



Interpersonal Communication, Lecturer Competence, and Job Satisfaction as Determinants of Organizational Commitment in Universities

Nora Silvia^{1*}, Siraj², Munawar¹

¹ Program Studi Magister Administrasi Pendidikan, Universitas Al Muslim, Matang Glumpang Dua, Aceh, Indonesia

² Mechanical Engineering Vocational Education Study Program, Universitas Malikussaleh

ARTICLE INFO

Article history:

Received: October, 2025

Received in revised from: November, 2025

Accepted: December, 2025

Available online: January, 27, 2026

Keywords: *Organizational Commitment, Interpersonal Communication, Lecturer Competence, Job Satisfaction, Higher Education Sustainability,*

ABSTRACT

The sustainability and quality of university institutions are significantly affected by the organizational commitment of their lecturers. Universities in developing nations frequently have enduring obstacles, including insufficient lecturer dedication, limited opportunities for professional development, and substandard working conditions. This study investigates the impact of interpersonal communication, lecturer proficiency, and job satisfaction on organizational commitment among educators in higher education institutions in Kota Langsa, Indonesia. A quantitative study approach was utilized, involving 120 lecturers from Universitas Sains Cut Nyak Dhien, selected via proportional sampling. Data were gathered through structured questionnaires and evaluated utilizing multiple regression analysis, t-tests, and F-tests. The findings demonstrate that interpersonal communication and lecturer proficiency substantially affect job satisfaction. Furthermore, interpersonal communication, competence, and job satisfaction each have a positive and significant effect on organizational commitment. These variables collectively contribute to a significant amount of variance in lecturers' commitment levels. The results highlight that lecturers' organizational commitment is influenced by personal characteristics and institutional dynamics, especially communication practices, competence development, and job satisfaction perceptions. University leaders are advised to improve interpersonal communication systems, invest in structured competency development programs, and establish equitable welfare policies that increase lecturers' dedication and promote institutional sustainability.

1. Introduction

In the realm of global competitiveness and the rise of knowledge-based economies, higher education institutions in increasing demands to nurture graduates who reflect not only academic proficiency but also adaptability, creativity, and social intelligence (Al-Refaei et al., 2024a). Universities are anticipated to operate as transformative ecosystems that develop human capital proficient at adapting to swift technological, cultural, and industrial shifts (Al-Refaei et al., 2024b). The competitiveness of a nation's higher education sector is significantly influenced by its capacity to promote innovation, interdisciplinary collaboration, and lifelong learning skills among students (Hermanto et al., 2024). Realizing this objective necessitates an institutional culture that

* Corresponding author.

E-mail address: noraasilvia1910@gmail.com

<https://doi.org/10.56806/jh.v6i4.386>

perpetually improves academic excellence through evidence-based pedagogy, fruitful research, and significant community involvement(Dirwan et al., 2024).

In this context, lecturers serve as the essential intellectual and ethical foundation of universities(Otache & Inekwe, 2022). Their professional calibre and dedication significantly influence the achievement of higher education in attaining excellence across the three pillars of academic responsibility—education, research, and community service—as delineated in Indonesia’s Tri Dharma of Higher Education(Sugiarti, 2022). This triadic approach views lecturers as agents of transformation rather than simply transmitters of knowledge, integrating theory and practice to foster social progress and innovation(Nelly et al., 2024). Thus, enhancing lecturer competency, motivation, and professional integrity is a strategic objective for achieving Indonesia's higher education agenda. Enhancing this role necessitates supportive leadership, institutional incentives, and policies that foster academic freedom, research productivity, and ongoing professional development, ensuring that lecturers lead educational transformation in a swiftly changing global environment (Nguyen & Ha, 2023).

Lecturers play a crucial role in fulfilling the mission of higher education; however, numerous universities, particularly in regional and under-resourced areas, persistently encounter significant challenges related to low organizational commitment among academic staff(Dang et al., 2024). Studies in higher education management indicate that insufficient involvement in research and community service, low engagement in institutional development, and poor alignment with organizational objectives are not solely individual deficiencies but rather manifestations of structural and cultural limitations within universities(Putra et al., 2022). Insufficient remuneration, unclear career pathways, and inadequate institutional support systems frequently compel lecturers to pursue supplementary employment, thereby distracting them from their primary academic responsibilities(Kristen et al., 2022). This phenomenon undermines collegiality, diminishes institutional loyalty, and risks universities' capacity to support consistent academic quality and innovation. When universities do not foster environments that prioritize professional growth, autonomy, and recognition, the sense of belonging and purpose among lecturers diminishes(Supriyanto et al., 2025). Institutions functioning within hierarchical and bureaucratic structures frequently encounter challenges in fostering authentic commitment, as academic personnel recognize limited opportunities for engagement or impact beyond their designated teaching responsibilities(Suyatmo et al., 2025).

Resolving these issues necessitates not only financial reform but also transformational leadership, transparent performance systems, and a culture of trust and collaboration(Marwan et al., 2024). Universities that effectively establish these conditions exhibit enhanced academic productivity, increased retention rates, and combined commitment to institutional excellence, as consistently validated by international university research(Sumaryono et al., 2025). Research in higher education management indicates that organizational commitment among lecturers is significantly influenced by three interconnected factors: interpersonal communication, professional competence, and job satisfaction. Effective interpersonal communication in academic settings promotes trust, collaboration, and a collective sense of purpose, allowing lecturers to establish connections with their colleagues and institution(Talar & Gozaly, 2025). Open communication across hierarchical lines enhances emotional engagement and reduces professional isolation, which is a key determinant of sustained organizational attachment(Aljohani, 2016). Professional competence is crucial as it enhances lecturers' confidence in their expertise and teaching effectiveness, promoting a sense of achievement and belonging that reinforces loyalty to the institution. Job satisfaction reflects the extent to which universities meet psychological needs, such as recognition, respect, and career

growth, as well as material needs, including fair compensation, workload balance, and security. This relationship forms the basis for motivational stability and organizational commitment.

International studies have consistently confirmed these interdependencies; however, empirical research in the Indonesian context, especially in regional universities, is still scarce. Numerous institutions function within distinct socio-cultural and resource-limited contexts, where structural hierarchies, communication norms, and welfare inequalities can influence the dynamics of these relationships (Mulyaningsih et al., 2022). There is a significant need to examine the interplay between interpersonal communication, competence development, and job satisfaction in relation to lecturers' organizational commitment within Indonesia's regional higher education context (Welch & Aziz, 2022). This research enhances theoretical understanding and provides practical insights for developing institutional strategies that improve lecturer engagement, decrease turnover intentions, and encourage sustainable professional development.

Preliminary findings in Kota Langsa indicate ongoing communication gaps between lecturers and university management, leading to limited dialogue, uncertain expectations, and decreased collegial trust. Access to professional development opportunities is uneven, characterized by disparities in training participation and research support, which lead to differing levels of academic engagement and self-efficacy. The issues are exacerbated by general dissatisfaction with remuneration structures and recognition systems, as lecturers perceive a deficiency in fairness and transparency regarding career advancement and performance evaluation. Structural and relational challenges diminish lecturers' sense of belonging and loyalty, thereby jeopardizing institutional stability and educational quality.

This study aims to empirically investigate how interpersonal communication, professional competence, and job satisfaction influence lecturers' organizational commitment within higher education institutions in Kota Langsa. This study analyzes the interaction of variables to identify the most influential factors driving commitment and to propose practical strategies for institutional improvement. The findings are anticipated to advance evidence-based leadership practices and policy reforms aimed at improving lecturer engagement, optimizing human resource management, and strengthening the organizational resilience of regional universities in Indonesia.

2. Methodology

2.1 Research Design

This study utilized a quantitative correlational research design to examine the causal links among interpersonal communication, professional competence, work satisfaction, and organizational commitment among lecturers in higher education institutions in Kota Langsa (Pandey et al., 2023). This form was chosen to facilitate a systematic evaluation of the strength and direction of relationships among the variables, permitting statistical analysis of their interdependence within an actual institutional context. This approach enables the investigation to ascertain the existence of linkages and measure the degree to which communication effectiveness, lecturer competency, and satisfaction increase organizational commitment. This methodology offers an effective empirical basis for formulating data-based policy suggestions to enhance lecturer engagement and institutional performance in regional universities.

2.2 population and sample

The study's population included all lecturers from Universitas Sains Cut Nyak Dhien in Kota Langsa, representing various academic positions, disciplinary fields, and job situations. The study utilized a proportional sampling technique to guarantee representativeness across faculties and departments, culminating in the selection of 120 instructors as responders. This selection method facilitated

equitable representation of viewpoints from many academic disciplines and hierarchical levels, ensuring that differences in experience, workload, and institutional involvement were thoroughly documented. This proportional representation enhances the credibility of the findings and offers a thorough insight into the collective impact of interpersonal communication, competence, and work satisfaction on organizational commitment within the university's academic community..

2.3 Research Instrument

Data collection was carried out using a structured questionnaire designed to measure four primary constructs relevant to the study framework. The first construct, Interpersonal Communication, encompassed indicators such as openness, empathy, positive attitude, interaction management, and mutual respect—reflecting the quality of relational dynamics between lecturers and institutional leadership. The second construct, Lecturer Competence, was assessed across four standardized dimensions: pedagogical, professional, social, and personal competence, aligning with national higher education standards. The third construct, Job Satisfaction, evaluated lecturers' satisfaction with remuneration, work environment, career advancement opportunities, leadership practices, and collegial relations. Lastly, Organizational Commitment was measured through affective, continuance, and normative dimensions, capturing emotional attachment, perceived costs of leaving, and moral obligation to remain within the institution.

Prior to full-scale administration, the instruments underwent validity and reliability testing to ensure psychometric soundness. Construct validity was confirmed through item-total correlations exceeding the minimum threshold, while internal consistency reliability was demonstrated with Cronbach's Alpha values above 0.70 for all variables, indicating that each measurement scale was both statistically robust and conceptually coherent.

2.4 Data Analysis

Data were analyzed through a targeted quantitative method to determine the impact of significant variables on lecturers' organizational commitment. The analysis commenced with descriptive statistics to delineate respondent characteristics and summarize variable distributions. Classical assumption tests, including normality, multicollinearity, and heteroscedasticity, were performed to verify that the dataset satisfied the prerequisites for regression modeling, thereby ensuring the robustness of the results. The primary analysis utilized multiple linear regression to assess the impact of interpersonal communication, lecturer competence, and job satisfaction on organizational commitment. T-tests were employed to assess the individual effects of each independent variable, whereas the F-test analyzed their combined influence. Statistical decisions were made at a significance level of 0.05, ensuring acceptance of only those relationships with substantial empirical reliability.

3. Results

3.1 The Impact of Interpersonal Communication on Lecturer Job Satisfaction.

The statistical analysis results demonstrate a significant positive effect of competence on lecturer job satisfaction at Langsa City University. The t-count value of 2.730 surpasses the t-table value of 1.799, with a significance level of 0.007, which is less than 0.05, thereby indicating a statistically significant relationship. This finding indicates that enhancements in lecturers' professional, pedagogical, social, and personal competencies correlate with increased overall job satisfaction. Effective lecturers often exhibit increased confidence in executing academic responsibilities, garner enhanced recognition from colleagues and administration, and view their contributions as significant

to institutional objectives. Improved competence allows lecturers to better respond to academic requirements, manage their workload effectively, and participate more significantly in research and community service. Improving lecturer competence through continuous professional development and capacity-building programs is essential for enhancing satisfaction, motivation, and long-term organizational commitment in higher education institutions.

Interpersonal communication significantly influences lecturer job satisfaction within universities institutions. Effective communication among colleagues and between lecturers and university leaders, marked by openness, empathy, mutual respect, and positive interaction, cultivates a work environment that is psychologically safe and socially cohesive. This communication dynamic minimizes misunderstandings and conflict while promoting collaboration, shared purpose, and a sense of belonging within the academic community. Lecturers who perceive themselves as heard, respected, and supported are more inclined to exhibit increased motivation, commitment, and enthusiasm in their academic duties.

The quality of interpersonal communication influences not only daily interactions but also the overall organizational climate. A culture that prioritizes dialogue and feedback enhances institutional trust and fosters professional development, allowing lecturers to achieve their maximum potential. Consequently, establishing a healthy, transparent, and supportive communication culture should be acknowledged as a strategic priority for leadership in universities. Investing in the development of communication skills, establishing open feedback mechanisms, and promoting participatory decision-making can significantly improve lecturer satisfaction, performance, and long-term organizational stability within institutions.

3.2 The Impact of Competence on Lecturers Job Satisfaction.

The preliminary test results demonstrate an important positive impact of lecturer competence on job satisfaction at Langsa City University, as indicated by a t-count of 3.194, which surpasses the t-table value of 1.799, alongside a significance level of 0.002, which is less than 0.05. This finding indicates that lecturers possessing elevated levels of pedagogical, professional, and personal competence are more likely to report higher satisfaction in their academic roles. Competence allows lecturers to execute tasks efficiently, achieve acknowledgment for their expertise, and uphold confidence in performing the three primary responsibilities of higher education: teaching, research, and community service.

This outcome is consistent with Lawler's theory, which highlights that expertise is a crucial input factor affecting job satisfaction. Individuals who possess requisite skills and mastery in their fields are more likely to feel valued, attain success in their roles, and experience psychological fulfillment from their work. Conversely, insufficient competence can result in frustration and reduced satisfaction stemming from difficulties in fulfilling job expectations. Continuous professional development, pedagogical enhancement, and competency-based evaluation systems are essential strategies for universities aiming to improve lecturer performance and job satisfaction sustainably.

The competence of lecturers is a crucial factor in determining job satisfaction within higher education, as it directly impacts professional efficacy and personal fulfillment. Lecturers who exhibit strong competence in pedagogical, professional, social, and personal dimensions report enhanced confidence, autonomy, and pride in their academic contributions. This increased capability enhances teaching quality and research productivity while also reinforcing a sense of achievement and belonging within the institution. According to Lawler's theoretical perspective, expertise serves as a crucial psychological factor influencing job satisfaction or dissatisfaction, as proficiency in one's responsibilities fosters positive self-assessment, acknowledgment, and intrinsic motivation.

Improving lecturer competence through continuous professional development, pedagogical innovation, and specialized training is essential for fostering sustained job satisfaction. This investment enhances lecturers' ability to fulfill academic standards, adjust to changing educational requirements, and significantly support institutional objectives. Satisfied and competent lecturers are more inclined to actively participate in the Tri Dharma of Higher Education—teaching, research, and community service—thereby improving both individual performance and the overall quality and reputation of higher education institutions.

3.3 The Impact of Interpersonal Communication on Lecturer Commitment.

The analysis results indicate a significant impact of interpersonal communication on lecturer organizational commitment at Langsa City University, shown by a t-count value of 2.291, which exceeds the t-table value of 1.799, in addition to a significance level of 0.020, which is less than 0.05. This finding indicates that the quality and frequency of interpersonal communication, defined by openness, empathy, positive attitude, expressiveness, and orientation toward others, significantly influence lecturers' attachment and loyalty to their institution. Effective communication among lecturers correlates with enhanced interpersonal trust, improved collaboration, and a heightened sense of belonging, thereby promoting sustained commitment to organizational objectives.

The findings align with Newstrom and Davis' theory, which asserts that organizational commitment indicates the level of cohesion and common objectives among members, along with their readiness to engage actively in the organization. Commitment emerges from two fundamental components: alignment with institutional values and participation in organizational activities, both of which are enhanced by effective communication. In this context, effective interpersonal communication serves as both a relational tool and a strategic mechanism to enhance commitment, ensuring that lecturers stay engaged, collaborative, and aligned with the university's mission and development objectives.

Effective and respectful interpersonal communication is fundamental to fostering lecturer commitment in higher education institutions. Transparent communication among lecturers, colleagues, and university leaders cultivates trust, mutual understanding, and emotional connection. A positive communicative climate enhances collaboration, reduces conflict, and fosters a shared purpose, thereby encouraging lecturers to engage more actively in academic initiatives and institutional development. In this environment, lecturers exhibit increased motivation to fulfill their responsibilities and are more inclined to internalize institutional values, aligning their personal objectives with the university's mission.

Therefore, improving the quality of interpersonal communication must be viewed as a strategic priority for leadership, rather than a secondary management issue. Universities must allocate resources to programs that enhance communication skills, including leadership training, team-building workshops, and feedback-oriented dialogue systems, to maintain lecturer engagement and promote institutional cohesion. Embedding communication as a fundamental aspect of organizational culture enables universities to enhance commitment, loyalty, and professional dedication, thereby ensuring sustained institutional effectiveness and academic excellence..

3.4 The Impact of Competence on Lecturer Commitment.

The analysis results indicate a significant positive effect of lecturer competence on organizational commitment at Langsa City University, as shown by a t-count value of 5.458, which is above the t-table value of 1.799, and a significance level of 0.000, which is below the threshold of 0.05. This finding indicates that high levels of pedagogical, professional, personal, and social competence among lecturers correlate significantly with increased emotional attachment, loyalty, and commitment to

the university. Competent lecturers exhibit increased confidence and fulfillment in their roles, which correlates with a stronger alignment with institutional objectives and an enhanced sense of professional responsibility.

Enhancing competence improves lecturers' academic and instructional performance as well as their psychological engagement with the organization. When lecturers view themselves as competent contributors who receive recognition and support from their institution, their motivation to maintain commitment and active engagement rises. This highlights the significance of ongoing professional development initiatives—such as training, certification programs, and peer mentoring—as strategic tools for enhancing lecturer competence and, in turn, maintaining organizational commitment and institutional excellence in higher education.

Increased competence of lecturers correlates with improved commitment to their profession and higher education institutions. High competency improves academic mastery and teaching performance while encouraging a deep sense of responsibility, loyalty, and commitment to the Tri Dharma of Higher Education—teaching, research, and community service. Effective lecturers demonstrate a greater ability to adjust to institutional requirements, maintain professional integrity, and make significant contributions to the university's mission and reputation.

The continuous improvement of lecturer competence via organized training, professional certification, and academic collaboration is essential for universities. These initiatives enhance the quality of instruction and research while also reinforcing lecturers' psychological attachment and professional identity within the institution. Continuous investment in competence development is essential for strengthening organizational commitment, fostering academic excellence, and maintaining the competitiveness, innovation, and alignment of higher education with global quality standards.

3.5 Principal's Managerial Competence in Creating Innovation at School.

The partial analysis results demonstrate a notable positive impact of job satisfaction on the organizational commitment of lecturers at Langsa City University. The t-count value of 4.403 surpasses the t-table value of 1.799, and the significance level of 0.007 is less than 0.05, thereby confirming the statistical validity of the relationship. The findings indicate that increased job satisfaction among lecturers, stemming from fair compensation, supportive leadership, professional recognition, and a positive work environment, correlates with heightened commitment to the institution.

Lecturers who are satisfied are more inclined to form a strong emotional connection with the university, demonstrate increased loyalty, and actively participate in the attainment of institutional objectives. Job satisfaction functions as a motivational factor that promotes retention and stability, as well as enthusiasm and commitment in fulfilling academic responsibilities. The findings underscore the significance of institutional policies that promote lecturer well-being, such as transparent reward systems, career advancement opportunities, and supportive collegial relationships, as critical strategies for enhancing organizational commitment and maintaining excellence in higher education.

Job satisfaction has a substantial and positive impact on the organizational commitment of lecturers at Langsa City University. Improved satisfaction among lecturers in their professional duties correlates with heightened emotional attachment, loyalty, and commitment to the school. This discovery substantiates the perspective that job satisfaction is a pivotal factor in organizational commitment, along with previous studies that highlight its significance in promoting enduring engagement and institutional loyalty. Instructors who recognize equity in remuneration, supportive leadership, transparent policies, and a favorable work environment are more inclined to exhibit a

strong sense of responsibility and a continued commitment to the university's advancement and academic achievement.

consequently, prioritizing the enhancement of lecturer work satisfaction should be seen as an investment in strategy in university management. Institutions must implement comprehensive strategies that encompass both tangible and intangible elements, including fair compensation structures, career progression chances, acknowledgment of accomplishments, and inclusive governance practices. By fostering a good and encouraging work environment, institutions can enhance lecturer commitment, diminish turnover intentions, and cultivate a stable, high-performing academic community vital for attaining sustainable institutional excellence and competitiveness.

5. Conclusions

This study demonstrates that interpersonal communication, lecturer competence, and job satisfaction are crucial and interconnected factors influencing organizational commitment among lecturers in higher education institutions in Kota Langsa. The results demonstrate that these variables, both independently and collectively, significantly enhance lecturers' emotional attachment, sense of responsibility, and long-term commitment to their institutions. Effective communication cultivates trust and a sense of belonging; competence improves confidence and performance; job satisfaction strengthens motivation and loyalty to the institution. The study emphasizes that lecturer commitment is a reflection of the organizational climate and management quality, rather than being only an individual characteristic. Universities that implement transparent communication, equitable professional development, and supportive work environments foster a culture of shared purpose and sustained engagement. Therefore, enhancing lecturer commitment should be regarded as a strategic leadership priority, integrated into institutional policies concerning human resource development, performance evaluation, and academic governance to guarantee continued educational excellence and institutional sustainability.

References

- Aljohani, O. (2016). A Comprehensive Review of the Major Studies and Theoretical Models of Student Retention in Higher Education. *Higher Education Studies*, 6(2), 1. <https://doi.org/10.5539/HES.V6N2P1>
- Al-Refaei, A. A. A. H., Ali, H. M., Aldaba, A. M., & Zumrah, A. R. (2024a). Determinants of customer-perceived service quality in higher education: the roles of job satisfaction and organizational commitment. *Emerald.Com*, 16(1), 1–18. <https://doi.org/10.1108/IJQSS-08-2022-0089/FULL/HTML>
- Al-Refaei, A. A. A. H., Ali, H. M., Aldaba, A. M., & Zumrah, A. R. (2024b). Determinants of customer-perceived service quality in higher education: the roles of job satisfaction and organizational commitment. *International Journal of Quality and Service Sciences*, 16(1), 1–18. <https://doi.org/10.1108/IJQSS-08-2022-0089>
- Dang, T. D., Phan, T. T., Vu, T. N. Q., La, T. D., & Pham, V. K. (2024). Digital competence of lecturers and its impact on student learning value in higher education. *Heliyon*, 10(17), e37318. <https://doi.org/10.1016/J.HELIYON.2024.E37318>
- Dirwan, D., Rajindra, R., Farid, F., Mande, H., Nursiah, N., & Supriadi, A. (2024). The Influence of Organizational Culture, Organizational Commitment, on Motivation and Job Satisfaction of Employees and Lecturers at Muhammadiyah University of Palu. *International Journal of Health, Economics, and Social Sciences (IJHESS)*, 6(3), 904–918. <https://doi.org/10.56338/IJHESS.V6I3.5867>

- Hermanto, Y. B., Srimulyani, V. A., & Pitoyo, D. J. (2024). The mediating role of quality of work life and organizational commitment in the link between transformational leadership and organizational citizenship behavior. *Heliyon*, 10(6), e27664. <https://doi.org/10.1016/J.HELIYON.2024.E27664>
- Kristen, U., Wacana, S., Huliatusisa, Y., Suhardan, D., Permana, J., Nurdin, D., Bhayangkara, Y. U., Raya, J., Rasyid, S., & Sabban, I. (2022). Lecturer Strategy in Assignment Management as the Implementation of Academic Service Quality in the Covid-19 Period. *Kelola: Jurnal Manajemen Pendidikan*, 9(1), 1–21. <https://doi.org/10.24246/J.JK.2022.V9.I1.P1-21>
- Marwan, M., Siraj, S., & Marisa, R. (2024). Model Pendidikan Berbasis Nilai Keislaman, Pancasila, dan Kearifan Lokal dalam Mendukung Kurikulum Merdeka. *Indonesian Research Journal on Education*, 4(4), 122–126. <https://doi.org/10.31004/IRJE.V4I4.1087>
- Mulyaningsih, T., Dong, S., Miranti, R., Daly, A., & Purwaningsih, Y. (2022). Targeted scholarship for higher education and academic performance: Evidence from Indonesia. *International Journal of Educational Development*, 88, 102510. <https://doi.org/10.1016/J.IJEDUDEV.2021.102510>
- Nelly, N., Prabowo, H., Bandur, A., & Elidjen, E. (2024). The mediating role of competency in the effect of transformational leadership on lecturer performance. *International Journal of Educational Management*, 38(2), 333–354. <https://doi.org/10.1108/IJEM-06-2023-0275>
- Nguyen, C. M. A., & Ha, M. T. (2023). The interplay between internal communication, employee engagement, job satisfaction, and employee loyalty in higher education institutions in Vietnam. *Humanities and Social Sciences Communications* 2023 10:1, 10(1), 329-. <https://doi.org/10.1057/s41599-023-01806-8>
- Otache, I., & Inekwe, E. O. I. (2022). The relationship between job satisfaction, turnover intentions and performance of Nigerian polytechnic lecturers with doctorate degrees. *Journal of Applied Research in Higher Education*, 14(2), 762–783. <https://doi.org/10.1108/JARHE-10-2020-0360>
- Pandey, P., Madhusudhan, M., & Singh, B. P. (2023). Quantitative Research Approach and its Applications in Library and Information Science Research. *Access: An International Journal of Nepal Library Association*, 2(01), 77–90. <https://doi.org/10.3126/ACCESS.V2I01.58895>
- Putra, R., Josephus Swanto, D., Bisnis dan Teknologi Pelita Indonesia, I., & Islam Negeri Sultan Syarif Kasim, U. (2022). THE INFLUENCE OF COMPETENCY, CAREER DEVELOPMENT, COMPENSATION AND ORGANIZATIONAL COMMITMENT ON JOB SATISFACTION AND PERFORMANCE OF PUBLIC JUNIOR HIGH SCHOOL TEACHERS IN BANGKO DISTRICT, ROKAN HILIR REGENCY. *International Conference on Business Management and Accounting*, 1(1), 79–95. <https://doi.org/10.35145/ICOBIMA.V1I1.2750>
- Sugiarti, E. (2022). The Impact of Tri Dharma Performance on Higher Education Performance Based on Monitoring Results. *AKADEMIK: Jurnal Mahasiswa Humanis*, 2(3), 120–126. <https://doi.org/10.37481/JMH.V2I3.476>
- Sumaryono, A., Fitriani, F., & Madhakomala, R. M. R. (2025). Culture of Productivity in Higher Education Institutions in Indonesia. *Jurnal Edusci*, 2(3), 192–204. <https://doi.org/10.62885/EDUSCI.V2I3.572>
- Supriyanto, A., Burhanuddin, B., Sunarni, S., Rochmawati, R., Ratri, D. K., & Bhayangkara, A. N. (2025). Academic service quality, student satisfaction and loyalty: a study at higher education legal entities in Indonesia. *The TQM Journal*, 37(5), 1364–1384. <https://doi.org/10.1108/TQM-10-2023-0334>
- Suyatmo, S., Prayitno, H., Wirawan, W. A., Pratiwi, D. I., & Waluyo, B. (2025). Preparing industry-ready graduates: Interplay of lecturer behavior, self-motivation, and soft skill development in vocational education. *Acta Psychologica*, 261, 105892. <https://doi.org/10.1016/J.ACTPSY.2025.105892>

Talar, Y., & Gozaly, J. (2025). Challenges for Increasing the Sustainability of Engineering Faculties: A Case Study in Indonesian Private University. *Journal of Education and Learning (EduLearn)*, 19(2), 942–953.
<https://doi.org/10.11591/edulearn.v19i2.21674>

Welch, A., & Aziz, E. A. (2022). *Higher Education in Indonesia*. 1–30. https://doi.org/10.1007/978-981-16-8136-3_41-1