

Optimizing The Strengthening Of Lecturer's Professional Commitment Based On Local Wisdom And Organizational Support

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Informasi Artikel	Abstract
E-ISSN : 3026-6874 Vol: 3 No: 12 December 2025 Page : 16-21 Keywords: Local Wisdom Professional Commitment Organizational Support Organizational Climate POP-SDM SITOREM	<i>This study aims to construct an integrated constellation model and determine optimal strategies for reinforcing lecturers' professional commitment at leading private universities in Bogor. Utilizing the POP-SDM (Modeling and Optimization of Management Resources) framework, the research integrates elements of local wisdom and organizational support within a systemic approach to human resource development. The exploratory qualitative phase involved in-depth interviews and focus group discussions to uncover major determinants influencing professional commitment. From the thematic analysis, four principal variables emerged—teamwork, organizational climate, religiosity, and work motivation—which were validated through expert judgment. Quantitative verification was subsequently performed using the Partial Least Squares-Structural Equation Modeling (PLS-SEM) technique to examine both direct and indirect relationships among constructs. The analysis confirmed that all variables exert positive and significant effects on lecturers' professional commitment, with work motivation being the most dominant factor. To refine improvement priorities, the SITOREM (Scientific Identification Theory for Conducting Operational Research in Educational Management) method was applied, identifying indicators that should be improved, maintained, or further developed. The findings offer empirical and practical insights, including: (1) a validated POP-SDM-based commitment model combining cultural and organizational dimensions; (2) evidence-based strategies to enhance lecturer professionalism; and (3) an optimization framework to guide sustainable lecturer development in higher education institutions.</i>

Abstract

Penelitian ini bertujuan untuk membangun model konstelasi yang terintegrasi serta menentukan strategi optimal dalam memperkuat komitmen profesional dosen di perguruan tinggi swasta terkemuka di Bogor. Menggunakan kerangka kerja POP-SDM (Pemodelan dan Optimalisasi Sumber Daya Manajemen), penelitian ini mengintegrasikan unsur kearifan lokal dan dukungan organisasi dalam pendekatan sistemik terhadap pengembangan sumber daya manusia. Fase kualitatif eksploratif dilakukan melalui wawancara mendalam dan diskusi kelompok terarah (FGD) untuk mengidentifikasi determinan utama yang memengaruhi komitmen profesional. Hasil analisis tematik menunjukkan empat variabel utama—kerja tim, iklim organisasi, religiusitas, dan motivasi kerja—yang kemudian divalidasi melalui penilaian pakar. Verifikasi kuantitatif dilakukan menggunakan metode Partial Least Squares-Structural Equation Modeling (PLS-SEM) untuk menguji hubungan langsung dan tidak langsung antarvariabel. Analisis menunjukkan bahwa seluruh variabel berpengaruh positif dan signifikan terhadap komitmen profesional dosen, dengan motivasi kerja sebagai faktor paling dominan. Untuk menentukan prioritas peningkatan, diterapkan metode SITOREM (Scientific Identification Theory for Conducting Operational Research in Educational Management) yang mengklasifikasikan indikator yang perlu ditingkatkan, dipertahankan, atau dikembangkan lebih lanjut. Temuan ini memberikan kontribusi teoretis dan praktis, antara lain: (1) model komitmen profesional berbasis POP-SDM yang menggabungkan dimensi budaya dan organisasi; (2) strategi berbasis bukti untuk memperkuat profesionalisme dosen; serta (3) kerangka optimalisasi yang dapat memandu pengembangan dosen secara berkelanjutan di institusi pendidikan tinggi.

Kata Kunci : Kearifan Lokal, Komitmen Profesional, Dukungan Organisasi, Iklim Organisasi, POP-SDM, SITOREM.

INTRODUCTION

Nevertheless, preliminary data from a diagnostic survey conducted among lecturers in major private universities in Bogor revealed that several components of professional commitment remain below optimal levels. Indicators such as loyalty, responsibility, collaboration, and continuous

professional development show significant room for improvement. These findings echo global trends showing that academic staff in private higher education institutions often face challenges related to job satisfaction, workload balance, and institutional support (Torlak & Kuzey, 2019; Nurjanah et al., 2023). The dynamic landscape of higher education—driven by technological change, accreditation standards, and competitive demands—necessitates renewed strategies to enhance lecturers' engagement and professional growth.

Addressing these challenges requires a holistic and contextualized approach that acknowledges both organizational mechanisms and cultural foundations. Local wisdom—understood as a set of community-rooted values, ethics, and norms—can serve as an internal source of motivation, discipline, and moral integrity in academic work. Integrating local wisdom into professional practice reinforces not only lecturers' sense of identity but also institutional resilience and ethical governance (Arifin & Zaini, 2022). In parallel, organizational support—including leadership encouragement, collegial teamwork, and a positive organizational climate—has been consistently linked to stronger affective commitment and job satisfaction (Boehm et al., 2015; Hair et al., 2022). When institutions cultivate an enabling environment characterized by trust, recognition, and mutual respect, lecturers are more likely to demonstrate persistence, enthusiasm, and professionalism in fulfilling their responsibilities.

In this context, the current study employs the POP-SDM (Modeling and Optimization of Management Resources) framework as an integrative model to examine, simulate, and optimize the factors influencing lecturers' professional commitment. The model combines qualitative exploration and quantitative validation, allowing researchers to capture both the human and systemic aspects of commitment formation. Furthermore, the study incorporates the SITOREM (Scientific Identification Theory for Conducting Operational Research in Educational Management) analysis to determine the hierarchy of improvement priorities. By synthesizing these approaches, this research aims to formulate a comprehensive model and practical strategies that universities can implement to foster professional commitment among lecturers. Ultimately, the study aspires to contribute theoretical enrichment to educational management literature while offering actionable recommendations for sustainable lecturer development in the Indonesian higher education context.

METHOD

This study employed a mixed-methods sequential design, combining qualitative exploration and quantitative validation under the POP-SDM (Modeling and Optimization of Management Resources) framework. This design was selected to comprehensively examine and optimize the determinants of lecturers' professional commitment in private universities in Bogor, integrating both humanistic and systemic perspectives of educational management (Creswell & Plano Clark, 2018).

1. Qualitative Phase

The research began with an exploratory qualitative phase aimed at identifying latent factors influencing professional commitment. Purposive sampling was used to select 15 lecturers representing various faculties, experience levels, and academic ranks. Data were gathered through semi-structured interviews and Focus Group Discussions (FGDs), emphasizing themes related to teamwork, organizational climate, religiosity, and work motivation. Data were coded manually using thematic analysis supported by the Tally Mark Frequency technique to identify recurring patterns and dominant indicators. This phase produced a preliminary conceptual model representing the interconnections among major variables.

2. Expert Validation

The preliminary model and qualitative findings were then subjected to expert judgment involving five senior academics and educational management specialists. The experts evaluated construct relevance, content validity, and theoretical alignment with the POP-SDM framework. Feedback was incorporated to refine measurement indicators and ensure contextual appropriateness for Indonesian higher education settings.

3. Quantitative Phase

A quantitative verification phase was subsequently implemented using Partial Least Squares–Structural Equation Modeling (PLS-SEM). Data were collected from 210 lecturers across three leading private universities in Bogor using standardized Likert-scale questionnaires. Instrument reliability was

confirmed through Cronbach's Alpha (>0.70), while convergent and discriminant validity were assessed using Average Variance Extracted (AVE) and Fornell–Larcker criteria.

The SmartPLS 4.0 software facilitated model estimation, enabling simultaneous testing of direct, indirect, and mediating effects. This phase yielded robust empirical validation of the relationships among teamwork, organizational climate, religiosity, motivation, and professional commitment.

4. Optimization Stage (SITOREM)

Finally, the SITOREM (Scientific Identification Theory for Conducting Operational Research in Educational Management) method was employed to prioritize indicators requiring intervention. Each indicator was evaluated based on its importance, urgency, benefit, and cost dimensions. The process produced an actionable improvement matrix categorizing indicators into:

- Category I – Improve: critical indicators with high importance but low performance;
- Category II – Maintain: indicators with stable performance contributing significantly to commitment;
- Category III – Develop: potential areas for innovation and institutional investment.

The integrated use of POP-SDM and SITOREM provided both analytical depth and strategic direction, allowing institutions to design targeted programs that enhance lecturers' professional commitment through data-driven decision-making. The following is a visual representation of the method stages in the format of the POP-SDM → PLS-SEM → SITOREM flow.

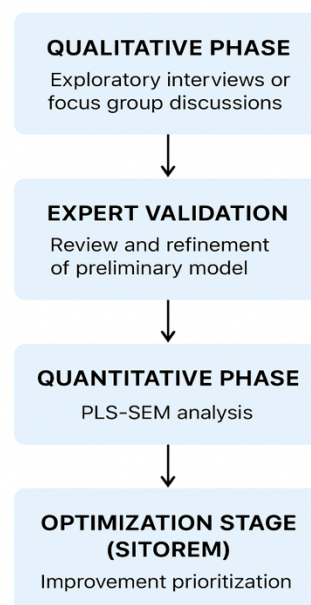


Figure 1. Method stages in the POP-SDM flow → PLS-SEM → SITOREM

RESULTS AND DISCUSSION

The empirical analysis using Partial Least Squares–Structural Equation Modeling (PLS-SEM) produced robust evidence confirming the reliability and validity of all constructs. Each phase of statistical testing met the required psychometric thresholds, ensuring the robustness of measurement and structural models.

1. Measurement Model Evaluation

The results indicated that all constructs met the criteria for internal consistency and convergent validity. Cronbach's Alpha and Composite Reliability (CR) values exceeded the minimum threshold of 0.70, demonstrating reliable internal measurement. The Average Variance Extracted (AVE) values were all above 0.50, confirming convergent validity across indicators. Furthermore, discriminant validity was assessed using the Fornell–Larcker and HTMT criteria, which

confirmed that each construct was empirically distinct. Therefore, all measurement indicators were suitable for inclusion in the structural model.

2. Structural Model Evaluation

The structural model demonstrated significant and positive relationships among the key variables. The coefficients and significance levels are presented below:

Tabel 1. Coefficients and significance levels are presented

Path Relationship	Coefficient (β)	t-value	Significance
Teamwork → Professional Commitment	0.23	4.12	Significant
Organizational Climate → Professional Commitment	0.28	5.01	Significant
Religiosity → Professional Commitment	0.19	3.45	Significant
Work Motivation → Professional Commitment	0.41	6.72	Significant
Teamwork → Work Motivation	0.34	5.40	Significant
Organizational Climate → Work Motivation	0.29	4.87	Significant

R^2 for Professional Commitment = 0.72

R^2 for Work Motivation = 0.58

The findings suggest that work motivation serves as the strongest predictor of lecturers' professional commitment, while teamwork and organizational climate indirectly influence commitment through motivation. All hypotheses were supported, indicating that the proposed POP-SDM-based model is statistically valid.

3. SITOREM Optimization Results

Applying the SITOREM analysis allowed prioritization of indicators into three categories:

- Improve: intrinsic motivation, peer collaboration, recognition system.
- Maintain: job satisfaction, organizational harmony, ethical values.
- Develop: spiritual integration, participative leadership, cultural reinforcement.

This classification provides a practical roadmap for educational institutions to implement targeted interventions and resource optimization in lecturer development programs.

DISCUSSION

The results underscore the multidimensional nature of professional commitment among lecturers, influenced by both organizational and personal factors. Work motivation emerged as the most decisive variable, confirming that motivated lecturers display stronger emotional attachment, perseverance, and dedication to their professional roles. This finding aligns with contemporary theories of motivation in higher education, emphasizing intrinsic motivation as a central driver of performance and engagement (Luthans, 2011; Rahman et al., 2022).

The positive impact of teamwork and organizational climate reinforces the argument that social and structural factors are vital in shaping professional attitudes. Effective teamwork enhances collective efficacy and trust, while a supportive organizational climate promotes psychological safety and institutional belonging (Boehm et al., 2015). These results resonate with social exchange theory, where mutual trust and reciprocity between institutions and employees strengthen affective commitment.

Religiosity plays a distinct role in this context, representing the integration of moral and cultural values into academic behavior. In Indonesian higher education, spiritual and ethical dimensions often underpin lecturers' motivation to teach and serve. This reinforces the significance of local wisdom as a cultural resource in sustaining professional integrity (Arifin & Zaini, 2022).

By integrating POP-SDM and SITOREM, this study bridges theoretical modeling and managerial application. The POP-SDM framework captures causal dynamics, while SITOREM translates findings into actionable priorities. Together, they offer an adaptive model for continuous improvement in lecturer professionalism, relevant not only for Bogor-based universities but also for broader educational contexts. Berikut model struktur komitmen profesional dosen.

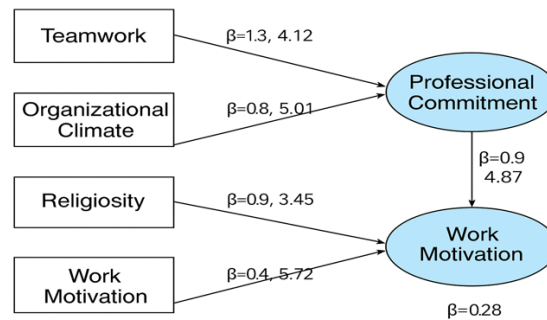


Figure 2. Lecturer professional commitment structure model.

CONCLUSION

This research confirms that lecturers' professional commitment is not a single-dimensional construct but rather the result of complex interrelations among individual, organizational, and cultural factors. Through the POP-SDM (Modeling and Optimization of Management Resources) approach, the study identified and validated a constellation model consisting of teamwork, organizational climate, religiosity, and work motivation as key determinants influencing professional commitment in private universities in Bogor.

The PLS-SEM analysis demonstrated that all variables exerted significant and positive effects, both directly and indirectly, with work motivation emerging as the most dominant predictor. These findings underscore that enhancing professional commitment requires a balanced strategy—strengthening intrinsic motivation while fostering supportive organizational environments. Teamwork contributes to collective learning and mutual accountability, whereas a positive organizational climate provides psychological safety, transparency, and collegial trust essential for professional growth. Furthermore, the role of religiosity and local wisdom adds a distinctive cultural dimension to lecturer professionalism in the Indonesian higher education context. By embedding moral and spiritual values into academic work ethics, religiosity serves as an internalized compass that enhances responsibility, perseverance, and ethical decision-making. This reinforces the idea that sustainable professional commitment cannot be achieved solely through administrative interventions but also through value-based leadership and institutional culture transformation.

The integration of the SITOREM (Scientific Identification Theory for Conducting Operational Research in Educational Management) framework provided practical implications for policy and institutional management. By categorizing improvement indicators into *enhance–maintain–develop* clusters, universities can implement targeted interventions that are both resource-efficient and evidence-based. This contributes to the long-term objective of establishing a resilient academic ecosystem where professional commitment is nurtured through systemic alignment between individual motivation, organizational support, and cultural integrity.

Overall, the study advances the theoretical discourse on human resource development in higher education by bridging the conceptual gap between organizational psychology, local wisdom, and educational management optimization. The proposed POP-SDM–SITOREM hybrid model offers a strategic framework for decision-makers to design sustainable lecturer development programs. Future research is encouraged to expand this model across various institutional contexts—public and private—to validate its universality and explore cross-cultural nuances that shape professional commitment in diverse academic environments.

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