

Competence And Performance: The Mediating Role Of Organizational Commitment

Haerul Efendi¹, Astil Harli Roslan^{2*}

^{1,2}STIE Enam Enam Kendari, Jl. Bunga Kamboja No 79 Kemaraya, Kec. Mandonga, Kota Kendari, Prov. Sulawesi Tenggara
astilharliroslan7@gmail.com

Abstract

This study aims to analyze the influence of competence on lecturer performance, the influence of competence on organizational commitment, and the influence of organizational commitment on the performance of private university lecturers in Kendari City. This study also examines the role of organizational commitment as a mediating variable in the relationship between competence and performance. The approach used is quantitative with the survey method. The data was collected through a closed questionnaire that was distributed to 230 lecturers of private universities in Kendari City. Data analysis was carried out using Structural Equation Modeling based on Partial Least Squares (SEM-PLS). The results of the study show that competence has a positive and significant effect on organizational commitment and lecturer performance. Organizational commitment has also been proven to have a positive and significant effect on lecturer performance. In addition, organizational commitment is able to mediate the influence of competence on performance. These findings show that the improvement in lecturers' performance is not only influenced by professional ability, but also by the level of attachment and loyalty to the institution. This research makes a theoretical contribution to the development of a model of competency and performance relationships through organizational commitment, as well as provides practical implications for human resource management in private universities.

Keywords: Competence, Organizational Commitment, Lecturer Performance

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh kompetensi terhadap kinerja dosen, pengaruh kompetensi terhadap komitmen organisasi, dan pengaruh komitmen organisasi terhadap kinerja dosen universitas swasta di Kota Kendari. Penelitian ini juga mengkaji peran komitmen organisasi sebagai variabel mediasi dalam hubungan antara kompetensi dan kinerja. Pendekatan yang digunakan adalah kuantitatif dengan metode survei. Data dikumpulkan melalui kuesioner tertutup yang dibagikan kepada 230 dosen universitas swasta di Kota Kendari. Analisis data dilakukan menggunakan Structural Equation Modeling berbasis Partial Least Squares (SEM-PLS). Hasil penelitian menunjukkan bahwa kompetensi memiliki pengaruh positif dan signifikan terhadap komitmen organisasi dan kinerja dosen. Komitmen organisasi juga terbukti memiliki pengaruh positif dan signifikan terhadap kinerja dosen. Selain itu, komitmen organisasi mampu memediasi pengaruh kompetensi terhadap kinerja. Temuan ini menunjukkan bahwa peningkatan kinerja dosen tidak hanya dipengaruhi oleh kemampuan profesional, tetapi juga oleh tingkat keterikatan dan loyalitas terhadap institusi. Penelitian ini memberikan kontribusi teoritis terhadap pengembangan model hubungan kompetensi dan kinerja melalui komitmen organisasi, serta memberikan implikasi praktis untuk manajemen sumber daya manusia di universitas swasta.

Kata kunci: Kompetensi, Komitmen Organisasi, Kinerja Dosen

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✉Corresponding author: Astil Harli Roslan

Email Address: astilharliroslan7@gmail.com (Jl. Bunga Kamboja No 79 Kemaraya, Sulawesi Tenggara)

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INTRODUCTION

Human resources are the main factor that determines the success of an organization in achieving strategic goals. Private universities are required to improve academic quality, research productivity, and the quality of educational services in order to maintain the competitiveness of institutions (Tan et al., 2015). Lecturers as the main implementers of the tridharma of higher

education have a central role in determining the quality of institutional output (Yusup et al., 2021). Optimal lecturer performance is an indicator of the institution's success in producing quality graduates and relevant scientific contributions.

The human resource management literature confirms that performance improvement is inseparable from individual competencies and levels of commitment to the organization. Competency describes the capacity of lecturers in carrying out their professional duties, while organizational commitment reflects the level of attachment and loyalty to the institution (Amin, 2022). These two variables are the main concern in various cutting-edge studies because they are considered to be able to explain variations in individual performance in knowledge-based organizations.

Competence is a combination of knowledge, skills, and attitudes that allow individuals to carry out work effectively (Wibowo, 2016). Rivai and Sagala (2013) explained that competence is a basic characteristic that determines a person's success in completing tasks. In educational organizations, lecturer competencies include pedagogical, professional, social, and personality competencies that contribute to the quality of learning and academic productivity. Research by Manik and Syafrina (2018) and Hidayat et al. (2020) shows that competence has a significant effect on performance, because individuals who have the ability to meet the demands of the job will be better able to achieve the work targets set by the organization.

An organization's commitment reflects an individual's level of emotional attachment, identification, and loyalty to the organization. Individuals with high commitment show a willingness to put more effort into achieving organizational goals. Research by Anggraini and Fauzan (2022) and Pertiwi et al. (2020) found that competence affects organizational commitment, because individuals who feel capable and competent tend to have a stronger sense of confidence and attachment to institutions. Organizational commitment has also been shown to have an effect on performance, as found by Sembiring and Winarto (2020) and Purwoko (2018), which show that individual loyalty and attachment encourage increased work productivity.

The results of previous research showed that there were inconsistencies in the relationship between competence, organizational commitment, and performance. Anggraini and Fauzan (2022) and Pertiwi et al. (2020) found that competence had a significant effect on organizational commitment, while Alfarizi (2021) reported an insignificant influence. In the relationship between competence and performance, Manik and Syafrina (2018) and Hidayat et al. (2020) found a positive and significant influence, but Kharisma (2021) found different results. Inconsistencies are also seen in the influence of organizational commitment on performance, where Sembiring and Winarto (2020) found significant results, while Sutopo (2018) showed insignificant results.

The theoretical gap arises because some studies only test the direct relationship between variables without explaining the underlying psychological mechanisms of the relationship (Bauman et al., 2002). A common approach that has been widely researched is to test the role of mediation variables to clarify causal relationships. Kurniasari et al. (2018) show that organizational commitment

is able to mediate the influence of competence on performance. These findings indicate that the influence of competence on performance is not always direct, but can be strengthened through increased organizational commitment.

This research model places organizational commitment as a mediating variable in the relationship between competence and performance. High competence increases an individual's confidence in his or her ability to perform tasks (Janah et al., 2023). This sense of ability strengthens emotional attachment to the organization, thereby increasing commitment. Individuals who have a strong commitment will demonstrate loyalty, responsibility, and a willingness to contribute more, which ultimately drives improved performance.

This approach provides an explanation that competencies not only have a direct impact on work results, but also form attitudes and attachments to the organization. The integration of organizational competencies and commitments in one analysis model is expected to be able to explain the inconsistencies of previous research results. This model provides an understanding that improving lecturer performance is not enough only through strengthening technical capabilities, but also through building commitment to the institution.

This research was conducted on private university lecturers in Kendari City. Private universities have challenges in improving academic quality and maintaining competitiveness. Variations in educational qualifications, research productivity, and involvement in institutional activities show differences in the level of competence and commitment among lecturers. The performance of lecturers in the aspects of teaching, research, and community service is the main indicator of the success of the institution. This condition makes private university lecturers in Kendari City a relevant research subject to test the relationship between competence, organizational commitment, and performance.

This study aims to analyze the influence of competence on performance, the influence of competence on organizational commitment, and the influence of organizational commitment on the performance of private university lecturers in Kendari City. This study also examines the role of organizational commitment as a mediating variable in the relationship between competence and performance. The theoretical contribution of this research lies in the development of an empirical model that explains the mechanism of the relationship between competence and performance through organizational commitment. The practical contribution of this research provides recommendations for private university managers in designing policies to improve competencies and strengthen organizational commitments to encourage sustainable improvement of lecturer performance.

METHODS

This study uses a quantitative approach oriented towards testing the causal relationship between competence, organizational commitment, and performance through objective numerical data processing. The quantitative approach was chosen because this study aims to examine the magnitude

and significance of the influence between variables and analyze the mediating role of organizational commitment in the relationship between competence and lecturer performance. Data analysis was carried out using Structural Equation Modeling based on Partial Least Squares (SEM-PLS). This method was chosen because it is able to analyze structural models that involve direct and indirect influences in one integrated analysis framework. SEM-PLS does not require strict normal data distribution and is suitable for medium sample sizes. This method also has good predictive ability and is effective in testing models with mediation variables. Data collection was carried out using a closed questionnaire compiled based on constructs that have been developed in the previous literature. All statements were measured using a five-point Likert scale, ranging from one (strongly disagree) to five (strongly agree), to capture respondents' perceptions of research variables in a measurable and systematic manner. The respondents in this study were 230 lecturers from private universities in Kendari City who were active. The sample size of 230 respondents was considered adequate for SEM-PLS analysis and allowed stable parameter estimation. The collected data is analyzed using SmartPLS software. The analysis procedure includes evaluation of the measurement model through validity and reliability tests, then continued with the evaluation of the structural model through testing the path coefficient, t-statistical value, p-value, determination coefficient (R^2), and testing the mediation effect to determine the strength and significance of the influence between competence, organizational commitment, and lecturer performance.

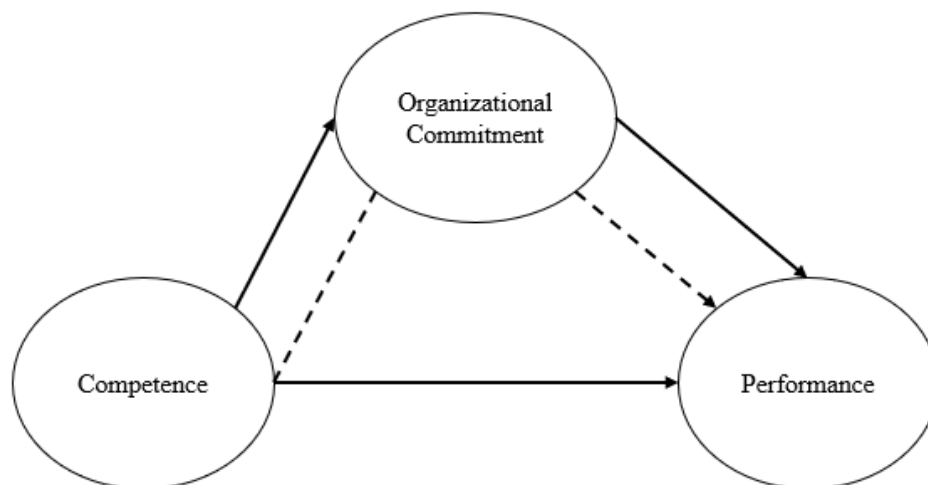


Figure 1. Proposed Research Model

RESULTS AND DISCUSSION

Results

Table 1. Assessment of PLS-SEM model

Variables	Items	Loading	Cronbach's alpha	Composite Reliability	Average variance extracted
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	X1.1	0,858			
	X1.2	0,894			
	X1.3	0,905			
	X1.4	0,925			
	X1.5	0,953			
	X1.6	0,939			
	X1.7	0,923			
	X1.8	0,905			
	X1.9	0,904			
Competence	X1.1	0,896	0,984	0,984	0,827
	0				
	X1.1	0,898			
	1				
	X1.1	0,928			
	2				
	X1.1	0,906			
	3				
	X1.1	0,891			
	4				
	Y1.1	0,903			
	Y1.2	0,895			
	Y1.3	0,889			
Organizational Commitment	Y1.4	0,937	0,969	0,969	0,867
	Y1.5	0,916			
	Y1.6	0,931			
	Y1.7	0,897			
	Y1.8	0,901			
	Y2.1	0,928			
	Y2.2	0,899			
Performance	Y2.3	0,907	0,966	0,966	0,854
	Y2.4	0,949			
	Y2.5	0,934			
	Y2.6	0,927			

Based on the results of the evaluation of the PLS-SEM measurement model in Table 1, all indicators in the variables of competence, organizational commitment, and performance show a loading factor value above 0.70, which means that all items have good convergent validity and are able to reflect their constructs strongly. The competency variable had a Cronbach's alpha value of 0.984, composite reliability of 0.984, and an average variance extracted (AVE) of 0.827. The organizational commitment variable showed Cronbach's alpha value of 0.969, composite reliability of 0.969, and AVE of 0.867. The performance variable had Cronbach's alpha value of 0.966, composite reliability of 0.966, and AVE of 0.854. Cronbach's alpha and composite reliability values that are all above 0.70 indicate that the research instrument has excellent reliability, while AVE values that exceed 0.50 indicate the convergence validity is met. These results prove that the measurement model has met the feasibility criteria and can be continued on the testing of the structural model.

Table 2. R-square

	R-square
Satisfaction_Kerja	0,479

Leader-Member _Exchange 0,301

Based on the results of the determination coefficient (R-square) test, the Job Satisfaction variable has an R-square value of 0.479, which means that 47.9% of the variation in Job Satisfaction can be explained by the variables that affect it in the research model, while the remaining 52.1% is explained by other factors outside the model. Meanwhile, the Leader-Member Exchange variable had an R-square value of 0.301, indicating that 30.1% of the Leader-Member Exchange variation could be explained by the construct that affected it, and 69.9% was influenced by other variables not included in this study. This value indicates that the model has moderate to sufficient explanatory ability to explain endogenous variables.

Table 4. Hypotheses relationship testing

	Original Sample	P Values
Leader-Member _Exchange -> Satisfaction _Kerja	0,276	0,001
Serving _Leadership -> Satisfaction_Kerja	0,166	0,010
Serving _Leadership -> Leader-Member _Exchange	0,367	0,000
Competencies -> Organizational Commitment -> Personnel Performance	0.518	0.008

Based on the results of the indirect influence pathway test, it was found that the Leader-Member Exchange had an indirect influence on Job Satisfaction with an original sample value of 0.276 and a p-value of 0.001. A p-value of less than 0.05 indicates that the effect is statistically significant. This indicates that the quality of the relationship between superiors and subordinates is able to increase job satisfaction through certain mechanisms in the research model.

Servant Leadership also showed an indirect influence on Job Satisfaction with an original sample value of 0.166 and a p-value of 0.010. This value indicates that the influence is significant at a 95% confidence level. These findings explain that service-oriented leadership styles contribute to increasing job satisfaction through the mediation variables contained in the model.

In addition, Servant Leadership has an indirect influence on the Leader-Member Exchange with an original sample value of 0.367 and a p-value of 0.000. The relatively higher coefficient values compared to other pathways indicate that service-oriented leadership plays a strong role in shaping the quality of the relationship between leaders and members. Very high significance reinforces the empirical evidence that leadership behavior contributes to the creation of quality working relationships.

In the competency-focused model, it was found that competency has an indirect influence on Personnel Performance through Organizational Commitment with an original sample value of 0.518 and a p-value of 0.008. This coefficient shows a strong and significant influence, so it can be concluded that organizational commitment plays a role as a mediating variable in the relationship between competence and performance.

A coefficient value of 0.518 indicates that increased competence will have an impact on increasing organizational commitment, which ultimately strengthens personnel performance. The statistical significance at p-value 0.008 shows that the mediation pathway has acceptable empirical strength. These findings emphasize that competence is not only directly influential, but also through psychological mechanisms in the form of attachment to the organization.

Overall, the results of the indirect pathway test show that the mediating variables in the research model have an important role in explaining the relationship between variables. All the lines tested had a p-value below 0.05, so it could be declared significant. These findings support a research model that emphasizes the importance of mediation mechanisms in strengthening the relationship between independent and dependent variables.

Discussion

Private universities face increasing demands in achieving strategic goals, both in improving academic quality, research productivity, and the quality of educational services to maintain institutional competitiveness. Lecturers as the main implementers of the tridharma of higher education have a central role in determining the quality of graduates and the scientific contribution of the institution (Yusup et al., 2021). Optimal lecturer performance is an indicator of the success of the institution in producing competent graduates and relevant scientific works. Therefore, human resource management that is oriented towards improving performance is a major concern in higher education management.

The human resource management literature confirms that individual performance is influenced by organizational competencies and commitments. Competency describes the capacity of lecturers to carry out professional duties effectively, while organizational commitment reflects the level of attachment and loyalty to the institution. In knowledge-based organizations such as universities, these two variables are seen as important because the quality of human resources is the main determinant of achieving organizational goals.

Competence is a combination of knowledge, skills, and attitudes that allow individuals to carry out their work optimally (Wibowo, 2016). Rivai and Sagala (2013) emphasized that competence is a basic characteristic that determines a person's success in completing tasks. Lecturers who have high competence tend to be able to carry out the learning, research, and service processes effectively. Research by Manik and Syafrina (2018) shows that competence has an effect on performance improvement, because the compatibility between individual abilities and job demands encourages the achievement of better work results.

Organizational commitment reflects an individual's emotional attachment and willingness to remain a part of the institution. Individuals with high commitment show loyalty and a willingness to put more effort into achieving organizational goals. Lecturers who have a strong commitment will be more responsible in carrying out their duties and actively contributing to the development of the

institution. A number of studies show that organizational commitment plays an important role in improving performance through internal encouragement to work optimally.

The results of previous research show that there are variations in findings regarding the relationship between competence, organizational commitment, and performance. Some studies have found that competence has a significant effect on commitment and performance, while other studies show different results. These differences in findings show the need to review the relationship between these variables in a more comprehensive model, so as to provide a more in-depth explanation of the mechanism for improving lecturer performance.

This research model places organizational commitment as a mediating variable in the relationship between competence and performance. High competence increases the individual's confidence in carrying out his professional duties (Wibowo, 2016), which further strengthens attachment to the institution. This attachment encourages individuals to show more optimal performance through loyalty and high responsibility. The integration of organizational competencies and commitments in one analytical framework is expected to be able to make a theoretical contribution to the development of human resource management science as well as a practical contribution to the management of lecturers in private universities.

CONCLUSION

Based on the article, it can be concluded that this quantitative research on 230 private university lecturers in Kendari City proves that competence has a positive and significant influence both directly on lecturer performance and through the role of organizational commitment as a mediating variable. The results of the SEM-PLS analysis show that improving professional abilities (pedagogical, professional, social, and personality) not only technically improves work results, but also strengthens lecturers' self-confidence and emotional attachment to the institution, which ultimately encourages more optimal work productivity. These findings confirm that to improve the quality of private higher education, human resource management must not only focus on mastering academic material, but must also build lecturers' loyalty and moral responsibility to create sustainable performance.

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