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# The Role of Organizational Commitment Mediation on The Influence of Organizational Culture on The Performance of Private University Education Personnel In Banten Province

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## Abstract.

This study aims to examine the influence of organizational culture on the performance of education personnel through organizational commitment, both directly and indirectly. The research was conducted using a quantitative method. Data collection using questionnaires for education personnel working at private universities accredited "Very Good" or "B" in the Banten Province area was obtained by 152 respondents who were selected using proportional random sampling. The data was analyzed using the SEM (structure equation modelling) method operated through the AMOS program. The results of the study show that organizational culture, organizational commitment, and performance of education personnel are important concepts in human resource management that are interrelated. A strong organizational culture can increase organizational commitment, which in turn can drive improved employee performance. organizational culture has a positive and significant influence on the performance of education personnel, organizational culture has a significant influence on organizational commitment, organizational commitment has a positive and significant influence on the performance of education personnel, organizational commitment is able to mediate the influence of organizational culture on the performance of private university education personnel in Banten Province.

**Keywords:** Organizational Culture, Organizational Commitment, and Performance of Education Personnel.

## 1 Introduction

Research related to education personnel plays an important role in supporting operational and academic success through administrative efficiency, infrastructure management, and role integration within the organization (The *et al.*, 2023). Factors such as work motivation, career development, and training have a significant direct impact on the performance of education personnel, so it is important to develop the right human resources policies (Damarjati *et al.*, 2024). A strong and good organizational culture can be a major factor in achieving the success of an organization. Organizational culture is no longer seen as a legacy of the past, but must also be engineered and placed as *strategic tools* to achieve organizational goals and as a powerful competitiveness (Susanto, 2004: 13).

Education personnel are the most important input instrumental factor. Education personnel as "*Human Resources*" in higher education are certainly the most decisive resource for *output*, so that *the learning experience* for students will be realized. The performance of education personnel has a strategic role in ensuring the success of higher education institutions. As part of the system that manages the administrative and operational aspects, education personnel not only ensure the smooth teaching and learning process but also play a role in maintaining the efficiency and effectiveness of the institution. Without optimal contributions from employees, the quality of educational services can be affected, which ultimately impacts



the reputation and competitiveness of the institution, both at the national and international levels.

The last year of university rankings and the quality of higher education has become a major concern for many countries, including Indonesia. This ranking not only reflects academic reputation but also serves as an evaluation tool to measure the performance of higher education institutions (KamBau, 2024).

### Higher Education (PT) Accreditation Data in Banten in 2023:

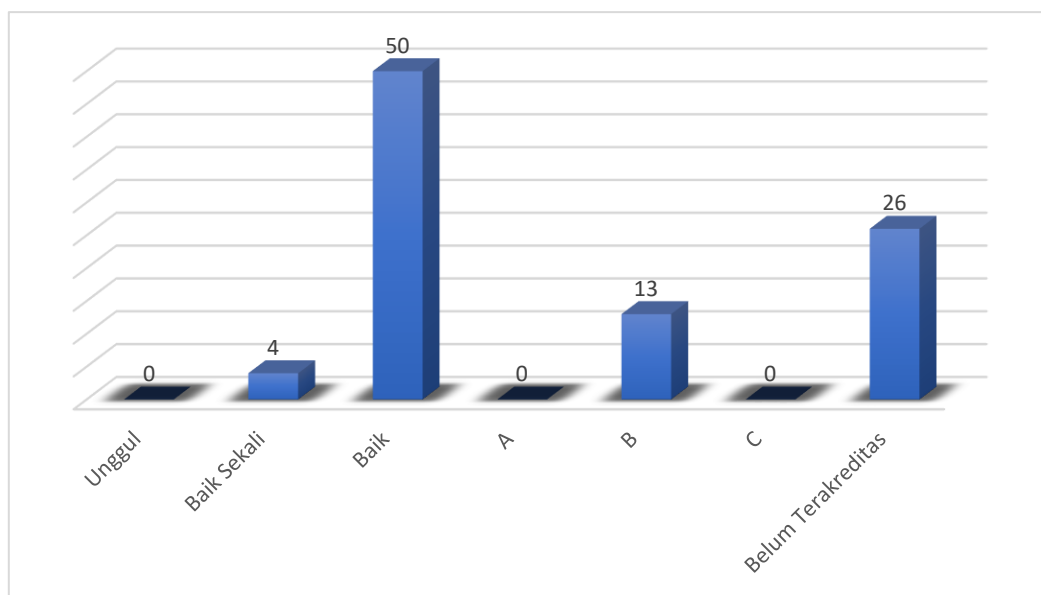


Figure 1. Accreditation of Private Universities (PTS) in West Java and Banten  
Source : <http://direktori.lldikti4/peguruan tinggi>, year 2023

Figure 1 above provides information that those that have not been accredited are 26 universities, the accreditation of universities with Good accreditation is 50 universities, while universities with Good accreditation are 4 universities and with B accreditation are 13 universities. On superior and A accreditation, none of them obtained it. To support the improvement of institutional accreditation, qualified resources are needed, not only seen from the performance of the lecturers, the performance of education personnel must also support this. Institutional accreditation is the final result of various supporting factors, one of which is the performance of education personnel. When education personnel are not able to work optimally, it will be difficult for institutions to achieve the superior standards set by the accreditation body. Therefore, the main focus must be directed to strengthening the performance of education personnel as a strategic step in improving the quality of education.

The results of interviews with several universities and unit leaders at universities in the Banten region show that there is a gap between the expected performance of the institution and the actual performance that emerges in daily practice. The leadership revealed that the university expects education staff to be able to provide fast, accurate, and responsive services, especially in the academic administration process and student services. However, in its implementation, some education personnel still do not consistently meet these standards.

Some education personnel also said that leaders' expectations of service quality are often not balanced with clarity of procedures and adequate training. Education personnel feel that the demand to work faster and more thoroughly is not always supported by a conducive work



environment. For example, there are still information systems that are not fully integrated, coordination between departments that is not optimal, and supporting facilities that are still limited. This condition makes the actual performance of education personnel not fully reflect the quality of work that education personnel are actually able to achieve.

Overall, this performance gap is mainly caused by factors that are not optimal, limited facilities, less effective communication, and uneven training and performance coaching. These findings show the need to improve work processes, increase managerial support, and strengthen collaborative work culture so that actual performance can be closer to the standards expected by the institution.

Banten Province, Indonesia, several striking problems have arisen along with the dynamics in the world of higher education, especially in Private Universities (PTS) (Affandi et al., 2021; Ardiansyah & Kudus, 2021). The first problem that can be identified is the low level of accreditation achieved by Private Universities (PTS) in this province. Many institutions only get good accreditation, and none of them achieve superior accreditation or A. This indicates a gap in the quality of education offered, which can affect the competitiveness of such institutions at the national and international levels (Beginning *et al.*, 2023).

## 2 Method

### 2.1 Variable Operational Definition

Organizational culture can be understood as the deep-rooted values, beliefs, and assumptions that are accepted by the members of the organization and are deep within the organization (Büschgens *et al.*, 2013; Cole & Martin, 2018; Wei & Miraglia, 2017). These indicators reflect key elements of organizational culture that affect the trust, engagement, and performance of organizational members.

Organizational commitment is understood as the extent to which employees recognize and accept the goals and values set by the organization and feel emotionally attached to the organization, and are willing to stay and contribute (Mercury, 2015). Indicators of organizational commitment include affective commitment, normative commitment, and sustainable commitment. This indicator was chosen because it reflects the dimension of organizational commitment that significantly affects performance.

Education personnel performance refers to the achievements that individuals achieve in their careers through work dedication to work that is closely related to the fulfillment of duties (Dewi & Wibowo, 2020; Rojikinnor et al., 2023; Smollan & Mooney, 2024). As for the measurement or performance indicators of education personnel, including the quality of work, the quantity of work, and the timeliness in completing the work. This indicator was chosen because it includes key aspects of performance that are relevant to the duties of employees or education personnel in higher education.

### 2.2 Population and Sample

Population is a generalized area that can be in the form of objects or subjects that have certain qualities and characteristics that are chosen by the researcher to be researched, this can later be concluded (Chandrari, 2017). The population in this study is employees or education personnel who work at private universities whose institutions are accredited "Very Good" or



"B" in the Banten Province area. There are 5 private universities in Banten Province, which will be sampled and become the population in this study, namely:

Table 1. Research Population Data

Ye s	Universitas	Number of Education Staff	Total
1	Universitas Mathlaul Anwar	67	
2	Serang Raya University	103	
3	Univesitas Islam Syeh Yusuf	67	591
4	Pamulang University	184	
5	University of Muhammadiyah Tangerang	170	

Source : processed by Researcher

A sample is a portion of the selected population and represents that population (Chandrari, 2017). The formula used in determining the sample size of a population uses the formula *Slovin*.

Table 2. Research Sample Data

No	Universitas	Populasi	Sample Calculation	Sample
1	Universitas Mathlaul Anwar	67	$\frac{67}{591} \times 152 = 17,2$	17
2	Serang Raya University	103	$\frac{103}{591} \times 152 = 26,5$	27
3	Univesitas Islam Syeh Yusuf	67	$\frac{67}{591} \times 152 = 17,2$	17
4	Pamulang University	184	$\frac{184}{591} \times 152 = 47,3$	47
5	University of Muhammadiyah Tangerang	170	$\frac{170}{591} \times 152 = 43,7$	44
<b>Total</b>		<b>591</b>		<b>152</b>

Source : Data Processed, 2025

## 2.3 Data Analysis Techniques

This study uses the AMOS version 30 *Structural Equation Model* (SEM) analysis technique, to study the influence of organizational culture on the performance of education personnel through organizational commitment both directly and indirectly, and to determine the magnitude of the relationship between variables so that the influence between exogenous and endogenous constructs is known. which is carried out with computer media, starting from the evaluation of *the measurement model of the Mesurement Model Convirmatory Factor Analysis* (CFA), the Model Accuracy Test, to the evaluation of the structural model (Hypothesis Test).

## 3 Result and Discussion

### 3.1 AMOS SEM Analysis

The results of the *Goodness of Fit* SEM Analysis, a theoretical model in the conceptual framework of research, are said to be *fit* if supported by empirical data. The results of the *model's overall goodness of fit* test, are given in the figure and table below

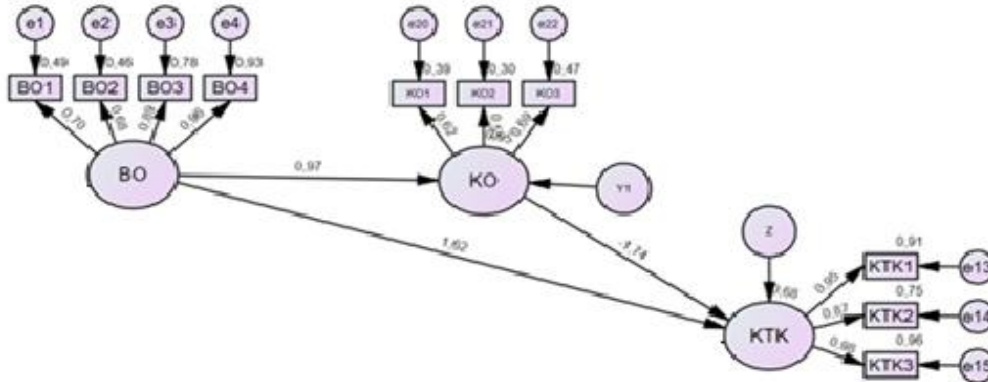


Figure 2. Full Research Model Testing

Tabel 3. Evaluasi Kriteria Goodness of Fit Indices Overall Model SEM

Goodness of Fit Index	Cut-off Value	Model Results	Information
X2 Chi-Square	Expected small	97,629	Fit
Sign Probability	$\geq 0,05$	0,085	Fit
CMIN/DF	$< 2.00$	1,034	Fit
AGFI	$\geq 0,90$	0,977	Fit
GFI	$\geq 0,90$	0,985	Fit
TLI	$\geq 0,95$	0,965	Fit
RMSEA	$\leq 0.08$	0,045	Fit

Source : Data Processed, 2025

Based on the table above, the results of the structural model test show that it can be concluded that the fit model can be concluded, because the SEM model suitability requirements can be met. The assessment of the research model was then carried out using a structural equation model with the help of the AMOS version 30.00 program.

### 3.2 Pengujian Hypothesis

Table 4. Weight Regression Analysis Results

Variabel	Path Coefficients	C.R.	P	Information
Organizational culture → Performance of education personnel	2,248	2,271	0,027	Signifikan
Organizational culture → Organizational commitment	0,866	3,145	0,042	Signifikan
Organizational commitment → Performance of education personnel	2,709	2,284	0,002	Signifikan

Source : Data Processed, 2025

### Organizational culture towards the performance of education personnel

The influence of organizational culture on the performance of education personnel resulted in a C.R value of 2.271 with a *p-value* of 0.027. Because the *p-value* is smaller than the statistical significance at  $\alpha = 5\%$ , the hypothesis that organizational culture has a positive and significant effect on the performance of education personnel is acceptable. It can be



concluded that the better the organizational culture is done, the better the performance of education personnel.

### Organizational Culture towards organizational commitment

The influence of organizational culture on organizational commitment resulted in a C.R (*critical ratio*) value of 3.145 with a *p-value* of 0.042. Since *the p-value* is smaller than the statistical significance at  $\alpha = 5\%$ , the hypothesis that organizational culture has a positive and significant effect on organizational commitment is acceptable. It can be concluded that the first hypothesis that the better the organizational culture, the more organizational commitment will be increased. This shows that the first hypothesis is acceptable and proven.

### Organizational commitment to the performance of education personnel

The effect of employee involvement on the performance of education personnel resulted in a C.R value of 2.284 with a *p-value* of 0.002. Because *the p-value* is smaller than the statistical significance at  $\alpha = 5\%$ , the hypothesis that the organizational commitment to the performance of education personnel has a positive and significant effect is acceptable. It can be concluded that the better the organizational commitment is made, the better the performance of education personnel.

Table 5. Calculation Results on the Parameters of the Model

	Variabel			Direct	Coeficin Indirect	Total
	Exogenous X1	Intervening Y1	Endogenous Y3			
H1	Organizational culture		Performance of education personnel	2,248		
H2	Organizational culture	Organizational commitment		0,866		
H3		Organizational commitment	Performance of education personnel	2,709		
H4	Organizational culture	Organizational Commitment	Performance of education personnel	2,248	0.866x 2.709 = 2.346	5,274

Source : Data Processed, 2025

### Analyze the influence of organizational culture on the performance of education personnel through the mediation of organizational commitment

In Table 5, it can be explained that the indirect influence of organizational culture on the performance of education personnel through organizational commitment has a total coefficient value of 2.346 and is greater than the direct influence of organizational culture on the performance of education personnel of 2.248. These results show that the organizational commitment variable can mediate the influence of organizational culture on the performance of education personnel, so that the hypothesis that organizational commitment mediates the influence of organizational culture on the performance of education personnel can be accepted and proven.



## 4 Discussion

### 4.1 The influence of organizational culture on the performance of education personnel

Based on the results of the hypothesis test, it proves that organizational culture has a positive and significant effect on the performance of education personnel, the better the organizational culture is carried out, the better the performance of education personnel.

The results of this study support the research conducted by Khan *et al.*, (2019), Indupurnahayu *et al.*, (2023), Fitriyah *et al.*, (2022) and Suma & Siregar, (2022). It's also important for organizations to regularly assess and adjust employee culture to align with evolving employee needs. Building and maintaining a positive organizational culture requires dedication and consistency.

Organizational culture has an influence on the performance of educational personnel, that organizational culture forms an overall subjective perception of the organization based on factors such as risk tolerance, pressure on the team and support of people. Harinoto *et al.* (2018) emphasized that the performance of education personnel will be more effective if the organizational culture is carried out more intensively, reflected in innovation and risk, with clear operational procedure standards and protecting employees. Actually, this overall perception becomes the culture or personality of the organization. Each organization has its own culture. The organizational culture may be strong (*strong culture*) and may be weak (*weak culture*). More and more members receive core values (*core value*) and the greater the employee's commitment to these values, the stronger the organizational culture. A strong organizational culture has a positive influence on the performance of education personnel (because it can affect job satisfaction) so that it can reduce *turn over* employees, especially education personnel.

### 4.2 The influence of organizational culture on organizational commitment

Based on the results of the hypothesis test, it is proven that organizational culture has a positive and significant effect on organizational commitment, that the better the organizational culture, the more organizational commitment will increase.

The results of this study support the research conducted by Bektiarso (2022) and Sumardjo & Supriadi (2023), Prianto *et al.*, (2024), Sarpong *et al.*, (2021). A strong organizational culture that prioritizes transparency, trust, and open communication can significantly increase organizational commitment. This can be achieved through regular communication about the organization's values and long-term vision, as well as by providing opportunities for employees to participate in the decision-making process. Organizational culture shapes employees' overall behavior, attitudes, and commitment to the organization through several mechanisms (Jameel, 2022). Organizational culture provides a shared set of values and norms that guide employee behavior Hasan & Nikmah, (2020). These values and norms create a sense of identity and belonging among employees, making employees more likely to align employees' actions with the organization's goals and objectives. Employees who identify organizational values and norms are more likely to exhibit behaviors that support the organization's goals, such as being punctual, responsible, and diligent in their work.



#### **4.3 The Effect of Organizational Commitment on the Performance of Education Personnel**

Based on the results of the hypothesis test, it is proven that organizational commitment has a positive and significant effect on the performance of education personnel, that the better the organizational commitment is carried out, the better the performance of education personnel.

The results of this study support the research that Done By Latifah *et al.* (2024), Sari *et al.* (2023), Hussain *et al.*, (2020), Syardiansah *et al.*, (2024), Sugiati *et al.*, (2024), Color *et al.*, (2024). Organizational commitment can be used to predict professional activity and work behavior because organizational commitment reflects an individual's positive attitude toward the organization. This attitude motivates a person to behave positively, to be disciplined at work, to comply with organizational rules and policies, to maintain good relationships with colleagues, and to increase one's level of achievement. In this way, knowledge and understanding of organizational commitments can be used as a basis for predicting individual work behavior (Sahertian and Soetjipto, 2011)

Model Meyer (2015) It has been accepted as a basic classification in many studies conducted as it finds its place in the academic literature. In summary, this model is used to express the affective commitment that the individual remains in the organization because the employee wants to, the continuity commitment that the individual remains in the organization because the employee needs him, and the normative commitment that the individual stays in the organization because the employee thinks the employee should stay in the organization.

#### **4.4 The influence of organizational culture on the performance of education personnel through the mediation of organizational commitment**

Based on the results of the hypothesis test, it is proven that Organizational Commitment Mediates the Influence of Organizational Culture on Education Staff Performance Results of this study support research that Done By Adam *et al.*, (2020), Louhenapessy & Lindawati, (2022), Syarifin & Atmaja, (2024), Layan *et al.*, (2024), Lahamid *et al.*, (2024). Education staff stated that what they did was important for themselves so that they had the spirit to solve problems. The performance of good education personnel will bring benefits to the company, because the performance of an education staff will affect the growth and development of the company. Performance achievement is in the form of goals from optimal performance of education personnel, the ability to survive in the midst of business competition. An organization can be said to be successful, if the organization is responsive and understands developments to be able to adapt and solve problems and make lessons for the future *To Management*

High commitment can indicate optimal performance. To increase organizational commitment in education personnel, it can be taken by improving the organization's *cognitive framework* which includes attitudes, values, behavioral norms and expectations contributed by organizational members. The higher the organizational culture which is characterized by increased professionalism, trust in colleagues and regularity will foster the relative strength of individual identification and involvement in the organization (Susanto, 2016)



## 5 Conclusion

Based on the results of the research and the discussion that has been described, several conclusions can be drawn to answer the formulation of the problem that has been established since the beginning of the research, the conclusions of this study are:

1. Organizational culture has a positive and significant influence on the performance of education personnel. A positive organizational culture can create a conducive work environment, increase motivation, and ultimately improve the performance of education personnel. Organizational culture has a very important role to encourage and improve the performance of education personnel. The role of culture is as a tool to determine the direction of the organization, direct what can be done and what not to do and provide the same understanding to education personnel.
2. Organizational culture has a positive and significant influence on organizational commitment. A strong and positive culture can increase the commitment of education personnel, while a negative or weak culture can decrease commitment. Education personnel who feel aligned with organizational values and norms tend to be more committed, loyal, and motivated to achieve organizational goals.
3. Organizational commitment has a positive and significant influence on the performance of education personnel. Education personnel who have a high commitment tend to be more dedicated, productive, and loyal to the organization, which ultimately has a positive impact on improving employee performance. Education personnel feel emotionally attached and self-identified with the organization. Education personnel feel a moral obligation to remain in the organization. Education personnel feel the need to stay in the organization because of the costs associated with leaving the organization.
4. Organizational commitment acts as a mediator between organizational culture and the performance of education personnel. A strong and positive organizational culture can increase organizational commitment, which in turn will have a positive impact on improving the performance of education personnel

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