

## THE INFLUENCE OF QUALITY OF WORK LIFE AND ORGANIZATIONAL CULTURE ON LECTURERS' PROFESSIONAL COMMITMENT

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### Abstract:

The variation in lecturers' commitment is the central issue addressed in this research. Based on the result of a preliminary study and data from the personal department. This fact is evidenced by the suboptimal performance of over 50% of permanent lecturers registered under the foundation fulfilling the three pillars of higher education. This study aims to analyze how the quality of work-life influences fluctuations in lecturers' professional commitment and how organizational culture also affects the level of commitment among tenure-track lecturers at Pamulang University. The quantitative research method uses data analysis through Structural Equation Modeling (SEM) and SITOREM analysis. The instruments used include questionnaires and expert judgment assessment sheets for SITOREM analysis. Upon data analysis, the following results were obtained: 1) the quality of work life significantly influences lecturers' professional commitment; 2) the organizational culture affects lecturers' professional commitment; 3) there is a simultaneous influence of both the quality of work life and organizational culture on lecturers' commitment to their profession. Based on the research findings, organizational culture, which constitutes a component of the organizational mechanism, exerts a direct influence on professional commitment, which is part of individual outcome theory, without necessitating passage through the variables encompassed within the individual mechanism. The implication of this study suggests that the professional commitment of lecturers can be further enhanced through the reinforcement of work-life quality and organizational culture.

### Abstrak:

Bervariasinya komitmen dosen menjadi inti permasalahan dalam penelitian ini. Fakta ini dibuktikan berdasarkan studi pendahuluan dan data dari bagian kepegawaian bahwa lebih dari 50% dosen yang terdaftar sebagai dosen tetap yayasan belum optimal dalam menjalankan tridarma perguruan tinggi. Penelitian ini memiliki tujuan untuk menganalisis bagaimana kualitas kehidupan kerja memiliki pengaruh terhadap naik dan turunnya komitmen profesi dosen serta bagaimana budaya organisasi juga mempengaruhi tinggi rendahnya komitmen terhadap profesi dosen tetap yayasan di Universitas Pamulang. Metode penelitian yang digunakan adalah kuantitatif dengan analisis data menggunakan SEM dan analisis SITOREM. Instrument yang digunakan adalah angket dan lembar penilaian *expert judgment* untuk analisis SITOREM. Setelah dilakukan analisis data maka diperoleh hasil sebagai berikut 1) kualitas kehidupan kerja memiliki pengaruh terhadap pada komitmen profesi dosen; 2) budaya organisasi memiliki pengaruh terhadap komitmen profesi dosen; 3) terdapat pengaruh secara simultan kualitas kehidupan kerja dan budaya organisasi terhadap

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komitmen terhadap profesi dosen. Berdasarkan hasil penelitian, maka budaya organisasi yang merupakan bagian dari organizational mechanism memiliki pengaruh secara langsung terhadap komitmen profesi yang merupakan bagian dari teori individual outcome tanpa perlu melalui variabel yang tercakup pada individual *mechanism*. Implikasi pada penelitian ini dikemukakan bahwa komitmen profesi dosen dapat terus ditingkatkan melalui penguatan kualitas kehidupan kerja dan budaya organisasi.

**Keywords:**

Quality of Work Life, Organizational Culture, Professional Commitment

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## INTRODUCTION

Education is the primary means of supporting the development of human resources to continue to increase prosperity (Bashir, 2019). For achieving this, a quality education system is required (Sezgin & Agar, 2012). Quality education, especially in higher education, requires appropriate services in all aspects, not only including an updated curriculum and good facilities, but also the services of the lecturer, who understands and recognizes the characteristics of students according to their needs both intellectually, emotionally, and socially (Wang & Shen, 2012). As one of the components of the higher education system, lecturers have a vital role in higher education and become role models for students, especially regarding professional services in front of the class and outside the classroom (Hsing-Ming, Mei-Ju, Chia-Hui, & Ho-Tang, 2017). A good role model requires a high level of professional commitment from a lecturer (Ahmadi, Salavati, & Rajabzadeh, 2012). Professional commitment (Goswami, Mathew, & Chadha, 2007) is a psychological connection between a person and his profession, having the belief to accept the goals and values contained in the profession and having feelings and enthusiasm for his profession. A lecturer who has a high commitment to his profession can be seen in three ways (Anwar, Sesriyani, & Rusmaini, 2023): 1) having a great sense of responsibility for the tasks entrusted to him, especially in implementing the tri dharma of higher education (the tri dharma as described in law number 12 of 2012 concerning higher education, in the law it is written that universities are obliged to provide education, research and community services); 2) being responsive to developments in science, technology, and art; (Chinomona, 2013), and 3) creating student wellbeing. In essence, professional

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commitment consists of three dimensions. The first dimension of professional commitment is affective commitment. Affective commitment can be defined as a strong belief in a person's acceptance of the profession's purpose. Values inherent within the profession ultimately enhance the capacity to fulfill professional commitments (Mansourlakouraj, Abdollahi, & Rasouli, 2019). Affective commitment is manifested in a person's sense of pride in their role as a lecturer, their enthusiasm for the work, and, importantly, their recognition of the profession as an integral part of their life, irreplaceable by other occupations (Harini, Adisel, & Ripki, 2023).

The second dimension of professional commitment is continuous commitment. Continuous commitment can be defined as how a person makes an optimal effort per his profession (Liu, Lou, & Lou, 2014). This commitment is seen in how one lives in his profession because he has benefited from it (Kanten & Sadullah, 2012). How does one explore their profession? By living it without pressure. They have also pledged to themselves a commitment to not changing professions (Ibrahim & Iqbal, 2015). The third dimension of professional commitment is normative commitment. The normative commitment is a strong desire to stay in the lecturer profession and always want to maintain membership (Baleghizadeh & Gordani, 2012). They have seen how someone is loyal and responsible for their profession, and, of course, how someone survives in a profession under any circumstances (Anwar, 2022).

However, on campus, based on the result of a preliminary study and data from the personal department of Pamulang university. the professional commitment of a lecturer at Pamulang University is not always high, and it can be said to vary. In this study, a preliminary investigation was conducted to bolster the analysis of the findings. The lecturers' professional commitment variable was based on three dimensions: affective commitment, continuance commitment, and normative commitment.

In the affective commitment dimension, three indicators were delineated: "important part," "proud," and "enthusiastic." "Important part" reflects an individual's feeling that their profession is a significant part of life and the best profession they have ever had (Mansourlakouraj, Abdollahi, & Rasouli, 2019). "Proud" indicates a sense of pride in being a lecturer and finding happiness in this profession (Harini, Adisel, & Ripki, 2023). Meanwhile, "enthusiasm" is an indicator that describes a lecturer's high level of passion for their profession (Anwar, 2022). The second dimension is continuance commitment, explained through three indicators: "explore the profession" which details a lecturer's exploration of their profession through academic activities and enthusiasm for performing professional tasks (Ibrahim & Iqbal, 2015). The second indicator, "disrupted" shows that lecturers continue their professions because it benefits them (Liu, Lou, & Lou, 2014). The third indicator, "pressures" depicts that being a lecturer is the most comfortable profession and has become necessary (Kanten & Sadullah, 2012).

The last dimension is normative commitment, consisting of three dimensions: "responsibility to stay in the profession," which describes an individual's determination to remain a lecturer and be responsible for their choice (Anwar, 2022). The second indicator, "guilt" reveals a lecturer's commitment to continue their profession (Baleghizadeh &

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Gordani, 2012), and the third indicator, "sense of loyalty" depicts a lecturer's urge to remain loyal and encourage others outside the profession to switch to being a lecturer (Anwar, Sesriyani, & Rusmaini, 2023).

Based on a preliminary survey of the 102 lecturers, it is evident that the professional commitment of the lecturers is not yet optimal, with 40.92% (41 lecturers) lacking a high level of professional commitment. In the preliminary survey, lectures were asked questions related to professional commitment consisting of nine indicators, namely important part, pride, enthusiasm, exploring the profession, disrupted, pressures, it is a responsibility to keep the profession. It is a sense of guilt to leave the profession and loyalty to the profession. This is further corroborated by data indicating that, among lecturers with five years of experience, 59.09% (1.557 lecturers) of academic positions are still predominantly occupied by assistant professors (*asisten ahli*), suggesting an ongoing suboptimal commitment to the profession. This observation is further reinforced by the fluctuating work patterns—initially, 100% face-to-face before the pandemic, transitioning to remote work during the pandemic, and then adapting to a new work pattern post-pandemic—creating the impression that lecturers may not be exerting maximum effort in fulfilling the *tri dharma*. This statement is supported by another study, which stated that lecturers to a profession that can be seen from the fact that the majority of lecturers still have a academic positions as assistant professors (*asisten ahli*) (Anwar, Sesriyani, & Rusmaini, 2023). The behavioral approach is one of the concepts of human resource management (Colquitt, Wesson, & LePine, 2015), illustrating that individual outcomes are influenced directly by individual mechanisms and indirectly by organizational mechanisms, group mechanisms, and individual characteristics.

In line with the research of Perangin-Angin, Lumbanraja, & Absah (2016), they explained that the quality of work life is one of determines of professional commitment. Quality of work life is a concept of balance, which is the balance between a person's personal life and someone's professional life that reflects a person's satisfaction with a situation formed by the organization (Mohammad Baitul, 2012). The quality of life work is defined by Gayathiri & Ramakrishnan (2013) as the relationship between individual views. An organization, including the social, technical, and economic dimensions, has designed the workplace. In this study, based on the references that have been reviewed by researchers of the quality of work-life is described by six indicators: 1) the type of work, 2) workload balance, 3) workplace health, including stress and safety, 4) ability to manage conflicts constructively, and 5) opportunities for self-development and social interaction. The allegation that quality of work life influences lecturers' professional commitment is supported by research from Hasanati (2018), which states that quality of work life influences the professional commitment of public employees in Malaysia. Moreover, the research from Sorensen & McKim (2014) states that the capacity for working life positively influences teacher professional commitment (Farahbakhsh, 2012).

Organizational culture is the second variable influencing lecturers' professional commitment (Kitratporn & Puncreobutr, 2016). Organizational culture has several fundamental assumptions, beliefs, and artifacts that explain an organization's identity

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(Joseph & Kibera, 2019). There are three dimensions of organizational culture: (Gibson, Ivancevich, Jr, & Konopaske, 2012), (a) Assumptions, (b) Values, and (c) Artifacts. Organizational culture can be briefly defined as a set of beliefs and behaviors reflected through interactions between organizational members. Organizational culture (Paschal & Nizam, 2016) is a condition within the organization that employees feel, forming a set of values (beliefs) and behaviour reflected in the interactions. Organizational culture can be delineated through the following dimensions: (a) Artifact Dimension, characterized by indicators such as the technology utilized, the artwork created, and behavioral patterns observed. (b) The Value Dimensions are represented by tested values and norms in the work environment. (c) Basic Assumption Dimensions encompass assumptions about the environment, time and space, humanity, and human relationships. Having a strong organizational culture that is deeply internalized by members of the organization will naturally enhance the cohesion among its members, thereby contributing to higher levels of professional commitment among individuals (Çetinkanat & Kösterelioğlu, 2016).

Several previous studies have explained that the quality of life-work and the organization's culture collectively influence professional commitment indirectly through variables included in individual mechanisms (Perangin-Angin, Lumbanraja, & Absah, 2016). However, the majority of research focuses on teachers or employees of companies. Therefore, there is still an opportunity for updates by using lecturers as the unit of analysis, with indicators tailored to this group. Additionally, there is potential for updates in data analysis techniques for this research, utilizing PLS-SEM alongside SITOREM analysis. Furthermore, this study directly connects organizational culture and the quality of work life variables, which are part of organizational mechanisms, with professional commitment, a component of individual outcomes, by passing individual mechanism variables.

Based on the relevant research and theoretical studies, and considering existing phenomena, the objectives of this study are to determine: 1) the influence of the quality of life on the professional commitment of permanent foundation lecturers at Pamulang University; 2) the influence of organizational culture on the professional commitment of tenure-track lecturers at Pamulang University; and 3) the quality of life-work and the culture of the organization have a collective influence on professional commitment to the professional commitment of tenure-track lecturers at Pamulang University.

## **RESEARCH METHOD**

This type of research possesses verification properties, often referred to as causality. This research aims to find the cause or relationship between the causes and effects of one or more problems (Anwar, Sesriyani, & Rusmaini, 2023). This research was conducted at Pamulang University, which has a population of 1,557 tenure-track lecturers with academic positions as assistant professors (*asisten ahli*). The sample size was 320, the sample in this study selected were lecturers with academic positions as assistant professors (*asisten ahli*) with a working period of more than five years. This is done for a reason. Lecturers with more than five years of service should already have academic

positions as assistant professors (*lector*). This is consideration for the researchers that these conditions indicate that professional commitment is still not optimal. The study was conducted using a proportional random sampling technique. Before distributing the questionnaire, the researchers conducted a validity test for all variables using the Pearson product-moment correlation technique, while reliability testing was conducted using Cronbach's alpha formula. All variables in this study were found to be valid and reliable based on validity and reliability tests.

**Table 1.** Results of Validity and Reliability Test

No	Variable Name	Number of valid item	Alpha Cronbach Value	Conclusion
1	Quality of work life	40	0.945	Refers to minimum coefficient limit 0.70. Therefore the research instrument is in the reliable category
2	Organizational culture	37	0.956	Refers to minimum coefficient limit 0.70. Therefore the research instrument is in the reliable category
3	Professional commitment	37	0.973	Refers to minimum coefficient limit 0.70. Therefore the research instrument is in the reliable category

Using the validated and reliable questionnaire, the researchers distributed the paper-based questionnaire to 320 respondents using a proportional sampling technique, representing the number of lecturers in each department. The study was conducted in ten months. After obtaining the data, it was processed in three stages: 1) conducting prerequisite analysis tests, including tests for normality and linearity; 2) performing analysis using structural equation modeling (SEM) techniques; and 3) conducting SITOREM analysis. The questionnaire and expert judgment assessment sheets for SITOREM analysis are data extraction techniques used in this study. In comparison, the data analysis technique uses SEM (Structural Equation Modeling) and SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) analysis, which can generally be interpreted as a scientific method used to identify variables in research in management education (Hardhienata, 2017). SITOREM Analysis is used to assess the contribution of indicators. This analysis is calculated using the basis of expert judgment which includes four criteria namely cost, benefits, urgency and important. In the SITOREM analysis, variables are detailed for each indicator so that they can be mapped, and it is known which indicators should be prioritized for immediate improvement and which indicators should be developed and maintained. The indicator assessment weights were based on four criteria. There are four criteria: cost, benefit, emergency, and

importance. In this study, expert judgment was provided by the doctoral graduates in education management and has twenty years of practical experience managing higher education organizations. The research steps used in this study are as follows:

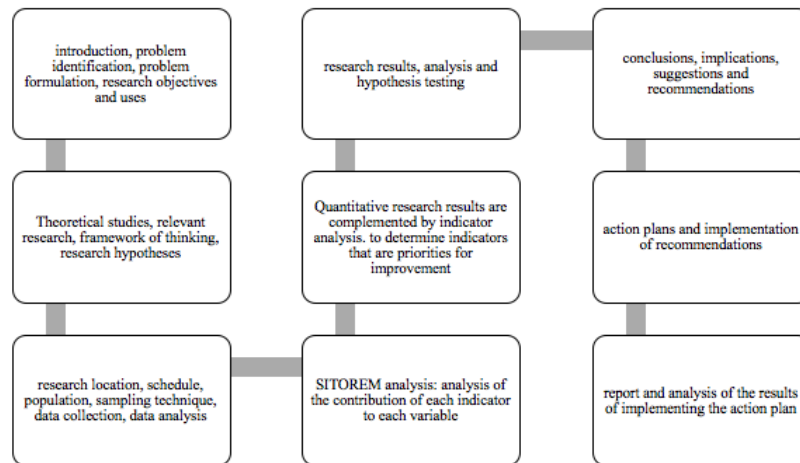


Figure 1: Research Steps modified from (Hardhienata, 2017)

## RESULTS AND DISCUSSION

The normality test in research uses the nullifier's formula, which is based on the normality test results. Both variables are declared to be the normal distribution; here is a summary of the normality tests that have been performed:

**Table 2.** Normality test

Variabl e	N	L <sub>count</sub>	L <sub>table</sub>	Prerequisites for normality test	Conclusion
X <sub>1</sub> to Y	320	0.045	0.049	0.045 < 0.05	Normal distribution
X <sub>2</sub> to Y	320	0.043	0.049	0.043 < 0.05	Normal distribution

The second pre-conditional test is the homogeneity test, which tests the distribution of data from two or more variants originating from or not homogeneous populations. The homogeneity test in this study uses the Bartlet homogeneity assumption test. Here are the results of the homogeneity tests.

**Table 3.** Test of homogeneity

A grouping of data	Df	X <sup>2</sup> <sub>count</sub>	X <sup>2</sup> <sub>table</sub>	The prerequisite of homogeneity	Conclusion
X <sub>1</sub> to Y	1	1.903	3.841	1.903 < 3.841 and sig. 0.168 > 0.05	Both variables have the same variants, this means that the homogeneity of variable X <sub>1</sub> with variable Y comes from a

					homogeneous data population
X <sub>2</sub> to Y	1	0.175	3.841	0.175 < 3.841 and sig. 0.676 > 0.05	Both variables have the same variants, this means that the homogeneity of variable X <sub>2</sub> with variable Y comes from a homogeneous data population

The third preconditional test is a linearity test. The result of the linearity test is based on the result of the linearity test, which shows that the variables in this study are linear.

**Table 4.** Linearity Test Regression Equations

The relation between variables	Regression equation	F <sub>count</sub>	F <sub>table</sub>	Conclusion
X <sub>1</sub> to Y	Y = 5.397 + 0.959 X <sub>1</sub>	0.767	1.39	Linear pattern
X <sub>2</sub> to Y	Y = 6.742 + 0.977 X <sub>2</sub>	1.244	1.39	Linear pattern

The research results show that based on the outer model of this research, it can be concluded that this research meets the model validation requirements because the factor loading is above 0.6 (Hair, Hult, & Ringle, 2017), all indicators have good loading factors, namely the quality of work-life variables (job design 0.902; work balance 0.934; health & safety 0.940; tolerance 0.869 and development 0.804), organizational culture variables (artifacts 0.915; value 0.944 and basic assumptions 0.934) and commitment to the profession (important part 0.819; proud 0.820; enthusiastic 0.857; explore profession 0.845; disrupted 0.810; pressures 0.841; responsibility 0.875; guilty 0.835 and Loyalty 0.785) so that one conclusion can be drawn that these indicators can explain the variables well. Apart from the above, this research has composite reliability > 0.7 and Crombach alpha > 0.7, which shows that the research data is reliable. The results of the hypothesis test are summarized in Table 5 below.

**Table 5.** Hypothesis Test Results

Variabel	N	B	Sig.	T <sub>count</sub>	t <sub>table</sub> α = 0,05	t <sub>table</sub> α = 0,01	Conclusion
X <sub>1</sub> to Y	320	0.686	0.000	13.815	1.645	2.326	Very significant
X <sub>2</sub> to Y	320	0.308	0.000	7.320	1.645	2.326	Very significant



The results of the SITOREM analysis for the three research variables are presented in Table 6 below.

**Table 6.** Results of SITOREM Analysis

Summary results of SITOREM Analysis	
Indicators that require urgent improvements	Indicators that must be developed
1. How to explore a profession (12.78%) (3.12)	1. I have the pressure to get out of the profession. (10.53%) (4.03)
2. become an important part of life (12.03%) (3.09)	2. Feeling disturbed in conducting a profession (9.77%) (4.04)
3. Has a sense of belonging to his profession. (12.03%) (3.24)	3. Job Design (20.24%) (4.27)
4. Proud (11.28%) (3.09)	4. Health, Stress and Safety (19.58%) (4.29)
5 Has a sense of responsibility to remain in the profession (11.28%) (3.09)	5. Conflict Tolerance (19.58%) (4.17)
6. Enthusiastic (11.28%) (4.03)	6. Development (21.16%) (4.04)
7. guilty (9.02%) (3.16)	7. Artefact (30%) (4.33)
8. Work Balance (19.84%) (3.27)	8. basic assumption (30%) (4.01)
9. Value (40%) (3.55)	

SITOREM analysis that has been performed explains that for each variable, there are indicators, each of which needs to be improved based on statistical test values and expert assessor assessments. This means that the quality of work life and organizational culture variables influence low commitment to the lecturer profession. The following is the constellation of the study consisting of three variables: two free variables, one bonded variable, and 17 research indicators.

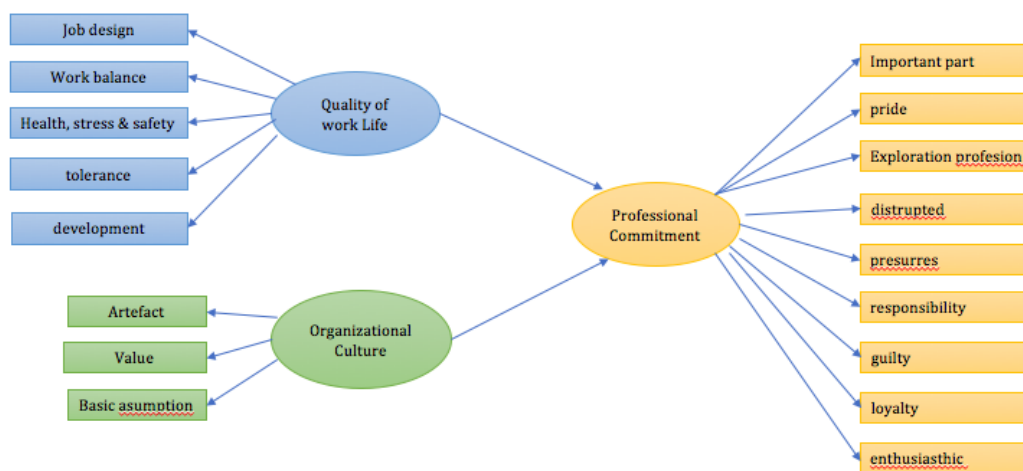


Figure 1. Research Constellation

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Based on the first hypothesis,  $H_1$ , the quality of work life has an impact on professional commitment. This is supported by the value of 0.686 with a significance level of 0.000, so  $H_{01}$  is rejected, and  $H_1$  is accepted, so it can be concluded that the quality of work life affects lecturers' professional commitment. These results align with research (Permarupan, Al-Mamun, & Saufi, 2013), which shows the positive influence of quality of work life on professional commitment. The results of the SITOREM analysis show that of the five indicators (job design, work balance, health & safety, tolerance, and development), one indicator that is a priority for improvement, namely work balance. In comparison, of the nine indicators of professional commitment, seven indicators need improvement (Lecturers are fundamental to life, a feeling of pride in the profession, the enthusiasm when running a profession, feeling responsible for running a profession, and on exploring by profession, guilty, and Loyalty) while disrupted and pressures indicators need to be maintained.

The findings from SITOREM analysis provide a detailed explanation of the research variables, which were determined through expert judgment, specifically from the university's rector. For example, according to expert assessments, there is a need for improvement in enthusiasm. This is because lecturers' involvement in scientific activities and the resulting outcomes are currently deemed insignificant. The results of SITOREM emphasize that the state of professional commitment, which still varies, is thought to be the result of an imbalance between personal life and professional life as a lecturer, especially since the COVID-19 pandemic is massively starting to affect the world of education, everything has to be done from home. This requires adjustments, especially in how a lecturer conducts professional tasks in an environment that does not support work. Now, after the COVID-19 pandemic, lecturers have to readjust to new work patterns, with everything being digital and done at home. They have to change work patterns again with blended learning, which creates an imbalance in life and impacts the lecturers' professional commitment. From the research results, it is necessary to strengthen the work balance of lecturers by creating a structured job design through a simple and easy system for lecturers to understand in carrying out educational, research, and community service activities. When a lecturer can balance his time between personal and professional life, a symbiotic mutualism will be created between the two lives that the lecturer lives both as part of society and as a professional lecturer. Making work balance will make it easier for lecturers to develop professional commitment, especially indicators of pride and loyalty to professional commitment. Based on the explanation above, it can be said that increasing professional commitment can be achieved by strengthening the quality of work-life balance. This is in line with the research conducted by Anwar (2022), Mansourlakouraj, Abdullohi, & Rasouli (2019), and Perangin-Angin, Lumbanraja, & Absah (2016) which states that quality of work life influence professional commitment.

The second hypothesis ( $H_2$ ), which states that there is an influence of organizational culture on professional commitment, is known to have a coefficient value of 0.308 with a significance level of 0.000, so a conclusion can be drawn that  $H_{02}$  is rejected, and  $H_2$  is accepted, which means that there is an influence of organizational culture on lecturers'

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professional commitment. These results are also deepened by the SITOREM analysis, which shows that of the three dimensions, there is one dimension with two indicators that need to be improved immediately, namely the value dimension related to indicators of values that have been tested and norms in the work environment. Values in organizational culture are recognized collectively within the organization and are often linked to ethics and moral identity. Organizational culture is a set of applied and agreed values, beliefs, and assumptions that are followed by participants as guidelines for behavior and solutions to new organizational problems. With a good organizational culture, the direction of an organization's goals becomes clear and can be achieved. In addition, organizational culture can also form bonds between members so that they can improve their performance through togetherness. Organizational culture can determine how the quality of a work environment is formed. With the organizational culture pattern implemented, all forms of action and output of actions produced by all organization members within it can be controlled to achieve the common goals that have been formed within the organization. Organizational culture is used as a guideline for the behavior of organizational members, which will be consciously or unconsciously applied in running the organization. Organizational culture is thought to increase lecturers' professional commitment through aspects of communication, application of moral values, and behavior patterns towards the internal and external environments. This is line with the research conducted by Paschal & Nizam (2016) and Joseph & Kibera (2019) which states that organization culture influence professional commitment.

By improving communication patterns among members and beneficiaries, implementing good moral values, and good behavior patterns in the organization's internal environment and external to the organization (Gibson, Ivancevich, Jr, & Konopaske, 2012), it can form a conducive and orderly work environment to improve the supporting aspects of professional commitment of the lecturer (Colquitt, Wesson, & LePine, 2015). The humanist and religious values written in Pamulang University's vision and mission, newly launched in 2017, are still not fully internalized by all Pamulang University lecturers; in particular, the fundamental cultural values of organizations in renewable universities, particularly humanity and religious values. These values reflect the culture of the university's organization. This, if internalized perfectly, will increase the professional commitment of lecturers, especially in the indicators of responsibility and essential parts. Based on the description above, it is appropriate that organizational culture influences the variations in a lecturer's professional commitment

In the third hypothesis, the data obtained was 0.981, which means that two variables influence lecturers' professional commitment. These are the quality of working life and an organization's cultural variables. So, it can be said that, on the third hypothesis,  $H_{03}$  is rejected and  $H_3$  is accepted. So, based on the outcome of the hypothesis, it can be described that two variables are the quality of working life and the cultural variable of the organization, which simultaneously impact professional commitment.

Thus, the balance between A person's personal life and a person's work life, which refers to the lecturer's reaction to the relationship between the individual's views and the

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work environment designed by the university, which is supported by a robust organizational culture will strengthen the professional commitment of the lecturer concerned (Ahmadi, Salavati, & Rajabzadeh, 2012). This aligns with the concept of human resource management in the theory of organizational behavior approach (Colquitt, Wesson, & LePine, 2015), where the variable of organizational culture, as an organizational mechanism, influences professional commitment (a part of individual outcome). The research findings have been directly communicated to the rector, who serves as both the highest authority and the expert in this study. Based on these research findings, as the ultimate decision-maker, the rector undertakes activities to enhance lecturers' professional commitment by strengthening organizational culture. One of these activities includes creating a tagline and regularly visiting each faculty and department.

According to this study, the commitment of lecturers can be improved by enhancing their quality of work life and organizational culture. However, due to some limitations in this research, further investigation is necessary using mixed-methods analysis techniques like exploratory sequential mixed methods design or explanatory sequential mixed methods design. This would allow for a more comprehensive exploration and re-examination of the variables in the study beyond relying solely on expert judgment.

## **CONCLUSION**

This research produced significant findings regarding the indicators of the study variables. Firstly, the quality of work life significantly influences the professional commitment of tenure lecturers at Pamulang University, as supported by the first hypothesis. To enhance professional commitment, Pamulang University should focus on improving various indicators of work life quality. Such enhancements are likely to foster a more dedicated and committed academic staff, ultimately boosting the university's overall performance and reputation. Secondly, organizational culture also has a significant impact on the professional commitment of tenure lecturers at Pamulang University, as confirmed by the second hypothesis. Strengthening organizational culture indicators is essential for fostering greater professional commitment. A positive and cohesive organizational culture can enhance the commitment levels of lecturers, leading to a more motivated and engaged workforce. The third hypothesis confirms that the quality of work life and organizational culture jointly influence the professional commitment of tenure lecturers at Pamulang University. Efforts to improve these two factors simultaneously will have a synergistic effect on professional commitment. Therefore, Pamulang University should prioritize initiatives that address both work life quality and organizational culture to maximize their impact on lecturer commitment. Furthermore, according to the SITOREM analysis, specific indicators require immediate improvement. Firstly, the quality of work life, particularly work-life balance, needs enhancement. Secondly, the aspect of organizational culture involving established values and norms in the work environment must be strengthened. Addressing these indicators is crucial for increasing the professional commitment of tenure lecturers at Pamulang University. To bolster lecturer commitment, several strategies are recommended. These include establishing regulations that promote work-

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life balance, ensuring lecturers feel comfortable and secure in their roles. Additionally, providing coaching on organizational culture, organizing skill training sessions, and holding outbound events can significantly strengthen organizational culture. Implementing these measures will contribute to a more committed and professionally engaged lecturer cohort. Finally, for future research, employing mixed-methods analysis techniques, such as exploratory sequential mixed-methods design or explanatory sequential mixed-methods design, is recommended. These approaches enable a more thorough and nuanced exploration of the study's variables, offering a comprehensive understanding of the factors influencing professional commitment among tenure lecturers. This methodological approach will enrich the research findings and provide deeper insights into the dynamics at play.

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