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Empowering Faculty Excellence: How University Support, Commitment, and Digital Technology Drive Performance

Muhammad Rafli[1], Kartika Sari Lubis[2*], Shofyan Rony[3]
[1,2,3] Management Program, Potensi Utama University
muhammadrafliii0912@gmail.com[1] , kartikalubis77@gmail.com[2*], ronie.snr82@gmail.com[3]

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Abstract

The objective of this study is to evaluate the effect of higher education institution support on lecturer performance, with commitment as a mediating variable and the function of digital technology as a moderator in the relationship between variables. One of the private universities in XXX Province's undergraduate economics study program served as the site for this investigation. A questionnaire survey with a sample of 269 respondents was the methodology employed. The SEM-PLS method was used to analyze the data. The findings demonstrated that instructor dedication is impacted by university assistance. In addition, university support also affects lecturer performance through mediation of commitment, and the relationship is further strengthened by the use of digital technology as a moderator. The implications of this study emphasize the importance for private universities in XXX Province to consider these factors in the management and development of human resources, especially lecturers, this study contributes both theoretically and practically to a deeper understanding of the factors that affect lecturers' commitment and performance, with the goal of improving the quality of education.

Keywords: higher education, Commitment, Lecturer Performance, Digital Technology

INTRODUCTION

Universities have a strategic role in improving the quality of higher education through professional human resource management, especially lecturers. Lecturers are not only responsible for the learning process, but also for research and community service as part of the Tridharma of Higher Education. Optimal lecturer performance is strongly influenced by various factors, one of which is the support of higher education institutions which includes professional development, access to academic facilities, and policies that support innovation and lecturer welfare. In this context, lecturer commitment to the institution is an important factor that can mediate the relationship between university support and lecturer performance. Lecturers who have high commitment will be more motivated to optimize their academic duties, both in the aspects of teaching, research, and community service. However, in the era of digital transformation, the use of digital technology is also a key factor that can strengthen or even change the dynamics of the relationship. Digital technology allows lecturers to improve teaching effectiveness, expand access to scientific resources, and accelerate academic collaboration across institutions and countries. Therefore, this study aims to analyze the role of university support in improving lecturer performance, with commitment as the mediator variable and digital technology utilization as the moderator variable. By understanding this relationship more deeply,

it is hoped that the research results can provide insights for higher education managers in designing more effective policies in supporting lecturers and improving the quality of higher education in the digital era.

Universities in XXX Province are implementing various strategic initiatives to improve the quality of teaching and research, in order to prepare students to better face the challenges of an increasingly complex workforce. On the other hand, these institutions must also overcome a number of challenges, including the limited accessibility of higher education in some areas, disparities in quality between universities, and difficulties in adapting to technological advances and changing employment needs. The availability of adequate facilities and infrastructure as well as the level of close collaboration between universities, industry, and local government are crucial elements that affect the performance of lecturers. Thus, the quality of education in XXX Province as reflected by quality teaching, innovative research, impactful community service, and strategic cooperation with the industrial sector must be studied holistically to ensure that lecturers can play a maximum role in producing superior and highly competitive graduates.

Meyer and Allen (2018) see organizational commitment as a very important factor in maintaining employee loyalty and performance. By understanding these types of commitment, organizations can take strategic steps to increase employee engagement, reduce turnover rates, and create a more productive work environment. It is characterized by an employee's dedication to the goals and values of the organization and willingness to exert effort on behalf of the organization. Organizational commitment can contribute to increased employee job satisfaction, which in turn can have a positive impact on the productivity and performance of the organization as a whole.

Lecturer performance is the work of lecturers when carrying out teaching and research tasks. Lecturer performance is more complex in general in the context of educational institutions, performance as a lecturer's contribution to the achievement of educational goals and objectives. According to KepDirjen No. 12/E/KPT/2021, the dimensions of lecturer performance include conducting research, teaching, and community service; planning and carrying out the learning process; assessing and evaluating learning outcomes; and continuously improving and developing academic credentials and competencies in accordance with advancements in science, technology, and the arts.

According to Kusumastuti, D. (2001), university support plays a crucial role in improving lecturer performance. As part of the academic ecosystem, lecturers have the main responsibility in carrying out the Tridharma of Higher Education, namely teaching, research, and community service. To ensure lecturers can optimally carry out this role, universities need to provide various forms of support, both in terms of policies, facilities, human resource development, and welfare. This support not only contributes to improving the quality of individual lecturers but also has an impact on the overall progress of the institution, including improved academic reputation, graduate competitiveness, and innovation in research and community service.

Digital Technology Utilization is the use of information and communication technology (TIK) in various sectors to improve efficiency, innovation, and access to services, including education, business, and government. The utilization of digital technology is a key factor in the transformation of the world of education, including in improving the performance of lecturers in higher education. With the development of information and communication technology (TIK), lecturers can utilize various digital platforms to improve work efficiency, develop innovative teaching methods, and expand access to scientific resources and academic collaboration. The utilization of digital technology helps lecturers to improve work efficiency, innovate teaching methods, and expand access to scholarly resources and academic collaboration. With proper technology adoption, lecturers' performance in teaching, research, and community service can be significantly improved. This has a direct impact on improving the quality of learning, research productivity, and the effectiveness of academic activities, so as to produce graduates who are more qualified, highly competitive, and ready to face challenges in the digital era. Bates (2019) argues that digital technology allows lecturers to improve teaching quality through blended learning and online learning, which can be accessed anytime and anywhere.

LITERATURE REVIEW

University Support and Lecturer Performance

Institutional support from universities is a critical factor in creating a conducive work environment for lecturers. This support includes professional development opportunities, access to academic infrastructure, supportive academic policies, and lecturer welfare.

According to Sagala et al. (2021), strong institutional support significantly enhances lecturer motivation and productivity in carrying out the tri dharma of higher education (teaching, research, and community service).

Commitment as a Mediating Variable

A study by Putri et al. (2022) highlighted that lecturers' commitment to their institution fosters loyalty and a sense of responsibility, which directly impacts their academic achievements. Over time, such commitment supports the sustainability of quality education in higher education institutions.

Digital Technology Utilization as a Moderating Variable

In the digital era, higher education is undergoing significant transformation, especially in how lecturers perform their duties. Digital technology enhances efficiency, flexibility in teaching, and access to global academic resources. Huda et al. (2020) stated that the integration of digital tools in academic processes strengthens the effect of institutional support on lecturer performance.

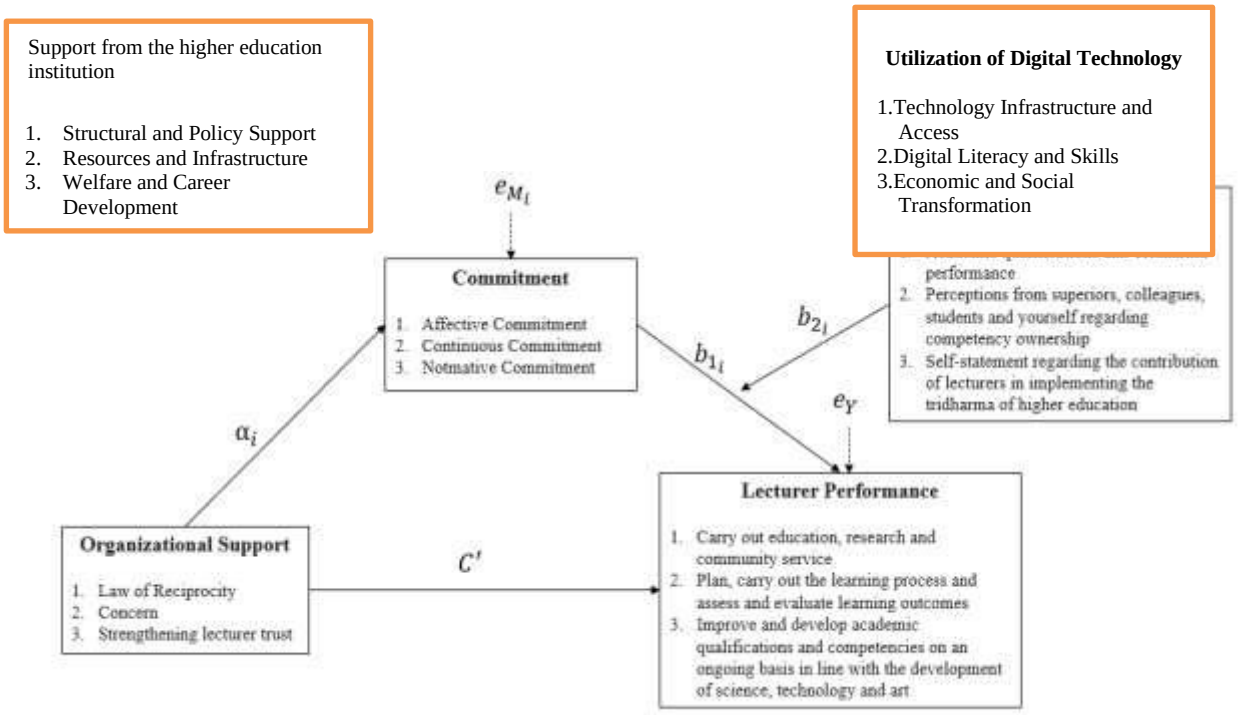

Figure 1: Frame work, 2024

The framework shown in Figure 1 leads to the formulation of the following hypothesis:
H1: Commitment is impacted by higher education institution support
H2: Commitment mediates the relationship between support from the higher education institution and lecturer performance.
H3: Commitment and the use of digital technology as a moderator mediate the relationship between support from the higher education institution and lecturer performance.

METHOD

The purpose of this study is to determine if the university support variable influences lecturers' performance in a way that is mediated by commitment and moderated by digital technology use. A Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) is used to measure each indicator. Descriptive verification research design was employed. However, a quantitative approach is the research methodology that is employed. Lecturers were interviewed and given questionnaires as part of the investigation. The S1 Economics Study Program at Private Universities in the XXX Province served as the research site. Totaling 269 lecturers, the respondents were permanent instructors who agreed to employ digital technology in the S1 Economics Study Program at private universities in the XXX Province. SEM-PLS is the analytical instrument utilized. The variables' measurements are displayed as follows in Table 1:

Table 1: Variable Measurement

Variabel	Dimensi	Reference
Support from the higher education institution	1. Structural and Policy Support 2. Resources and Infrastructure 3. Welfare and Career Development	Kusumastuti, D. (2001)
Commitment	1. Affective Commitment 2. Continuous Commitment 3. Normative Commitment	Meyer dan Allen (2018)
Utilization of Digital Technology	1. Technology Infrastructure and Access 2. Digital Literacy and Skills 3. Economic and Social Transformation	Bates (2019)
Lecturer Performance	1. Conducting teaching, research and community service 2. Planning, implementing the learning process and assessing and evaluating the learning outcomes 3. Continuously improve and develop academic qualifications and competencies in accordance with the development of science, technology and art.	KepDirjen No 12/E/KPT/2021

Source: processed data results, 2024

RESULT

In order to ascertain the characteristics of respondents, questionnaires were sent in order to gather primary data for this study. The majority of professors in this study were between the ages of 36 and 55, according to the findings of distributing questionnaires to 269 lecturers, which showed that 55.02% of the lecturers were male and 44.98% were female. 63.94% of lecturers have worked for 6 to 15 years, and the majority have a master's degree. Most instructors now hold the functional title of assistant professor.

Table 2: Respondent Profile

No	Characteristics of Respondents	Information	Rate (%)
1	Sex	1. Man	55,02%
		2. Woman	44,98%
2	Age	1. 25 – 35 years	22,30%
		2. 36 – 45 years	36,06%
		3. 46 – 55 years	32,71%
		4. > 56 years old	8,92%
3	Education Level	1. Magister	82,90%
		2. Doktor	17,10%
4	Years of service	1. < 5 years old	13,75%
		2. 6 – 10 years	46,10%
		3. 11 – 15 years	17,84%
		4. 16 – 20 years	5,58%
		5. > 20 years old	16,73%
5	Functional	1. Assistant Professor	79,91%
		2. Associate Professor	20,09%

Source: processed data results, 2024

In order to ascertain the characteristics of respondents, questionnaires were distributed to collect primary data for this study. As shown in Table 2, the majority of lecturers in this study were male (55.02%) and within the age range of 36 to 55 years (68.77%). Most of the respondents held a master's degree (82.90%), had between 6 to 15 years of teaching experience (63.94%), and held the academic rank of assistant professor (79.91%).

Table 3: Outer Loading

Indicators	Utilization of Digital Technology	Commitment	Moderating Effect 1	Support from the higher education institution	Performance
Commitment * Utilization of Digital Technology			2.439		
M1	0.906				
M2	0.946				
M3	0.929				
X1.1				0.941	
X1.2				0.960	
X1.3				0.957	
X2.1		0.934			
X2.2		0.785			
X2.3		0.916			
Z1					0.968
Z2					0.946
Z3					0.902

Source: processed data results, 2024

The inner model (structural model) is evaluated only after the outer model has been tested and found to be satisfactory, as shown in Table 3. Table 3 presents the outer loading values for each indicator, all of which meet the minimum loading factor threshold, indicating good indicator reliability. Following this, the inner model is assessed using the t-statistic values of the path coefficients and the R-squared values to determine the explanatory power of the dependent constructs.

Table 4: Construct Reliability and Validity

Variable	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Utilization of Digital Technology	0.919	0.923	0.949	0.860
Commitment	0.853	0.876	0.912	0.775
Moderating Effect 1	1.000	1.000	1.000	1.000
Support from the higher education institution	0.949	0.950	0.967	0.908
Performance	0.933	0.941	0.957	0.882

Source: processed data results, 2024

After confirming that the outer model meets the required validity and reliability criteria, as shown in Table 4, the inner (structural) model is then tested. The evaluation of the inner model is based on the t-statistic values of the path coefficients and the R-squared values, which indicate the explanatory power of the dependent constructs.

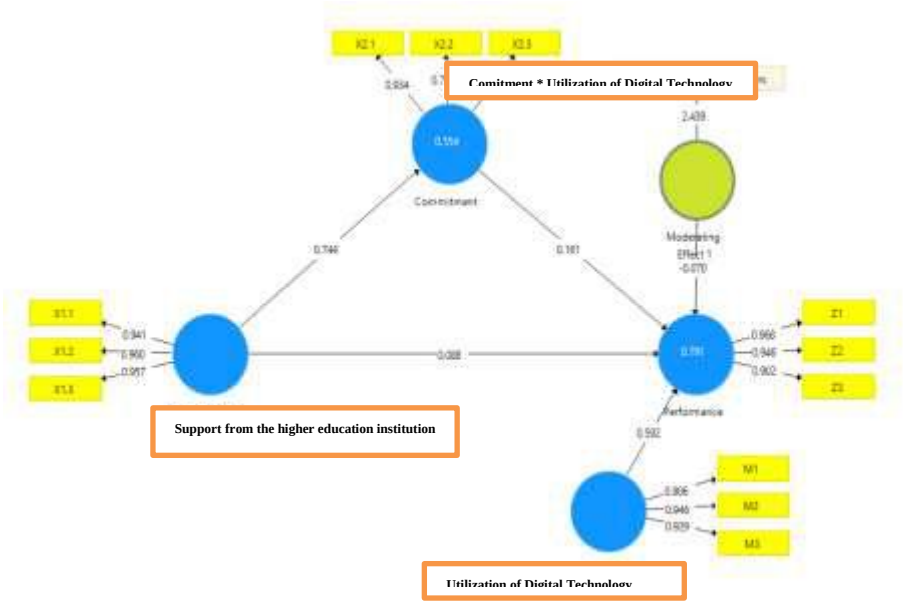

Figure 2. A contrasting color ought to be used in the graphics sample line.

The prediction model of the suggested research model performs better the greater the r-square value. The degree of relevance in the test hypothesis is indicated by the route coefficient value. Whether or not the exogenous latent variable has a significant impact on the endogenous variable is explained by changes in the R2 value. The model may be classified as strong, moderate, or weak based on its R2 values of 0.75, 0.50, and 0.25. The prediction model of the suggested research model is better the higher the R2 value. Table 5's r-squared value indicates that organizational support has a 55.4% impact on commitment, with other characteristics not included in the study accounting for the remaining 44.6%. The findings of the study indicated that 79.1% of the influence of higher education institution support on performance is mediated by commitment and moderated by digital technology use, with the remaining 20.9% being explained by constructs not included in this study.

Table 5: Measurement Model Test Result

Variable	R Square	R Square Adjusted
Commitment	0.554	0.552
Performance	0.791	0.788

Source: processed data results, 2024

As shown in Table 6, the R Square value for the variable *Commitment* is 0.554, indicating that 55.4% of the variance in commitment can be explained by the independent variables in the model. Meanwhile, the R Square value for *Performance* is 0.791, meaning that 79.1% of the variance in lecturer performance is explained by the model. These values suggest that the prediction model has strong explanatory power in the structural model testing.

Table 6: Hypothesis Testing Results

Variable	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values	Conclusion
Utilization of Digital Technology -> Performance	0.592	0.589	0.045	13.071	0.000	Supported
Commitment -> Performance	0.161	0.161	0.053	3.023	0.003	Supported
Moderating Effect 1 -> Performance	-0.070	-0.073	0.021	3.269	0.001	Supported

Support from the higher education institution -> Commitment	0.744	0.742	0.041	18.011	0.000	Supported
Support from the higher education institution -> Performance	0.088	0.092	0.039	2.272	0.024	Supported
Support from the higher education institution -> Commitment -> Performance	0.483	0.480	0.068	7.080	0.000	Supported

Source: processed data results, 2024

Hypothesis 1: Whether Support from the higher education institution affects commitment. The test results indicate that the coefficient of support from the higher education institution has a positive impact on commitment, with a value of 0.744 and a t-statistic of 18.011. Based on these findings, it can be concluded that the t-statistic is significant, as it exceeds 1.96, accompanied by a p-value.

Hypothesis 2: Support from the higher education institution affects performance mediated by commitment. With a t-statistic of 7.080 and a coefficient of 0.483, the test findings demonstrate that the higher education institution's support has a favorable impact on performance mediated by commitment. According to these findings, the t-statistic is significant as the p-value is more than 1.96.

Hypothesis 3: Support from the higher education institution affects performance mediated by commitment and moderated by the application of digital technologies. According to the test results, the higher education institution's support coefficient (0.592) has a positive impact on performance, which is mediated by commitment and moderated by the use of digital technology (t-statistic: 13.071). According to these findings, the t-statistic is significant as the p-value is more than 1.96.

DISCUSSION

Support from higher education institutions has a significant influence on lecturer commitment. This finding suggests that factors such as appreciation, recognition, attention, professional development opportunities, and a conducive work atmosphere positively affects the degree of dedication of lecturers. Therefore, universities need to build a clear and transparent mechanism in appreciating lecturers' performance. This mechanism can be in the form of a structured performance appraisal system, assignment of special projects, or annual awards for specific achievements, which are managed fairly and objectively.In addition, involving lecturers in curriculum development is an important step to increase their commitment. Involving lecturers in curriculum committees, designing new programs, and providing input on curriculum improvement will make lecturers feel that they have a significant role to play in the study program's growth, thus increasing their commitment to the institution. Lecturers' participation in strategic decision-making processes in higher education can also strengthen their sense of belonging and commitment. Inviting lecturers to meetings or forums that discuss the institution's plans and goals, as well as applying a consultative approach in decision-making that directly affects lecturers, are effective steps to increase their involvement. To improve the weakness related to the indicator “Higher education provides legal assistance,” institutions can offer legal counseling services for lecturers. This service includes access to legal counselors to assist lecturers with various legal issues, such as their employment contracts, rights, and obligations. By providing this legal support, colleges can increase the sense of security and support for lecturers, which in turn strengthens their commitment to the institution.

Lecturer performance is impacted by commitment. This is based on the intrinsic motivation of lecturers to give their best in their work. They feel bound to achieve institutional goals and have a positive impact on students and society. In addition, attachment to higher education makes lecturers tend to be more

loyal to the institution. They are more likely to stay within the college and contribute sustainably to the growth and development of the institution. Lecturers' dedication and productivity are also influenced by their level of commitment. To increase the influence of Commitment, S1 Economics Study Programs in Private Universities in XXX Province can take several steps. Facilitate lecturers' career development by providing continuous instruction and growth. This covers training in pedagogy, research opportunities, and guidance development. Lecturers who feel they have opportunities for continuous career development will be more likely to commit. In addition, it is important to create a supportive work environment in higher education. This ensures comfortable facilities, mental and physical well-being support, and healthy work-life balance programs. Lecturers who feel supported will be more motivated and have higher performance. College leaders can also encourage collaboration and teamwork between lecturers, peers and students. This collaboration can include joint research, course development, and innovative projects. Lecturers who feel involved in positive collaboration are more committed to the institution. Furthermore, it is important for higher education leaders to regularly recognize and appreciate lecturers for their contributions and achievements. Awards, public recognition, or opportunities to share achievements with the academic community can strengthen lecturers' commitment. Support from higher education institutions mediated by lecturer commitment with moderation of digital technology utilization is a variable that significantly impacts the performance of lecturers. The influence is driven by various factors that support the interaction between the three variables. Optimal utilization of digital technology often has a favorable effect on the caliber of lectures, including in curriculum planning, the application of more effective teaching methods, and a more accurate assessment system. These improvements in teaching quality contribute to the overall performance of lecturers. In addition, the utilization of digital technology also along plays a significant part in increasing lecturers' empowerment and confidence in performing their responsibilities. With better skills and qualifications, lecturers become more motivated to perform. This strengthens the relationship between lecturers' commitment and Execution. Additionally, the use of digital technology benefits lecturers' career development. Lecturers with better qualifications tend to have greater access to promotion and promotion opportunities, which encourages them to improve their performance and maintain their commitment to the institution.

Thus, lecturer commitment moderated by digital technology utilization has a significant influence on performance, where digital technology utilization is a key factor that along enhances the favorable correlation between lecturer performance and commitment.

To enhance the impact of Commitment, S1 Economics Study Programs at Private Universities in XXX Province should facilitate lecturers' access to resources, training programs, and scholarship opportunities aimed at improving their qualifications. These initiatives are expected to boost lecturers' motivation in fulfilling the tridharma of higher education. Furthermore, recognition and reward systems, such as public acknowledgments, financial incentives, or opportunities for further professional development, play a crucial role in career advancement. Such recognition will reinforce the connection between lecturers' commitment, their attainment of certifications, and improved overall performance.

CONCLUSION

It may be inferred from the analysis's findings that universities have a big impact on lecturers' dedication. Factors such as appreciation, recognition, attention, professional development opportunities, and a positive work environment play an important role in increasing lecturers' commitment levels. Therefore, universities need to establish a clear and transparent mechanism to recognize lecturers' performance and involve them in curriculum development and strategic decision-making. In addition, universities can increase support for lecturers by providing legal counseling services, career development facilities, a supportive work environment, and promoting collaboration between lecturers, peers, and students. Lecturers' commitment also has an influence on their performance, as intrinsic motivation and attachment to the college encourage dedication and higher productivity. Digital technology utilization can also moderate the relationship between commitment and performance, as it improves teaching quality, provides empowerment and confidence, and opens up career development opportunities. Therefore, to increase the influence of commitment, steps can be taken to provide active support to lecturers who develop clear career plans, organize continuous training and development programs, and provide recognition and rewards to lecturers. Thus, by increasing lecturer commitment, universities can positively influence lecturer performance and better achieve institutional goals.

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