



Organizational Commitment of Lecturers in Improving The Quality of Education

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Abstract

This study aims to fill this gap by exploring how lecturers' organizational commitment in its three main dimensions can contribute to improving the quality of education at Alwashliyah University Medan. This study employs a qualitative approach, with data collection conducted through surveys, in-depth interviews, and institutional document analysis involving 85 lecturers. The data obtained were analyzed using NVivo and were systematically collected until data saturation was achieved. Data validity was examined through several techniques, namely credibility, transferability, dependability, confirmability, and triangulation. The conclusions of this study reveal that lecturers' organizational commitment at Alwashliyah University Medan demonstrates emotional, moral, and rational attachment that forms the basis of loyalty to the institution. Normative commitment appears to be the most dominant, driven by moral awareness, religious values, and ethical responsibility inherent in an Islamic-based organizational culture. Efforts to enhance lecturers' organizational commitment are carried out through managerial strategies of university leadership and individual initiatives of the lecturers. On the other hand, lecturers strengthen their commitment through improving professionalism, collaborative research, adaptation to technology, and the establishment of solid academic networks.

Keywords:

Organizational Commitment, Lecturers, Educational Quality, Al Washliyah University

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INTRODUCTION

The quality of education has become a primary focus in many countries around the world, especially in the era of globalization that demands improved educational standards to compete globally. High-quality education is considered a key to economic and social success; therefore, countries worldwide strive to improve the quality of their education systems. Various global initiatives, such as the Sustainable Development Goals (SDGs) adopted by the United Nations, emphasize the importance of quality education (Mochizuki, 2019; Setyorini & Asmonah, 2023). In the United States, the measurement of educational quality through various accreditation standards and performance assessments has become a common practice (Dias & Darling-Hammond, 2013). Meanwhile, Finland is known for its inclusive education system and high teacher quality, which are considered the main pillars of educational success in the country (McLane, 2019; Sahlberg, 2011). In South Korea, the emphasis on academic competition and



substantial investment in education has resulted in high academic achievement at the international level (Zhang, 2018).

Based on this description, the quality of higher education is one of the targets (Asy'ari, 2020) and educational quality is an important part of society (Pedro et al., 2022) which includes educational input, process, output, and outcomes (Gunawan, 2017; Lim, 2001). Salas state that higher education plays a crucial role in social development (Salas-Zapata et al., 2018). According to (Brika et al., 2021) the importance of higher education quality can address inequality and advance social achievement (Utami, 2019). Efforts to improve the quality of education in Indonesia often face various challenges, including infrastructure limitations, teacher quality (Akmalia et al., 2020) , and regional disparities (Puspita & Andriani, 2021). This aligns with the concept of educational quality discussed by Anghel, where the quality of higher education is strongly influenced by various factors, including teaching quality, lecturer competence (Akmalia et al., 2023), and student engagement (Anghel & Voicu, 2021). Nevertheless, the Indonesian government has launched various programs and policies to improve educational quality, such as the School Driving Program, the Merdeka Curriculum, and strengthening the role of Educational Quality Assurance Institutions (LPMP) (Maula, 2021; Maulidia et al., 2023).

Furthermore, quality in the context of higher education refers to an institution's ability to meet predetermined quality standards, one of which is measured through "accreditation." Achieving accreditation certainly requires a leader who inspires educators and education personnel and facilitates the creation of a conducive academic culture (Leithwood et al., 2008). Even good leadership is able to create a conducive academic environment and support lecturers' professional development (Day, C., Gu, Q., & Sammons, 2016) which significantly contributes to student learning achievement and lecturer performance (Hallinger, P., & Heck, 2010). According to (Indrajit, 2016) one of the causes of low lecturer performance in higher education is low organizational commitment, which is directly and indirectly influenced by the actualization of transformational leadership styles (Alainati et al., 2023) organizational culture, and lecturer competence (Razak et al., 2020). Lecturers' organizational commitment includes loyalty, involvement, and integrity in carrying out academic duties (Setyaningsih, 2015) which in turn impacts the quality of education provided (Adhan et al., 2019; Meyer, J. P., & Allen, 1997).

Based on previous research, organizational commitment has a positive effect on OCB (Gautam et al., 2004) and high organizational commitment is closely related to improvements in teaching quality, research productivity, and active participation in institutional development (R. Mowday et al., 1982). A positive organizational culture and effective management significantly influence lecturers' organizational commitment (Hiswara et al., 2023). Professional lecturers must be committed to their profession, be dedicated, and committed to educational quality, and demonstrate optimal work outcomes (Anwar et al., 2023). High organizational commitment is closely related to improvements in teaching quality, research productivity, and active participation in institutional development.

One university in Indonesia that faces serious challenges in improving educational quality is Alwashliyah University (UNIVA) Medan. In 2011, UNIVA

Medan obtained accreditation with a “Good” rating (category C) based on the assessment of the National Accreditation Board for Higher Education (BAN-PT). This rating was again received in 2015, indicating an urgent need for the university to continuously strengthen educational quality in order to compete nationally and internationally. This “Good” accreditation rating indicates that Alwashliyah University Medan needs to continuously improve and strengthen the quality of higher education to compete at national and international levels. One important component that determines institutional quality improvement is the organizational commitment of lecturers as the main implementers of the tridharma of higher education. Active involvement and dedication of lecturers in carrying out teaching, research, and community service duties are strategic aspects in supporting higher education accreditation.

Based on documents from the Internal Quality Audit (AMI) results for Audit Cycle 4 in 2023, several challenges were identified that indicate an urgent need to improve the quality of education at Alwashliyah University Medan. The audit findings include 8 major and minor points that show several important aspects requiring serious attention. One of the main findings is that not all lecturers at Alwashliyah University Medan have prepared Semester Learning Plans (RPS) and course contracts. In fact, these two documents are basic elements in creating a structured learning process that complies with academic quality standards. In addition, it was also found that lecturers in the Faculty of Islamic Studies delivered course materials that were not in accordance with the agreed course contracts, thus creating a discrepancy between planning and the implementation of the learning process.

Furthermore, lecturers’ workloads have not fully referred to the equivalent of full teaching time (EWMP). This is due to the suboptimal implementation of the Tridharma of Higher Education, which includes education, research, and community service. This condition further clarifies the low productivity of lecturers in aspects of human resources, academic recognition, and student involvement in research and community service activities. This imbalance poses a risk of work fatigue for active lecturers while also indicating the need for increased institutional support to optimize the roles of all lecturers in collectively implementing the Tridharma of Higher Education (Limbong, 2021).

This indicates that organizational commitment among lecturers at Alwashliyah University Medan has not been evenly distributed in realizing the dimensions of affective, normative, and continuance commitment, which ultimately affects their performance in carrying out the Tridharma of Higher Education. A lack of affective commitment causes some lecturers to be less emotionally attached to the institution, resulting in low teaching quality, minimal contributions to research, and a lack of academic innovation. Weak normative commitment also reduces lecturers’ sense of moral responsibility toward academic duties and community service, even though these are integral parts of their role as educators. On the other hand, suboptimal continuance commitment indicates that the sustainability of lecturers’ involvement in the institution is still influenced by external considerations, such as financial needs, thereby reducing their focus on improving educational quality.

The issue of higher education quality at Alwashliyah University Medan forms the background of this study, with lecturers' organizational commitment as a key factor in quality improvement. Previous studies show the importance of organizational commitment in improving quality and job satisfaction. (Amtu, 2019) highlights that lecturers' organizational commitment can encourage a quality culture within educational institutions, leading to improved performance and job satisfaction. (Sihotang. & Murniarti., 2024) emphasizes that optimizing a quality culture can enhance lecturers' commitment in carrying out the three pillars of higher education: education, research, and community service.

(Prastyo & Hidayat, 2022) state that social relationships between leaders and lecturers play an important role in increasing organizational commitment. (Syakur et al., 2020) identify communication, organizational culture, cooperation, and trust as key elements in strengthening lecturers' commitment to institutions. (Hardhienata et al., 2024) find that organizational support, adversity intelligence, interpersonal communication, and job satisfaction significantly contribute to lecturers' organizational commitment. Furthermore, (Ezeudua et al., 2024) highlight the importance of career development in increasing lecturers' commitment to the organization. (Zibenberg, A., & Grinshtain, 2024) show that parental involvement in schools is associated with increased affective commitment among teachers. (Sheikh et al., 2024) show that organizational justice has a direct effect on organizational commitment, with job satisfaction acting as a mediator between the two. In this context, organizational justice includes various aspects, such as distributive justice (fair distribution of tasks), procedural justice (transparent decision-making processes), and interactional justice (fair interactions among individuals within the organization).

Although many studies have examined lecturers' organizational commitment in improving the quality of higher education, most studies still focus on public universities or institutions with stronger institutional support. Studies on lecturers' organizational commitment in the context of private higher education institutions, especially in Indonesia, remain limited. Moreover, there are still few studies that specifically explore how the dimensions of affective organizational commitment (emotional attachment), normative commitment (moral responsibility), and continuance commitment (rational considerations) contribute to educational quality in private universities.

Alwashliyah University Medan, as one of the private universities that is still striving to improve its accreditation and academic quality, faces significant challenges in building a sustainable culture of educational quality. Findings from the 2023 Internal Quality Audit (AMI) indicate that lecturers' involvement in implementing the Tridharma of Higher Education is still not optimal, both in the preparation of learning plans, involvement in research, and community service. This indicates that lecturers' organizational commitment remains a critical factor in improving educational quality. Therefore, this study aims to fill this gap by exploring how lecturers' organizational commitment in its three main dimensions can contribute to improving the quality of education at Alwashliyah University Medan. This study will not only provide a deeper understanding of the role of organizational commitment in the context of private higher education institutions

but also offer strategic recommendations for educational institutions in developing policies that support sustainable improvement of academic quality.

METHODS

In this study, the researcher employed a qualitative approach, which is aligned with the principles of inductive research, to explore lecturers' organizational commitment in relation to improving educational quality at Alwashliyah University Medan. The research process involved several main stages, namely data collection through surveys, in-depth interviews, and analysis of institutional documents. This study was conducted over a one-year period, from July 2024 to July 2025. The data obtained were analyzed using NVivo, a software application that enables systematic organization and analysis of qualitative data. Through NVivo, thematic patterns in lecturers' organizational commitment were identified and analyzed in depth, encompassing emotional attachment (affective), moral responsibility (normative), and rational considerations (continuance).

This study involved 85 faculty members teaching at Alwashliyah University in Medan, who were selected using purposive sampling because the researcher chose only individuals with specific characteristics relevant to the study's objectives. There are 41 male faculty members and 44 female faculty members. The study employed three data collection techniques, namely surveys, semi-structured interviews, and document analysis. Data were collected systematically until data saturation was achieved, namely a condition in which no new information emerged from the participants or the documents analyzed. After data saturation was reached, the researcher conducted an in-depth analysis to identify the main themes relevant to improving educational quality. The primary data were obtained from in-depth interviews with 85 lecturer participants selected based on purposive sampling criteria. Meanwhile, secondary data were derived from institutional documents such as Semester Learning Plans (RPS), university policies, accreditation reports, and other relevant documents. This study adopted the (Creswell, 2014) method, which recommends using strategies such as member checking, triangulation, and auditing to enhance the accuracy and credibility of the findings.

RESULTS & DISCUSSION

Internal and External Factors Shaping Lecturers' Organizational Commitment at Alwashliyah University Medan

To gain a deeper understanding of the factors influencing the level of lecturers' organizational commitment at Alwashliyah University Medan, the following analysis outlines the contribution of internal and external elements that serve as the main determinants in shaping lecturers' loyalty and dedication to the university. Based on data obtained from Likert-scale questionnaires, information was gathered regarding lecturers' perceptions of various factors influencing their commitment, both those originating from within the individual and those stemming from the institutional environment. Internal factors include personal aspects such

as work motivation, experience, and individual characteristics, while external factors encompass university policies, government support, reward systems, and an academic environment that supports lecturers' performance. This analysis aims to identify the extent to which the balance between these two groups of factors plays a role in strengthening lecturers' attachment to the institution. The visualization results in the form of a pie chart in the following section provide a proportional overview of the dominance of each factor in shaping organizational commitment within the academic environment of UNIVA Medan.

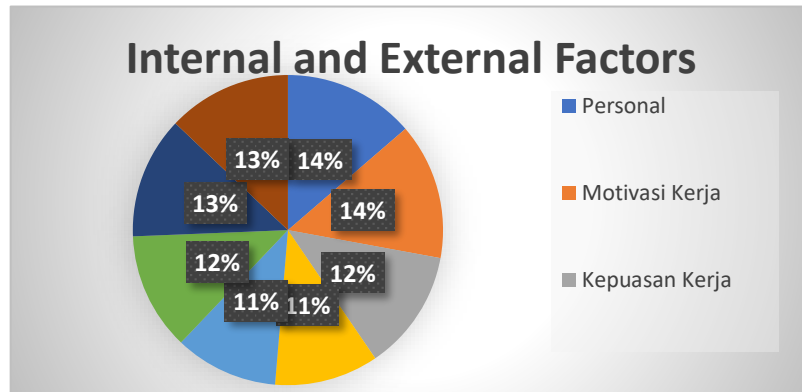


Figure 1. Distribution of the Dominance of Internal and External Factors of Lecturers' Organizational Commitment

Figure 1 presents the distribution of the proportions of internal and external factors that play a role in shaping lecturers' organizational commitment at Alwashliyah University Medan. The pie chart illustrates eight main factors with nearly balanced percentages, indicating that lecturers' loyalty is the result of a combination of personal drives and workplace environmental influences. The two most prominent factors are work motivation and personal factors, with 14% and 13% respectively, indicating that internal aspects of lecturers play an important role in strengthening their attachment to the institution. Elements such as moral responsibility, teaching enthusiasm, and a sense of belonging to the university form the main foundation of commitment. Meanwhile, external factors such as university policies, reward systems, and the academic atmosphere also provide support for the stability of this commitment. The combination of personal motivation and a supportive institutional system creates a balance in the formation of lecturers' loyalty and work dedication within the UNIVA Medan environment.

The Work Motivation factor becomes the most dominant component with a contribution of 14%. This indicates that lecturers have a strong drive to provide their best performance for the institution, whether through teaching, research, or community service activities. This motivation is rooted in the desire to achieve excellence, make a tangible contribution to the development of knowledge, and build the university's reputation. Lecturers with high motivation generally demonstrate consistent enthusiasm in fulfilling academic responsibilities, discipline in carrying out duties, and active participation in professional activities. They do not work solely because of demands, but also due to a sense of responsibility and pride in the teaching profession. Therefore, work motivation becomes the most influential factor in shaping loyalty and collective spirit, as it is able to mobilize

lecturers to maintain professional integrity and support the sustainable achievement of institutional goals.

The Personal factor ranks second with a proportion of 13%, encompassing age, work experience, educational background, and individual character. Lecturers who have served at the university for a long time usually possess a strong sense of attachment due to their lengthy experience in building the institution. They understand the values, traditions, and internal dynamics of the campus, which gives rise to a sense of moral responsibility to safeguard the institution's reputation. Extensive academic experience also makes them more confident and committed to achieving the quality of the tridharma of higher education. In addition, personal characteristics such as discipline, honesty, and work ethic play a major role in strengthening loyalty. This shows that personality development and the enhancement of individual capacity directly affect the quality of lecturers' commitment. By fostering personal factors, the university can cultivate a stable work culture oriented toward high-quality academic services and the sustainability of institutional dedication.

External factors such as University and Government Policies and the Academic Environment have the same level of contribution, each amounting to 13%. These two factors demonstrate the importance of institutional support in building lecturers' commitment. Fair policies, clear administrative systems, and professional governance create a sense of security and comfort for educators. In addition, a conducive, collaborative, and appreciative academic environment encourages lecturers to actively participate in scholarly activities and institutional development. This support makes lecturers feel valued and trusted, thereby increasing loyalty and a sense of belonging to the university. External factors also strengthen normative commitment, whereby lecturers are motivated to contribute not because of formal obligations, but due to a shared desire to advance the institution together. Thus, structural support becomes an important element in maintaining the stability of commitment in the academic environment.

The Welfare and Reward System factors occupy the lowest position, each with a percentage of 11%. Although ranked lower, these factors still influence the balance and satisfaction of lecturers' work. Welfare includes aspects such as salary, allowances, facilities, and job security that can enhance comfort in carrying out duties. Meanwhile, the reward system relates to appreciation for academic achievements, innovation, and lecturers' professional contributions. Many lecturers feel motivated when their hard work is recognized, either formally or symbolically. This indicates that although material aspects are not the main factor, welfare remains an important support in maintaining commitment stability. When welfare needs are met and rewards are given proportionally, lecturers feel appreciated, thereby strengthening their desire to continue contributing to the university in a more sustainable manner.

Overall, Figure 1 shows that lecturers' organizational commitment at Alwashliyah University Medan is formed from a balance between internal and external factors that complement each other. Internal factors such as work motivation and personal character become the main foundation fostering emotional attachment to the university, while external factors such as the academic environment, reward systems, and institutional policies play a role in maintaining

the continuity of that commitment. The combination of both creates a stable commitment encompassing responsibility, loyalty, and dedication to institutional development. Through this diagram, it can be understood how each internal and external factor influences lecturers' attitudes, behaviors, and loyalty, while also serving as a basis for formulating strategies to strengthen human resources and improve educational quality at Alwashliyah University Medan.

Efforts to Enhance Lecturers' Organizational Commitment at Alwashliyah University Medan

This section presents a comprehensive description of efforts to enhance lecturers' organizational commitment at Alwashliyah University Medan by examining two complementary strategic domains: (a) strategies undertaken by university leadership and (b) strategies undertaken by lecturers. The analysis is built on findings from in-depth interviews and the derivation of theoretical implications related to the three dimensions of commitment: affective, normative, and continuance. At the institutional level, the focus is directed toward human resource development, reinforcement of the Tri Dharma during further studies, participatory governance, strengthening spiritual values, humanistic reward systems, welfare improvement, and funding innovation. At the implementation level, attention is given to lecturers' initiatives in academic networking, learning innovation, collegial solidarity, and the pursuit of external research grants, accompanied by recommendations for systemic improvement. The synergy of these two domains is expected to strengthen the institution's competitiveness in a sustainable manner.

Strategies Undertaken by University Leadership

University leadership has a strategic role in strengthening lecturers' organizational commitment through policies that balance academic, moral, and welfare aspects. Based on interview results, the Rector of Alwashliyah University Medan demonstrates a strong commitment to improving lecturer quality as an effort to reinforce loyalty to the institution. The Rector emphasizes that improving the quality of human resources is the main foundation for institutional strengthening.

"We provide opportunities for lecturers to pursue further studies at the doctoral level, and we strive to assist in terms of time and finances as far as the university's capacity allows." (Rector)

This statement indicates that university policies are directed toward strengthening lecturers' affective and continuance commitment through concrete support for academic development. By granting study leave and financial assistance, leadership fosters a sense of appreciation and moral responsibility among lecturers to contribute back to the institution. This strategy demonstrates the integration of individual professional needs and institutional goals in strengthening organizational loyalty.

This statement is in line with the view of the Vice Rector I, who considers the improvement of lecturers' qualifications to be a strategic investment for the university. According to him, enhancing lecturer quality not only affects individual performance but also the image and competitiveness of the university at both national and international levels. The Vice Rector I emphasizes:

“Improving lecturers’ qualifications is a strategic investment for the university, because lecturers who develop academically will strengthen the institution’s reputation and foster a productive research culture.” (Vice Rector I)

The perspectives of the Rector and Vice Rector I are further reinforced by the Vice Rector II for General Administration and Finance, who emphasizes that support for lecturers’ further studies is not only academic in nature, but also backed by a sustainable budget commitment to ensure smooth implementation.

“We strive to provide sustainable budgetary support for lecturers’ further studies so that the qualification improvement process is not hindered financially. Each year, the university allocates special funds to ensure that further study programs run smoothly and on target.” (Vice Rector II)

This statement affirms that university leadership adopts a long-term perspective in developing human resources. Qualification improvement is not merely an administrative policy, but an investment that has direct implications for educational quality and academic reputation. This reflects the transformational commitment of leadership in creating a work environment that encourages intrinsic motivation and lecturers’ spirit of innovation..

Strategies Undertaken by Lecturers

Lecturers’ involvement in maintaining and enhancing organizational commitment at Alwashliyah University (UNIVA) Medan does not rely solely on leadership strategies, but also on individual and collective initiatives. Research findings show that lecturers have a high level of awareness regarding the importance of their role in strengthening institutional loyalty, which arises from direct experience in teaching, research, and community service. One lecturer emphasized:

“We try to support each other, both in research and teaching. With togetherness, the burden feels lighter, the atmosphere becomes more conducive, and the emotional bond with the campus grows stronger to maintain institutional commitment” (P1).

One of the most prominent initiatives is lecturers’ active involvement in building academic networks outside the institution. Several lecturers, particularly younger ones, utilize professional organization networks, research forums, and online academic communities to broaden their insights while also promoting the university’s good name. These activities not only enhance individual capacity but also strengthen UNIVA’s reputation at local and national levels. Informants noted that such initiatives are often carried out with personal funds due to limited internal financial support. Nevertheless, the spirit to remain productive does not diminish. One lecturer stated:

“We actively participate in professional associations in order to share knowledge, establish cross-campus relationships, and at the same time bring UNIVA’s name to national forums. Although we often have to use personal funds, the benefits and recognition obtained feel worthwhile (P3).

This statement affirms that independent initiatives constitute a tangible form of lecturers' commitment to the institution. Through proactive actions, they demonstrate a willingness to contribute despite limitations in facilities and support. Such initiatives not only compensate for shortcomings, but also reflect dedication and personal responsibility in maintaining academic quality and the sustainability of service within the university environment. The above narrative is reinforced by a Decree of the membership card of the Indonesian Association of Islamic Religious Education Lecturers (ADPISI), which lists active participation in national activities in 2024 and was self-funded, reflecting an independent initiative to promote UNIVA's name.

Overall, these findings show that lecturers' initiatives and recommendations make a significant contribution to strengthening organizational commitment at UNIVA Medan. Initiatives arising from individual awareness, such as building academic networks, creating teaching innovations, maintaining collegial solidarity, and seeking alternative funding, demonstrate the presence of intrinsic commitment that does not fully depend on leadership policies. Meanwhile, the recommendations they propose—including fairer reward systems, continuous training, transparent distribution of academic information, and participatory communication—reflect a collective aspiration to build an inclusive work environment. The combination of personal initiatives and structural recommendations reveals a synergistic dynamic in which lecturers are not merely objects of policy, but active actors in designing and maintaining institutional loyalty. Thus, organizational commitment at UNIVA is formed through a layered interaction between individual dedication and institutional policy responses.

Discussion

Internal factors constitute the first dimension analyzed in this study as part of the framework for the formation of organizational commitment among lecturers at Alwashliyah University in Medan. According to (Meyer et al., 1993), these internal factors primarily operate within the affective commitment dimension: an emotional attachment that develops not due to external demands, but rather through a deep sense of self-identification with the values, mission, and academic community that form an integral part of the lecturer's daily life. Personal factors, in particular, are the most fundamental starting point for understanding faculty members' organizational commitment, as they touch upon the most individual dimension of a person's attachment to their institution (R. T. Mowday et al., 1979). The findings at UNIVA Medan not only confirm this proposition but also reveal a distinct gradient between senior faculty members and newly joined faculty members—a phenomenon that is analytically important to understand. The findings of this study reveal a distinct gradient between senior faculty members, who demonstrate deeper commitment due to having cumulatively established work systems, collegial networks, and an understanding of institutional dynamics, while new faculty members are still in the process of finding their rhythm and building meaningful relationships with the academic community. The synergy between the two creates a balance between stability and renewal that constitutes the institution's

collective strength.

Faculty members' responses to academic challenges reveal the motivational dimension that most distinctly sets UNIVA apart from other higher education institutions. The majority of faculty members do not view academic pressures and difficulties as obstacles, but rather as opportunities to enhance their professional capabilities. The psychological mechanisms underlying these findings functionally resemble the concept of resilience in Psychological Capital (Luthans, 2008), but is rooted in Islamic values, not in Western positive psychology constructs. The value of *mujahadah*—sincerity and perseverance in facing difficulties as part of devotion—transforms challenges into opportunities for growth, rather than threats that weaken one's resolve. This explains why UNIVA faculty members' motivation is not conditional; it does not rise only when conditions are favorable and fall when situations are difficult, but rather grows stronger when challenges arise, as these challenges are understood as part of a trust that must be fulfilled.

External factors serve as the institutional context that determines the direction and strength of faculty members' commitment to the university. One of the most influential elements is the reward system, which serves as a symbol of recognition for academic contributions. Theoretically, Equity Theory predicts that individuals will experience dissatisfaction and a decline in motivation when the ratio between the contributions they make and the rewards they receive is perceived as unbalanced (Adams, 1965). This prediction appears relevant to test in the context of UNIVA Medan, given that the majority of faculty members openly acknowledge a disparity between the three pillars of higher education they are tasked with and the financial compensation they receive. Yet it is precisely here that the findings of this study reveal a theoretically significant anomaly: despite acknowledging this disparity, faculty commitment does not necessarily weaken. This pattern cannot be explained by Equity Theory alone and requires a more contextual analytical framework.

The leadership of Alwashliyah University in Medan has demonstrated a strategic commitment to enhancing faculty loyalty and dedication through the implementation of transformational leadership combined with spiritual values. (Siahaan et al., 2023) found that participatory leadership focused on individual development enhances employees' affective commitment. In the context of Islamic institutions, this approach is further elaborated upon by (Alainati et al., 2023), who highlight the importance of spiritual leadership in fostering a transcendental sense of purpose through the values of sincerity, trustworthiness, and brotherhood. At UNIVA, the Rector integrates an Islam-based Vision 2040 that prioritizes morality, professionalism, and dedication to the three pillars of higher education. This collaboration between the transformational and spiritual dimensions shapes a leadership culture that is not only oriented toward performance achievements but also toward the sustainable development of academic morality within the university environment.

Efforts to enhance organizational commitment at Alwashliyah University (UNIVA) in Medan depend not only on leadership policies but also on faculty members' reflective awareness in strengthening their academic dedication and professional responsibility. UNIVA faculty members demonstrate an intrinsic

commitment to upholding the institution's reputation through improvements in the quality of teaching and research productivity. (Hiswara et al., 2023) add that faculty members who view their profession as an intellectual calling have a more stable emotional attachment to the institution. (Yusuf, 2020) also found that active participation in academic activities significantly contributes to increased affective commitment. In the context of UNIVA Medan, spiritual awareness is combined with academic professionalism, making teaching and research activities not merely obligations but intellectual acts of worship that affirm faculty members' moral loyalty to the university's vision, which is grounded in Islamic values.

CONCLUSION

The conclusions of this study reveal that lecturers' organizational commitment at Alwashliyah University Medan demonstrates emotional, moral, and rational attachment that forms the basis of loyalty to the institution. Normative commitment emerges as the most dominant, driven by moral awareness, religious values, and ethical responsibility embedded in an Islamic-based organizational culture. Continuance commitment is evident among lecturers who maintain their working relationships due to career stability, opportunities for self-development, and a sense of security regarding their academic positions. Meanwhile, affective commitment is reflected through pride, togetherness, and a sincere desire to contribute to the university's progress. These three dimensions interact with one another, creating a balance between emotional attachment and professional considerations. Overall, lecturers' commitment at UNIVA is not merely administrative in nature, but also a reflection of spiritual values, professionalism, and moral loyalty that make them an integral part of the sustainability and reputation of the university as an Islamic educational institution. Internal and external factors play an equally balanced role in shaping lecturers' organizational commitment. Internal factors include work motivation, personality, experience, welfare, and religious values that build loyalty from personal awareness. Meanwhile, external factors such as university policies, reward systems, leadership support, and a conducive academic climate function to strengthen institutional attachment. Efforts to enhance lecturers' organizational commitment are carried out through managerial strategies of university leadership and individual initiatives of lecturers.

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