



## The Role of Organizational Culture and Work Involvement on Organizational Commitment in Effort Improve Lecturer Performance

Universitas Islam Negeri Mahmud Yunus Batusangkar

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### ABSTRACT

The study of organizational culture is one of the important aspects in the existence of institutions/organizations and determines the level of organizational performance. The work involvement of members of the organization which is quite large is very influential on the success of the organization. The theory and philosophy were tested in accordance with the purpose of this study to examine and analyze the influence of organizational culture and work involvement on organizational commitment in an effort to improve the performance of the lecturers of Universitas Islam Negeri Mahmud Yunus Batusangkar. This research method is carried out with a quantitative approach and is equipped with a qualitative analysis of transplanted data. Questionnaires were distributed to lecturers of Universitas Islam Negeri Mahmud Yunus Batusangkar as many as 86 respondents. The findings of this study indicate that 4 hypotheses are rejected from the 7 proposed hypotheses. Organizational culture has no significant effect on the performance of Universitas Islam Negeri Mahmud Yunus Batusangkar lecturers, while work involvement variables have a significant effect on lecturers' performance at Universitas Islam Negeri Mahmud Yunus Batusangkar. Organizational commitment does not have a significant effect on the lecturers' performance at Universitas Islam Negeri Mahmud Yunus Batusangkar. This theory challenges the classical view that organizational culture directly improves performance. The results of this study indicate that in the context of Islamic universities, organizational culture does not work directly, but is latent and contextual.

**Keywords:** Lecturer Performance, Organizational Culture, Work Involvement

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## INTRODUCTION

The concept of organizational culture has long been recognized as one of the central pillars in understanding institutional dynamics, particularly within the realm of education. In higher education settings, especially at state universities, organizational culture is not merely an abstract notion but a concrete determinant of institutional competitiveness and sustainability. A strong and well-managed organizational culture serves as the foundation for creating an academic environment that fosters productivity, integrity, and innovation. It defines how lecturers, administrative staff, and leaders perceive their roles, interact with one another, and contribute to the overall mission and vision of the institution.

In the context of universities, organizational culture reflects the shared values, beliefs, norms, and practices that guide members of the academic community. According to Juliningrum and Sudiro (2013), a solid organizational culture contributes positively to employee performance within universities. When values such as collaboration, academic freedom, and continuous improvement are deeply embedded in an institution's culture, they shape attitudes and behaviors that promote excellence. The stronger and more coherent the culture, the higher the performance levels of lecturers and staff members. Culture becomes the invisible hand that governs decisionmaking, communication patterns, and motivation among members of the organization.

This study builds an integrated causal chain, from organizational culture to work engagement, to organizational commitment, and then to lecturer performance. This research model has a conceptual advantage by explaining the psychological mechanisms by which culture works, then proving not only that culture is influential, but also how and through whom it works. Furthermore, this research was conducted at a state Islamic university where culture can also be sourced from Islamic values, so organizational culture is not just a way of working but also a way of worshiping at work. This is an issue that has not been widely addressed by previous researchers who tended to be more secular and technocratic. Robbins and Judge (2013) describe organizational culture as a system of shared meaning held by members that distinguishes one organization from another. This shared meaning arises from leadership styles, socialization processes, and daily interactions within the institution. In a university context, leadership plays a pivotal role in shaping this culture leaders set examples through their behavior, decision making, and the manner in which they communicate institutional goals. Furthermore, the socialization system, including orientation, training, and academic forums, helps reinforce cultural norms and expectations among both new and existing members. Therefore, organizational culture is not static; it evolves as members interact, face challenges, and respond to external changes in the educational environment.

Organizational culture is thus an essential managerial asset that must be strategically cultivated to sustain institutional performance. It supports the long-term existence of the organization and ensures alignment with its mission, vision, and strategic objectives. Emphasizes that a well-established organizational culture, combined with strong organizational commitment, leads to improved lecturer performance. These two constructs culture and commitment interact dynamically, forming the basis for an engaged and productive workforce. (Tone, 2015)

The present study analyzes how organizational culture and work involvement influence organizational commitment and, consequently, the performance of lecturers at Universitas Islam Negeri Mahmud Yunus Batusangkar. The rationale behind this

research lies in the understanding that universities are complex organizations composed of individuals with diverse backgrounds, values, and motivations. Within such diversity, a unifying organizational culture becomes essential to ensure cohesion and direction. Moreover, individual work involvement defined as the degree to which an employee identifies psychologically with their job plays a crucial role in determining their level of commitment and performance. Highly involved lecturers tend to invest more effort, demonstrate higher satisfaction, and exhibit loyalty toward the institution.

Universitas Islam Negeri Mahmud Yunus Batusangkar, as a rapidly growing Islamic State University, offers a particularly interesting case for examining these relationships. The university possesses substantial human resource potential, with lecturers and academic staff who perform multiple roles: educators, researchers, and community servants. Each of these roles demands not only technical competence but also emotional and cultural alignment with the institution's values. The existence of a strong organizational culture can help harmonize these diverse functions and create a shared sense of purpose among lecturers.

In addition to its internal functions, the university also bears social responsibilities both within and beyond its walls. Internally, it must foster a supportive and collaborative environment that promotes academic excellence. Externally, it must engage with the community, contribute to social development, and represent Islamic values in public life. Therefore, the effectiveness of the institution's organizational culture extends beyond performance metrics—it also determines the university's social legitimacy and its ability to adapt to changing societal expectations.

Previous studies provide valuable insights into these relationships. For instance, Nkereuwem and Alfred (2016) found that the type of organizational culture practiced in an institution directly impacts both employee performance and overall institutional effectiveness. Similarly, Tatik Fidowaty (2015) reported that organizational culture significantly influences lecturer performance by as much as 62.5%. These findings reinforce the notion that culture is not merely symbolic but a tangible driver of productivity. Luthans (2011) further elaborates on organizational commitment as a psychological state characterized by a strong desire to remain in the organization, a willingness to exert effort on its behalf, and a belief in its goals and values. This form of commitment is reflected in loyalty, identification, and active participation in organizational life.

Organizational commitment, when combined with a positive cultural environment, produces a synergistic effect on performance. Committed employees align their personal goals with organizational objectives and are more likely to demonstrate consistent and high-quality work performance. In the academic context, this translates into lecturers who are dedicated not only to teaching and research but also to institutional development. They engage in continuous learning, mentor students effectively, and contribute to administrative and community activities.

However, the relationship between organizational culture, commitment, and performance is not always linear or uniform. Some empirical studies reveal inconsistencies. For example, Qomariah (2012) found that organizational commitment does not significantly affect lecturer performance. Such discrepancies may arise due to contextual differences, measurement methods, or variations in institutional maturity.

These contradictions highlight the need for context-specific research that takes into account the unique characteristics of each university, including leadership styles, institutional history, and local values. At Universitas Islam Negeri Mahmud Yunus

Batusangkar, such research becomes even more relevant given its distinct identity as an Islamic higher education institution. The university's organizational culture is not only influenced by administrative and academic factors but also by Islamic ethical principles, which guide interpersonal relations, decision-making, and institutional governance. This dual foundation academic professionalism and Islamic values creates a unique organizational environment that warrants deeper investigation.

Therefore, the present research seeks to integrate theoretical perspectives with empirical evidence to better understand how organizational culture and work involvement shape organizational commitment and, ultimately, lecturer performance. It aims to fill the gaps left by previous studies and provide practical insights for university leaders. By identifying which cultural elements most strongly influence performance, the institution can design targeted interventions to strengthen those aspects, such as through leadership development, staff training, and the reinforcement of shared values.

Moreover, the study contributes to the broader discourse on organizational behavior in Islamic higher education. As universities in Indonesia and other Muslim-majority countries continue to grow, understanding how cultural and spiritual values intersect with performance management becomes increasingly important. A strong and cohesive organizational culture rooted in Islamic principles can serve as a competitive advantage, fostering not only academic excellence but also moral integrity and social responsibility.

The study of organizational culture in educational institutions is not a mere academic exercise; it is a strategic necessity for building sustainable and high-performing universities. The case of Universitas Islam Negeri Mahmud Yunus Batusangkar demonstrates how culture, work involvement, and commitment interact in shaping lecturer performance. Strengthening these dimensions will not only enhance institutional effectiveness but also reaffirm the university's role as a center of learning, ethics, and societal transformation.

## **RESEARCH METHODOLOGY**

This research is categorized as field research because it was conducted directly within the academic environment of Universitas Islam Negeri Mahmud Yunus Batusangkar, the data sources were permanent lecturers at Universitas Islam Negeri Batusangkar, with data collection techniques using questionnaires and supplementary interviews. The number of qualitative informants was 11 lecturers, and the qualitative analysis method was thematic analysis based on coding.

The study employed a quantitative approach supported by qualitative data analysis, adopting an embedded design to ensure a comprehensive understanding of the research problem. The quantitative method was used to measure the relationships between variables organizational culture, work involvement, organizational commitment, and lecturer performance through the distribution of structured questionnaires. Meanwhile, qualitative insights were obtained to provide contextual explanations and strengthen the interpretation of statistical results. Creswell, et al. (2018).

The research location was Universitas Islam Negeri Mahmud Yunus Batusangkar, an Islamic higher education institution with diverse human resources. The population consisted of permanent lecturers who have been officially appointed through functional decrees (SK Dosen Tetap). These lecturers were selected because they possess stable employment status and experience in implementing academic and institutional

responsibilities. Data regarding the number and characteristics of lecturers were obtained from the Statistics Book and ASN (Aparatur Sipil Negara) Data of Universitas Islam Negeri Mahmud Yunus Batusangkar, which served as the primary reference for determining the population and sampling framework.

## **RESULT AND DISCUSSION**

The determination of the number of samples in this study was carried out using the Slovin formula, which is commonly applied in social science research to define the minimum sample size required for a given population when the degree of precision or margin of error is known. Based on the calculation, the minimum number of samples that had to be achieved in this study was 62 respondents. This number was considered statistically adequate to represent the population of permanent lecturers at Universitas Islam Negeri Mahmud Yunus Batusangkar who possessed official functional decrees.

However, in practice, the researcher distributed the questionnaire more broadly to ensure better data reliability and to minimize the potential for non-response bias. Using Google Forms as the distribution medium, a total of 150 questionnaires were circulated to potential respondents. Out of these, 86 lecturers completed and returned the questionnaire properly. This final number of respondents exceeded the minimum requirement set by the Slovin formula, thereby fulfilling the statistical validity for further data analysis.

The sampling technique applied in this research was probability sampling, specifically the simple random sampling method. This method was chosen because it provides each member of the population with an equal and independent chance of being selected as a participant. The approach minimizes selection bias and increases the representativeness of the sample, allowing the results to be more generalizable to the entire population of lecturers at Universitas Islam Negeri Mahmud Yunus Batusangkar. Moreover, the sample size of 86 respondents meets the general requirement for data processing using Partial Least Square (PLS) analysis, which typically recommends a sample size ranging from 30 to 100 cases for reliable model estimation.

In this study, each variable was operationalized through a set of specific indicators derived from theoretical and empirical foundations in the literature. For the organizational culture variable, three key indicators were used: artifacts, values, and basic assumptions. These dimensions were adopted from the conceptual framework of organizational culture proposed by Robbins and Judge (2013), which explains that artifacts represent the visible elements of culture such as physical settings and rituals, while values and basic assumptions reflect the deeper, invisible layers of shared beliefs and behavioral norms within an institution.

For the work involvement variable, four indicators were identified to capture the multidimensional nature of lecturers' engagement. These include: (1) involvement with fellow lecturers, which reflects collaboration and teamwork; (2) involvement with students, representing dedication to academic and mentoring responsibilities; (3) involvement with leaders or supervisors, which indicates active participation in institutional governance and coordination; and (4) involvement with working time, signifying commitment and time investment in academic duties.

The organizational commitment variable was measured through six indicators representing emotional, normative, and continuance aspects of commitment. These indicators include feelings of belonging to the organization, pride in being part of the institution, concern for organizational welfare, a strong desire to contribute actively,

belief in organizational values as a source of motivation, and a high willingness to exert effort for the institution's progress. These dimensions are consistent with Luthans' (2011) view of commitment as an employee's psychological attachment and loyalty to the organization.

Lastly, the lecturer performance variable was assessed using the framework proposed by Purwanto (2015), which emphasizes the four fundamental components of academic performance: education and teaching, research, community service, and administration and management. These indicators represent the tri dharma of higher education in Indonesia, supplemented by managerial and administrative competencies that support institutional effectiveness.

Through the operationalization of these indicators, the study sought to measure the complex interrelationships among organizational culture, work involvement, organizational commitment, and lecturer performance. The structured and statistically grounded sampling design ensured that the collected data could accurately reflect the realities within Universitas Islam Negeri Mahmud Yunus Batusangkar, providing a robust foundation for further analysis using the PLS method.

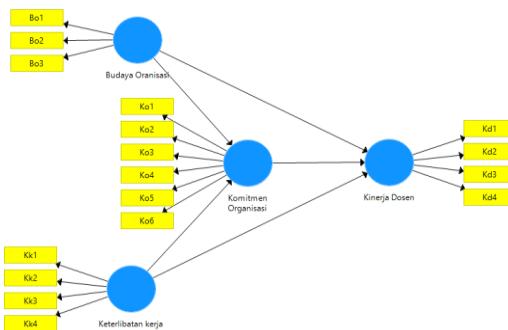


Figure 1. Research Model Estimation

### Research Model Evaluation

#### Outer Model Evaluation

The evaluation of this model was carried out to test the validity and reliability by looking at the loading factor value and the Cronbach alpha value. An indicator is stated to be correlated with its latent variable if there is a loading factor value greater than 0.70 which indicates valid data. While the reliability test by looking at the Cronbach Alpha with a standard of more than 0.70 which shows reliable data.

From the processed data, it shows the R-Square value of the dependent variable tested in this study. The Lecturer Performance variable has an R-Square value of 0.464 which is included in the weak model category in other words the lecturer's performance can only be predicted or explained by the variables of organizational commitment, organizational culture and work involvement of 46.4%. Meanwhile, the Organizational Commitment variable has an R-Square value slightly better than Lecturer Performance, which is 0.527 whose model belongs to the moderate model category, it means that the variable of Organizational Commitment can be predicted or explained by organizational culture and work involvement of 52.7%.

#### Path Coefficient

Path coefficient is used to find out the significance of the relationship between latent variables by performing a bootstrapping process that produces t-statistics and path coefficients (Path coefficient). The p-value with a confidence level of 95%,  $\alpha=5\%$ , then the variables studied are declared to have a significant effect, the t-table value as a

reference is 1.96%. A positive value on the path coefficient indicates that the related variable has a positive effect and vice versa if the path coefficient value is negative, the related variable has a negative effect.

#### ***Hypothesis Test***

The research hypothesis is as follows:

H1: Organizational culture directly has a significant influence on the performance of Universitas Islam Negeri Mahmud Yunus Batusangkar lecturers

H2: Organizational culture indirectly through organizational commitment has a significant influence on the performance of Universitas Islam Negeri Mahmud Yunus Batusangkar lecturers

H3: Organizational culture has a significant influence on the organizational commitment of Universitas Islam Negeri Mahmud Yunus Batusangkar lecturers

H4: Direct work involvement has a significant influence on the performance of Universitas Islam Negeri Mahmud Yunus Batusangkar lecturers

H5: Indirect work involvement through organizational commitment has a significant influence on the performance of Universitas Islam Negeri Mahmud Yunus Batusangkar lecturers

H6: Work involvement has a significant influence on the organizational commitment of Universitas Islam Negeri Mahmud Yunus sangkar lecturers

H7: Organizational commitment has a significant influence on the performance of Universitas Islam Negeri Mahmud Yunus Batusangkar lecturers

Based on the results of hypothesis testing, it is found that H1 and H2 are rejected, which means that organizational culture directly or indirectly through organizational commitment does not have a significant influence on the performance of Universitas Islam Negeri Mahmud Yunus Batusangkar lecturers. While H3 is accepted which means that organizational culture has a significant influence on organizational commitment.

Hypothesis Test H4 is accepted, which means that direct work involvement has a significant effect on the performance of Universitas Islam Negeri Mahmud Yunus Batusangkar lecturers. Hypothesis Test H5 is rejected, which means that indirect work involvement through organizational commitment has no significant effect on the performance of Universitas Islam Negeri Mahmud Yunus Batusangkar lecturers. While the hypothesis test H6 is acceptable, which means that work involvement has a significant effect on organizational commitment. Then the H7 hypothesis test was also rejected, which means organizational commitment has no significant effect on the performance of Universitas Islam Negeri Mahmud Yunus Batusangkar lecturers.

#### ***Model Interpretation***

The path coefficient value is obtained so that it can be input into the model as follows:

a) Organizational Commitment = 0.314 Organizational Culture + 0.500 Performance involvement

b) Lecturer Performance = 0.206 Organizational Commitment + 0.235 Organizational Culture + 0.346 Work Engagement.

The findings of this study reveal two structural models that explain the relationships among organizational culture, work involvement, organizational commitment, and lecturer performance at Universitas Islam Negeri Mahmud Yunus Batusangkar. In the first model, the variables of organizational culture and work involvement were found to have a positive and significant influence on organizational

commitment. This result indicates that when the organizational culture within the university becomes stronger characterized by shared values, effective communication, and cohesive norms and when lecturers' involvement in work activities increases, their commitment to the institution also rises. A conducive culture fosters a sense of belonging and loyalty among lecturers, while active participation in institutional activities enhances their psychological attachment to the university.

Quantitatively, the path coefficient for organizational culture was 0.314, implying that a one percent improvement in organizational culture contributes to a 0.314 percent increase in organizational commitment, assuming that work involvement remains constant. Similarly, the coefficient for work involvement was 0.500, meaning that an increase of one percent in lecturers' work involvement would lead to a 0.500 percent rise in organizational commitment, with organizational culture held constant. This suggests that work involvement has a relatively stronger effect on organizational commitment than organizational culture. In other words, lecturers who are more engaged in their teaching, research, and community service activities tend to develop deeper commitment toward their institution.

In the second model, the variables of organizational commitment, organizational culture, and work involvement all demonstrated positive but statistically insignificant effects on lecturer performance. The coefficient value for organizational commitment was 0.206, indicating that a one percent increase in commitment corresponds to only a 0.206 percent rise in performance when other factors are controlled. The coefficient for organizational culture was 0.235, and for work involvement it was 0.346, implying that improvements in these variables slightly enhance lecturer performance but not to a significant degree.

These findings suggest that while organizational culture and work involvement play crucial roles in strengthening commitment, their direct impact on performance may be moderated by other factors such as motivation, leadership style, institutional support, or workload. Thus, enhancing lecturer performance requires not only fostering a strong culture and involvement but also ensuring that structural and managerial conditions enable these factors to translate effectively into tangible performance outcomes.

The results of the data analysis in this study provide an in-depth understanding of the relationship among the main variables: organizational culture, work involvement, organizational commitment, and lecturer performance at UNIVERSITAS ISLAM NEGERI Mahmud Yunus Batusangkar. The analysis begins with the evaluation of the R-Square ( $R^2$ ) values, which indicate the proportion of variance in the dependent variables explained by the independent variables included in the model.

The Lecturer Performance variable obtained an R-Square value of 0.464, indicating that 46.4% of the variance in lecturer performance can be explained by the combined influence of organizational commitment, organizational culture, and work involvement. According to Hair et al. (2014), this R-Square value falls within the "weak" category of model fit, implying that although the model is statistically valid, there remain other external factors beyond the three examined variables that may also influence lecturer performance. These could include elements such as leadership style, motivation, compensation, workload, institutional climate, or external pressures related

to accreditation and academic competition. These results show that all variables contribute significantly. In this study, only the work engagement variable can boost lecturer performance.

Meanwhile, the Organizational Commitment variable achieved a slightly higher R-Square value of 0.527, which is categorized as a moderate model. This suggests that organizational culture and work involvement together explain approximately 52.7% of the variance in organizational commitment among lecturers. The moderate level of predictability indicates that these two independent variables are important antecedents of commitment formation within the university context. Thus, while organizational culture and work involvement successfully shape lecturers' psychological attachment and sense of belonging to the institution, their combined impact on actual work performance remains somewhat limited.

#### ***The Role of Organizational Culture***

The findings reveal that organizational culture, encompassing the dimensions of artifacts, values, and basic assumptions, exerts a positive but statistically insignificant effect on lecturer performance. This means that although a well-developed organizational culture tends to promote better performance, the relationship is not strong enough to be deemed significant in this particular context. Nevertheless, the positive coefficient indicates that improvements in the cultural environment could still yield incremental gains in lecturer performance over time.

At Universitas Islam Negeri Mahmud Yunus Batusangkar, organizational culture manifests through visible artifacts such as academic ceremonies, institutional symbols, and organizational routines; shared values such as teamwork, professionalism, and integrity; and underlying assumptions related to Islamic principles, service to the community, and academic excellence. However, these cultural components may not yet be fully internalized or consistently practiced across all organizational levels. The lack of statistical significance suggests that the university's current culture might be more symbolic than functional valued rhetorically but not yet effectively translated into everyday behaviors that enhance productivity and innovation.

In light of this, a comprehensive and constructive evaluation of organizational culture is necessary. The institution needs to examine how its cultural values are communicated, practiced, and reinforced among lecturers. According to Rumengen (2002), organizational culture functions as a management paradigm capable of driving performance improvement when it is coherently structured and strongly aligned with organizational goals. Therefore, Universitas Islam Negeri Mahmud Yunus Batusangkar should consider initiatives such as leadership development, cultural workshops, and the establishment of reward systems that recognize and reinforce behaviors consistent with its core values. By strengthening these cultural elements, lecturer performance could gradually increase both in quality and consistency.

#### ***The Role of Work Involvement***

In contrast, work involvement demonstrated a positive and significant effect on lecturer performance. This finding aligns with previous studies such as Wicaksono (2014), which confirmed that employee performance can be significantly enhanced through higher levels of job involvement. Lecturers who are deeply engaged in their academic and institutional duties teaching, research, community service, and administrative tasks tend to demonstrate stronger motivation, better time management, and higher output quality.

At Universitas Islam Negeri Mahmud Yunus Batusangkar, work involvement can be observed in the degree to which lecturers participate in collaborative projects, mentor students, engage in research activities, and contribute to faculty or university programs. When lecturers feel meaningfully involved and see their contributions as valuable to the university's mission, they are more likely to exhibit proactive behavior and greater commitment to excellence.

Interestingly, the study also found that the indirect effect of work involvement through organizational commitment on lecturer performance was positive but statistically insignificant. This means that although commitment acts as an intermediary variable, it does not significantly mediate the relationship between work involvement and performance. The implication is that lecturers' involvement in their work directly drives performance outcomes, even without being strongly mediated by their emotional or normative attachment to the organization. In other words, practical engagement in work tasks appears to have a more immediate and measurable impact than affective commitment.

This finding underscores the importance of maintaining and further developing the existing culture of work involvement at Universitas Islam Negeri Mahmud Yunus Batusangkar. The current level of engagement among lecturers should be seen as a strategic asset that needs to be nurtured through policies that promote academic collaboration, research incentives, and professional development opportunities. By doing so, the university can ensure that lecturer performance continues to improve, even as organizational commitment develops more gradually over time.

#### ***Comparison with Previous Studies***

The results of this study differ from several prior findings. For instance, Juliningrum (2013) and Tone (2015) both found that a strong organizational culture significantly enhances lecturer performance. Similarly, Fidowaty (2015) reported that organizational culture positively influences lecturer performance by as much as 62.5%. These discrepancies may stem from contextual differences in institutional settings, management systems, or cultural maturity. For example, universities with long-established traditions and consistent leadership practices may have more deeply ingrained cultural norms that strongly affect performance.

In contrast, Universitas Islam Negeri Mahmud Yunus Batusangkar, as a relatively young Islamic university, may still be in the process of institutionalizing its organizational culture. The transition from a developing institution toward a mature, research-oriented university may take time, especially in integrating Islamic values with modern management practices. Therefore, while the potential of culture to influence performance is evident, the university's cultural framework may require further consolidation before yielding significant performance outcomes.

#### ***The Interaction Between Organizational Culture, Work Involvement, and Commitment***

The study also confirms that organizational culture and work involvement jointly influence organizational commitment. Both variables significantly contribute to shaping lecturers' sense of belonging and loyalty to the institution. A positive organizational culture provides a supportive and ethical environment, while high work involvement fosters emotional connection and responsibility. However, the findings also reveal that organizational commitment does not significantly affect lecturer performance.

This result resonates with Qomariah (2012), who found that organizational commitment did not significantly influence lecturer performance, although it remains an

essential psychological factor in maintaining institutional stability. Conversely, this finding contradicts the view of Luthans (2011), who asserted that strong organizational commitment typically leads to high organizational performance. The inconsistency may be due to contextual variations, where external motivators such as financial incentives, recognition systems, or workload conditions exert greater influence on performance than internal commitment alone. This research has limitations in that it has not included external factors that have the potential to have a direct and stronger influence.

The findings of this study reveal that organizational culture does not have a significant direct effect on the performance of lecturers at Universitas Islam Negeri Mahmud Yunus Batusangkar. Similarly, when mediated through organizational commitment, the influence of organizational culture on lecturer performance remains insignificant. However, organizational culture is found to have a significant positive effect on organizational commitment, indicating that a well-established culture can strengthen lecturers' sense of belonging and loyalty to the institution.

In contrast, work involvement shows a significant and direct impact on lecturer performance. Lecturers who are more engaged in their academic activities—teaching, research, and community service—tend to achieve higher levels of performance. Nevertheless, the indirect effect of work involvement through organizational commitment on performance is not significant, suggesting that the improvement in performance mainly stems from active participation rather than emotional attachment to the organization. Furthermore, work involvement also has a significant positive influence on organizational commitment, while organizational commitment itself does not significantly affect lecturer performance. These results emphasize that enhancing lecturer engagement and participation in institutional activities is more crucial for improving performance than relying solely on affective or normative commitment factors.

#### ***Further Research Recommendations***

The leadership of Universitas Islam Negeri Mahmud Yunus Batusangkar pays attention to the organizational culture at Universitas Islam Negeri Mahmud Yunus Batusangkar. By understanding the organizational culture that exists at Universitas Islam Negeri Mahmud Yunus Batusangkar even with the formation and change of culture towards progress in accordance with the vision, mission, goals, and objectives of Universitas Islam Negeri Mahmud Yunus Batusangkar, the Universitas Islam Negeri Mahmud Yunus Batusangkar campus will be able to compete with other PTKIN campuses and even all campuses in Indonesia and the world. generally. Various efforts can be made to improve the organizational culture of Universitas Islam Negeri Mahmud Yunus Batusangkar and strengthen the work involvement of lecturers which will ultimately strengthen organizational commitment and will ultimately result in high and competitive lecturer performance. Improvement of organizational culture needs to be improved, by setting a good example and increasing training and workshops. In addition, the work involvement of lecturers must be a serious concern by the leadership, how lecturers can be involved with lecturers, students, employees and also leaders so as to produce high performance.

Organizational culture and faculty engagement are shaped not only by internal policies but also by external systems that provide incentives, legitimacy, and quality standards. Universitas Islam Negeri Mahmud Yunus Batusangkar will be able to realize a superior, competitive, and Islamic-based academic culture with the support of regulators, accreditation bodies, the PTKIN network, and community partners

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## **Practical Implications and Recommendations**

From a managerial standpoint, these findings provide several actionable insights. First, Universitas Islam Negeri Mahmud Yunus Batusangkar needs to revisit and strengthen its organizational culture by aligning daily academic and administrative practices with its declared values. Leaders at all levels should serve as cultural role models, consistently embodying the institution's mission and demonstrating behaviors that reflect integrity, professionalism, and service.

Second, policies should be designed to sustain and enhance work involvement. This can be achieved through mechanisms such as participative decision-making, fair workload distribution, academic recognition systems, and opportunities for research collaboration. The university should create an environment that encourages lecturers to engage more deeply with their work while maintaining work-life balance.

Third, while organizational commitment may not directly boost performance, it remains vital for long-term organizational cohesion. Therefore, programs that foster emotional connection such as mentoring, spiritual development sessions, and communal activities should continue to be part of the institutional culture. Over time, as lecturers experience consistent organizational support and professional growth, their affective and normative commitment is likely to increase, potentially leading to improved performance outcomes.

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