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Organizational Commitment to Lecturer Performance: Job Satisfaction as a Mediating Variable at the Gici College of Economics, Depok - Indonesia

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Abstract-This study examines the influence of organizational commitment on lecturer performance with job satisfaction as a mediating variable at GICI School of Economics, Depok – Indonesia. The research is motivated by the challenge faced by higher education institutions in maintaining optimal lecturer performance amid increasing academic demands, institutional competition, and performance-based evaluation systems. The main objective of this study is to analyze the direct effect of organizational commitment on lecturer performance, the effect of organizational commitment on job satisfaction, and the mediating role of job satisfaction in the relationship between organizational commitment and lecturer performance. A quantitative explanatory research design was employed, and data were collected from 100 permanent lecturers using structured questionnaires. The data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with SmartPLS 3.0. The results reveal that organizational commitment has a positive and significant effect on both lecturer performance and job satisfaction. Job satisfaction also has a positive and significant effect on lecturer performance and partially mediates the relationship between organizational commitment and lecturer performance. The structural model demonstrates strong explanatory power, with organizational commitment and job satisfaction jointly explaining 87.5% of the variance in lecturer performance. This study contributes theoretically to the organizational behavior and organization development literature in the higher education context and provides practical implications for higher education institutions in formulating strategies to enhance sustainable lecturer performance through strengthened organizational commitment and job satisfaction.

Keywords: Oganizational Commitment; Job Satisfaction; Lecturer Performance

1. INTRODUCTION

Higher education institutions play a strategic role in developing high-quality human resources who are competitive and adaptive to the increasingly complex dynamics of the global environment. The success of universities in fulfilling their core functions of education, research, and community service (the *tridharma* of higher education) is largely determined by lecturer performance, as lecturers serve as the primary actors in academic processes and knowledge development. Optimal lecturer performance not only contributes to improving graduate quality but also influences institutional reputation, organizational competitiveness, and the achievement and sustainability of higher education accreditation (Teeroovengadum et al., 2021; Tuan, 2022).

From the perspective of human resource management and Organization Development (OD), individual performance does not exist in isolation; rather, it is the result of interactions among organizational systems, work structures, and individual behavioral and psychological factors. The Organization Development approach emphasizes the importance of developing the attitudes, values, and behaviors of organizational members to achieve sustainable organizational effectiveness and performance (Burnes & Cooke, 2023). Therefore, the examination of organizational behavior factors becomes crucial in explaining variations in individual performance, including lecturer performance in higher education institutions.

One organizational behavior variable that has been consistently shown to influence individual performance is organizational commitment. Organizational commitment reflects the degree of an individual's psychological attachment to the organization, manifested through loyalty, involvement, and a willingness to exert maximum effort to achieve organizational goals. Recent international studies indicate that individuals with high levels of organizational commitment tend to demonstrate superior performance, engage more frequently in extra-role behaviors (organizational citizenship behavior), and exhibit lower turnover intentions (Meyer et al., 2020; Albalawi et al., 2023). In the context of higher education, lecturers with strong organizational commitment are generally more oriented toward teaching quality, research productivity, and active participation in institutional activities (Aboramadan et al., 2021).

Nevertheless, several empirical studies reveal that the influence of organizational commitment on performance is not always direct or linear. This relationship is often affected by other psychological conditions experienced by individuals in their work environment, one of which is job satisfaction (Judge et al., 2020; Inuwa, 2021). Job satisfaction is understood as a positive emotional state resulting from an individual's overall evaluation of their job, encompassing task characteristics, work environment, interpersonal relationships, reward systems, and career development opportunities.

Contemporary research demonstrates that job satisfaction has a strong relationship with individual performance. Individuals who are satisfied with their jobs tend to exhibit higher work motivation, stronger work engagement, and greater commitment to fulfilling their professional duties and responsibilities (Judge et al., 2020; Bakker et al., 2023). In higher education settings, lecturer job satisfaction contributes significantly to teaching quality, research intensity, and the sustainability of academic contributions within universities (Agarwal & Gupta, 2021; Tetteh et al., 2022).

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Furthermore, numerous international studies confirm that job satisfaction functions as a mediating variable in the relationship between organizational commitment and lecturer performance. High levels of organizational commitment can enhance job satisfaction through value congruence, a sense of belonging, and perceived organizational support, which ultimately have a positive impact on individual performance (Saleem et al., 2021; Nguyen et al., 2023). Thus, job satisfaction serves as an important psychological mechanism that explains how organizational commitment is translated into tangible work behaviors and performance outcomes.

Sekolah Tinggi Ilmu Ekonomi GICI Depok – Indonesia, as a private higher education institution, faces challenges in sustainably improving lecturer performance amid increasing accreditation demands, inter-institutional competition, and the dynamic nature of national higher education policies. These conditions necessitate human resource management practices that focus not only on administrative and structural aspects but also on strengthening organizational behavior factors, particularly lecturers' organizational commitment and job satisfaction.

However, empirical studies that specifically examine the role of job satisfaction as a mediating variable in the relationship between organizational commitment and lecturer performance in private higher education institutions in Indonesia remain relatively limited. This limitation indicates the existence of a research gap that needs to be addressed through contextual research relevant to the characteristics of private higher education institutions in Indonesia.

Based on the foregoing discussion, the objectives of this study are to: (1) analyze the effect of organizational commitment on lecturer performance; (2) analyze the effect of organizational commitment on job satisfaction; (3) analyze the effect of job satisfaction on lecturer performance; and (4) examine the mediating role of job satisfaction in the relationship between organizational commitment and lecturer performance.

This study is expected to provide theoretical contributions to the development of Organization Development and organizational behavior literature in the higher education sector, particularly in explaining the psychological mechanisms linking organizational commitment and lecturer performance. In addition, this study is expected to offer practical contributions for the management of Sekolah Tinggi Ilmu Ekonomi GICI Depok – Indonesia in formulating lecturer management policies oriented toward strengthening organizational commitment and job satisfaction in order to promote sustainable lecturer performance.

2. RESEARCH METHODS

2.1 Organizational Commitment

Organizational commitment is defined as the degree of an individual's psychological attachment to the organization, reflected in the intention to remain a member of the organization, the willingness to exert optimal effort, and the acceptance and internalization of organizational values and goals (Meyer et al., 2020). Organizational commitment is conceptualized as a multidimensional attitudinal construct that plays a crucial role in shaping work behavior, loyalty, and the sustainability of individual performance in modern organizations.

Meyer and Allen classify organizational commitment into three primary dimensions, namely affective commitment, continuance commitment, and normative commitment, which remain the dominant conceptual framework and are widely employed in contemporary empirical research (Meyer et al., 2020; Albalawi et al., 2023).

Affective commitment refers to an individual's emotional attachment to the organization, whereby employees remain with the organization due to feelings of pride, identification, and strong emotional involvement. Continuance commitment is associated with an individual's rational evaluation of the costs and consequences of leaving the organization. Meanwhile, normative commitment reflects an individual's sense of moral obligation to remain with and contribute to the organization based on internalized norms, values, and professional responsibility.

Recent international studies indicate that organizational commitment, particularly affective commitment, exhibits the strongest and most consistent relationship with various indicators of individual performance. Meta-analyses and longitudinal studies have confirmed that affective commitment is positively associated with job performance, organizational citizenship behavior, and job satisfaction, while being negatively related to turnover intention (Meyer et al., 2020; Lee et al., 2022). Cross-sector empirical evidence further suggests that individuals with high levels of organizational commitment tend to demonstrate more stable and sustainable work performance compared to those with lower levels of commitment (Riketta & Van Dick, 2023).

In the context of higher education, organizational commitment constitutes a critical factor influencing lecturer performance. Lecturers who exhibit strong commitment to their institutions tend to demonstrate greater dedication to teaching activities, higher research productivity, and more active engagement in community service and other institutional academic responsibilities (Aboramadan et al., 2021; Tuan, 2022). Strong organizational commitment also encourages lecturers to adapt to changes in higher education policies, accreditation requirements, and the increasingly competitive academic environment.

Therefore, organizational commitment can be regarded as a foundational determinant of lecturers' work behavior oriented toward the achievement of higher education institutions' strategic objectives. Based on the Meyer and Allen model, the indicators of organizational commitment employed in this study comprise affective commitment, continuance commitment, and normative commitment, which have been empirically validated as relevant constructs for explaining lecturers' attitudes and performance within the higher education context (Meyer et al., 2020; Albalawi et al., 2023).

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2.2 Job Satisfaction

Job satisfaction is defined as an individual's positive attitude toward their job, arising from an evaluation of various aspects of their work, including the extent to which the job fulfills personal expectations, needs, and values (Judge et al., 2020). Job satisfaction is inherently subjective, as it is strongly influenced by individual perceptions of working conditions, work experiences, and the organizational context in which the individual operates.

In contemporary research, job satisfaction is conceptualized as a multidimensional construct that reflects an individual's evaluation of different aspects of their job. Proposed that job satisfaction encompasses satisfaction with the work itself, reward systems, promotion opportunities, supervision, and relationships with colleagues. This framework has been widely adopted and validated in recent international studies Aziri et al., 2022).

In the context of higher education, lecturers' job satisfaction extends beyond financial aspects to include satisfaction with teaching activities, opportunities for conducting research, institutional support for academic development, academic freedom, and recognition of contributions to the tridharma of higher education (Agarwal & Gupta, 2021; Tetteh et al., 2022).

Several international studies indicate that job satisfaction is significantly related to individual performance. Recent meta-analyses confirm that individuals with higher levels of job satisfaction tend to exhibit stronger work motivation, greater work engagement, and superior job performance compared to those with lower satisfaction levels (Judge et al., 2020; Lee et al., 2023). Although the strength of these relationships may vary across organizational contexts, empirical evidence consistently identifies job satisfaction as a key predictor of individual performance.

Furthermore, the Job Demands–Resources (JD-R) theory posits that job satisfaction functions as a psychological resource that enhances work engagement and facilitates higher performance outcomes. When job demands are balanced with available organizational resources, individuals experience greater job satisfaction and demonstrate more sustainable work performance (Bakker et al., 2023).

In higher education settings, lecturers' job satisfaction has been shown to influence teaching quality, research productivity, and the sustainability of academic contributions. Empirical evidence suggests that satisfied lecturers tend to exhibit higher institutional commitment, innovate in teaching processes, and actively participate in academic and institutional activities (Aboramadan et al., 2021; Nguyen et al., 2023). Therefore, job satisfaction can be regarded as a key mediating variable linking organizational factors to lecturer performance in higher education.

According to (Schermerhorn, 2005 ; Susilo et al., 2022) job satisfaction can be measured through five main aspects: (a) the work itself, (b) supervision, (c) colleagues, (d) promotion opportunities, and (e) salary, which reflects the reward obtained based on work outcomes and efforts.

2.3 Lecturer Performance

Lecturer performance is defined as the level of achievement of a lecturer's work outcomes in fulfilling professional duties and responsibilities in accordance with quality standards, regulations, and the strategic objectives of higher education institutions. Lecturer performance is typically assessed based on the implementation of the tridharma of higher education, which includes education and teaching, research, community service, as well as supporting academic and institutional activities (Teeroovengadum et al., 2021; Tuan, 2022).

From the perspective of modern performance management, performance is understood not only as output achievement but also in terms of the quality of work processes, innovation, sustainability of contributions, and long-term impact on the organization. This approach emphasizes that individual performance should be evaluated comprehensively, considering task effectiveness, quality of work outcomes, and strategic contributions to organizational goals (Armstrong & Taylor, 2020).

High lecturer performance is reflected in a lecturer's ability to design and manage effective, adaptive, and student-learning-oriented instructional processes; produce high-quality scientific publications and research outputs; and actively participate in community service and institutional development activities. In the context of globalization and inter-university competition, lecturer performance is also closely linked to academic reputation, institutional competitiveness, and accreditation achievements (Nguyen et al., 2023).

Contemporary international studies indicate that lecturer performance is influenced by various individual and organizational factors, including work motivation, job satisfaction, organizational commitment, academic leadership, and institutional support for professional development (Aboramadan et al., 2021; Teeroovengadum et al., 2021). Empirical evidence confirms that lecturers with strong emotional attachment to their institutions and high levels of job satisfaction tend to demonstrate superior, consistent, and sustainable academic performance (Tuan, 2022; Nguyen et al., 2023).

Therefore, lecturer performance cannot be separated from the individual's psychological conditions and the organizational behavior context surrounding them. Organizational commitment and job satisfaction are key determinants that play a crucial role in fostering work engagement, institutional loyalty, and sustainable lecturer performance within higher education institutions.

Based on performance management perspectives and empirical studies in higher education, the indicators of lecturer performance in this study refer to the implementation of the tridharma of higher education, including teaching performance, research performance, community service performance, and supporting academic performance, which are widely adopted and validated in recent international research (Armstrong & Taylor, 2020; Teeroovengadum et al., 2021).

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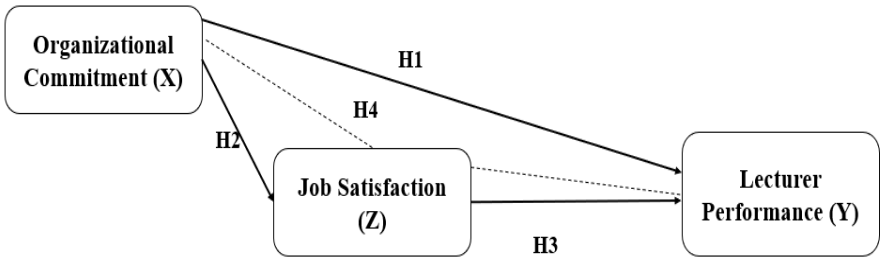

Figure 1. Conceptual Framework (2025)

Based on the theoretical description and conceptual framework presented above, the research hypotheses are formulated as follows:

H_1: Organizational commitment has a positive effect on lecturer performance at GICI School of Economics, Depok – Indonesia.

H_2: Organizational commitment has a positive effect on job satisfaction at GICI School of Economics, Depok – Indonesia.

H_3: Job satisfaction has a positive effect on lecturer performance at GICI School of Economics, Depok – Indonesia.

H_4: Job satisfaction mediates the effect of organizational commitment on lecturer performance at GICI School of Economics, Depok – Indonesia.

This study employs a quantitative approach using an explanatory research method, aimed at explaining and testing the causal relationships among the research variables, namely organizational commitment, job satisfaction, and lecturer performance. The explanatory approach is utilized to test hypotheses developed based on theoretical frameworks and prior empirical findings, allowing the researcher to clarify the direction and strength of the relationships among the variables in the research model (Sekaran & Bougie, 2020).

The population of this study consists of all full-time lecturers at GICI School of Economics, Depok Indonesia, who are actively engaged in the tridharma of higher education during the current academic year. The sampling technique employed is saturated sampling (census), where all members of the population are included as research respondents. This technique is applied due to the relatively limited population size, allowing the researcher to reach all respondents comprehensively (Sugiyono, 2020). The total sample in this study consists of 100 lecturers. The use of saturated sampling is also consistent with recommendations for SEM-PLS-based research, which does not require a large sample size but emphasizes the model's ability to explain the variance of endogenous constructs.

This study utilizes both primary and secondary data. Primary data were collected directly from respondents through the distribution of structured questionnaires to lecturers at GICI School of Economics, Depok – Indonesia. The questionnaire was designed to measure lecturers' perceptions of the variables organizational commitment, job satisfaction, and lecturer performance based on the indicators established in the conceptual framework of the study. The use of primary data enables the researcher to obtain accurate, specific, and relevant information in line with the research objectives (Sekaran & Bougie, 2020).

This study employs Structural Equation Modeling based on Partial Least Squares (SEM-PLS) as the data analysis technique. SEM-PLS is chosen due to its advantages in analyzing complex structural models with a relatively limited sample size and without requiring multivariate normality of the data. In addition, SEM-PLS is more predictive and flexible in testing causal relationships among latent variables compared to covariance-based SEM (CB-SEM) (Chin, 1998; Hair et al., 2022).

a. Measurement Model Evaluation (Outer Model), The evaluation of the measurement model is conducted to assess the validity and reliability of indicators in reflecting latent constructs. The tests include: Convergent validity, assessed using outer loading values (> 0.70) and Average Variance Extracted (AVE > 0.50). Discriminant validity, evaluated through cross-loading analysis and the Fornell–Larcker criterion, where the square root of AVE must be greater than the correlations between constructs.
b. Structural Model Evaluation (Inner Model), The structural model evaluation is conducted to assess the strength of the relationships among latent variables in the research model. This evaluation consists of the following steps: Coefficient of determination (R^2) to evaluate the ability of independent variables to explain the variance of dependent variables. Path coefficient significance testing using the bootstrapping procedure to determine the direct effects among variables.

The mediating role of job satisfaction in the relationship between organizational commitment and lecturer performance is tested using the bootstrapping method. Mediation is considered significant if the indirect effect yields a t-statistic > 1.96 and a p-value < 0.05 (Preacher & Hayes, 2008). The type of mediation is determined based on the significance of both the direct and indirect effects, allowing for the identification of whether job satisfaction functions as a full mediation or partial mediation (Hair et al., 2022).

3. RESULT AND DISCUSSION

The research data were processed using SmartPLS 3.0, with the following procedures: Evaluation of the Measurement Model (Outer Model), The Measurement Model Evaluation is the process of assessing the relationship between indicators

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(questionnaire items) and latent constructs in Partial Least Squares Structural Equation Modeling (PLS-SEM). This evaluation ensures that each indicator reliably and validly reflects the construct it is intended to measure. Convergent Validity (Outer Model), Convergent validity is a measure that indicates the extent to which the indicators used to measure a single construct are highly correlated with one another. In other words, it shows whether the indicators truly "converge" on the same underlying construct. Establishing convergent validity ensures that each set of indicators effectively reflects the intended latent variable.

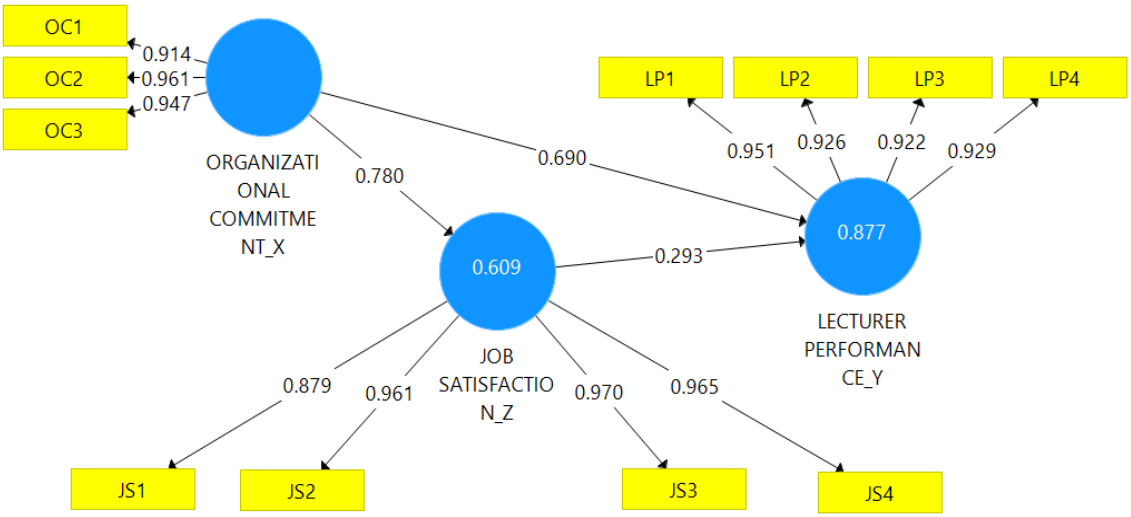

Figure 2. Data Processing Results Using Algorithm (2025)

Based on Figure 2, it can be explained that each yellow square represents an indicator (questionnaire statement item) used to measure each latent construct, which is represented by a blue circle. The values displayed on each arrow indicate the outer loading of each indicator on its respective construct. The organizational commitment (X) variable, as an exogenous variable, is measured using three indicators: OC1 = 0.914, OC2 = 0.961, and OC3 = 0.947. The job satisfaction (Z) variable, as a mediating variable, is measured using four indicators: JS1 = 0.879, JS2 = 0.961, JS3 = 0.970, and JS4 = 0.965. The lecturer performance (Y) variable, as an endogenous variable, is measured using four indicators: LP1 = 0.951, LP2 = 0.926, LP3 = 0.922, and LP4 = 0.929. All indicators show outer loading values greater than 0.70, indicating that they are valid and effectively represent their respective constructs. Therefore, all indicators of the variables are suitable for further analysis.

Tabel 1. Loading Factor

Indikator	Job Satisfaction_Z	Lecturer Performance_Y	Organizational Commitment_X
JS1	0,879		
JS2	0,961		
JS3	0,970		
JS4	0,965		
LP1		0,951	
LP2		0,926	
LP3		0,922	
LP4		0,929	
OC1			0,914
OC2			0,961
OC3			0,947

In Table 1 above the convergent validity of the measurement model is assessed through the correlation between the scores of the items/instruments and their respective construct scores, using the criterion of factor loadings greater than 0.70. Based on the data processing results: All indicators of the organizational commitment variable are valid (> 0.70), All indicators of the job satisfaction variable are valid (> 0.70) and All indicators of the lecturer performance variable are valid (> 0.70). Therefore, the model demonstrates high convergent validity and is suitable for further analysis.

The next step is to assess convergent validity through the Average Variance Extracted (AVE). A model is considered to have high convergent validity if the AVE value exceeds 0.60, indicating that the latent construct explains a substantial portion of the variance of its indicators.

Table 2. Average Variance Extracted (AVE)

Variabel	Average Variance Extracted (Ave)	Specification
Job Satisfaction_Z	0,892	Valid
Lecturer Performance_Y	0,869	Valid

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Variabel	Average Variance Extracted (Ave)	Specification
Organizational Commitment_X	0,885	Valid

Based on Table 2 the AVE test results indicate that all research variables meet the criteria for convergent validity, as the AVE values for each construct exceed 0.60. Therefore, the indicators used in this study adequately represent their respective latent constructs, and the measurement model is deemed suitable to proceed to the reliability assessment and structural model evaluation.

Discriminant validity is a test conducted to ensure that a construct is truly distinct and does not overlap with other constructs in the research model. In other words, this test confirms that the indicators of a given variable measure only that variable and not any other variable.

Tabel 3. Fornell-Larcker Criterion

Variabel	Job Satisfaction_Z	Lecturer Performance_Y	Organizational Commitment_X
Job Satisfaction_Z	0,945		
Lecturer Performance_Y	0,831	0,932	
Organizational Commitment_X	0,780	0,918	0,941

Based on Table 3 using the Fornell–Larcker Criterion, discriminant validity is assessed by comparing the square root of the Average Variance Extracted (AVE) for each construct with the correlations between that construct and other constructs. A construct is considered to have good discriminant validity if the square root of its AVE (on the diagonal of the table) is greater than its correlations with other constructs (off-diagonal values).

The results indicate that the square root of the AVE for Job Satisfaction (Z) is 0.945, which is higher than its correlation with Lecturer Performance (Y) (0.831) and with Organizational Commitment (X) (0.780). This demonstrates that the Job Satisfaction construct explains its own indicators more strongly than it correlates with other constructs.

Next, the square root of the AVE for Lecturer Performance (Y) is 0.932, which is higher than its correlations with Job Satisfaction (Z) (0.831) and Organizational Commitment (X) (0.918). Although the correlation with Organizational Commitment is relatively high, the higher AVE square root confirms that the Lecturer Performance construct maintains adequate discriminant validity.

Meanwhile, the Organizational Commitment (X) construct has a square root of AVE of 0.941, which is higher than its correlations with Job Satisfaction (Z) (0.780) and Lecturer Performance (Y) (0.918). This confirms that Organizational Commitment can differentiate its own indicators from those of other constructs in the research model.

Based on these results, it can be concluded that all constructs in the research model meet the criteria for discriminant validity according to the Fornell–Larcker Criterion, indicating that each construct is empirically distinct and does not overlap with others. Therefore, the measurement model is deemed suitable to proceed to the structural model (inner model) analysis.

3.1 Construct Reliability Test

Tabel 4. Cronbach's Alpha dan Composite Reliability

Variabel	Cronbach's Alpha	Rho_A	Composite Reliability
Job Satisfaction_Z	0,959	0,959	0,971
Lecturer Performance_Y	0,950	0,950	0,964
Organizational Commitment_X	0,935	0,941	0,958

Based on Table 4 the results of the Composite Reliability and Cronbach's Alpha tests indicate that all constructs in this study meet the minimum required value of >0.70. The composite reliability results show that all variables have adequate internal consistency in measuring their respective constructs. Furthermore, the reliability assessment is reinforced by the Cronbach's Alpha results, confirming that all constructs in this study are reliable and suitable for further analysis.

3.2 Cross Loading

Cross Loading is one of the methods used to assess discriminant validity in the measurement model of SEM-PLS. It is employed to ensure that each indicator (questionnaire item) measures its own construct more strongly than it does other constructs.

Tabel 5. Cross Loading Reliability

Indikator	Job Satisfaction_Z	Lecturer Performance_Y	Organizational Commitment_X
JS1	0,879	0,796	0,761
JS2	0,961	0,767	0,717
JS3	0,970	0,782	0,727
JS4	0,965	0,791	0,738
LP1	0,762	0,951	0,887

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Indikator	Job Satisfaction_Z	Lecturer Performance_Y	Organizational Commitment_X
LP2	0,754	0,926	0,849
LP3	0,747	0,922	0,832
LP4	0,834	0,929	0,855
OC1	0,655	0,799	0,914
OC2	0,750	0,881	0,961
OC3	0,789	0,906	0,947

Based on table 5 the cross-loading test results show that all indicator outer loadings on their respective constructs are higher than their loadings on other constructs. It can be concluded that all constructs in the model demonstrate good discriminant validity.

3.3 Structural Model Evaluation

The inner model refers to the model that examines the quality of relationships among the latent variable constructs. The following tests are conducted on the inner model:

The structural model (inner model) is conducted to examine the relationships among constructs, the significance of the paths, and the Adjusted R^2 values in the research model. This evaluation allows researchers to assess the explanatory power of the independent variables and test the hypothesized causal relationships within the model.

Table 6. R Square and Adjusted R^2 Results

Variabel	R Square	R Square Adjusted
Job Satisfaction_Z	0,609	0,605
Lecturer Performance_Y	0,877	0,875

Based on Table 6 the results show that the Adjusted R^2 value for the Job Satisfaction (Z) variable is 0.605 or 60.5%. This indicates that the independent variable Organizational Commitment (X) is able to explain 60.5% of the variance in Job Satisfaction (Z), while the remaining 39.5% is explained by other variables not included in this study.

Furthermore, the Adjusted R^2 value for the Lecturer Performance (Y) variable is 0.875 or 87.5%. This suggests that the independent variable Organizational Commitment (X) together with the mediating variable Job Satisfaction (Z) can explain 87.5% of the variance in Lecturer Performance (Y), while the remaining 12.5% is influenced by variables outside the research model. The t-statistics in the inner model are used to assess the significance of the hypothesized relationships. Hypothesis testing is conducted based on the bootstrapping output. The results of the bootstrapping analysis can be seen in the figure below.:

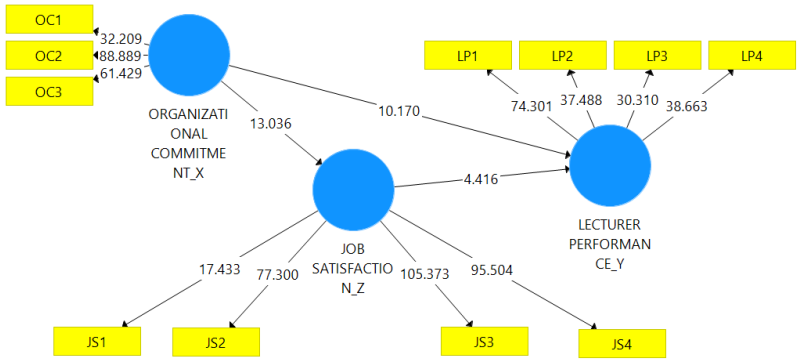

Figure 3. Bootstrapping Results (2025)

In hypothesis testing, using a 5% significance level ($\alpha = 0.05$), the critical T-Statistic value is 1.96. A hypothesis is considered not significant if the T-Statistic value is less than 1.96. Conversely, a hypothesis is deemed significant if the T-Statistic value is greater than or equal to 1.96. The results of the hypothesis testing are presented in the following table.

Table 7. T-Statistics Results Data

Variabel	Original Sample (O)	Sample Mean (M)	Standard Deviation (Stdev)	T Statistics (|O/Stdev|)	P Values
Organizational Commitment_X -> Lecturer Performance_Y	0,690	0,681	0,068	10,170	0,000
Organizational Commitment_X -> Job Satisfaction_Z	0,780	0,778	0,060	13,036	0,000
Job Satisfaction_Z -> Lecturer Performance_Y	0,293	0,301	0,066	4,416	0,000

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Based on the hypothesis testing results in Table 7 the acceptance of hypotheses is determined by T-Statistic values greater than 1.96 and p-values less than 0.05. The results for each hypothesis are as follows: Effect of Organizational Commitment (X) on Lecturer Performance (Y) : The test results show a T-Statistic of 10.170, which is greater than the critical value of 1.96, with a p-value of 0.000 (< 0.05). In addition, the Original Sample (O) value of 0.690 indicates a positive direction of influence. Therefore, it can be concluded that Organizational Commitment has a positive and significant effect on Lecturer Performance at GICI School of Economics, Depok – Indonesia. This means that the higher the organizational commitment of lecturers, the higher their lecturer performance. Hypothesis H1 is accepted.

Effect of Organizational Commitment (X) on Job Satisfaction (Z), The test results show a T-Statistic of 13.036, which exceeds the critical value of 1.96, with a p-value of 0.000 (< 0.05). The Original Sample (O) value of 0.780 indicates a positive influence. Thus, Organizational Commitment has a positive and significant effect on Job Satisfaction, meaning that the higher the lecturers' organizational commitment, the higher their job satisfaction. Hypothesis H2 is accepted.

Effect of Job Satisfaction (Z) on Lecturer Performance (Y), The test results indicate a T-Statistic of 4.416, which is greater than 1.96, with a p-value of 0.000 (< 0.05). The Original Sample (O) value of 0.293 shows a positive effect. Therefore, Job Satisfaction has a positive and significant effect on Lecturer Performance at GICI School of Economics, Depok – Indonesia. In other words, higher job satisfaction among lecturers leads to better lecturer performance. Hypothesis H3 is accepted.

Table 8. Data Results The Influence of Organizational Commitment on Lecturer Performance through Job Satisfaction

Variabel	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Organizational Commitment_X -> Job Satisfaction_Z -> Lecturer Performance_Y	0,229	0,236	0,061	3,734	0,000

Based on Table 8 above the effect of organizational commitment (X) on k lecturer performance (Y) through job satisfaction (Z) T Statistics value of 3,743, so it can be concluded that job satisfaction is able to mediate the influence of the influence of organizational commitment (X) on lecturer performance at GICI's college of economics, Depok - Indonesia. Thus, it can be stated that organizational commitment (X) affects lecturer performance through job satisfaction, so H4 is accepted.

This section aims to interpret the empirical findings obtained through the application of the Structural Equation Modeling–Partial Least Squares (SEM–PLS) method in addressing the research problem. The SEM–PLS approach was employed due to its capability to simultaneously analyze causal relationships among latent constructs, accommodate relatively small sample sizes, and operate without strict assumptions of multivariate normality (Hair et al., 2022).

The implementation of the SEM–PLS method in this study involved several systematic stages: (1) evaluation of the measurement model (outer model) to assess indicator validity and reliability; (2) evaluation of the structural model (inner model) to test causal relationships among latent variables using path coefficients, *t-statistics*, and *p-values*; and (3) testing the mediating effect of job satisfaction on the relationship between organizational commitment and lecturer performance through a bootstrapping procedure. All analytical stages were conducted using SmartPLS 3.0 software. The results of the structural model testing were subsequently interpreted and discussed in relation to relevant theories and findings from prior empirical studies. This study examines the effect of organizational commitment on lecturer performance with job satisfaction as a mediating variable among lecturers at GICI School of Economics, Depok – Indonesia. The discussion of research findings is presented systematically in accordance with the proposed hypotheses.

The results of the structural model testing indicate that organizational commitment has a positive and significant effect on lecturer performance, with a *T-statistics* value of 10.170 (> 1.96) and a *p-value* of 0.000 (< 0.05). The path coefficient (*original sample*) of 0.690 suggests a strong and positive relationship. Accordingly, higher levels of organizational commitment among lecturers are associated with higher levels of lecturer performance in carrying out the tridharma of higher education. This finding is consistent with the conceptual framework and definition of organizational commitment as a psychological attachment to the organization, reflected through affective, continuance, and normative commitment (Meyer & Allen, 1997; Meyer et al., 2020). Empirically, lecturers who possess strong emotional attachment to their institution (affective commitment), recognize the consequences of leaving the organization (continuance commitment), and feel a moral obligation to contribute (normative commitment) tend to demonstrate more optimal and sustainable performance. From the perspective of Organization Development and performance management, this result supports the view that individual performance is influenced not only by technical competence, but also by work attitudes and psychological attachment to the organization. Contemporary performance management approaches emphasize that work commitment plays a crucial role in driving process quality, innovation, and long-term individual contributions to organizational success (Armstrong & Taylor, 2020). Furthermore, this study reinforces previous empirical evidence. Meta-analyses conducted by (Meyer et al., 2022) revealed that organizational commitment particularly affective commitment has a significant and positive relationship with job performance. Although these studies are considered classical, the present findings confirm that the relevance of Meyer and Allen's commitment theory remains strong and consistent in contemporary higher education contexts. In addition, the findings align with recent international studies demonstrating that organizational commitment is a key determinant of academic staff performance. (Aboramadan et

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al.,2021) and (Tuan, 2022) found that lecturers with high levels of organizational commitment exhibit greater dedication to teaching, higher research productivity, and more active institutional engagement. (Nazir and Islam, 2020) also confirmed that increased organizational commitment significantly contributes to improved lecturer performance, particularly in developing countries. The relatively high path coefficient (0.690) indicates that organizational commitment is not only statistically significant but also has strong practical implications. These findings suggest that higher education institutions can effectively enhance lecturer performance by strengthening organizational commitment through supportive work environments, clear institutional values and goals, and fair reward systems.

The structural model testing results indicate that organizational commitment has a positive and significant effect on job satisfaction, with a *T-statistics* value of 13.036 (> 1.96) and a *p-value* of 0.000 (< 0.05). The path coefficient of 0.780 reflects a very strong and positive relationship. This finding suggests that lecturers with higher levels of organizational commitment tend to experience higher job satisfaction.

Organizational commitment fosters a sense of belonging, trust in the institution, and positive perceptions of the work environment and organizational policies. These conditions promote job satisfaction, as lecturers feel valued, involved, and aligned with organizational values. This result is consistent with the Job Demands Resources (JD–R) Theory, which posits that organizational resources including institutional support, role clarity, and psychological attachment to the organization play a crucial role in enhancing psychological well-being and job satisfaction (Bakker & Demerouti, 2020; Bakker et al., 2023). In this context, organizational commitment functions as a key psychological resource that strengthens lecturers' positive perceptions of their work. The findings also confirm prior empirical studies. Fu and Deshpande (2014) reported that organizational commitment positively influences job satisfaction. Similarly, studies by (Aboramadan et al., 2021) demonstrated that lecturers' job satisfaction is strongly affected by feelings of attachment, involvement, and recognition from their institutions. Therefore, this study reinforces empirical evidence that enhancing organizational commitment is a critical factor in fostering lecturer job satisfaction. The very strong path coefficient (0.780) further indicates that these findings have significant practical implications for higher education management.

The results of the structural model testing reveal that job satisfaction has a positive and significant effect on lecturer performance, with a *T-statistics* value of 4.416 (> 1.96) and a *p-value* of 0.000 (< 0.05). The path coefficient of 0.293 indicates a positive relationship with moderate strength. This finding implies that lecturers who are satisfied with their jobs tend to demonstrate higher work motivation, stronger commitment to teaching quality, and greater productivity in research and community service activities.

Theoretically, this result supports the view that job satisfaction represents a positive psychological state that enhances work engagement and the quality of professional task execution. The findings are consistent with the JD–R Theory and with meta-analyses by Judge et al., 2020), which emphasize job satisfaction as an important predictor of individual performance. In the higher education context, this result aligns with studies by (Teeroovengadum et al., 2019; 2021) and (Tuan, 2022), which indicate that lecturer job satisfaction contributes directly to improved academic performance and institutional reputation.

The mediation test results show that job satisfaction significantly mediates the effect of organizational commitment on lecturer performance, with a *T-statistics* value of 3.734 (> 1.96) and a *p-value* of 0.000 (< 0.05). The indirect effect coefficient of 0.229 indicates a positive mediation effect. This finding suggests that organizational commitment influences lecturer performance not only directly, but also indirectly through enhanced job satisfaction. In other words, lecturers with high organizational commitment tend to experience greater job satisfaction, which subsequently leads to improved performance.

These findings are consistent with studies by (Fu and Deshpande, 2020) and (Nguyen et al., 2023), which emphasize the role of job satisfaction as a critical mediating variable in the relationship between organizational attitudes and performance outcomes. Therefore, job satisfaction can be viewed as a strategic psychological mechanism that strengthens the influence of organizational commitment on lecturer performance.

4. CONCLUSION

Based on the results of data analysis and discussion, this study concludes that the proposed research model examining the relationship between organizational commitment, job satisfaction, and lecturer performance at GICI School of Economics, Depok – Indonesia has been empirically validated and demonstrates strong explanatory power. The measurement model satisfies all required validity and reliability criteria, confirming that the constructs of organizational commitment, job satisfaction, and lecturer performance are accurately and consistently measured. The structural model analysis reveals that organizational commitment plays a pivotal role in enhancing lecturer performance, both directly and indirectly, highlighting its strategic importance in the higher education context. Lecturers who exhibit a strong psychological attachment to their institution tend to demonstrate higher levels of performance in carrying out teaching, research, and community service responsibilities. Furthermore, organizational commitment significantly contributes to increased job satisfaction, indicating that alignment of values, institutional support, and a sense of belonging are critical determinants of positive work attitudes among lecturers. Job satisfaction itself is shown to have a meaningful and positive influence on lecturer performance, suggesting that satisfied lecturers are more motivated, engaged, and productive in fulfilling their academic roles. Importantly, the mediation analysis confirms that job satisfaction serves as a key

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psychological mechanism through which organizational commitment is translated into improved performance outcomes. The high explanatory power of the model, as reflected in the substantial adjusted R-square values, underscores the robustness of the proposed framework. Overall, these findings emphasize that strengthening organizational commitment and fostering job satisfaction are essential strategies for higher education institutions seeking to achieve sustainable improvements in lecturer performance and institutional competitiveness.

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