources within a culturally specific academic environment.

In examining the relative strength of influences among the three variables, organizational support emerges as the most dominant predictor of lecturer commitment. This suggests that, in Riau's PTS context, lecturers respond more strongly to tangible and intangible forms of institutional care such as access to research support, fair workload distribution, opportunities for academic development, and responsive leadership compared to cultural cues or intrinsic engagement alone. Organizational culture also shows a strong but slightly

less dominant effect, implying that cultural alignment remains important but is insufficient without corresponding structural support. Job engagement, while still significant, presents the weakest of the three effects, indicating that personal enthusiasm and dedication may not fully materialize into commitment unless reinforced by favorable institutional conditions. These variations highlight important managerial implications: strengthening lecturer commitment requires prioritizing structured support systems, improving the consistency of institutional policies, and ensuring that cultural values are translated into meaningful practices rather than merely symbolic norms. At the same time, understanding that job satisfaction acts as a mediator underscores that even strong culture or support will not enhance commitment unless lecturers genuinely feel content, valued, and fulfilled in their roles.

The study also provides context-specific insights relevant to private universities specializing in economics in Riau. These institutions often operate under constrained financial and human resources, which can limit the availability of facilities, research funding, and professional development opportunities. Additionally, the regional academic environment tends to emphasize teaching responsibilities more than research, potentially influencing lecturer engagement levels, satisfaction patterns, and commitment formation. The cultural environment of PTS in Riau is generally characterized by close-knit social relations, collective decision-making norms, and high respect for organizational authority, all of which may amplify the influence of organizational culture and organizational support. However, these same contextual features may introduce institutional biases such as dependence on leadership style or uneven implementation of academic policies that shape how lecturers interpret support and develop commitment. Regional factors such as local economic conditions, competition among PTS institutions, and community expectations for educational services further contribute to variations in engagement and satisfaction, making lecturer commitment partially dependent on broader socio-economic realities beyond the institution's internal dynamics.

Overall, the study not only reinforces established theories but also offers context-based nuances that illustrate how organizational culture, support, and engagement operate within Indonesian higher education. These findings highlight the importance of designing institutional strategies that account for local cultural dynamics, resource limitations, and the unique motivational structure of lecturers in Riau's private economics universities.

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that organizational culture and organizational support have a positive and significant effect on lecturers' work commitment in private universities specializing in economics in Riau. This influence is stronger when lecturers experience high work engagement and adequate job satisfaction. These findings indicate that a supportive organizational culture and tangible institutional resources can enhance lecturers' involvement and loyalty, but their effectiveness is largely shaped by satisfaction and engagement levels. Novelty of this study: This research provides a comprehensive integrative model that simultaneously examines the roles of organizational culture, organizational support, work engagement, and job satisfaction in shaping lecturers' commitment. Unlike prior studies that mostly investigate these variables in isolation, this study offers a context-specific contribution by focusing on private universities in Indonesia with diverse accreditation levels, funding structures, and local cultural conditions. This approach provides empirical evidence on how these factors interact simultaneously, which has been rarely explored in the Indonesian higher education context. Theoretical contributions: This study strengthens and extends several theoretical frameworks: Social Exchange Theory (SET): confirms that lecturers' perceptions of organizational support and fairness promote reciprocal commitment and engagement. Organizational Support Theory (OST): highlights how both material and emotional support foster job satisfaction, engagement, and loyalty, specifically in private university settings. Job Demands-Resources (JD-R) Model: demonstrates that organizational culture and institutional support serve as critical job resources that enhance engagement and buffer job demands among lecturers. Organizational Commitment Theory: extends understanding of affective, normative, and continuance commitment by situating it within the unique structural and cultural context of Indonesian private universities.

Overall, the study emphasizes the importance of integrated HR strategies that cultivate positive organizational culture, provide continuous support, and maintain lecturer satisfaction and engagement, ensuring sustainable work commitment and, ultimately, enhancing the performance and academic quality of private universities.

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