

## A STRUCTURAL EQUATION MODELING: INVESTIGATION OF LECTURER PERFORMANCE DETERMINANTS IN AN INDONESIAN UNIVERSITY

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### 1. Abstract

The performance of lecturers in higher education institutions is pivotal in realizing quality educational objectives. This research investigates the impact of affective commitment, transformational leadership, perceived organizational support, and organizational culture on the performance of lecturers at UIN Sunan Gunung Djati Bandung. Utilizing Structural Equation Modeling (SEM), the study analyzed data from a sample of 280 lecturers. It assessed affective commitment, transformational leadership, perceived organizational support, and organizational culture as independent variables, with lecturer performance as the dependent variable. The findings reveal that transformational leadership, perceived organizational support, and organizational culture significantly enhance affective commitment, which, in turn, positively influences lecturer performance. Notably, perceived organizational support emerged as the most influential variable on affective commitment. The interplay between transformational leadership and organizational culture is critical in fostering both affective commitment and enhanced lecturer performance. Based on these findings, the study recommends that the university focus on developing transformational leadership capabilities, augmenting perceived organizational support, and fortifying a supportive organizational culture. This research underscores the necessity of a conducive work environment and robust organizational support as essential factors for enhancing lecturer performance.

**Keywords:** *Affective commitment, Lecturer performance, Organizational culture, Perceived organizational support, Transformational leadership, UIN Sunan Gunung Djati Bandung*

### 2. Introduction

The performance of lecturers in public higher education institutions such as UIN Sunan Gunung Djati Bandung is a reflection of the values and traditions that are inherent within the academic environment. Good lecturer performance not only mirrors these positive values and traditions but also reinforces them. However, performance is not solely a consequence of tradition. In practice, achieving high performance involves adherence to well-established procedures that are designed to fulfill shared expectations. This adherence is crucial as it determines the effectiveness with which lecturers can execute their duties and align with established goals, thereby facilitating optimal public service outcomes (Affandi et al., 2023; Retnowati et al., 2021). The ability of lecturers to perform optimally is significantly influenced by their motivation and

familiarity with their responsibilities. Thus, their performance is closely linked to their commitment to the institution (Affandi et al., 2023).

Commitment, especially affective commitment, is a critical component within organizations, including educational institutions like UIN Sunan Gunung Djati. Affective commitment entails an emotional attachment to the institution and a deep belief in its core values, which are manifested in the attitudes and loyalty of the lecturers toward their workplace (Panjaitan et al., 2023; Paramarta et al., 2020). This type of commitment is expressed through emotions, beliefs, and individual actions that shape a lecturer's identity within the institution, driving their active participation in institutional activities and adherence to its objectives (Imran et al., 2019). Strong affective commitment among faculty members leads them to identify with the institution's values, exhibit loyalty, and remain motivated to achieve institutional goals. Conversely, a lack of commitment can impede the achievement of these goals.

Nevertheless, commitment alone is insufficient for achieving the overarching objectives of a university, which requires the cohesive function of all its components. The effectiveness of achieving these institutional goals depends heavily on the presence of leadership that can effectively guide and direct all organizational components. Specifically in an academic setting, the required leadership is transformative in nature, capable of initiating changes that lead to improved working conditions. Transformational leadership is essential not only for enhancing lecturer commitment but also for improving their performance and that of the university as a whole (Sarifuddin et al., 2023; Saring et al., 2022).

This necessity is rooted in the work culture prevalent at UIN Sunan Gunung Djati Bandung. Preliminary observations by the author, in their capacity as a faculty member, suggest that the organizational culture at UIN Sunan Gunung Djati is not wholly conducive to fostering a performance-oriented environment. Lecturers or faculty members frequently find themselves entangled in administrative duties, and there is a noticeable deficiency in competency enhancement initiatives facilitated by the university, alongside inadequate organizational support. These factors collectively influence their commitment and performance adversely. However, it is important to recognize that culture, akin to tradition, comprises values, basic assumptions, and binding norms that collectively mold the behavior and distinct identity of all elements within the university, including its lecturers (J. Lee et al., 2018; K. Lee & Cho, 2018; Lestari et al., 2021). A robust organizational culture not only provides comfort to faculty but also significantly enhances their commitment, which in turn positively affects their performance.

Moreover, affective commitment intensifies when lecturers perceive substantial support from their institution. The more substantial the support and facilities provided, the more effectively faculty members can perform their duties. They will serve the university with loyalty and execute their responsibilities with maximum efficacy. Conversely, if the university fails to deliver essential support or create a conducive working environment, lecturers may struggle to foster a strong commitment to the institution (Dunger, 2023).

Given these observations and initial studies, it becomes clear that the affective commitment of lecturers at UIN Sunan Gunung Djati Bandung is significantly influenced by transformational

leadership, perceived organizational support, and organizational culture. Affective commitment is deemed a vital factor in enhancing the performance of lecturers. Thus, this study aims to delve deeper into how these elements interact and mutually influence each other, particularly among the faculty members at UIN Sunan Gunung Djati Bandung.

Previous research has also established a significant correlation between transformational leadership, perceived support, and organizational culture with the affective commitment of lecturers in various higher education settings. Studies by Ndlovu et al. (2018) demonstrate that transformational leadership has a positive impact on the affective commitment of employees at numerous higher education institutions in South Africa. Similarly, research by Marique et al. (2013) shows that organizational support plays a critical role in bolstering employees' affective commitment, thereby directly improving their performance. This body of research underscores that a conducive organizational culture can empower lecturers to engage more deeply with the institution and execute their duties more effectively.

Moreover, a study by J. Lee et al. (2018) highlighted the pivotal role of organizational culture in influencing employees' affective commitment. They discovered that employees who benefit from robust organizational support and opportunities for skill development through training and continuing education are more likely to exhibit higher affective commitment, which subsequently enhances their performance. These findings suggest that an enriched organizational culture facilitates employees in fortifying their commitment and achieving exemplary performance amidst evolving challenges.

Drawing on these insights and preliminary observations at UIN Sunan Gunung Djati Bandung, this study endeavors to delve deeper into the dynamics of how transformational leadership, perceived organizational support, and organizational culture interplay to augment lecturers' affective commitment, thereby positively influencing their performance. Specifically, the research aims to pinpoint and scrutinize the most impactful factors in elevating the quality of lecturers' performance within the framework of fulfilling the *Tridharma* (the three principles of higher education) at UIN Sunan Gunung Djati Bandung. By elucidating the interconnections among these factors, the study aspires to offer robust recommendations for strategies to develop lecturers and advance academic standards at the university.

### 3. Literature Reviews and Hypotheses Development

Transformational leadership is characterized by a leader's capacity to inspire, motivate, and instigate positive changes among followers, ultimately aiming to enhance performance. This leadership style is defined through four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Riggio, 2016). Empirical studies consistently demonstrate that transformational leadership profoundly influences employees' affective commitment, significantly enhancing loyalty, a sense of belonging, and emotional attachment, which in turn positively affects their performance (Joo et al., 2012; Ndlovu et al., 2018; Saring et al., 2022).

Perceived organizational support refers to lecturers' perceptions regarding the extent of support provided by the organization in fulfilling their teaching, research, and community service roles. Key indicators of this support include the availability of resources, professional development opportunities, and emotional backing from colleagues and administration (Hoa et al., 2020; Marique et al., 2013). These perceptions are crucial as they significantly bolster lecturers' affective commitment. Lecturers who sense robust organizational support typically exhibit enhanced emotional loyalty and a profound sense of belonging to their institution (Silva et al., 2022; To & Yu, 2023).

Organizational culture in higher education encapsulates the values, norms, and behaviors that promote the attainment of academic and research objectives. It is evaluated across seven dimensions: Innovation and risk taking, attention to detail, outcome orientation, people orientation, team Orientation, aggressiveness, and stability (O'Donnel & Boyle, 2018; Robbins & Judge, 2017). Research underscores that culture, through its foundational assumptions and values, significantly impacts individuals' actions and their affective commitment (Schein, 2004). A conducive organizational culture not only aids lecturers in advancing their academic careers but also cultivates their dedication to the educational institution, enhancing overall performance and satisfaction.

Affective commitment is defined as an individual's emotional attachment, identification, and engagement with their organization. This construct is measured through three dimensions: Emotional Attachment to the Organization, Identification with the Organization, and Involvement in Organizational Activities (Allen & Meyer, 2021; Schermerhorn, 2021). According to theoretical and empirical evidence, affective commitment substantially enhances employee performance (El Maula & Ratnawati, 2021; Mas et al., 2020; Woznyj et al., 2019). Lecturers with a high level of affective commitment typically exhibit greater motivation and excel in their teaching and research roles.

Building upon this theoretical framework, the study posits the following hypotheses:

- H1: Transformational leadership, perceived organizational support, and organizational culture have a positive impact on the affective commitment of lecturers at UIN Sunan Gunung Djati Bandung, both partially and simultaneously.
- H2: Affective commitment positively influences the performance of lecturers at UIN Sunan Gunung Djati Bandung.

These hypotheses will be empirically tested using Structural Equation Modeling (SEM) to analyze the data collected. The expected outcomes of this research aim to provide a deeper understanding of how these variables influence lecturer performance, thereby contributing to the enhancement of educational and research efficacy at UIN Sunan Gunung Djati Bandung. The methodology involves collecting data through questionnaires, which are designed to capture the nuances of the variables involved. By testing these hypotheses, the study seeks to uncover key insights into the factors that most significantly improve lecturer performance at UIN Sunan

Gunung Djati Bandung. These findings are anticipated to assist in the development of more effective strategies for advancing the quality of higher education within the institution.

#### 4. Methods

This study employs Structural Equation Modeling (SEM) to examine the relationships between affective commitment, transformational leadership, perceived organizational support, and organizational culture, and their impact on lecturer performance. SEM was selected for its sophisticated ability to model complex relationships between latent and manifest variables, facilitating a comprehensive understanding of both direct and indirect influences among these variables (Priadana, 2017; Sugiyono, 2017).

The participants of this study are lecturers employed at UIN Sunan Gunung Djati Bandung. To ensure an accurate representation of the lecturer population, a sample of 280 lecturers was selected using the simple random sampling technique. This method guarantees each member of the population an equal probability of selection, thereby enhancing the likelihood that the sample accurately reflects true field conditions (Priadana, 2017). The research was conducted from November to December 2023

Data collection was carried out using structured questionnaires that included several sections corresponding to the research variables. A Likert scale assessed the respondents' views on various topics related to the study variables, such as levels of affective commitment, perceptions of transformational leadership, perceived organizational support, organizational culture, and their self-reported performance.

Prior to the SEM analysis, the validity and reliability of the measurement instruments were rigorously tested to ensure the instruments' credibility and validity. This process involved exploratory factor analysis to ascertain construct validity and the use of Cronbach's Alpha to determine reliability. Following this, the data was analyzed using LISREL, a statistical software specifically chosen for SEM. This analysis will produce outputs for both the measurement model and the structural model, providing detailed insights into the interrelationships among the variables and the adequacy of the proposed model in representing the collected data.

##### 1. Validity Test

The validity of the instrument was assessed using Confirmatory Factor Analysis (CFA). CFA was performed to ensure that each item in the questionnaire accurately measures the intended construct. The CFA results indicated that all items had factor loadings above 0.50, which signifies good construct validity. Additionally, convergent validity was measured through the Average Variance Extracted (AVE), and it was found that all AVE values exceeded 0.50, indicating that more than 50% of the variance of the items is explained by their constructs, in line with existing recommendations.

##### 2. Reliability Test

The reliability of the instrument was measured using Cronbach's Alpha coefficient. The Cronbach's Alpha values obtained for each scale in the questionnaire are as follows: affective commitment (0.87), transformational leadership (0.85), perceived organizational support (0.89), organizational culture (0.88), and lecturer performance (0.86). All these values exceed the generally accepted threshold of 0.70, indicating good reliability and showing that the instrument has high internal consistency. In addition to Cronbach's Alpha, composite reliability was also calculated to provide a more robust estimate of internal consistency. The results showed that all constructs had composite reliabilities above 0.70, further confirming the instrument's reliability.

Based on the analysis, it can be concluded that the research instrument used has sufficient validity and reliability to proceed with the SEM analysis. The consistency and accuracy of this instrument ensure that the research findings will accurately reflect the real perceptions and experiences of respondents concerning the studied variables. The results of the validity and reliability tests also enhance confidence in the models to be produced and the interpretations to be made in the data analysis phase. This study is expected to provide new insights into the factors influencing lecturer performance and assist UIN Sunan Gunung Djati Bandung in designing effective strategies to improve the quality of teaching and research in their environment.

## 5. Results and Discussions

### 1. Respondent Description

This section delineates the analysis conducted to elucidate the impacts of affective commitment, transformational leadership, perceived organizational support, and organizational culture on the performance of lecturers at UIN Sunan Gunung Djati Bandung. This analysis is pivotal for identifying key factors that influence academic effectiveness and job satisfaction among lecturers and for evaluating the efficacy of current policies, as well as exploring opportunities for the development of new policies.

The study encompassed a sample of 280 lecturers from UIN Sunan Gunung Djati Bandung, incorporating a broad range of demographic and professional characteristics such as gender, age, areas of expertise, and teaching experience. The gender distribution within the sample was evenly split between male and female lecturers. The age demographic spanned from young to senior lecturers, encompassing a spectrum of expertise across various disciplines.

Regarding teaching experience, the lecturers in this study varied from novices with less than five years of experience to veterans possessing over twenty years of teaching experience. Their areas of expertise were diverse, covering disciplines such as Social Sciences, Natural Sciences, Islamic Studies, Technology, and Arts. The following table provides a frequency distribution of the principal characteristics of the sample:

Table 1. Respondent Characteristics

Characteristics	Sum	Frequencies
Gender		



- Male	158	56,43%
- Female	122	43,57%
<b>Age</b>		
- < 30 years	13	4,64%
- 31-40 years	98	35,00%
- 41-50 years	126	45,00%
- 51-60 years	43	15,36%
<b>Teaching Experiences</b>		
- < 5 years	52	18,57%
- 6-10 years	69	24,64%
- 11-20 years	102	36,43%
- > 20 years	57	20,36%
<b>Fields of Expertise</b>		
- Religious Studies	120	42,86%
- Social Sciences	81	28,93%
- Natural Sciences	34	12,14%
- Technology	27	9,64%
- Arts	18	6,43%

The table above provides a frequency distribution based on the demographic and professional characteristics of the respondents involved in this research. This data is instrumental in understanding the diversity within the sample, which is essential for assessing the representativeness and generalizability of the research findings. The balanced gender distribution ensures that the analysis can be interpreted without significant gender bias. The age distribution of the respondents is varied, with the majority falling within the 30-50 year range. This group primarily includes lecturers at the peak of their careers, who possess professional stability and are likely to contribute significantly to teaching and academic activities. Those over the age of 50 typically bring a wealth of experience and depth of knowledge, whereas younger lecturers under 30 often introduce fresh perspectives and contemporary approaches to teaching.

Regarding teaching experience, the distribution ranges from newcomers to academia to veterans with over 20 years of teaching experience. This variability is significant as teaching experience can substantially influence perceptions of performance, commitment, and job satisfaction. Lecturers with extensive experience are likely to have a profound understanding of institutional dynamics and academic culture, which can enhance their teaching effectiveness. Conversely, newer lecturers may be more open to embracing innovations and contemporary teaching methodologies. The breadth of fields of expertise, spanning from Social Sciences to Arts, highlights the rich multidisciplinary nature of UIN Sunan Gunung Djati Bandung. Such diversity enriches the analysis, facilitating the examination of how factors like affective commitment and transformational leadership might differently influence lecturers across various disciplines.

## 2. Structural Equation Modeling (SEM) Analysis Results

In this research, Structural Equation Modeling (SEM) was employed to examine the interrelationships among affective commitment, transformational leadership, perceived organizational support, organizational culture, and lecturer performance. SEM is particularly adept at facilitating the simultaneous analysis of complex relationships involving multiple variables, both latent and observed. This method is ideally suited for testing hypotheses that incorporate mediating variables alongside direct and indirect effects.

The analytical model includes three independent variables: transformational leadership, perceived organizational support, and organizational culture; one mediating variable: affective commitment; and one dependent variable: lecturer performance. It is hypothesized that the independent variables directly affect lecturer performance and also do so indirectly through the mediation of affective commitment. The model integrates pathways from each independent variable to affective commitment and from affective commitment to lecturer performance, acknowledging the role of commitment as a mediator. Additionally, the model accounts for the direct impacts of each independent variable on performance.

The SEM model calculates several parameters, including path coefficients which depict the strength and direction of the relationships among the variables, error terms for each variable within the model, and various goodness-of-fit indices to assess the model's accuracy. Below is a diagram illustrating the results of the SEM analysis:



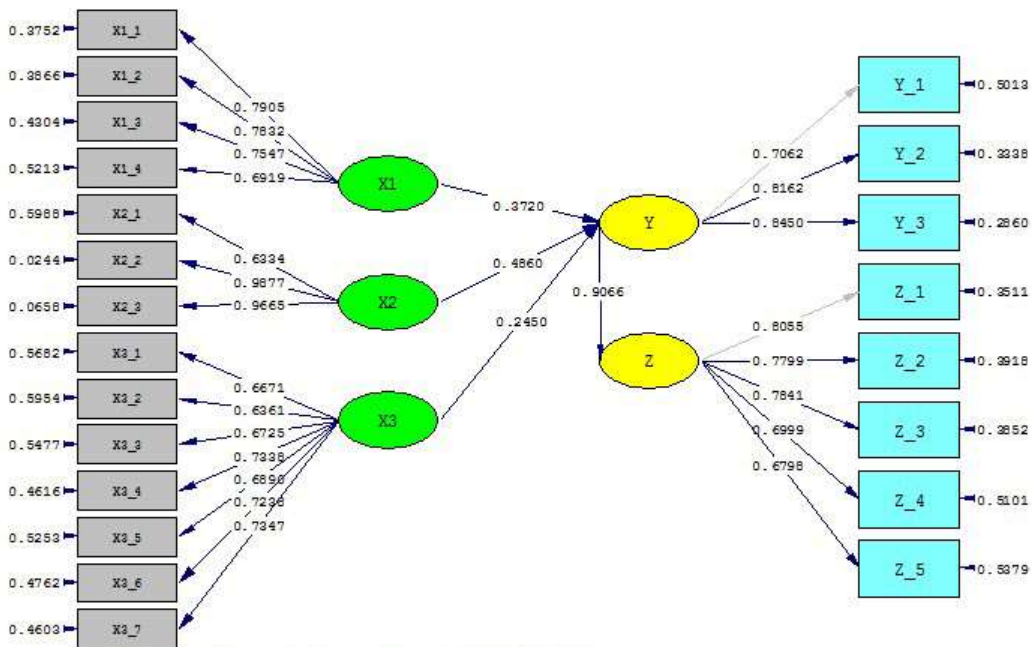


Figure 1. Structural Relationship Model between Variables

This figure visually represents the hypothesized relationships and the statistical significance of each pathway, providing a clear depiction of how each variable influences lecturer performance within the context of the university environment. The author also analyzed whether the obtained model met various model fit measures (Goodness of Fit measures/GoF), the results of which can be seen in the following table:

Table 2. Results of the Measurement Model Analysis

Measure of GOF	Estimate	Test Results	Criteria
Statistik Chi-Square ( $X^2$ )	9,9633	Good Fit	
P-Value	0,0476	Good Fit	>0,05
Goodness-of-fit Index(GFI)	0,9371	Good Fit	>= 0,90
Root mean square error of approximation (RMSEA)	0,0542	Good Fit	>=0,05
Expected cross-validation index (ECVI)	0,8145	Good Fit	~1
Tucker-Lewis Index (TLI) atau Non-Normed Fit Index (NNFI)	0,9364	Good Fit	>= 0,90
Normed Fit Index (NFI)	0,9672	Good Fit	>= 0,90
Adjusted Goodness of Fit Index (AGFI)	0,9261	Good Fit	>= 0,90
Incremental Fit Index (IFI)	0,9522	Good Fit	>= 0,90

<i>Comparative Fit Index (CFI)</i>	0,9484	<i>Good Fit</i>	$\geq 0,90$
<i>Parsimonius Goodness of Fit (PGFI)</i>	0,9276	<i>Good Fit</i>	$\sim 1$
<i>Parsimonious Normed Fit Index (PNFI)</i>	0,9265	<i>Good Fit</i>	$\sim 1$

Figure 1 presents a structural model illustrating the relationships between transformational leadership, perceived organizational support, organizational culture, and affective commitment among lecturers. The model hypothesizes that each of these factors influences affective commitment both directly and indirectly. Using LISREL software to analyze the data according to the proposed hypotheses, the results are as follows:

$$Y = 0.3720*X1 + 0.4860*X2 + 0.2450*X3, Errorvar. = 0.2839, R^2 = 0.8387 (0.1432) (0.1355) (0.1268) (0.1287) 4.3201 6.0124 3.1182 4.3762$$

The analysis reveals that affective commitment is positively influenced by transformational leadership with a path coefficient of 0.3720, by perceived organizational support with a path coefficient of 0.4860, and by organizational culture with a path coefficient of 0.2450. Specifically, an increase in transformational leadership by one unit results in an increase in affective commitment by 0.3720 units, suggesting that transformational leadership significantly boosts affective commitment. Similarly, an increase in perceived organizational support enhances affective commitment by 0.4860 units, and an increase in organizational culture contributes a 0.2450 unit increase in affective commitment.

The calculated path coefficients and the correlation values obtained through LISREL 8.72 software elucidate the direct and indirect effects of the variables on affective commitment as follows:

Table 3. Direct and Indirect Effects of Transformational Leadership, Perceived Organizational Support, and Organizational Culture on Affective Commitment

Variables	Path Coefficient	Direct Effect	Effect Through			Total
			X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	
X <sub>1</sub>	0,3720	13,83		8,28	5,22	27,33
X <sub>2</sub>	0,4860	23,62	8,28		6,71	38,61
X <sub>3</sub>	0,2450	6,00	5,22	6,71		17,93
<b>Total</b>		43,45	13,5	14,99	11,93	83,87

This table will enumerate the specific effects of each variable, illustrating how transformational leadership, organizational support, and organizational culture each contribute to enhancing affective commitment, thereby potentially improving lecturer performance and satisfaction. This comprehensive analysis not only confirms the hypothesized relationships but also provides quantifiable measures of their impact, offering valuable insights for enhancing lecturer engagement and effectiveness within the academic setting.

Referring to Table 3, it is clear that affective commitment is influenced by both direct and indirect effects. The direct effect of transformational leadership on affective commitment is quantified at 13.83%, with its indirect impacts through perceived organizational support and organizational culture calculated at 8.28% and 5.22%, respectively. Similarly, perceived organizational support directly influences affective commitment by 23.62%, and its indirect impacts via transformational leadership and organizational culture are 8.28% and 6.71%, respectively. Organizational culture directly affects affective commitment by 6%, and its indirect effects mediated through transformational leadership and perceived organizational support are 5.22% and 6.71%, respectively.

The analysis reveals that perceived organizational support has the most substantial total partial effect on affective commitment, amounting to 23.62%. This finding suggests that enhancing lecturers' affective commitment requires significant organizational support, provided directly by the institution. Essentially, lecturers are likely to demonstrate higher commitment levels when they perceive strong support from their institution. Nevertheless, the influence of transformational leadership and organizational culture also presents significant partial effects on affective commitment, at 13.83% and 6%, respectively.

Further, the calculated F-value of 234.8722 exceeds the critical F-value from the table ( $F_{0.05,3,276} = 2.9957$ ), with degrees of freedom  $v_1=3$  and  $v_2=276$ , at a 95% confidence level. Since the calculated F-value is greater than the table value,  $H_0$  is rejected, affirming the acceptance of  $H_a$ . This confirms a linear relationship between transformational leadership, perceived organizational support, and organizational culture in influencing affective commitment. Consequently, the hypothesis that these variables simultaneously affect affective commitment is empirically supported.

The impacts of each independent variable ( $X_1, X_2, X_3$ ) on affective commitment ( $Y$ ) are also evident from the comparison of t-values to the critical t-table values. The t-test results for each variable are summarized in the following table:

Table 4. T-test Results

Variables	Path Coefficient	t-values	t-tabel	Description
$\gamma_1$	0,3720	4,3201	1,9661	The hypothesis is accepted, confirming a significant influence of Transformational Leadership on Affective Commitment. This result

				underscores the critical role that transformational leadership plays in enhancing the emotional and psychological engagement of lecturers with their institution.
$\gamma_2$	0,4860	6,0124	1,9661	The hypothesis is accepted, indicating a significant influence of Perceived Organizational Support on Affective Commitment. This finding highlights the importance of organizational support in fostering a sense of belonging and loyalty among lecturers, directly impacting their commitment levels.
$\gamma_3$	0,2450	3,1182	1,9661	The hypothesis is accepted, demonstrating a significant influence of Organizational Culture on Affective Commitment. This suggests that the underlying values, norms, and practices within the institution significantly affect the commitment levels of its lecturers, shaping their motivation and job satisfaction.

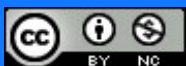
Regarding the analysis and hypothesis testing of the second structural model, which concerns the mediating variable Affective Commitment on the endogenous variable Lecturer Performance, the results processed using the LISREL program are as follows:

$$Z = 0.9066 * Y, Errorvar. = 0.2483, R^2 = 0.8219$$

(0.1893) (0.1284)  
8.5397 8.1722

From the equation provided, it is evident that Lecturer Performance is positively affected by Affective Commitment, as indicated by a path coefficient of 0.9066. This suggests that any increase in affective commitment proportionally enhances performance by 0.9066 units, thus accounting for 82.19% of the variance in lecturer performance (0.9066 x 100%).

Furthermore, the T-test assessing the impact of affective commitment on lecturer performance yielded a t-value of 8.5397. Given a significance level ( $\alpha$ ) of 5%, and comparing this to a t-table value of 1.9661 for 280 degrees of freedom, the substantial exceedance of the t-value over the t-table value (8.5397 > 1.9661) leads to the rejection of the null hypothesis (H0), thereby accepting



the alternative hypothesis ( $H_a$ ). This confirms the hypothesized positive effect of affective commitment on performance.

This study thoroughly examines the interplay among various psychosocial variables—namely, affective commitment, transformational leadership, perceived organizational support, and organizational culture—and their influence on lecturer performance at UIN Sunan Gunung Djati Bandung. By employing Structural Equation Modeling (SEM), this analysis not only quantifies the direct effects among the variables but also highlights the significant mediating role of affective commitment, offering deeper insights into the dynamics that influence academic performance.

Additionally, the demographic analysis of respondents underscores a significant diversity in age, teaching experience, and fields of expertise. The equitable gender distribution and the broad age range strengthen the study, ensuring that the findings are interpreted widely and are free from notable gender bias. This diversity is instrumental in providing a more comprehensive understanding of lecturers at various stages of their academic careers.

The SEM model implemented demonstrates that affective commitment acts as a pivotal mediating variable connecting transformational leadership, perceived organizational support, and organizational culture with lecturer performance. This suggests that specific elements within the campus environment of UIN Sunan Gunung Djati Bandung, such as the execution of leadership and the robustness of an organizational culture that supports lecturers, influence their performance not merely directly but also through bolstering their affective commitment to the institution.

Transformational leadership significantly impacts affective commitment, corroborating the theory that leaders who are inspirational and motivational amplify lecturers' emotional involvement with their work. This enhancement, in turn, boosts their performance, underscoring the necessity for leaders who can clearly articulate a vision and provide the requisite support (Joo et al., 2012; Ndlovu et al., 2018; Saring et al., 2022). The perceived organizational support is identified as the most critical factor affecting affective commitment. This finding emphasizes the significance of a supportive work environment in increasing lecturers' engagement. Furthermore, a robust organizational culture augments affective commitment, indicating that institutional values, norms, and supportive practices can establish more conducive conditions for optimal academic performance (Hoa et al., 2020; Marique et al., 2013; Silva et al., 2022).

These insights carry considerable implications for policy development at UIN Sunan Gunung Djati Bandung regarding its lecturers. The institution might need to devise strategies to enhance transformational leadership, improve lecturers' acceptance of organizational support, and cultivate a strong organizational culture. Within this framework, initiatives such as leadership training and workshops, augmenting resources for lecturer support, and cultural initiatives that bolster affective commitment could serve as strategic interventions to improve their performance.

## 6. Conclusions

A study conducted at UIN Sunan Gunung Djati Bandung has unveiled critical insights into the determinants of lecturer performance. Beyond individual competence, this research underscores the profound impact of psychosocial variables, notably affective commitment, transformational

leadership, and organizational culture. The findings elucidate the pivotal role of affective commitment as a mediating mechanism within the nexus of transformational leadership, organizational support, and the prevailing organizational culture, shaping lecturer performance outcomes. This underscores the imperative of fortifying organizational dimensions conducive to fostering lecturer commitment, thereby directly ameliorating their performance.

Consequently, in light of these empirical revelations, it is incumbent upon UIN Sunan Gunung Djati Bandung to formulate policy recommendations commensurate with the identified imperatives. Central to this endeavor is the cultivation of transformational leadership, augmentation of organizational support mechanisms, and the cultivation of a positive organizational ethos. Such strategic interventions promise not only to augment affective commitment among lecturers but also to holistically optimize their performance vis-à-vis the manifold imperatives of higher education. The exigency of these strategies is underscored by the demonstrable impact of affective commitment on lecturer performance, as corroborated by the meticulous data analysis underpinning this study.

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