Research Article

The Influence of Career Development, Digital Leadership, and Emotional Intelligence on Organizational Commitment and Its Implications for Lecturer Performance (A Study on Lecturer Performance in Private Universities in the JABODETABEK Area)

Umban Adi Jaya[1*], Sidik Priadana[2], Erni Rusyani[3]
[1-3]Universitas Pasundan, Bandung, Indonesia
Email: [1)] umbanadijaya01@gmail.com

Abstract

In Indonesia's rapidly evolving higher-education landscape, private universities face increasing demands to enhance lecturer performance amid digitalisation and competitive institutional pressures. This study aims to examine how Career Development, Digital Leadership, and Emotional Intelligence influence Organizational Commitment and its subsequent impact on Lecturer Performance at private universities in the Greater Jakarta area. A quantitative approach employing descriptive and verificative methods was used, and data were analysed using Structural Equation Modelling (SEM) with the support of the LISREL program. The sample consisted of 200 lecturers selected from 18 private higher-education institutions through cluster-based proportional random sampling. The findings indicate that Career Development, Digital Leadership, and Emotional Intelligence each exert a positive and statistically significant influence on Organizational Commitment. Organizational Commitment was also found to significantly improve Lecturer Performance and serve as a mediating variable that strengthens the relationship between individual and Organizational determinants and performance outcomes. The results further show that the proposed model effectively explains the relationships among the studied variables, with career development, digital leadership, and emotional intelligence significantly predicting Organizational commitment ($p < 0.05$), which in turn has a significant positive effect on lecturer performance. These findings highlight that enhancing lecturer performance in private universities within the Greater Jakarta region can be achieved through structured career development programmes, the adoption of adaptive and visionary digital leadership practices, and the reinforcement of emotional intelligence, all of which contribute to strengthening lecturers' Organizational commitment.

Keywords: Career Development, Digital Leadership, Emotional Intelligence, Lecturer Performance, Organizational Commitment

1. Introduction

To elevate the calibre of human resources who are able to compete on a global scale, private universities occupy a pivotal and strategic position in fortifying the overall quality of human capital (Agustin et al., 2024). The success of these institutions is highly dependent on the contribution of educators, who are an important part of the higher education process (Abdillah, 2024). As academic institutions, the progress of a university is largely determined by the dedication and performance of lecturers in carrying out the three pillars of higher education. Based on Law Number 14 of 2005 concerning Teachers and Lecturers and Law Number 12 of 2012 concerning Higher Education, every lecturer is required to have academic and professional competencies in accordance with standards, accompanied by integrity, honesty, and responsibility in carrying out educational activities, research, and community service (Rizky et al., 2022).

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Lecturer performance constitutes a pivotal determinant of the success of higher education institutions in realising the tri dharma of higher education, encompassing instructional engagement, scholarly research, and community-oriented service (Kristina et al., 2025). Faculty performance aspects include competence in the learning process, productivity in scientific work, professional self-development, and contribution to academic services (Arifin & Heksarini, 2024; Jufrizen et al., 2020; (Purwanti, 2024). In addition, lecturers have a strategic role in maintaining academic quality, improving accreditation rankings, and producing competent graduates. Therefore, lecturers are required to have high competence and optimal performance in order to support sustainability and increase the competitiveness of higher education institutions, both public and private (Pasaribu et al., 2024).

One factor that plays an important role in improving lecturer performance is career development. This concept describes Organizational initiatives in designing, implementing, and evaluating employee career paths as part of the career management process (Sopali & Karlinda, 2022). According to Putri and Pratiwi (2024), a career encompasses both vertical and horizontal advancement, reflecting a structured pattern of job development and a series of professional activities throughout a person's life. Meanwhile, Gyansah and Guantai (2018) defines career development as a series of work positions that an individual undergoes from the initial level to the peak during their period of service. On the other hand, Dewi (2024) emphasise that a career is not only seen from the level of position, but also reflects an individual's perceptions, attitudes, and behaviours towards the activities and work experiences they have had throughout their professional journey (Dewi, 2024; Utama, 2021).

Beyond the dimension of career development, digital leadership likewise assumes a strategic function in enhancing lecturer performance. Digital leadership accentuates a leader's capacity to harness and optimise technological advancements as a catalyst for adaptive and enduring Organizational transformation within the contemporary digital era (Espina-Romero et al., 2023). A leader not only needs to understand technology, but also must be able to integrate digital innovation into the development strategy of educational institutions. According to Karakose et al. (2022) and Klein (2020), digital leadership plays a crucial role in driving innovation and fostering an Organizational culture that is responsive to change. Leaders with high digital competence are able to face the challenges of transformation while opening up new opportunities for Organizational progress. Furthermore, Imhof and Grivas (2022) and Tampubolon et al. (2021) emphasise that digital leadership can increase productivity and strengthen work culture through the effective use of technology. In addition, leaders need to have a strategic vision so that the Organizational structure remains flexible and responsive to technological developments (Kollmann et al., 2021). In line with this view, Mdluli and Makhupe (2017) emphasise that digital leadership is key to facing the challenges of the Fourth Industrial Revolution, particularly through adaptability and the management of continuous digital transformation.

In addition to career development and digital leadership factors, emotional intelligence (EI) also plays an important role in shaping Organizational commitment and influencing lecturer performance. Emotional intelligence reflects a person's ability to recognise, understand, and manage their own and others' emotions appropriately and effectively (Agustina et al., 2024). Individuals with high EI levels are usually better able to control pressure, resolve differences of opinion, and respond to work dynamics with a wise attitude (Deb et al., 2023). Aprilianti and Dewanto (2022) emphasise that emotional intelligence also plays a role in fostering self-motivation and building positive social interactions in the work environment. In general, the main aspects of emotional intelligence include self-awareness, self-control, empathy, and social skills (Tampubolon et al., 2021), which help individuals adapt to work pressure and improve the effectiveness of interpersonal relationships. In the context of the lecturer profession, emotional intelligence is an important foundation for building positive relationships with

students and colleagues, managing academic workload, and making objective decisions. Thus, EI contributes to creating a healthy work environment, reducing stress levels, and encouraging overall performance improvement.

In this study, Organizational commitment acts as a mediating variable that bridges the influence of individual and Organizational factors on lecturer performance. Organizational commitment is seen as a key element that influences work behaviour, as it reflects a person's level of attachment and desire to remain part of the institution where they work (Sopali et al., 2023). Prasetyaningrum et al. (2023) explains that Organizational commitment describes the extent to which an employee has a tendency to stay and contribute in the long term in their work environment. This commitment manifests itself through belief in the organisation's values and goals, willingness to give one's best effort in carrying out tasks, and determination to continue being part of the institution.

This study is grounded in a clear research gap concerning the limited integration of Career Development, Digital Leadership, and Emotional Intelligence within a unified predictive model of Organizational Commitment and Lecturer Performance in Indonesia's private higher-education context. While prior studies have examined these constructs individually, few have simultaneously tested their interrelationships using a robust theoretical foundation. To address this gap, the research draws upon Meyer and Allen's (1991) Three-Component Model of Organizational Commitment, which posits affective, continuance, and normative dimensions as key determinants of employees' attachment to institutions. Emotional Intelligence is anchored in Goleman's seminal framework, which emphasises self-awareness, self-regulation, motivation, empathy, and social skills as essential competencies that shape professional behaviour and interpersonal effectiveness. Career Development and leadership aspects are interpreted through classical HRM models, particularly those highlighting the strategic alignment of employee development and leadership behaviours with Organizational outcomes. By synthesising these foundational theories, the study establishes a strong conceptual rationale for hypothesising that career development initiatives, digital-era leadership practices, and emotional competencies collectively enhance Organizational commitment, which subsequently improves lecturer performance.

Based on the above description, this study aims to examine the influence of career development, digital leadership, and emotional intelligence on Organizational commitment and its impact on lecturer performance at private universities in the Greater Jakarta area. Theoretically, this study is expected to contribute to the development of human resource management and Organizational behaviour studies, especially in the context of higher education, which is currently adapting to digital transformation. From a practical perspective, the findings of this study are expected to serve as a basis for university leaders in formulating human resource management policies oriented towards digital leadership, enhancing emotional intelligence, and implementing continuous career development programmes, thereby strengthening commitment and optimising lecturer performance.

2.   Methods

This study employs a quantitative approach with the aim of testing the causal relationship between the variables of Career Development (X1), Digital Leadership (X2), Emotional Intelligence (X3), Organizational Commitment (Y), and Lecturer Performance (Z) at private universities located in the Greater Jakarta area. The research population included all lecturers from 18 private universities registered in the Higher Education Database (PDDikti). The determination of the sample size employed the Slovin formula with a 10% margin of error, yielding a minimum requirement of 98 respondents. To

augment the robustness of reliability and validity in the research outcomes, the sample was deliberately expanded to encompass 200 lecturers.

The sampling procedure implemented was cluster proportional random sampling, taking into account that the population was dispersed across multiple universities which exhibited homogeneous characteristics within clusters yet heterogeneity between clusters. The research instrument comprised five latent constructs operationalised through a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). Each indicator item was adapted from prior empirical studies that had demonstrated established validity and reliability.

Data analysis was executed using Structural Equation Modelling (SEM) supported by the LISREL software package. Prior to model estimation, the dataset underwent rigorous screening to ascertain compliance with fundamental statistical assumptions, namely normality, linearity, and multicollinearity, and to ensure the absence of outliers that might distort the precision of the analytical outcomes. Data analysis was executed using Structural Equation Modelling (SEM) supported by the LISREL software package. Prior to model estimation, the dataset underwent rigorous screening to ascertain compliance with fundamental statistical assumptions, namely normality, linearity, and multicollinearity, and to ensure the absence of outliers that might distort the precision of the analytical outcomes. SEM was selected because it enables the simultaneous examination of multiple complex relationships between latent variables, allows for the incorporation of measurement error, and provides a robust framework for testing both direct and indirect (mediated) effects, making it particularly suitable for evaluating the integrated conceptual model that links individual factors, Organizational determinants, and lecturer performance.

3. Results and Discussion

This study involved 200 lecturers working at private universities in the Greater Jakarta area, selected using cluster proportional random sampling. Respondents in this study were determined based on the criteria of being permanent lecturers who had been actively teaching for at least one year and participating in the three pillars of higher education. Data analysis was conducted using the Structural Equation Modelling (SEM) approach with LISREL software, which aimed to examine the influence of Career Development (X_1), Digital Leadership (X_2), and Emotional Intelligence (X_3) on Organizational Commitment (Y) and its implications for Lecturer Performance (Z).

3.1.1. Validity Test

Table 1. Validity Test

Variables	Number of Items	Range of r-count	r-critical (0.300)	Description
Career Development (X_1)	16	0,325 - 0,736	0,300	Valid
Digital Leadership (X_2)	16	0,532 - 0,758	0,300	Valid
Emotional Intelligence (X_3)	20	0,609 - 0,811	0,300	Valid
Organizational Commitment (Y)	18	0,420 - 0,744	0,300	Valid
Lecturer Performance (Z)	19	0,367 - 0,737	0,300	Valid

Source: Data Processing Results, 2025

Based on Table 1, the validity test results for all research variables, namely Career Development (X_1), Digital Leadership (X_2), Emotional Intelligence (X_3), Organizational Commitment (Y), and Lecturer Performance (Z), show that all statement items have a calculated r value greater than the critical r (0.300). Thus, all indicators are statistically valid. In detail, the Career Development variable, which consists of 16 items, has a calculated r value ranging from 0.325 to 0.736. The Digital Leadership

variable, which also consists of 16 items, shows a calculated r range between 0.532 and 0.758. Meanwhile, the Emotional Intelligence variable with 20 statement items has a calculated r value between 0.609 and 0.811. For the Organizational Commitment variable, which consists of 18 items, the r-count values range from 0.420 to 0.744, and the Lecturer Performance variable, with 19 items, shows r-count values between 0.367 and 0.737. These findings confirm that all indicators have a significant correlation with the total score of their respective variables, so it can be concluded that each statement item is able to represent the research construct consistently and is suitable for use in the next stage of analysis.

3.1.2. Reliability Test

Reliability testing is used to evaluate the level of consistency and stability of measurement instruments, both in terms of the accuracy of results and the uniformity between items used to measure a construct. An instrument can be said to have good reliability if it meets the criteria of Construct Reliability (CR) ≥ 0.70 and Average Variance Extracted (AVE) ≥ 0.50 (Ghozali, 2018). In this study, reliability testing was conducted using SPSS version 27 software to ensure that all instruments met the required reliability standards before being used in further analysis.

Table 2. Reliability Test

Variable	r-count	r-table	Description
Career Development	0,886	0,700	Reliable
Digital Leadership Style	0,921	0,700	Reliable
Emotional Intelligence	0,948	0,700	Reliable
Organizational Commitment	0,915	0,700	Reliable
Lecturer Performance	0,917	0,700	Reliable

Source: SPSS 27 Data Processing Results (2025)

Based on the reliability test results listed in Table 2, all variables in this study showed reliability coefficients greater than 0.700. These findings confirm that each variable has met the required reliability standards. Thus, all constructs used in this study are declared consistent and have a good level of stability in measuring the intended concepts. Since the validity and reliability test results both meet the criteria, the research instrument or questionnaire can be considered feasible and reliable for use in the next stage of analysis.

3.1.3. Variable Construct Analysis

Based on the results of model estimation using LISREL 8.7, each dimension analysed in this study requires further explanation. This is because latent variables cannot be measured directly but are formed by a number of indicators that represent the construct being observed. Therefore, analysis of the contribution of each indicator is important to gain a comprehensive understanding of how each indicator forms the research variable. Moreover, an in-depth exposition of the interrelationships among the variables and the outcomes of the hypothesis testing will be delineated in the subsequent section. The findings derived from the Structural Equation Modelling (SEM) analysis, estimated through the utilisation of LISREL 8.7 software, are illustrated in Figure 1.
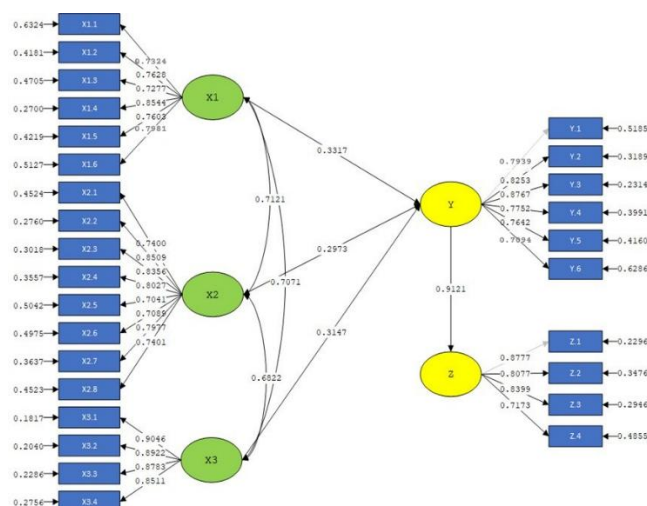
Figure 1. Structure of the Relationship Between All Research Variables

Table 3. Confirmatory Factor Analysis (CFA)

Variables	Primary Dimensions	Item	Loading Factor (λ)	t-Value	R²	Error
Career Development (X1)	6 dimensions	16	0,607 - 0,855	10,24 - 14,41	0,36 - 0,73	0,27 - 0,63
Digital Leadership (X2)	8 dimensions	16	0,704 - 0,851	12,14 - 16,79	0,49 - 0,72	0,27 - 0,50
Emotional Intelligence (X3)	4 dimensions	4	0,851 - 0,905	14,90 - 17,17	0,72 - 0,82	0,18 - 0,27
Organizational Commitment (Y)	6 dimensions	6	0,610 - 0,878	11,13 - 13,28	0,37 - 0,77	0,23 - 0,63
Lecturer Performance (Z)	4 dimensions	4	0,717 - 0,878	12,66 - 16,25	0,51 - 0,77	0,23 - 0,49

Source: Researcher Data Analysis Results, 2025

Referring to the outcomes reported in Table 3, the Confirmatory Factor Analysis (CFA) conducted using LISREL 8.80 demonstrates that all indicators within each research variable exhibit factor loading coefficients surpassing the minimum threshold of 0.50, accompanied by statistically significant t-values exceeding 1.96. These results substantiate that every indicator validly and significantly represents the construct of the variable it is intended to measure, thereby indicating that all indicators are appropriate for incorporation within the research model. Consequently, it may be inferred that the indicators utilized provide a robust contribution to the formation of each latent variable.

For the Career Development variable (X1), the loading factor values ranged from 0.607 to 0.855, indicating that each item in the research instrument was able to consistently represent the career development dimension of lecturers. Meanwhile, the Digital Leadership variable (X2) has a loading factor value between 0.704 and 0.851, indicating that the indicators used play an important role in measuring leaders' ability to utilize technology to improve Organizational effectiveness and performance.

Moreover, the Emotional Intelligence construct (X3), which demonstrates loading factor coefficients ranging from 0.851 to 0.905, signifies that the indicators embedded within this variable proficiently capture an individual's capacity to recognize, comprehend, and regulate both personal emotions and the emotions of others. With respect to the Organizational Commitment (Y) variable, the loading factor values fall between 0.610 and 0.878, suggesting that the associated indicators are empirically valid in portraying lecturers' sense of loyalty and psychological attachment to their

employing institution. Meanwhile, the Lecturer Performance (Z) variable, which records loading factor values between 0.717 and 0.878, implies that all corresponding statement items accurately encapsulate the extent to which lecturers effectively execute the tri dharma of higher education.

Collectively, the CFA outcomes substantiate that all research constructs satisfy the criteria for adequate convergent validity, thereby affirming that the measurement model is empirically sound and eligible to advance to the subsequent phase of structural model analysis (SEM).

3.1.4. Structural Model Analysis

The structural model analysis was conducted by examining the values of the coefficients of the relationships between variables generated by the established model. At this stage, the discussion focused on the values of the model fit indices obtained from the data processing using LISREL. In the framework of path analysis, the evaluation of model feasibility aims to determine the extent to which the developed research model has met the goodness of fit measures (GoF). Thus, the quality of the model can be assessed based on the level of conformity between the theoretical model and empirical data, which is then interpreted through the model feasibility criteria as described below:

Table 4. Goodness of Fit of the Measurement Model

GOF size	Estimation	Test Results	Requirements
Chi-Square Statistics (X^2)	1,8538	Good Fit	
P-Value	0,0645	Good Fit	>0,05
Goodness-of-fit Index (GFI)	0,9227	Good Fit	>= 0,90
Root mean square error of approximation (RMSEA)	0,0746	Good Fit	>=0,05
Expected cross-validation index (ECVI)	6,8550	Good Fit	~1
Tucker-Lewis Index (TLI) or Non-Normed Fit Index (NNFI)	0,9500	Good Fit	>= 0,90
Normed Fit Index (NFI)	0,9553	Good Fit	>= 0,90
Adjusted Goodness of Fit Index (AGFI)	0,9417	Good Fit	>= 0,90
Incremental Fit Index (IFI)	0,9548	Good Fit	>= 0,90
Comparative Fit Index (CFI)	0,9548	Good Fit	>= 0,90
Parsimonious Goodness of Fit (PGFI)	0,9335	Good Fit	~1
Parsimonious Normed Fit Index (PNFI)	0,9520	Good Fit	~1

Source: Results of data processing using Lisrel 8.72 (2025)

Referring to the information presented in Table 4, the Goodness of Fit (GOF) assessment based on the Structural Equation Modelling (SEM) procedure utilizing LISREL software demonstrates that the proposed research model attains an excellent level of fit. The chi-square (χ^2) statistic of 1.8538 with a p-value of 0.0645 substantiates the model's validity, as the p-value surpasses the conventional significance threshold of 0.05. The absolute fit indices, namely the Goodness of Fit Index (GFI) of 0.9227 and the Adjusted Goodness of Fit Index (AGFI) of 0.9417, likewise corroborate that the model is strongly aligned with the empirical data. Furthermore, the Root Mean Square Error of Approximation (RMSEA) value of 0.0746 remains within the acceptable interval of 0.05–0.08, signaling that the model exhibits a relatively minimal approximation error. In addition, the Expected Cross Validation Index (ECVI) of 6.8550, positioned between the saturated model and independent model benchmarks, indicates a favorable probability that the model can be successfully replicated in subsequent studies.

Furthermore, the outcomes of the incremental fit evaluation reveal that the Tucker Lewis Index (TLI) is 0.9500, the Normed Fit Index (NFI) is 0.9553, and both the Incremental Fit Index (IFI) and

Comparative Fit Index (CFI) register values of 0.9548. Since all of these indices exceed the established benchmark of 0.90, it may be inferred that the proposed model falls within the category of good fit. In addition, the Parsimonious Goodness of Fit Index (PGFI) value of 0.9335 and the Parsimonious Normed Fit Index (PNFI) value of 0.9520 further signify that the specified model is parsimonious, demonstrating efficiency without an excessive utilization of parameters. Overall, the findings from this GOF test confirm that the structural model linking the variables of Career Development, Digital Leadership, and Emotional Intelligence to Organizational Commitment and its impact on Lecturer Performance is valid, reliable, and representative in explaining the relationship between variables empirically.

3.2. Discussion

3.2.1. The Influence of Career Development on Organizational Commitment

Table 5. Results of Partial Tests of Career Development on Organizational Commitment

Structural	Path coefficient	t-value	t-table	Conclusion
γ_1	0,3318	4,9391	1,9680	H_0 is rejected, so it can be concluded that there is a significant effect between Career Development and Organizational Commitment.

Source: Data processing results (2025)

The results of the analysis in Table 5 show that the path coefficient between the Career Development (X_1) and Organizational Commitment (Y) variables is 0.3318 with a t-value of 4.9391. At a significance level of $\alpha = 0.05$ and degrees of freedom (df) = 200, the t-table value is 1.9680. Because the t-count (4.9391) is greater than the t-table (1.9680), H_0 is rejected. Thus, it can be concluded that Career Development has a positive and significant effect on Organizational Commitment. These findings indicate that improvements in career development aspects will be followed by an increase in Organizational commitment of 0.3318 units, which means that the more effective the career development system implemented, the stronger the loyalty and attachment of lecturers to their institution, relevant with the research by Simatupang et al. (2017).

3.2.2. The Partial Effect of Digital Leadership Style on Organizational Commitment

Table 6. Results of the Partial Test of Digital Leadership on Organizational Commitment

Structural	Path coefficient	t-count	t-table	Conclusion
γ_2	0,2973	2,1918	1,9680	H_0 is rejected, so it can be concluded that there is a significant effect between Digital Leadership and Organizational Commitment.

Source: Data processing results (2025)

The test results in Table 6 show that the path coefficient value between the Digital Leadership (X_2) and Organizational Commitment (Y) variables is 0.2973 with a t-value of 2.1918. Using a significance level of $\alpha = 0.05$ and a t-table value of 1.9680, it can be seen that the t-count (2.1918) is greater than the t-table (1.9680). Based on these results, H_0 is rejected, which means that Digital Leadership has a positive and significant effect on Organizational Commitment. This indicates that

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increasing the effectiveness of digital-based leadership can enhance lecturers' commitment to the institution. Thus, the more adaptive and visionary the digital leadership style applied, the higher the level of loyalty and attachment of lecturers to the organization where they work (Pratiwi et al., 2022).

3.2.3. The Partial Effect of Emotional Intelligence on Organizational Commitment

Table 7. Results of Partial Tests of Emotional Intelligence on Organizational Commitment

Structural	Path coefficient	t-value	t-table	Conclusion
$\gamma 3$	0,3147	4,5167	1,9680	H_0 is rejected, so it can be concluded that there is a significant effect of Emotional Intelligence on Organizational Commitment.

Source: Data processing results (2025)

The analysis results in Table 7 show that the path coefficient between Emotional Intelligence (X_3) and Organizational Commitment (Y) is 0.3147 with a t-value of 4.5167. At a significance level of α = 0.05, the t-table is 1.9680, so because the t-count (4.5167) > t-table (1.9680), H_0 is rejected. Thus, it can be concluded that Emotional Intelligence has a positive and significant effect on Organizational Commitment. This finding indicates that every one-unit increase in Emotional Intelligence will increase the level of Organizational Commitment by 0.3147 units. This means that the higher the lecturers' ability to recognize, control, and utilize emotions effectively, the stronger their attachment and loyalty to the institution where they work (Pratiwi et al., 2022).

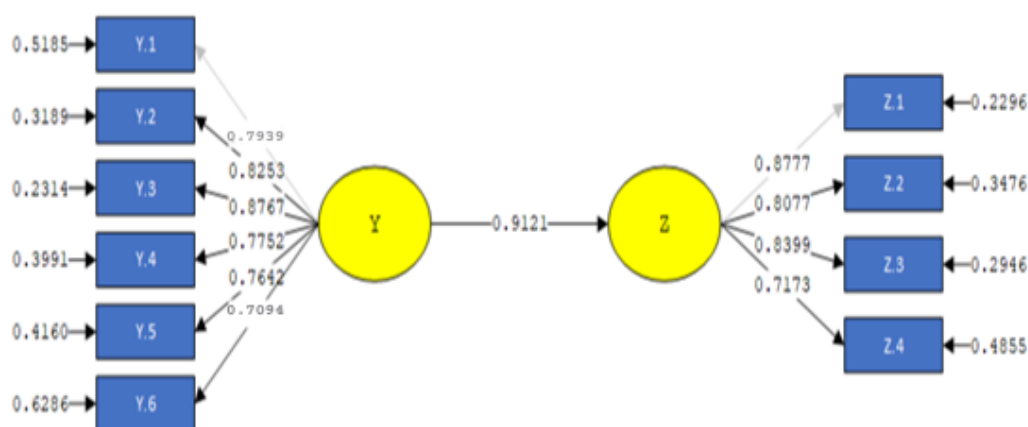### 3.2.4. The Influence of Organizational Commitment on Lecturer Performance

The second structural model illustrates the causal relationship between Organizational Commitment (Y) and Lecturer Performance (Z) in accordance with the hypothesis that Organizational Commitment influences Lecturer Performance. Based on the results of data estimation using LISREL software, empirical evidence was obtained to support this hypothesis. These results indicate a positive and significant influence between Organizational Commitment and Lecturer Performance, which means that the higher the level of commitment, loyalty, and emotional attachment of lecturers to the institution where they work, the more optimal their performance will be in carrying out the three pillars of higher education:

$$Z = 0.9122 * Y, \text{Errorvar.} = 0.1682, R^2 = 0.8318$$
$$(0.08512) \qquad (0.02664)$$
$$11.3037 \qquad 2.7941$$

Based on the results of the structural equation, it can be seen that Lecturer Performance (Z) is positively influenced by Organizational Commitment (Y) with a path coefficient of 0.9121. This value indicates that an increase in Organizational Commitment will be followed by an increase in Lecturer Performance of 0.9122 units. In other words, the higher the level of attachment, loyalty, and sense of responsibility of lecturers to the institution where they work, the more optimal their performance in implementing the three pillars of higher education.

These findings empirically support the conceptual hypothesis proposed and show that the relationship between Organizational Commitment and Lecturer Performance is positive and significant. Therefore, the structural model in substructure 2 is declared valid and capable of accurately describing the pattern of relationships between variables, as shown in the following figure:

Figure 2. Coefficient of Organizational Commitment on Lecturer Performance

The results of the analysis showed in Figure 2, that Lecturer Performance (Z) is significantly influenced by Organizational Commitment (Y). Based on the correlation calculations and path coefficient estimates obtained through data processing using LISREL version 8.80 software, the contribution of Organizational Commitment to Lecturer Performance can be identified as shown in the following analysis results:

Table 8. Effect of Organizational Commitment Variables on Lecturer Performance

Organizational Commitment Towards Lecturer Performance	
Path Coefficient	0,9122
R2 (Determination Coefficient)	0,8318
Error (Epsilon)	0,1682

Source: Data processing results (2025)

Based on the results presented in the Table 8, it is known that Organizational Commitment has an influence of 0.8319 or equivalent to 83.18% on Lecturer Performance. The remaining 0.1682 or 16.82% is influenced by other variables outside this research model. These findings indicate that Organizational Commitment has a very strong contribution in determining the level of Lecturer Performance, consistent with research by Gunawan et al. (2023), meaning that the higher the commitment and attachment of lecturers to their institution, the more optimal their performance in carrying out the three pillars of higher education.

4. Conclusion

The findings of this study confirm that Career Development, Digital Leadership, and Emotional Intelligence each exert a positive and significant influence on Organizational Commitment, which in turn significantly enhances Lecturer Performance. These results indicate that effective career development initiatives, adaptive and visionary digital leadership, and strengthened emotional intelligence collectively foster stronger Organizational attachment, ultimately improving lecturers' performance in fulfilling higher-education responsibilities. The SEM-based model also demonstrated adequate Goodness of Fit, suggesting that the proposed relationships between constructs align well with empirical data. This study contributes to the literature by extending the application of SEM in lecturer performance research, introducing Digital Leadership as a predictor of Organizational

commitment in the Indonesian higher-education context, and empirically validating the mediating role of Organizational commitment between individual and Organizational determinants.

Nonetheless, several limitations must be acknowledged. The cross-sectional design restricts causal interpretation, the sample is limited to private universities in the Greater Jakarta region, and reliance on self-reported data may introduce common-method bias. Future research should consider longitudinal approaches, broader and more diverse sampling across regions or institutional types, and multi-source performance evaluations to strengthen the generalisability and robustness of the findings.

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