

Examining the Effects of Professional Competence and Professional Commitment on Lecturer Performance through Organizational Commitment

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Abstract: This study examines the effects of professional competence and professional commitment on lecturer performance, with organizational commitment serving as a mediating variable in maritime higher education institutions in Semarang City, Indonesia. A quantitative explanatory approach was employed using a census of 116 lecturers from three maritime higher education institutions. Data were collected through a 7-point Likert scale questionnaire and analyzed using multiple regression, path analysis, and the Sobel test. The findings indicate that professional competence and professional commitment have positive and significant effects on both organizational commitment and lecturer performance. Organizational commitment was identified as the strongest predictor of lecturer performance ($\beta = 0.493$; $p < 0.001$). Furthermore, organizational commitment significantly mediates the relationships between professional competence and lecturer performance, as well as between professional commitment and lecturer performance. The results suggest that lecturer performance improvement cannot rely solely on enhancing professional competence and professionalism but also requires strengthening organizational commitment. This study contributes to the human resource management literature in vocational maritime education by providing empirical evidence that organizational commitment functions as an important mechanism linking professional attributes to lecturer performance. The findings offer practical implications for maritime higher education institutions in designing integrated strategies for lecturer development and organizational strengthening.

Keywords: Lecturer Performance, Maritime Higher Education, Organizational Commitment, Professional Commitment, Professional Competence

A. Introduction

Maritime higher education plays a strategic role in preparing professionals with technical maritime expertise, managerial capabilities, ethical values, and

environmental awareness to meet the demands of the global maritime industry (Rasyid, 2025). Within this context, lecturers are key actors in developing students' competencies and professional attitudes. Therefore, lecturer performance becomes a critical determinant of educational quality and institutional effectiveness.

One important factor influencing lecturer performance is professional competence, which encompasses the knowledge, skills, and abilities required to effectively perform academic duties. Professional competence in higher education extends beyond subject-matter expertise to include pedagogical, social, and technological competencies that support the implementation of the Tridharma of Higher Education (Murkatik et al., 2020). Previous studies have shown that professional competence contributes positively to lecturer performance and educational outcomes (Fauth et al., 2019; Sofia et al., 2025). In maritime higher education, professional competence is further linked to compliance with international maritime standards, particularly the Standards of Training, Certification and Watchkeeping for Seafarers (STCW).

In addition to competence, professional commitment and organizational commitment are important determinants of individual performance. Professional commitment reflects an individual's dedication to professional values and responsibilities, whereas organizational commitment represents the degree of identification, loyalty, and psychological attachment to the institution (Armstrong, 2018; Gibson et al., 2009). Lecturers with strong professional and organizational commitment are more likely to demonstrate higher levels of performance and contribute to institutional development.

Despite growing scholarly attention, previous studies have reported inconsistent findings regarding the relationships among professional competence, professional commitment, organizational commitment, and lecturer performance. While some studies found direct effects of professional competence on performance (Sofia et al., 2025; Yan & Yuan-Cheng, 2023), others indicated that these effects are transmitted through mediating variables such as teaching quality or organizational commitment (Fauth et al., 2019; Irnawati & Nuryani, 2023). Furthermore, empirical evidence from maritime vocational higher education remains limited. Therefore, this study investigates the direct and indirect effects of professional competence and professional commitment on lecturer performance through organizational commitment among lecturers at maritime higher education institutions in Semarang, Indonesia.

Masnun et al. (2025) stated that lecturer competence or professionalism refers to a lecturer's ability to demonstrate optimal performance in education, research, community service, and other areas of professional responsibility. This competence encompasses lecturers' formal educational background in their respective disciplines as well as their experience in higher education teaching. Professional competence is not merely limited to mastery of academic content, but also includes continuously

evolving pedagogical, social, and technological capabilities. Furthermore, Murkatik et al. (2020) emphasized that professional and pedagogical competencies simultaneously exert a significant influence on teacher and lecturer performance, in which higher levels of competence are directly associated with better performance outcomes. Consistent with this finding, Fauth et al. (2019) demonstrated that teacher competence indirectly affects student learning outcomes through teaching quality as a mediating variable, suggesting that the effects of professional competence are multidimensional and not always directly reflected in performance outcomes.

In the digital era, Muslimin et al. (2023) found that digital competency literacy based on the TPACK-SAMR framework positively influences lecturers' teaching performance, indicating a new dimension of professional competence that deserves greater attention. Within the context of vocational and maritime education, Maluka & Mulaudzi (2024) identified that deficiencies in professional competence among TVET (Technical and Vocational Education and Training) lecturers negatively affect both learning quality and institutional credibility. These findings are particularly relevant considering that maritime higher education institutions operate within a maritime vocational education system that requires highly specialized professional competency standards. Furthermore, Shodiye & Ogbuanya (2024) emphasized the importance of capability development, professional competence, and continuous skills enhancement for prospective educators in TVET institutions to ensure sustainable teaching quality. Studies conducted by Lubis (2024) and Normansyah et al. (2024) demonstrated that competence positively influences lecturers' organizational commitment, and that this relationship is moderated by job satisfaction. Likewise, Irnawati & Nuryani (2023) confirmed that competence affects lecturer performance through the mediating role of organizational commitment. In addition, Permadi et al. (2024) found that lecturer competence positively influences organizational commitment, which subsequently affects lecturer performance.

H1: Professional competence has a positive and significant effect on organizational commitment

Professional commitment refers to the degree of an individual's loyalty to their profession as perceived by the individual themselves. It underlies professional attitudes and behavioral orientations in carrying out professional duties and responsibilities. Professional norms, regulations, and codes of ethics function as control mechanisms that determine the quality of a professional's work (Murkatik et al., 2020). Professional commitment also refers to the strength of an individual's identification with their profession. Individuals with high professional commitment are characterized by strong belief in and acceptance of professional goals and values, willingness to exert maximum effort on behalf of the profession, and a strong desire to maintain membership within the profession (Hammar et al., 2025).

Furthermore, Alzoraiki et al. (2023) demonstrated that teacher commitment acts as a mediator in the relationship between transformational leadership and sustainable teaching performance, implicitly indicating that professional commitment fosters broader commitment toward the organization. Similarly, Hatta (2024) confirmed that transformational and professional leadership positively affect lecturer performance through organizational commitment as a mediating variable. In addition, Muttaqin et al. (2023) found that teacher commitment mediates the effects of academic supervision, managerial competence, and teacher empowerment on teacher performance.

H2: Professional commitment has a positive and significant effect on organizational commitment

Organizational commitment refers to the extent to which employees identify with an organization, embrace its goals, and maintain a strong desire to remain members of the organization (Permadi et al., 2024). Guo et al. (2022) found that affective organizational commitment serves as a mediator in the relationship between workplace incivility, perceived insider status, and organizational identification, suggesting that affective commitment constitutes an important psychological foundation supporting employees' identification with their organization. From a higher education perspective, Syakur et al. (2020) concluded that sustainable communication, organizational culture, cooperation, trust, and leadership style collectively contribute significantly to lecturers' commitment within higher education institutions. Meanwhile, Wahyuni et al. (2021) demonstrated that organizational learning mediates the relationship between organizational commitment and lecturers' innovative behavior, indicating that organizational commitment not only directly affects performance but also encourages innovation through learning processes. In addition, Lien & Lai (2024) introduced a new dimension by proving that teachers' organizational commitment positively influences work engagement through the mediating role of teaching efficacy.

Research conducted by Sofia et al. (2025) revealed that servant leadership and professional competence significantly enhance lecturer performance in private universities in Central Kalimantan. Likewise, Yan & Yuan-Cheng, (2023) confirmed through a human resource management perspective in higher education that lecturer competence positively influences job performance. Furthermore, Prasetyo et al. (2017) demonstrated a positive correlation between lecturers' professional competence and students' academic performance in Indonesian higher education institutions, indicating the broader cascading effects of professional competence.

H3: Professional competence has a positive and significant effect on lecturer performance

Performance is defined as the work outcomes achieved by an individual, both quantitatively and qualitatively, in carrying out duties and responsibilities assigned to them (Permadi et al., 2024). Similarly, Sulistiasih & Widodo (2025) defined performance as the results attained by individuals in performing assigned tasks based on their competence, experience, dedication, and time commitment. Furthermore, Amin (2022), through a social learning theory perspective, found that competence and organizational commitment simultaneously exert significant effects on lecturers' job satisfaction and performance. This theory emphasizes that individuals learn and develop performance-related behaviors through observation, imitation, and reinforcement within the organizational social environment.

Gani et al. (2018) confirmed that competence, work motivation, job satisfaction, and organizational commitment collectively constitute the primary determinants of lecturer performance, with organizational commitment providing a consistently significant contribution. Furthermore, Hasanah & Madiistriyatno (2020) developed a model of organizational commitment and its implications for lecturer performance, demonstrating that affective, normative, and continuance commitment dimensions exert different patterns of influence on various aspects of lecturer performance. At the meta-analytic level, Sulistiasih & Widodo (2025) confirmed through meta-analysis that organizational commitment and transformational leadership consistently and significantly enhance lecturer performance across various higher education contexts in Indonesia. In addition, Alzoraiki et al. (2023) empirically demonstrated that teacher commitment positively affects sustainable teaching performance. Likewise, Sanusi et al. (2024) confirmed that organizational commitment mediates the influence of organizational culture and leadership roles on teacher performance in leading vocational schools, highlighting the relevance of commitment within the context of vocational education.

H4: Professional commitment has a positive and significant effect on lecturer performance

Luthans (2006) defined organizational commitment as an attitude reflecting employees' loyalty toward the organization, in which organizational members express concern for the organization as well as its sustained success and development. Furthermore Agustina (2025) found that Organizational Happiness Character (OHC) influences lecturer performance through organizational commitment as a mediating variable. Likewise, Aspan et al. (2025) demonstrated that organizational citizenship behavior, mediated by organizational commitment and work motivation, significantly affects lecturers' work effectiveness. In addition, Nurhasanah et al. (2025) confirmed the role of organizational commitment in improving lecturers' publication performance in private higher education institutions. Similarly, Tone (2018) proved

that organizational commitment and competence positively influence lecturer performance, with work motivation serving as a moderating variable.

H5: Organizational commitment has a positive and significant effect on lecturer performance

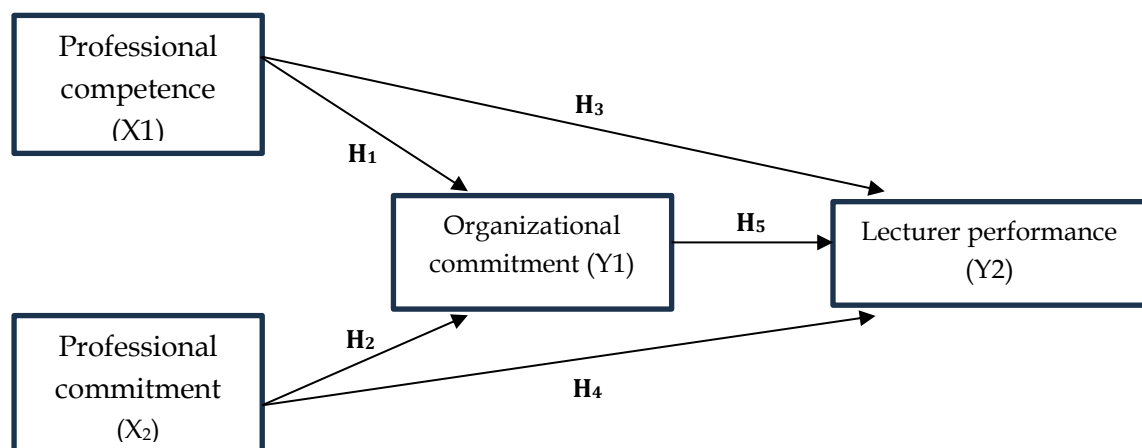


Figure 1. Research Model

B. Methods

This study employed an explanatory research design aimed at examining the influence of several predetermined variables using a survey approach by collecting information from respondents through questionnaires. The study sought to analyze the effects of professional competence and professional commitment on lecturer performance, with organizational commitment serving as a mediating variable, as well as to test the proposed hypotheses. The sampling technique applied in this study was a census or saturated sampling technique, in which all members of the population were included as research samples. According to Sugiyono (2013), saturated sampling is a sampling technique in which the entire population is used as the research sample. The population in this study consisted of lecturers from maritime higher education institutions in Semarang City, including Politeknik Maritim Negeri Indonesia with 49 lecturers, Akademi Pelayaran Niaga Indonesia with 46 lecturers, and Akademi Maritim Niaga Indonesia with 21 lecturers, resulting in a total population of 116 lecturers. Data were collected using a closed-ended questionnaire based on a 7-point Likert scale. Instrument testing included validity testing using factor analysis (KMO > 0.50 and factor loading > 0.40) and reliability testing using Cronbach's Alpha > 0.70 (Ghozali, 2021). Data analysis was conducted using multiple regression analysis with two equation models:

$$Y_1 = \beta_0 + \beta_1.X_1 + \beta_2.X_2 + e \dots\dots\dots(\text{Model 1})$$

$$Y_2 = \beta_0 + \beta_3.X_1 + \beta_4.X_2 + \beta_5.Y_1 + e \dots\dots\dots(\text{Model 2})$$

Where:

X_1 = Professional competence

X_2 = Professional commitment

Y_1 = Organizational commitment

Y_2 = Lecturer performance

$\beta_{1,2,3,4,5}$ = Regression coefficients of the independent variables

e_i = Error term outside the model

Classical assumption tests were conducted to ensure that the regression model satisfied the fundamental assumptions of regression analysis. The tests included a multicollinearity test to examine the presence of correlations among independent variables, using the criteria of correlation values < 0.70 , Tolerance values > 0.10 , and Variance Inflation Factor (VIF) values < 10 . In addition, a heteroscedasticity test was performed using the Glejser Test to identify inequality in residual variances, in which the model was considered free from heteroscedasticity when the significance value exceeded 0.05 (Ghozali, 2021). A normality test was also conducted to determine whether the residual data were normally distributed using the Kolmogorov-Smirnov test. The data were considered normally distributed when the significance value was greater than 0.05 (Imam, 2021). The intervening variable refers to an intermediate or mediating variable that functions to mediate the relationship between independent and dependent variables. To examine the effect of the intervening variable, path analysis was employed. Path analysis represents an extension of multiple linear regression analysis used to estimate causal relationships among variables within a predetermined causal model based on theoretical foundations (Ghozali, 2021). Furthermore, mediation effects were tested using the Sobel Test to determine the significance of the indirect influence of independent variables on dependent variables through the mediating variable. The Sobel Test was conducted by calculating the z-statistic value derived from the path coefficients between the independent variable and the mediating variable, as well as between the mediating variable and the dependent variable.

$$Z = \frac{ab}{\sqrt{b^2s_a^2 + a^2s_b^2 + s_a^2s_b^2}}$$

Where:

a = Path coefficient of the independent variable on the mediating variable

b = Path coefficient of the mediating variable on the dependent variable

s_a = Standard error of coefficient a

s_b = Standard error of coefficient b

The decision-making criteria were as follows:

If the z -value > 1.96 and the significance value < 0.05 , the mediation effect is considered significant.

If the z -value < 1.96 , the mediation effect is considered insignificant.

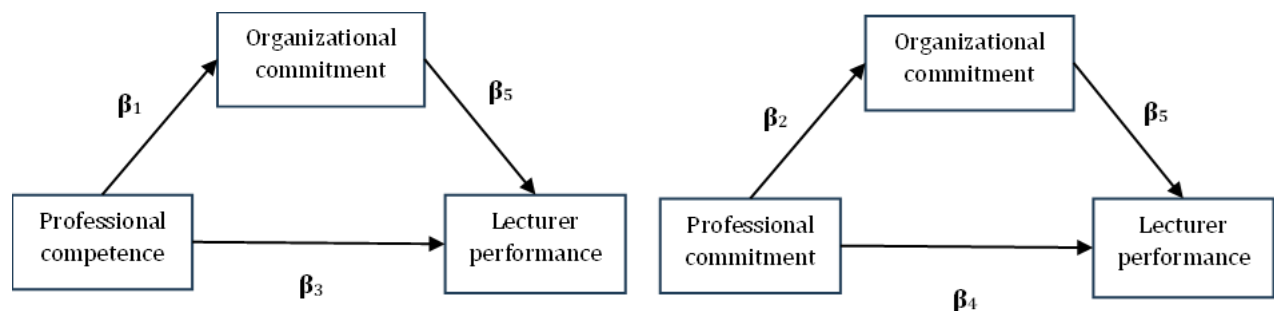


Figure 2. Testing the Effect of the Mediating Variable

Based on Figure 2 above, if the value of $\beta_1 \times \beta_5$ is greater than β_3 , organizational commitment is considered capable of mediating the effect of professional competence on lecturer performance. This finding indicates that improvements in lecturers' professional competence will more effectively enhance lecturer performance when supported by high organizational commitment. In other words, professional competence not only exerts a direct effect on lecturer performance but also produces an indirect effect through organizational commitment. Furthermore, if the value of $\beta_2 \times \beta_5$ is greater than β_4 , organizational commitment is considered capable of mediating the effect of professional commitment on lecturer performance. This condition demonstrates that the influence of professional commitment on lecturer performance becomes stronger when lecturers possess strong organizational commitment. Therefore, organizational commitment functions as an intervening variable that strengthens the relationship between professional commitment and lecturer performance.

C. Results and Discussion

Descriptive Analysis

The results of the descriptive analysis indicate that lecturers' professional competence falls within the good category, as reflected by a mode and median value of 6 and a mean score of 5.89. The highest indicator was mastery of subject matter, indicating that lecturers possess a very strong understanding of the courses they teach. In contrast, the lowest indicator was involvement in professional associations, suggesting that lecturers' participation in professional organizations still needs to be improved. The professional commitment variable was also categorized as good, with mode and median values of 6 and a mean score of 5.48. The highest indicator was enthusiasm for work and willingness to perform at one's best, reflecting lecturers'

high work motivation. However, the lowest indicator concerned identification with professional issues, indicating that lecturers' understanding of various professional challenges remains suboptimal.

Regarding organizational commitment, the mean score of 4.91 indicates that respondents' commitment toward their institutions can be considered fairly good. The highest indicator was pride in the organization, whereas the lowest indicator was lack of interest in other organizations. This finding suggests that although lecturers demonstrate pride in their institutions, some respondents remain open to opportunities to work in other organizations perceived as more favorable. Meanwhile, lecturer performance was categorized as fairly good, with a mean score of 5.34. The highest indicator was the implementation of teaching and learning activities, indicating that lecturers have performed their instructional duties effectively. Conversely, the lowest indicator was mentoring junior lecturers, suggesting that academic coaching and collegial mentoring among lecturers still require further improvement.

Validity and Reliability Testing

Validity testing using factor analysis indicated that all variables satisfied the validity criteria. The KMO values for professional competence, professional commitment, organizational commitment, and lecturer performance were 0.683, 0.659, 0.794, and 0.586, respectively, indicating adequate sampling adequacy. In addition, all questionnaire items demonstrated factor loading values above 0.40, confirming that all items were valid and suitable for use in the overall research model testing. Reliability testing was conducted to determine the consistency and dependability of the research instruments. The results showed that all variables obtained Cronbach's Alpha values above 0.70. Therefore, the variables of professional competence, professional commitment, organizational commitment, and lecturer performance were considered reliable. Accordingly, all research instruments were deemed appropriate for use as measurement tools in this study.

Normality Test

The results of the normality test using the Kolmogorov-Smirnov method showed a statistical value of 0.917 with a significance value (*Asymp. Sig.*) of 0.370. Since the significance value exceeded the required threshold of 0.05 ($p > 0.05$), the residuals in Model 2 were considered to be normally distributed. These findings suggest that the distribution of residuals satisfied the normality assumption in regression analysis. Therefore, the regression model fulfilled one of the classical assumptions and was deemed appropriate for hypothesis testing and further analysis.

Heteroscedasticity Test

In the heteroscedasticity test for Model 1, the professional competence variable (X_1) showed a significance value below 0.05 ($p < 0.05$), whereas the professional commitment variable (X_2) demonstrated a significance value above 0.05 ($p > 0.05$). These findings indicate that Regression Model 1 exhibited heteroscedasticity. This condition suggests the presence of unequal residual variances within the regression model. According to Ghazali, (2021), heteroscedasticity does not cause regression coefficient estimators to become biased; however, it may affect estimation efficiency and the accuracy of standard errors, thereby requiring cautious interpretation of statistical significance. Meanwhile, in Regression Model 2, all independent variables demonstrated significance values greater than 0.05 ($p > 0.05$). Therefore, Regression Model 2 was considered free from heteroscedasticity and satisfied the homoscedasticity assumption.

Multicollinearity Test

The results of the multicollinearity test indicate that all independent variables obtained Tolerance values greater than 0.10 and Variance Inflation Factor (VIF) values below 10. Therefore, it can be concluded that the regression model does not suffer from multicollinearity problems, indicating that the relationships among independent variables are not excessively correlated. Accordingly, the regression model is considered appropriate for further analysis. The results of the multicollinearity test are presented in the following table:

Table 1. Multicollinearity Test Results

Variable	Tolerance	VIF	Description
Professional Competence (X_1)	0.721	1.387	No multicollinearity detected
Professional Commitment (X_2)	0.721	1.387	No multicollinearity detected
Organizational Commitment (Y_1)	0.684	1.462	No multicollinearity detected

Multiple Regression Analysis

The results of the multiple regression analysis examining the effects of professional competence and professional commitment on lecturer performance, with organizational commitment as a mediating variable, produced two regression equation models. In Model 1, the effects of professional competence (X_1) and professional commitment (X_2) on organizational commitment (Y_1) generated the following regression equation:

$$Y_1 = 0.278X_1 + 0.344X_2$$

The equation indicates that professional competence and professional commitment both exert positive effects on organizational commitment, with professional commitment demonstrating a stronger influence than professional competence.

Furthermore, Model 2 generated the regression equation for the effects of professional competence (X_1), professional commitment (X_2), and organizational commitment (Y_1) on lecturer performance (Y_2) as follows:

$$Y_2 = 0.165X_1 + 0.166X_2 + 0.493Y_1$$

These results indicate that all independent variables exert positive effects on lecturer performance, with organizational commitment demonstrating the most dominant influence compared to the other variables.

Table 2. Multiple Regression Analysis Results

Model	Variable	Standardized Coefficient (β)	t-value	Sig.
1	Professional Competence (X_1) → Organizational Commitment (Y_1)	0.278	3.270	0.001
	Professional Commitment (X_2) → Organizational Commitment (Y_1)	0.344	4.041	0.000
2	Professional Competence (X_1) → Lecturer Performance (Y_2)	0.165	2.136	0.035
	Professional Commitment (X_2) → Lecturer Performance (Y_2)	0.166	2.112	0.037
	Organizational Commitment (Y_1) → Lecturer Performance (Y_2)	0.493	6.050	0.000

Model Fit Test

1. Coefficient of Determination

The results of the coefficient of determination analysis indicate that, in Model 1, the Adjusted R^2 value was 0.238. This finding implies that the variables of professional competence and professional commitment were able to explain 23.8% of the variance in organizational commitment, while the remaining 76.2% was influenced by other variables outside the research model. Furthermore, in Model 2, the Adjusted R^2 value was 0.429. These results demonstrate that professional competence, professional commitment, and organizational commitment collectively explained 42.9% of the variance in lecturer performance, whereas the remaining 57.1% was affected by other factors beyond the scope of the research model.

Table 3. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.501	0.251	0.238	5.750
2	0.666	0.444	0.429	5.463

2. F-Test

The results of the F-test indicate that, in Model 1, the calculated F-value was 18.914 with a significance level of 0.000. Since the significance value was smaller than 0.05

($p < 0.05$), it can be concluded that professional competence and professional commitment simultaneously exert positive and significant effects on organizational commitment. Furthermore, in Model 2, the calculated F-value was 29.797 with a significance level of 0.000. The significance value below 0.05 ($p < 0.05$) indicates that professional competence, professional commitment, and organizational commitment simultaneously have positive and significant effects on lecturer performance.

Table 4. F-Test Results

Model	Source of Variation	Sum of Squares	Df	Mean Square	F-value	Sig.
1	Regression	1.250.599	2	625.300	18.914	0.000
	Residual	3.735.703	133	33.059		
	Total	4.986.302	115			
2	Regression	2.667.646	3	889.215	29.797	0.000
	Residual	3.342.311	112	29.842		
	Total	6.009.957	115			

3. Hypothesis Testing

Hypothesis testing in this study was conducted using the t-test to examine the partial effects of each independent variable on the dependent variable. The summary of the hypothesis testing results is presented as follows:

- a. The Effect of Professional Competence on Organizational Commitment (H1)
The analysis results showed a beta coefficient of 0.278 with a calculated t-value of 3.270. Considering that the critical t-table value at the specified degree of freedom was 1.658 ($t_{calculated} > t_{table}$) and the significance level was 0.001 ($\alpha < 0.05$), it can be concluded that professional competence has a positive and significant effect on lecturers' organizational commitment. Therefore, the first hypothesis (H1) is accepted.
- b. The Effect of Professional Commitment on Organizational Commitment (H2)
Based on the test results, the beta coefficient was 0.344, the calculated t-value was 4.041, and the significance level was 0.000. With a t-table value of 1.658 ($t_{calculated} > t_{table}$) and $\alpha < 0.05$, professional commitment was proven to have a positive and significant effect on lecturers' organizational commitment. Therefore, the second hypothesis (H2) is accepted.
- c. The Effect of Professional Competence on Lecturer Performance (H3)
The test results revealed a beta coefficient of 0.165, a calculated t-value of 2.136 (> 1.658), and a significance level of 0.035 ($\alpha < 0.05$). These findings indicate that professional competence has a positive and significant effect on lecturer performance. Thus, the third hypothesis (H3) is accepted.
- d. The Effect of Professional Commitment on Lecturer Performance (H4)
The obtained data showed a beta coefficient of 0.166, a calculated t-value of 2.112 (> 1.658), and a significance level of 0.037 ($\alpha < 0.05$). Based on these

findings, professional commitment has a positive and significant effect on lecturer performance. Accordingly, the fourth hypothesis (H4) is accepted.

- e. The Effect of Organizational Commitment on Lecturer Performance (H5)
 The test results demonstrated a beta coefficient of 0.493, a calculated t-value of 6.050 (> 1.658), and a significance level of 0.000 ($\alpha < 0.05$). Therefore, organizational commitment has a positive and significant effect on lecturer performance, indicating that the fifth hypothesis (H5) is accepted.

4. Mediation Test

The Mediating Role of Organizational Commitment in the Effect of Professional Competence on Lecturer Performance

The results of the Sobel Test calculation indicate that the indirect effect of professional competence on lecturer performance through organizational commitment produced a z-statistic value of 2.847, which exceeded the critical value of 1.96 at the 0.05 significance level. Therefore, the mediation effect was considered statistically significant ($p < 0.01$). These findings suggest that although the direct effect of professional competence on lecturer performance ($\beta = 0.165$) was greater than its indirect effect ($\beta = 0.137$), the mediating pathway through organizational commitment still made a meaningful contribution. In other words, organizational commitment functions as a partial mediator in the relationship between professional competence and lecturer performance. This implies that improvements in lecturers' professional competence not only directly enhance performance but also indirectly improve performance through increased organizational commitment, although the direct contribution remains more dominant.

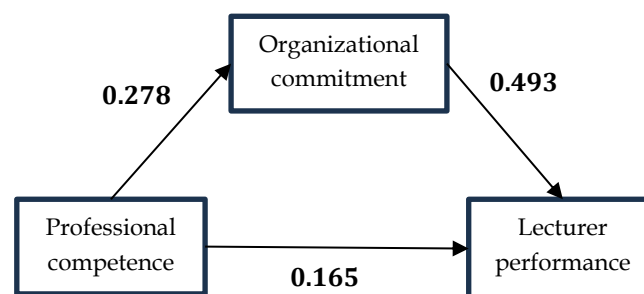


Figure 3. Mediation Test Model I

The Mediating Role of Organizational Commitment in the Effect of Professional Commitment on Lecturer Performance

The Sobel Test results for the second model produced a z-value of 3.331 (> 1.96), confirming that the mediating effect of organizational commitment in the relationship between professional commitment and lecturer performance was statistically significant ($p < 0.001$). This finding is consistent with the coefficient comparison, in which the indirect effect ($\beta = 0.170$) was greater than the direct effect ($\beta = 0.166$). Therefore, organizational commitment functions as a partial mediator that strengthens the effect of professional commitment on lecturer performance. This result indicates that lecturers with high professional commitment tend to demonstrate better performance when supported by strong organizational commitment. In other words, organizational commitment serves as an intervening mechanism that enhances the effectiveness of professional commitment in improving lecturer performance.

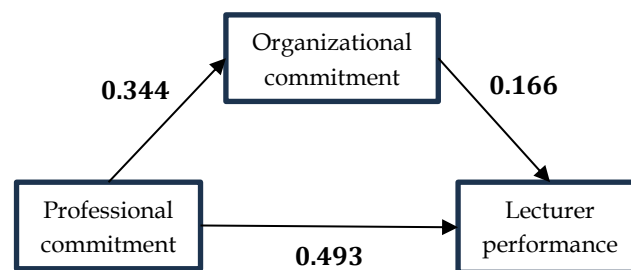


Figure 4 Mediation Test Model II

Discussion

The Effect of Professional Competence on Organizational Commitment (H1)

The results of the first hypothesis test in this study indicate that professional competence has a positive and significant effect on lecturers' organizational commitment ($\beta = 0.278$; $t = 3.270$; $p = 0.001$). These findings are consistent with the studies conducted by Lubis (2024) and Normansyah et al. (2024), which revealed that competence positively influences lecturers' organizational commitment, with job satisfaction serving as a moderating variable that strengthens the relationship. Irnawati & Nuryani (2023) confirmed similar findings, demonstrating that lecturer competence positively affects lecturer performance through the mediating role of organizational commitment. Furthermore, Permadi et al. (2024) added that high lecturer competence contributes to the development of stronger organizational commitment, which subsequently enhances lecturer performance. In addition, Prasetyaningrum et al. (2023), through their structural model, confirmed that leadership, competence, and communication collectively influence organizational commitment and lecturer performance. From a theoretical perspective, lecturers with high professional competence tend to possess greater self-confidence in carrying out their duties, which in turn strengthens their identification with and loyalty toward the institution in which they work.

The Effect of Professional Commitment on Organizational Commitment (H2)

The results of the second hypothesis test demonstrate that professional commitment has a positive and significant effect on lecturers' organizational commitment ($\beta = 0.344$; $t = 4.041$; $p = 0.000$). Professional commitment refers to the degree of an individual's loyalty toward their profession. Lecturers with high professional commitment tend to accept nearly all assigned duties and responsibilities in order to achieve organizational goals, thereby strengthening their commitment to the organization. These findings are supported by Alzoraiki et al. (2023), who demonstrated that teacher commitment acts as a bridge between transformational leadership and sustainable teaching performance, indicating that strong professional commitment encourages broader commitment toward organizational missions and values. Similarly, Hatta (2024) confirmed that professional leadership positively influences lecturer performance through organizational commitment, indirectly highlighting the relationship between professional commitment and organizational commitment. Furthermore, Muttaqin et al. (2023) found that teacher commitment functions as an effective mediator in the chain of influence between various antecedent factors and teacher performance. Therefore, lecturers who internalize professional values tend to demonstrate stronger loyalty toward the organizations in which they devote their professional careers.

The Effect of Professional Competence on Lecturer Performance (H3)

The results of the third hypothesis indicate that professional competence has a positive and significant effect on lecturer performance ($\beta = 0.165$; $t = 2.136$; $p = 0.035$). This finding is consistent with the study conducted by Widiatmaja (2019), which demonstrated that professional competence significantly affects lecturer performance. Lecturers' professional competence plays a strategic role in improving the quality of higher education.

The findings of this study are also in line with Sofia et al. (2025), who proved that servant leadership and professional competence simultaneously and significantly enhance lecturer performance in private universities in Central Kalimantan. Furthermore, Susanti et al. (2025) confirmed that management-related factors, including competence, significantly influence lecturer professionalism and the quality of teaching performance. Yan & Yuan-Cheng (2023), through a comprehensive study in higher education, identified a consistently positive correlation between lecturer competence and job performance.

In addition, Prasetio et al. (2017) demonstrated that lecturers' professional competence positively affects students' academic performance, indicating that the impact of professional competence extends to learning outcomes. Tone (2018) also confirmed the positive effect of competence on lecturer performance, with work motivation serving as a moderating variable that strengthens the relationship. Nevertheless, the

relatively small regression coefficient ($\beta = 0.165$) suggests that professional competence represents only one of many determinants of lecturer performance. Other variables, such as leadership (Sunarti et al., 2025) and academic culture (Masnun et al., 2025), also play important roles.

The Effect of Professional Commitment on Lecturer Performance (H4)

The results of the fourth hypothesis test demonstrate that professional commitment has a positive and significant effect on lecturer performance ($\beta = 0.166$; $t = 2.112$; $p = 0.037$). This finding is consistent with the study conducted by Adhan et al. (2019), which showed that professional commitment directly influences lecturer performance. The findings of this study are further supported by Alzoraiki et al. (2023), who empirically proved that teacher commitment has a positive and significant effect on sustainable teaching performance, particularly within the context of transformational leadership implementation. In addition, Sanusi et al. (2024), in their study conducted at leading vocational high schools in Banten Province, confirmed that organizational commitment mediates the influence of organizational culture and leadership on teacher performance. This finding highlights the relevance of commitment within vocational education settings, which are comparable to maritime higher education institutions in Semarang City. Furthermore, Karrasch (2003) emphasized that lecturers with high professional commitment tend to demonstrate better teaching performance in the classroom, as commitment encourages individuals to strive for the best possible outcomes in their professional responsibilities.

The Effect of Organizational Commitment on Lecturer Performance (H5)

The results of the fifth hypothesis test also demonstrate that organizational commitment has a positive and significant effect on lecturer performance ($\beta = 0.493$; $t = 6.050$; $p = 0.000$). This represents the largest coefficient in the model, indicating that organizational commitment is the strongest predictor of lecturer performance in this study.

The findings of this research are consistent with several recent studies. Agustina (2025) demonstrated that organizational commitment mediates the influence of Organizational Happiness Character (OHC) on lecturer performance, emphasizing the central role of organizational commitment as a predictor of performance. Likewise, Aspan et al. (2025) confirmed that organizational commitment significantly affects lecturers' work effectiveness in private universities in West Papua. Furthermore, Nurhasanah et al. (2025) found that organizational support, personality, and organizational commitment significantly improve lecturers' publication performance in private higher education institutions in the Riau Islands.

In addition, Lubis (2024) confirmed the influence of organizational commitment on lecturer performance, with job satisfaction serving as a moderating variable. Similarly,

Tone (2018) demonstrated the positive effect of organizational commitment on lecturer performance moderated by work motivation.

The high β coefficient (0.493) in this study indicates that lecturers at maritime higher education institutions in Semarang who possess strong emotional attachment and loyalty toward their institutions tend to demonstrate substantially better performance. This finding is consistent with the premise of social learning theory proposed by Amin (2022), which suggests that a supportive organizational environment strengthens commitment and subsequently enhances performance.

Discussion of Mediation Variable Testing

Mediation 1: Professional Competence → Organizational Commitment → Lecturer Performance

The mediation test results indicate that organizational commitment functions as a significant partial mediator in the relationship between professional competence and lecturer performance. Based on the Sobel Test, the calculated z-statistic value was 2.847 ($p < 0.01$), indicating that the indirect effect was statistically significant. Although the magnitude of the direct effect ($\beta = 0.165$) exceeded the indirect effect ($\beta = 0.137$), this finding does not eliminate the existence of the mediation effect. Therefore, professional competence exerts a dominant direct influence on lecturer performance, while part of its influence is also transmitted indirectly through organizational commitment.

The findings regarding significant partial mediation in this study are consistent with the results reported by Irnawati & Nuryani (2023), who also identified the mediating role of organizational commitment in the relationship between professional competence and lecturer performance, although the magnitude of direct and indirect effects may vary across institutional contexts. The dominance of the direct effect of professional competence on lecturer performance observed in this study may be attributed to the characteristics of professional competence in maritime education, which are highly technical and specialized compared with those in general higher education institutions.

As proposed by Fauth et al. (2019), the influence of professional competence on work outcomes is not always direct but may be mediated by process variables such as organizational commitment. Although the use of the Sobel Test in this study confirmed the statistical significance of the mediation effect, future studies are recommended to apply the bootstrap confidence interval method proposed by Preacher and Hayes (2008) in order to obtain more robust estimates of mediation effects.

Mediation 2: Professional Commitment → Organizational Commitment → Lecturer Performance

The results of the second mediation model indicate that organizational commitment functions as a significant partial mediator in the relationship between professional commitment and lecturer performance. Based on the Sobel Test calculation, the z-statistic value obtained was 3.331 with a significance level of $p < 0.001$, exceeding the critical value of 1.96. Therefore, the indirect effect was considered statistically significant.

The magnitude of the indirect effect was calculated as the product of the path coefficient between professional commitment and organizational commitment ($\beta = 0.344$) and the path coefficient between organizational commitment and lecturer performance ($\beta = 0.493$), resulting in an indirect effect value of 0.170. Meanwhile, the direct effect of professional commitment on lecturer performance was 0.166. A comparison of these values indicates that the indirect effect was greater than the direct effect ($0.170 > 0.166$). These findings suggest that the pathway through organizational commitment represents a more effective mechanism than the direct pathway in transmitting the influence of professional commitment on lecturer performance improvement. From a theoretical perspective, these findings reinforce the argument that professional commitment does not operate entirely through direct mechanisms in promoting optimal performance; rather, much of its influence must first be internalized into broader organizational commitment. As proposed by Amin (2022) from a social learning perspective, lecturers with strong professional commitment tend to align the values of their profession with the values of the organization in which they work. This identification process enables the transformation of professional commitment into organizational commitment, which subsequently enhances performance.

These results are consistent with the findings of Tanjung et al. (2025), who explicitly described organizational commitment as a “bridge” between antecedent factors, such as organizational culture, and lecturer performance in private higher education institutions. This metaphor appropriately illustrates the mediating role of organizational commitment identified in the present study. Furthermore, Muttaqin et al. (2023) confirmed that organizational commitment acts as an effective mediating variable in the chain of influence between various antecedent factors and performance outcomes. Therefore, the hypothesis stating that organizational commitment mediates the effect of professional commitment on lecturer performance is accepted. The findings of this study imply that efforts to improve lecturer performance through strengthening professional commitment will be more effective when accompanied by the development of strong organizational commitment.

D. Conclusions

This study confirms that professional competence and professional commitment positively and significantly influence organizational commitment and lecturer performance at maritime higher education institutions in Semarang City. Organizational commitment was identified as the strongest predictor of lecturer performance and also functions as a partial mediator in the relationships between professional competence, professional commitment, and lecturer performance. These findings indicate that improving lecturer performance requires not only strengthening professional competence and professionalism, but also enhancing organizational commitment. Theoretically, this study supports social learning theory by emphasizing the importance of the organizational environment in shaping lecturer behavior and performance. Practically, maritime higher education institutions should focus on developing lecturers' competencies through training and certification while simultaneously strengthening organizational culture, loyalty, and institutional attachment. Future studies are recommended to expand the research scope, include additional variables, and apply more comprehensive analytical approaches such as SEM-PLS or bootstrap mediation analysis to obtain more robust findings.

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