



The Impact of Organizational Culture, Digital Literacy, and Work Ethic on Lecturers' Work Commitment in University

wardah^{1*}, Marwan¹, Najmuddin¹

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

ARTICLE INFO

Article history:

Received: October, 2025

Received in revised from: November, 2025

Accepted: December, 2025

Available online: January, 27, 2026

Keywords: *Organizational culture, digital literacy, work ethic, lecturers, work commitment,*

ABSTRACT

The commitment of lecturers is crucial for maintaining the sustainability and quality of higher education institutions, especially due to a rapid development in technology and escalating worldwide competition. This study aims to analyse the impact of organizational culture, digital literacy, and work ethic on lecturers' commitment to their work in universities in Langsa City. A quantitative study design utilizing a survey methodology was implemented. Data were gathered from 120 instructors at Universitas Cut Nyak Dhien employing structured questionnaires. The data were examined by multiple linear regression analysis. The findings demonstrate that organizational culture exerts a favourable and significant influence on lecturers' work dedication. Digital literacy presents a substantial and major impact on work commitment, whereas work ethic positively and significantly enhances lecturers' commitment. Organizational culture, digital literacy, and work ethic concurrently influence lecturers' dedication to their work. The findings underscore the necessity of fortifying organizational culture, augmenting digital literacy skills, and cultivating a robust work ethic as strategic initiatives to enhance lecturers' commitment at higher education institutions.

1. Introduction

Higher education is a fundamental component in cultivating qualified and competitive human capital competent at managing significant social, economic, and technological advances (Wairisal, 2022). The efficacy and sustainability of higher education institutions are predominantly influenced by the dedication and performance of lecturers, who serve as the intellectual and ethical foundation of university life (Komang et al., 2024). As the primary executors of the Tri Dharma of Higher Education—education, research, and community service—lecturers not just transmit knowledge but also drive innovation and social transformation (Fauzi et al., 2024). Lecturers' work commitment reflects their psychological attachment, devotion, and intrinsic motivation to further institutional objectives (Riza et al., 2025). A strong commitment guarantees that lecturers execute their academic responsibilities with consistency, integrity, and enthusiasm, so improving both personal productivity and institutional reputation (Muhammad, 2025). In contrast, feeble dedication may result in less

* Corresponding author.

E-mail address: wardah2015wr@gmail.com

<https://doi.org/10.56806/jh.v6i4.387>

engagement, inferior performance, and compromised educational quality. Consequently, enhancing lecturer commitment is not solely a people matter but a strategic necessity for advancing academic excellence, institutional efficacy, and national educational competitiveness(Walid et al., 2025).

Universities face increasing pressure to adapt to the fast-changing academic, technological, and social demands in the context of globalization and digital transformation(Kusumajati & Chairiyani, 2024). Lecturers serve as key drivers of educational innovation, demanding a blend of academic excellence, digital adaptability, and institutional commitment(Jaya et al., 2024). Integration of technology into teaching, engagement with digital research platforms, and contributions to the modernization of academic management systems are essential(Setiyadi et al., 2023). Empirical observations indicate that numerous lecturers encounter challenges, including a weak organizational culture, limited digital literacy, and a decreasing work ethic, which collectively impede effective engagement with institutional objectives(Riadi et al., 2025).

Additionally, the identified limitations significantly affect institutional performance and academic productivity(Hermanu et al., 2024). Weak organizational commitment frequently results in diminished enthusiasm for research, low engagement in professional development, and limited involvement in collaborative academic initiatives(Astuty et al., 2025). The lack of complete integration of digital tools in teaching and research may delay innovation and weaken institutional competitiveness(Kosasih et al., 2024). To address these challenges, a strategic approach is necessary that fortifies organizational culture, improves digital competence, and cultivates a shared vision and professional commitment among lecturers, ensuring that higher education institutions maintain relevance, adaptability, and impact in the digital era(Disastra et al., 2024).

Organizational culture serves as the collective framework of values, norms, and beliefs that influences behavior, decision-making, and interpersonal relationships within an institution(Tadesse Bogale & Debela, 2024). In higher education, a supportive and inclusive organizational culture enhances collaboration, mutual respect, and shared purpose, thereby cultivating a strong sense of belonging and commitment among lecturers(Mawarni et al., 2025). Lecturers who align with institutional values and perceive support from leadership and colleagues are more inclined to demonstrate loyalty, commitment, and proactive involvement in the pursuit of academic objectives(Srivastava et al., 2022).

Simultaneously, digital literacy has become a fundamental competency in contemporary academia(Aboramadan et al., 2022). This facilitates lecturers in managing technology-integrated learning, optimizing academic administration, and improving research visibility via digital platforms(Nurtanto et al., 2025). Proficiency in digital tools enhances efficiency and innovation while also bolstering lecturers' confidence and satisfaction in their professional roles(Marwan et al., 2024). A strong work ethic, characterized by responsibility, discipline, perseverance, and professionalism, underpins sustained commitment among lecturers(Kuknor & Bhattacharya, 2022). The interplay of organizational culture, digital literacy, and work ethic forms a cohesive framework that influences the robustness and longevity of lecturers' organizational commitment within higher education institutions(Hamilton & Petty, 2023).

Preliminary observations of universities in Kota Langsa indicate that institutional communication adheres to a formal and hierarchical structure, hence limiting open dialogue and constructive criticism between teachers and university administrators. The lack of communication undermines collegial relationships and diminishes lecturers' sense of involvement in institutional decision-making processes. Simultaneously, inequities in access to professional development programs, together with persistent issues with welfare, acknowledgment, and career advancement, have resulted in differing degrees of lecturer involvement and satisfaction.

These conditions highlight the necessity for a thorough and empirical examination of the elements influencing lecturers' organizational commitment in regional higher education settings. This study aims to find the characteristics that most significantly predict professor loyalty and institutional attachment by analyzing the relationship between interpersonal communication, professional competence, and job satisfaction. Comprehending these relationships is essential for formulating evidence-based tactics that might augment lecturer motivation, fortify organizational culture, and eventually elevate the quality and sustainability of higher education institutions in Kota Langsa.

2. Methodology

2.1 Research Approach and Design

This study utilized a quantitative research methodology with the objective of examining hypothesized correlations among variables via organized research instruments (Pandey et al., 2023). Quantitative approaches produce numerical data that are statistically evaluated to discern patterns, correlations, and causal interactions. This approach focuses on measurement, connecting actual observations with mathematical models of variable connections, thereby enabling objective hypothesis testing and theoretical model validation.

2.2 Research Setting and Participants

The study's population consisted of lecturers from universities in Kota Langsa, reflecting a heterogeneous academic environment characterized by differing established capabilities, disciplines, and professional experiences. The incorporation of other institutions aimed to comprehend a wider range of lecturer's experiences and organizational settings, thereby offering a more thorough comprehension of the elements affecting work commitment. A total of 120 participant was chosen as responders by proportional random sampling. This strategy boosts the statistical reliability of the data and strengthens the analytical validity of inferences regarding the links among corporate culture, digital literacy, work ethic, and lecturer dedication.

2.3 Data Collection Techniques

Data was obtained through a structured questionnaire featuring a five-point Likert scale aimed at assessing four primary variables: interpersonal communication (openness, empathy, supportive attitude, positive interaction, and mutual respect), professional competence (pedagogical, professional, social, and personal competencies), job satisfaction (salary, leadership, work environment, promotion, and collegial relations), and organizational commitment (affective, continuance, and normative dimensions). The instrument was modified from recognized theoretical frameworks in organizational and educational research to guarantee conceptual precision and pertinence. The questionnaire was evaluated for validity and reliability before analysis. All items satisfied the necessary validity criteria, affirming that each indicator precisely reflected its construct. Reliability tests yielded Cronbach's Alpha values over 0.70 for all variables, signifying significant internal consistency. Results indicate that the instrument was valid and trustworthy, providing credible data for statistical analysis and supporting the study's objective to investigate links among the assessed dimensions in university.

2.4 Data Analysis

The data analysis utilized both descriptive and inferential statistical methods to thoroughly investigate the correlations between variables. Descriptive statistics were initially employed to encapsulate respondents' impressions and to present an overview of the distribution and central characteristics for each variable. To validate the integrity of the regression model, classical

assumption tests were performed, encompassing assessments for normality, multicollinearity, and heteroscedasticity, confirming that the data satisfied the statistical prerequisites for linear analysis.

Subsequently, multiple linear regression analysis was utilized to evaluate the impact of organizational culture, digital literacy, and work ethic on lecturers' organizational commitment. T-tests were employed to assess the individual effects of each independent variable, whilst the F-test evaluated their collective influence. A significance level of 0.05 was utilized as the statistical threshold, guaranteeing that all interpretations were founded on results with a 95% confidence level. This analytical methodology facilitated a meticulous and dependable assessment of the interaction between human and organizational elements that determine lecturer commitment within university.

3. Results

3.1 The Impact of Organizational Culture on the Work Commitment of Lecturers.

The preliminary test results demonstrate that organizational culture positively and significantly influences lecturers' job commitment, as indicated by a t-value of 7.142, above the t-table value of 1.979, and a significance level of 0.000, which is less than 0.05. This research indicates that a robust organizational culture markedly improves lecturers' psychological attachment, loyalty, and sense of belonging to their institution. A strong organizational culture—defined by collective ideals, reciprocal trust, and explicit institutional norms—fosters a unified academic atmosphere in which lecturers are inspired to advance institutional objectives beyond their statutory duties.

This outcome underscores that corporate culture functions as a strategic catalyst for commitment in higher education. When institutional leaders promote participatory decision-making, transparent communication, and acknowledgment of academic accomplishments, lecturers typically exhibit increased dedication and perseverance in their professional responsibilities. Consequently, enhancing organizational culture via inclusive governance and collective institutional values is vital for fostering sustainable lecturer commitment and elevating the overall performance of higher education institutions.

The organizational culture at higher education institutions acts as the institutional personality that influences individual behavior and interactions within the academic setting. It signifies a framework of communal values, beliefs, and standards that are jointly acknowledged and deliberately enacted by the institution's members. This cultural framework is evident in the daily work environment, where attitudes, commitment, dedication, and loyalty amalgamate to create a shared identity. When properly nurtured, corporate culture serves as a cohesive force that matches individual values with institutional objectives, promoting mutual comprehension and a sense of belonging among lecturers.

An effective and affirmative corporate culture is crucial for improving lecturers' motivation, accountability, and performance. It motivates individuals to transcend everyday activities, actively participate in academic innovation, and seek ongoing professional development. This culture not only enhances lecturers' affiliation with their university but also fosters collaboration, initiative, and elevated morale among departments. When lecturers assimilate institutional values and perceive support from a unified academic environment, their sense of purpose and productivity increase, fostering a self-reinforcing loop that promotes both individual excellence and institutional progress.

An effective and affirmative organizational culture is fundamental to a creative, collaborative, and peaceful academic atmosphere in universities. It cultivates common ideals that influence lecturers' attitudes and behaviors, promoting professionalism, mutual respect, and a unified quest for academic success. When properly cultivated, such a culture improves lecturer performance, fosters creativity in teaching and research, and reinforces the overall institutional identity. Achieving and sustaining this culture necessitates intentional institutional initiatives, including open leadership,

recognition mechanisms, and ongoing professional development programs that foster adaptability and collective ownership of institutional objectives.

In this context, organizational commitment results as a logical consequence of a solid academic culture. It shows a lecturer's emotional investment, identity, and trust in their institution, along with a sincere desire to contribute and remain affiliated with the organization. Dedicated lecturers typically demonstrate dedication, enthusiasm, and perseverance in executing their academic responsibilities, especially under difficult conditions. Consequently, fostering a robust organizational culture is not solely an administrative responsibility but a strategic necessity that enhances long-term faculty commitment and maintains the overall quality and competitiveness of higher education institutions.

3.2 The Impact of Digital Literacy on Lecturers' Work Commitment.

The findings of the partial test demonstrate that digital literacy positively and significantly influences lecturers' work dedication, evidenced by a t-value of 12.167, exceeding the t-table value of 1.979, and a significance level of 0.000, which is less than 0.05. This research indicates that a rise in digital literacy among lecturers correlates directly with an enhancement in their dedication to institutional objectives and duties. Instructors with robust digital literacy skills are typically more adaptable to technological advancements, adept at employing digital learning tools efficiently, and skilled in overseeing online academic resources. This competency not only improves productivity and instructional efficacy but also bolsters lecturers' involvement in institutional transformation during the digital age.

Nevertheless, the findings underscore a crucial nuance—digital literacy necessitates sufficient training, infrastructure, and institutional support systems. In the absence of these, elevated digital demands may induce stress and dissatisfaction, thereby undermining lecturers' morale and institutional allegiance. Consequently, colleges should regard digital literacy not solely as a technical proficiency but as a fundamental element of professional growth and well-being. Facilitating access to ongoing digital training, technology resources, and supportive digital environments is crucial for translating enhanced digital competence into enduring dedication, innovation, and institutional progress.

This study's findings underscore the necessity for institutions to implement a holistic strategy to enhance digital literacy among faculty members. Merely supplying advanced technology infrastructure is inadequate; institutions must further invest in ongoing digital literacy training, cultivate proactive and adaptive behaviors, and guarantee the efficient integration of Learning Management Systems (LMS) into academic activities. This study's educational technology aspect encompasses both the availability of digital tools and the lecturers' capacity to employ technology effectively and purposefully to enhance academic achievement.

In the Society 5.0 era, lecturers are projected to develop fundamental technology skills by integrating digital capabilities into every aspect of the Tri Dharma of Higher Education—teaching, research, and community service. Strong digital literacy empowers academics to develop dynamic, student-focused learning environments, optimize research and scientific publication workflows, and broaden the impact of community service initiatives via digital platforms. Consequently, universities must prioritize digital literacy as a fundamental strategic objective, ensuring that every educator is not just technologically proficient but also confident and imaginative in utilizing digital resources to facilitate educational reform and enhance institutional competitiveness.

3.3 The Impact of Work Ethic on Lecturers' Work Commitment.

The analysis results indicate that work ethic positively and significantly affects lecturers' work commitment at universities in Langsa City, demonstrated by a t-value of 2.839, which exceeds the t-table value of 1.979, and a significance level of 0.003, which is less than 0.05. This research indicates that lecturers who maintain robust ethical values—defined by diligence, discipline, accountability, and integrity—generally display greater devotion to their institutions. A robust work ethic signifies not only professional conduct but also a profound moral obligation to attain institutional objectives and foster the progress of higher education.

Moreover, a strong work ethic fosters consistency and dependability in lecturers' performance across the three fundamental pillars of higher education: teaching, research, and community service. When educators embody the principles of perseverance and responsibility, they are more inclined to exhibit loyalty, motivation, and alignment with the university's objective. A deficient work ethic frequently results in less involvement, increased absenteeism, and subpar performance outcomes. Consequently, colleges must cultivate and strengthen ethical values via corporate culture, professional development initiatives, and open reward mechanisms. Enhancing lecturers' work ethic is both a moral obligation and a strategic approach to improve institutional efficiency and sustainability.

Work ethic is fundamentally a collection of internalized moral principles and constructive behavioural patterns that direct persons in fulfilling their professional duties. It includes characteristics like as discipline, honesty, accountability, perseverance, and patience, which collectively establish the foundation of integrity and professionalism in the workplace. A robust work ethic signifies not only external conduct but also an individual's intrinsic moral obligation to execute their responsibilities consistently and diligently. In higher education, a lecturer's work ethic influences their commitment to teaching, research, and community involvement, thereby affecting their personal efficacy and their impact on institutional advancement.

In the absence of a strong work ethic, lecturers might face decreasing motivation and involvement at work, which leads to a perception of stress in executing academic and administrative duties. A lack of intrinsic motivation can diminish overall performance, disrupt collaboration, and eventually harm the university's productivity and achievement of its objectives. Consequently, fostering a robust work ethic should be regarded as an organizational imperative rather than solely an individual characteristic. By providing leadership assistance, implementing recognition mechanisms, and fostering a value-driven organizational culture, universities can strengthen ethical conduct as a sustainable basis for enhancing lecturer dedication, accountability, and institutional excellence..

5. Conclusions

This study demonstrates that interpersonal communication, professional competence, and job satisfaction are interconnected factors that jointly influence lecturers' organizational commitment. The findings indicate a systemic connection among these factors, suggesting that robust professional competence improves effective communication, which then promotes job satisfaction and eventually reinforces organizational commitment. Consequently, lecturers' commitment is not solely an individual trait but rather indicative of the effectiveness with which universities amalgamate human, professional, and organizational elements into a unified management framework. A university that fosters open communication, cultivates competence, and guarantees satisfaction is more likely to cultivate a committed, loyal, and high-performing academic community.

References

- Aboramadan, M., Dahleez, K. A., & Faraol, C. (2022). Inclusive leadership and extra-role behaviors in higher education: does organizational learning mediate the relationship? *International Journal of Educational Management*, 36(4), 397–418. <https://doi.org/10.1108/IJEM-06-2020-0290/FULL/PDF>
- Astuty, S., Marhawati, Hastuti, D. R. D., & Setialaksana, W. (2025). Leisure time under pressure: Exploring the impact of professional and personal demands on female Indonesian lecturers. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 36, 100553. <https://doi.org/10.1016/J.JHLSTE.2025.100553>
- Disastra, G. M., Noermijati, N., Irawanto, D. W., & Moko, W. (2024). Digital Competence and Lecturer Performance: A Proposed Conceptual Framework to Support Digital Transformation in Universities. *AIP Conference Proceedings*, 3239(1). <https://doi.org/10.1063/5.0235883/3313703>
- Fauzi, A., Hardhienata, S., Sunardi, O., Arif Fadilah, A., & Author, C. (2024). INCREASING LECTURER PRODUCTIVITY THROUGH THE REINFORCEMENT OF ACHIEVEMENT NEEDS, ORGANIZATIONAL CULTURE, WORK ETHIC, WORK MOTIVATION AND COMPENSATION: *SUJANA: Education and Learning Review*, 3(2), 29–48. <https://doi.org/10.56943/SUJANA.V3I2.589>
- Hamilton, L. G., & Petty, S. (2023). Compassionate pedagogy for neurodiversity in higher education: A conceptual analysis. *Frontiers in Psychology*, 14, 1093290. <https://doi.org/10.3389/FPSYG.2023.1093290/BIBTEX>
- Hermanu, A. I., Sari, D., Sondari, M. C., & Dimiyati, M. (2024). Research performance evaluation model in university: evidence from Indonesia. *International Journal of Educational Management*, 38(3), 693–710. <https://doi.org/10.1108/IJEM-05-2023-0235>
- Jaya, H. W., Hardhienata, S., & Suhardi, E. (2024). Modeling and Optimization to Increase Lecturers' Work Commitment. *Enrichment: Journal of Multidisciplinary Research and Development*, 2(6), 275–290. <https://doi.org/10.55324/ENRICHMENT.V2I6.145>
- Komang, I., Permadi, O., Landra, N., Pradnyan, M., Usadi, P., & Korespondensi, P. (2024). ORGANIZATIONAL CULTURE AND LECTURER PERFORMANCE: MEDIATION OF ORGANIZATIONAL COMMITMENT. *Jurnal Muara Ilmu Ekonomi Dan Bisnis*, 8(2), 355–367. <https://doi.org/10.24912/JMIEB.V8I2.31236>
- Kosasih, H., Kosasih, H., Susanto, S., Fadli, A., Alimin, E., & Salqaura, S. A. (2024). Transforming Lecturer Performance: The Mediating Role of Servant Leadership in Enhancing Digital Competence and Psychological Well-Being. *Society*, 12(2), 814–834. <https://doi.org/10.33019/society.v12i2.739>
- Kuknor, S. C., & Bhattacharya, S. (2022). Inclusive leadership: new age leadership to foster organizational inclusion. *European Journal of Training and Development*, 46(9), 771–797. <https://doi.org/10.1108/EJTD-07-2019-0132>
- Kusumajati, D. A., & Chairiyani, R. P. (2024). Enhancing Digital Literacy to Strengthen National Identity Among University Lecturers Through Technological Innovation. *2024 3rd International Conference on Creative Communication and Innovative Technology, ICCIT 2024*. <https://doi.org/10.1109/ICCIT62134.2024.10701262>
- 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>
- Mawarni, M., N, N., & Ilyas, M. (2025). TIRTA Coaching-Based for Academic Supervision to Improve Teacher Professionalism. *JURNAL HURRIAH: Jurnal Evaluasi Pendidikan Dan Penelitian*, 6(2), 965–972. <https://doi.org/10.56806/JH.V6I2.272>

- Muhammad, N. (2025). The Influence of Leadership, Work Culture, and Competencies on Commitment and Implications on Performance Private College Lecturer in Makassar City. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 17(1), 1–12. <https://doi.org/10.37680/QALAMUNA.V17I1.5568>
- Nurtanto, M., Nawanksari, S., Sutrisno, V. L. P., Syahrudin, H., Kholifah, N., Rohmantoro, D., Utami, I. S., Mutohhari, F., & Hamid, M. A. (2025). Determinants of behavioral intentions and their impact on student performance in the use of AI technology in higher education in Indonesia: A SEM-PLS analysis based on TPB, UTAUT, and TAM frameworks. *Social Sciences & Humanities Open*, 11, 101638. <https://doi.org/10.1016/J.SSAHO.2025.101638>
- 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>
- Riadi, F., Riani, D., Sunarsi, D., & Munna, A. S. (2025). Islamic Work Ethics-Based Organizational Citizenship Behavior to Improve the Job Satisfaction and Organizational Commitment of Higher Education Lecturers in Indonesia. *International Journal of Educational Administration, Management, and Leadership*, 5(1), 17–28. <https://doi.org/10.51629/IJEAMAL.V6I1.214>
- Riza, M. F., Hutahayan, B., & Chong, H. Y. (2025). Fostering high-performing organizations in higher education: the effect of participative leadership, organizational culture, and innovation on organizational performance and commitment. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2024.2448884>;SUBPAGE:STRING:FULL
- Setiyadi, D., Kurniawan, L. A., Narimawati, U., Priadana, M. S., & Affandi, A. (2023). The Effect of Affective Commitment and Job Stress Through Lecturer Performance (Case Study of The University of Tangerang Raya). *Business Review and Case Studies*, 4(1), 31–31. <https://doi.org/10.17358/BRCS.4.1.31>
- Srivastava, A., Agarwal, S., & Ganapathy, M. (2022). Editorial: Inclusive higher education in cross-cultural settings. *International Journal of Educational Management*, 36(4), 357–363. <https://doi.org/10.1108/IJEM-05-2022-589>
- Tadesse Bogale, A., & Debela, K. L. (2024). Organizational culture: a systematic review. *Cogent Business & Management*, 11(1). <https://doi.org/10.1080/23311975.2024.2340129>
- Wairisal, P. L. (2022). The Influence of Organizational Culture and Work Ethics on Lecturer Competence and Performance. *Journal of World Science*, 1(12), 1154–1163. <https://doi.org/10.58344/JWS.V1I12.159>
- Walid, M., Budianto, L., Rohmana, W. I. M., Wahyuni, E. N., Ali, N., & Uyun, F. (2025). Caring leadership as a leading factor in cultivating the research culture: Evidence from Islamic higher education. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2025.2480485>