

The Influence of Self-Efficacy and Quality of Work Life on the Professional Commitment of Lecturers in Pamulang University, Indonesia

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ABSTRACT. This study aims to analyze the influence of self-efficacy and quality of work life on the professional commitment of permanent lecturers at Pamulang University. This study uses a quantitative approach with data analysis techniques using Partial Least Squares-Structural Equation Modeling (PLS-SEM) and SITOREM analysis. The study population includes 1,557 permanent lecturers with the academic position of Assistant Expert, and the sample used is 320 people. The research instruments include questionnaires and expert assessment sheets for SITOREM analysis. The results show that self-efficacy has a significant effect on the professional commitment of lecturers with a coefficient value of 0.650. In addition, the quality of work life also affects the professional commitment of lecturers with a coefficient value of 0.344. The conclusion of this study shows that increasing self-efficacy and quality of work life together can strengthen the professional commitment of lecturers. The implication is that human resource management in higher education needs to be focused on strengthening the psychological factors and work environment of lecturers to improve the performance of the tridharma of higher education optimally.

Keywords: *Lecturers, Professional commitment, Quality of work life, Self-efficacy*



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INTRODUCTION

In the era of global transformation, particularly after the COVID-19 pandemic, the role of higher education institutions has become increasingly vital in responding to the rapid changes in science, technology, and socio-economic structures (Smith et al., 2024; Musikavanhu et al., 2024). One of the central challenges faced by universities worldwide is ensuring the quality and commitment of their academic staff, which directly impacts the quality of graduates and the reputation of the institution. The World Bank (2020) notes that the effectiveness of higher education systems in developing countries is strongly influenced by the professionalism and dedication of lecturers (Prasetyo et al., 2022). Hence, sustaining professional commitment among faculty members becomes a strategic necessity to uphold the relevance and competitiveness of higher education institutions in the global arena.

Education is the primary means to support human resource development to increase wealth. Hence, a high-quality education system is required to establish competent human resources. The quality of education, especially higher education, requires appropriate services in all aspects, including a renewable curriculum and good facilities. It also requires the services of a lecturer who understands and knows the characteristics of their students according to their intellectual, emotional, and social needs. Lecturers or faculty members, as components of the higher education system, play a vital role in higher education, which, of course, also becomes a role model for students, primarily related to professional services in the classroom and outside the classroom. Lecturers must be firmly committed to their work as successful role models. A person's psychological relationship with his or her career is known as professional commitment (Blaique & Pinnington, 2022; Blaique et al., 2023). It includes feelings and passion for the work, as well as the self-assurance to uphold the profession's principles and objectives (Goswami et al., 2007).

A lecturer who has a high commitment to his profession is seen in three ways: 1) having a great sense of responsibility for the tasks entrusted to him, especially in the implementation of the tri-dharma of higher education; 2) being responsive to the development of science, technology, and art; and 3) creating student well-being. In essence, professional commitment consists of three dimensions: Strong belief in and acceptance of goals, as well as affective commitment, and professional ideals that promote self-directed learning and greater advancement in one's career (Harini et al., 2023; Zhao et al., 2024); continued commitment is the willingness to put forth significant effort on behalf of the profession (Ibrahim & Iqbal, 2015; Hermanto & Srimulyani, 2022) and typical dedication to a great desire to continue being a speaker in his vocation (Anwar, 2020; Wiegmann et al., 2022).

However, the urgency of this issue is magnified when viewed in the context of private universities in Indonesia, which face distinctive structural and managerial challenges compared to their public counterparts. Limited funding, high turnover of academic staff, and pressure to meet accreditation standards often contribute to inconsistent levels of lecturer engagement and performance. In this respect, Pamulang University, as one of the largest private universities in Indonesia, represents a microcosm of these broader national issues. As is known, lecturers at Pamulang University had low and varying degrees of professional engagement on campus. This claim is based on an early study demonstrating the current unsatisfactory level of professional commitment among lecturers. There are 40.92% of lecturers who do not have high professional commitment. The study was based on nine indicators: important part, pride, enthusiasm, exploring the profession, disruption, pressures, responsibility to stay in the profession, guilt, and sense of loyalty. Moreover, 59.09% of the faculty members who have worked for five years are still in the position of instructor or assistant professor (*Asisten ahli*). It is an early indicator that commitment to the profession is still far from optimal.

This phenomenon is influenced by continuous changes in work patterns, which were initially on-site learning before the pandemic, then became distant learning during the pandemic, and finally returned to offline learning after the pandemic. Consequently, lecturers may not have exerted their utmost effort in implementing tri dharma. This notion is supported by research by Simajuntak and Wahyuni (2021), who state that lecturers have a low commitment to the profession during the COVID-19 pandemic. Thus, the problem becomes not only a managerial concern but an academic urgency, which calls for empirical investigation. The central issue is a discrepancy between the normative expectation that lecturers perform the tri dharma of higher education with integrity and excellence, and the reality of low professional commitment observed among a significant portion of faculty members. This gap reflects a fundamental academic concern that can undermine the entire educational process, from curriculum delivery to student learning outcomes.

The idea of human resource management from a behavioral perspective shows that personal outcomes are directly shaped by individual factors and indirectly affected by organizational factors, group factors, and personal traits (Colquitt et al., 2018). In this study, researchers formulated a

research constellation based on an integrative model of organizational behavior Theory. In this study, the self-efficacy and quality of work-life variables, which include organizational mechanisms, are predicted to influence professional commitment directly. Self-efficacy is believed to play a role in the disengagement from the teaching profession (Zaki et al., 2019). Self-efficacy is defined as an individual's confidence in their capacity to achieve a certain level of performance that impacts their life or events within it (Loiseau et al., 2024; Etherton et al., 2022; Syah & Safrida, 2024). This belief shapes how people think, inspire themselves, and act. Such a belief brings about different outcomes through four primary processes: cognitive, motivational, affective, and selective (Jost et al., 2022).

By the previously mentioned viewpoint, self-efficacy is understood as the confidence or belief in one's capability to successfully execute tasks, implying the ability to plan and implement actions to fulfill assigned responsibilities (Maria et al., 2021). Self-efficacy is characterized by three components: magnitude (the difficulty level of the task) (Celik & Yesilyurt, 2013), strength (the intensity of belief) (Akhter et al., 2012), and generality (the range of behaviors) (Tsai et al., 2011). The magnitude involves beliefs regarding mastery experiences (success in accomplishing the task), which encompasses three components: performance desensitization (the inclination to counteract the negative impact of past accomplishments by maintaining a positive outlook on completing the task), performance exposure (the tendency to emphasize previously achieved successes to bolster confidence in one's capability to finish the task), and self-directed performance (the drive to improve oneself in order to attain the greatest result). Three elements make up strength (firmness of belief): attribution, which is the conviction that one should persevere in finishing the task at hand; relaxation biofeedback, which is the conviction that one can relax in order to reduce stress; and emotional and psychological states, which are the indications that one is successful or unsuccessful when performing a given task a broad behavioral field that encompasses social persuasion and vicarious experiences in general, which includes: interpretative treatment (the necessity to interpret something new and rectify prior inaccurate interpretations) (Gieshoff & Albl-Mikasa, 2024) and self-instruction (the desire to direct oneself to react to various circumstances and conditions constructively and positively) (Mulawarman et al., 2024).

The notion of quality of work life pertains to striking a balance between an individual's personal and professional spheres. It is evidenced by an individual's contentment with their social surroundings and the restricted physical amenities at their disposal (Islam, 2012). Another way to characterize quality of work life is as the interaction between personal perspectives and the organizationally created work environment, which has social, technological, and economic components (Gayathiri & Ramakrishnan, 2017). In this study, six indicators describe the quality of work life: job design, work balance, health, stress, and safety, conflict tolerance, and development and social relations. The claim that quality of work life influences lecturers' professional commitment is supported by research by Hasanati (2018). He asserts that Malaysian public servants' professional commitment is influenced by their work-life balance, and by Sorensen and McKim (2014). They assert that dedication to the teaching profession is positively impacted by work-life balance.

Several previous studies have shown that self-efficacy and quality of work life can indirectly influence professional commitment through variables included in individual mechanisms. However, most of these studies focused on teachers or employees within companies as their primary unit of analysis. Therefore, there is an opportunity for innovation by examining this phenomenon, focusing on tenure lecturers, and utilizing indicators relevant to their specific unit of analysis. Additionally, this research offers the potential for innovation in data analysis techniques using PLS-SEM supplemented with SITOREM analysis. Furthermore, this study directly links self-efficacy and quality of work life, which are part of organizational mechanisms, to professional commitment, a component of individual outcomes, without mediation by individual mechanism variables.

Therefore, there is a theoretical and practical gap to explore how these factors play out specifically within the context of tenure-track lecturers in Indonesian private universities, particularly

in the post-pandemic era. This study responds to that gap by applying a structural equation modeling approach (PLS-SEM), enhanced with SITOREM analysis, to directly examine the impact of self-efficacy and quality of work life on professional commitment, without the mediation of individual mechanisms. In conclusion, addressing the challenge of professional commitment among tenure lecturers is not only a matter of academic performance but also a strategic issue related to institutional sustainability. This study is expected to provide an evidence-based model that can help education managers, especially in private universities, to foster more committed and competent academic personnel. Based on previous studies and relevant theoretical considerations, as well as considering existing phenomena, the purpose of this study is to examine the effect of self-efficacy on professional commitment, investigate the effect of quality of work life on professional commitment, and assess the combined effect of self-efficacy and quality of work life on professional commitment.

METHOD

This research was conducted at Pamulang University, with a population of 1,557 permanent lecturers who hold the position of Assistant Expert. The sample in this study was selected from lecturers with the academic position of Assistant Expert with a work period of more than five years. It was not done without reason. Lecturers with a work period of more than five years should have held the academic position of Lecturer. It is the researcher's consideration that this condition shows that professional commitment is still not optimal. This research was conducted using a proportional random sampling technique. Before distributing the questionnaire, the researcher tested the validity of all variables using the Pearson product-moment correlation technique, while the reliability test used the Cronbach's alpha formula. All variables in this study were declared valid and reliable based on the validity and reliability tests. Sampling was carried out using the proportional random sampling technique, namely dividing according to the proportion of the study program.

Table 1. Results of Validity and Reliability Test

No	Variable	Number of Valid Items	Cronbach's Alpha	Reliability Category
1	Self-Efficacy	40	0.901	Reliable ($\alpha > 0.70$)
2	Quality of Work Life	37	0.945	Reliable ($\alpha > 0.70$)
3	Professional Commitment	37	0.973	Reliable ($\alpha > 0.70$)

Using the validated and reliable questionnaire, the researcher distributed the paper-based questionnaire to 320 respondents using a proportional sampling technique, representing the number of lecturers in each department. The study was conducted for ten months. After obtaining the data, it was processed in three stages: 1) conducting prerequisite analysis tests, including tests for normality and linearity; 2) performing analysis using PLS Structural Equation Modeling (PLS SEM) techniques; and 3) conducting SITOREM analysis. The questionnaire and expert judgment assessment sheets for SITOREM analysis are data extraction techniques used in this study. In comparison, the data analysis technique uses SEM and SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) analysis, which can generally be interpreted as a scientific method used to identify variables in research in management education (Hardhienata, 2016). In SITOREM analysis, each indicator's variables are described in detail, making it possible to map them and choose which indicators should be produced and maintained first for quick improvement. The assessment weights for the indicators were determined based on criteria such as cost, benefit, urgency, and importance. The research steps used in this study were as follows:

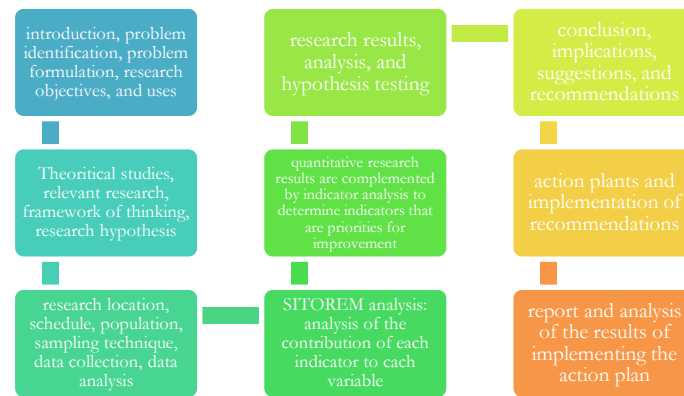


Figure 1 Research Steps Modified form (Setyaningsih & Sunaryo, 2021)

Validity tests and reliability tests in PLS-SEM analysis, namely with the outer model, are used to see how much the indicators can explain the variables. The research findings indicate that, based on the outer model, it can be concluded that this study meets the model validation requirements because the factor loadings are all above 0.6 (Hair et al., 2014). All indicators show strong factor loadings, namely for the quality of work life variables (job design 0.902, work balance 0.934, health & safety 0.940, tolerance 0.869, and development 0.804), self-efficacy variables (magnitude 0.915, strength 0.944, and generally 0.934), and professional commitment variables (important part 0.819, proud 0.820, enthusiastic 0.857, explore profession 0.845, disrupted 0.810, pressures 0.841, responsibility 0.875, guilty 0.835, and loyalty 0.785). These indicators can explain the respective variables effectively. Furthermore, the research demonstrates composite reliability. In a good test measurement, the AVE test has a value for each indicator of >0.5 , then the value can be said to be valid. In this study the value of AVE X_1 is 0.612; AVE X_2 is 0.804 and AVE Y is 0.724. Based on the research results, the AVE value of all variables is >0.5 . This result can be stated in that each variable has a value of good discriminant validity.

Reliability testing is carried out to show the level of accuracy, consistency, and reliability of the instrument in measuring the construct. To measure the reliability of a construct, it is recommended to use the composite reliability and Cronbach's alpha indicators. The Cronbach Alpha X_1 value is 0.684; Cronbach Alpha X_2 is 0.879, and Cronbach Alpha Y is 0.882. Based on the Cronbach's Alpha value of all variables, it has a value >0.6 . These results indicate that each research variable has met the requirements. So that each variable has a high level of reliability, a variable will be said to be reliable if the composite reliability has a value of >0.7 . The composite reliability value of X_1 is 0.835, the composite reliability value of X_2 is 0.921, and the composite reliability value of Y is 0.888. Based on the study's results, the composite reliability of each variable exceeds 0.6. This value proves that each variable has fulfilled the composite reliability, and it can be concluded that all variables have a good level of reliability.

RESULT AND DISCUSSION

Result

The normality test in research uses the null hypothesis formula, which is based on the normality test results. Both variables are declared to be normally distributed; here is a summary of the normality tests that have been performed.

Table 2. Normality Test

Variable	N	L_{count}	L_{table}	Prerequisites for normality test	Conclusion
X_1 to Y	320	0,041	0,049	$0,045 < 0,05$	Normal distribution
X_2 to Y	320	0,043	0,049	$0,043 < 0,05$	Normal distribution

The second pre-conditional test is the homogeneity test, which tests the distribution of data from two or more variants originating from or not homogeneous populations. The homogeneity test in this study uses the Bartlett homogeneity assumption test. Here are the results of the homogeneity tests.

Table 3. Test of Homogeneity

A grouping of data	Df	X ² _{count}	X ² _{table}	The prerequisite of homogeneity	Conclusion
X ₁ to Y	1	1,804	3,841	1,804 < 3,841 and sig. 0,168 > 0,05	Both variables have the same variants, this means that the homogeneity of variable X ₁ with variable Y comes from a homogeneous data population
X ₂ to Y	1	0,175	3,841	0,175 < 3,841 and sig. 0,676 > 0,05	Both variables have the same variants, this means that the homogeneity of variable X ₂ with variable Y comes from a homogeneous data population

The third preconditional test was a linearity test. The result of the linearity test indicates that the variables in this study are linear.

Table 4. Linearity Test Regression Equations

The relation between variables	Regression equation	F _{count}	F _{table}	Conclusion
X ₁ to Y	Y = 5,397 + 0,959 X ₁	0,767	1,39	Linear pattern
X ₂ to Y	Y = 6,742 + 0,977 X ₂	1,244	1,39	Linear pattern

The results of hypothesis testing are summarised in Table 5.

Table 5. Hypothesis Test Results

Variable	N	B	t _{count}	t _{table}		Conclusion
				α = 0,05	α = 0,01	
X1 over Y	320	0,650	13,815	1,645	2,326	Very significant
X2 over Y	320	0,344	7,320	1,645	2,326	Very significant

The results of the SITOREM analysis for the three research variables are presented in Table 6.

Table 6. SITOREM Analysis Results

The order of priority indicators for immediate fixing	Indicators to Maintain or Develop
1. explore the profession	1. pressures
2. important part	2. disrupted
3. sense of loyalty	3. Job Design
4. Proud	4. Health, Stress and Safety
5. responsibility to stay in the profession	5. Conflict Tolerance
6. Enthusiastic	6. Development
7. guilty	7. Generally
8. Work Balance	
9. Magnitude	
10. Strength	

The SITOREM analysis results indicate that there are indicators within each variable. For each indicator, some aspects need improvement based on statistical test values and expert evaluators' assessments. The self-efficacy and quality of work life variables have been shown to influence lower levels of commitment to the teaching profession. The following is the constellation

of the study consisting of three variables: two free variables, one bonded variable and 17 research indicators.

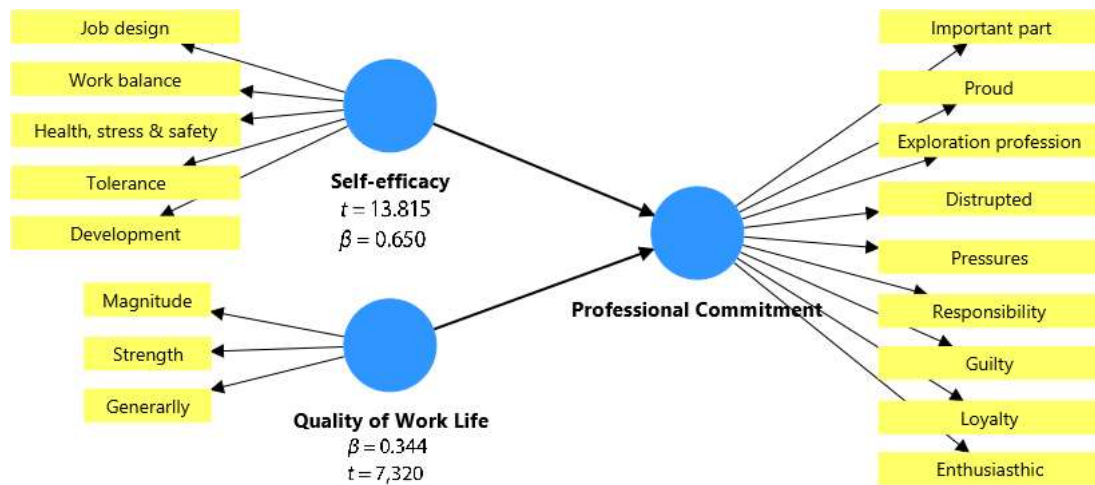


Figure 2. Research Constellation

Discussion

The findings of this study revealed a significant positive relationship between self-efficacy and professional commitment. Hypothesis testing indicated that the path coefficient of self-efficacy toward professional commitment was 0.650 with a significance value of 0.000, leading to the rejection of H_0 . These findings confirm that self-efficacy plays a critical role in fostering professional dedication among lecturers. This result aligns with the study of Fathi Jalil and Rostami Elahi Sovadi (2018), who found a significant positive correlation ($r = 0.410$, $p = 0.001$) between teacher self-efficacy and job satisfaction among Iranian ELF teachers, mediated by teaching commitment. Moreover, the findings are corroborated by prior research (Sun et al., 2023; Sumual, 2014; Onyeizugbe et al., 2018), all of which emphasise the reinforcing effect of self-efficacy on professional commitment. However, the results of the SITOREM analysis indicate that self-efficacy is not uniformly strong; two out of six indicators—namely, magnitude and strength—require improvement, as do seven out of nine indicators related to the self-efficacy variable. It highlights that a deficit in self-efficacy contributes to weaknesses in professional commitment, suggesting a need for targeted development in these areas.

Further, the SITOREM findings reveal that the suboptimal professional dedication among lecturers may be rooted in their limited innovation, insufficient mastery, and lack of up-to-date knowledge in their respective fields. These factors hinder the affective and normative components of commitment. Reinforcing lecturers' belief in their ability to execute tasks effectively and granting autonomy in problem-solving can enhance their enthusiasm, an affective commitment trait. Additionally, motivation to improve personal performance, overcome procrastination, and engage in continuous improvement is likely to increase if lecturers receive positive reinforcement through self-directed performance evaluations. Such internal motivation fosters a sense of responsibility and pride, which are integral to sustained professional commitment. Moreover, cultivating self-confidence to set and achieve goals, while regulating dissatisfaction with workloads through self-evaluation, may diminish turnover intentions and strengthen normative commitment. In sum, enhancing lecturers' self-efficacy serves as a strategic lever to increase their overall professional commitment, as it impacts multiple dimensions of psychological engagement with their roles.

Based on testing the second alternative hypothesis, it was found that the quality of work life significantly influences lecturers' professional commitment. With a coefficient value of 0.344 at a significance level of 0.000, the null hypothesis is rejected and the alternative hypothesis is accepted. These results confirm that the quality of work life is a significant determinant in encouraging

lecturers' dedication to their profession. This finding aligns with research by Permarupan et al. (2013), which showed a significant positive relationship between quality of work life and affective commitment, with an r value of 0.462 at a significance level of 0.000. Several other studies, such as those by Beller et al. (2018), Allameh and Ansari (2013), Sajjad and Abbasi (2014), Abebe and Assemie (2023), Zohriah et al. (2023), and Osibanjo et al. (2019), also confirm this positive relationship, strengthening the argument that a healthy and balanced work environment is the foundation for strong professional commitment.

However, the analysis using the SITOREM method indicates that of the five indicators of work-life quality (job design, work-life balance, health and safety, tolerance, and development), "work-life balance" is a top priority for improvement. Meanwhile, of the nine indicators of professional commitment, seven indicators related to the importance of the profession, pride, enthusiasm, professional exploration, responsibility, guilt, and loyalty require special attention. These findings indicate that fluctuations in lecturers' commitment levels are largely influenced by an imbalance between their personal and professional lives, particularly since the COVID-19 pandemic shifted work patterns to online and home-based work. Post-pandemic adaptations also require lecturers to readjust to new work patterns, such as blended learning, which often creates role conflicts between personal and professional responsibilities.

To address these issues, strategies are needed to strengthen lecturers' work-life balance through structured work design with simple and easy-to-understand systems, both in carrying out educational tasks, research, and community service. When lecturers can balance time and energy between their personal and professional lives, a mutually supportive symbiotic relationship will form. It, in turn, will strengthen indicators of professional commitment, particularly pride and loyalty to the profession. Conversely, without adequate balance, many lecturers tend to carry out the *Tri Dharma* of Higher Education merely as an administrative obligation, rather than as a form of deep dedication to their profession.

Furthermore, strengthening aspects of work design, occupational health and safety, and providing space for lecturers to develop themselves and solve problems independently can increase their affective and normative commitment. When lecturers are given clarity regarding their roles and responsibilities, as well as the freedom to work to the fullest extent of their competencies, they will have a greater awareness of the strategic value of their profession. Thus, a sense of responsibility, pride, and a desire to continue exploring the profession will naturally grow. Based on the above discussion, improving the quality of work life, particularly through creating a healthy work-life balance, is a strategic step in sustainably enhancing lecturers' professional commitment.

In the third alternative hypothesis, the coefficient of determination data obtained was 0.981, which means that self-efficacy and quality of work life influence lecturers' professional commitment. This finding means that the third null hypothesis is rejected, and the third alternative hypothesis is accepted, so it can be concluded that self-efficacy and quality of work life simultaneously influence lecturers' professional commitment. Thus, the balance between personal and professional life, referring to the lecturer's reaction to the relationship between the individual's views and the work environment designed by the university, which is supported by a strong self-efficacy, will strengthen the professional commitment of the lecturer concerned. The Theory supports the above put forward by Colquitt (Marsono, 2019) that an individual outcomes variable does not stand alone and happen but is influenced by various factors, including variables that are part of organizational mechanisms, variables that are included in the group mechanism group, and variables that are included in the individual characteristic section.

CONCLUSION

Self-efficacy and quality of work life significantly influence the professional commitment of permanent lecturers at Pamulang University, both partially and simultaneously. SITOREM analysis

identified that the work-life balance indicator in the quality of work life variable, as well as the attribution and relaxation biofeedback indicators in self-efficacy, are aspects that need immediate improvement. Furthermore, seven of the nine professional commitment indicators also showed weaknesses, such as pride, responsibility, and loyalty. Theoretically, these findings strengthen the relevance of Bandura's self-efficacy Theory and the quality of work life framework in the context of higher education in Indonesia. Practically, the results of this study encourage institutions to design policies to improve work-life balance, self-confidence-boosting training, and flexible and supportive work systems. The limitations of this study lie in its quantitative approach and limited scope at a single institution, so the results cannot be generalised widely. Therefore, further research is recommended to use a mixed-methods approach and expand the population and variables studied to obtain a more comprehensive and in-depth understanding of lecturers' professional commitment.

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