

# The Effect of Work Environment, Organizational Commitment, and Leadership on Lecturer Performance

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The author(s) declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

## ABSTRACT

**Purpose:** This study aims to analyze the effects of the work environment, organizational commitment, and leadership on lecturers' performance at Politeknik Negeri Media Kreatif PSDKU Medan. Lecturer performance is an important factor in improving the quality of higher education and enhancing institutional competitiveness.

**Research Method:** This study employed a quantitative approach with an associative research design. The population consisted of 35 lecturers, and a saturated sampling technique was used. Data were collected through questionnaires using a Likert scale. Data analysis was conducted using SPSS, including validity testing, reliability testing, classical assumption testing, multiple linear regression analysis, t-test, F-test, and coefficient of determination ( $R^2$ ).

**Results and Discussion:** The study indicates that the work environment has a positive but insignificant effect on lecturers' performance. Organizational commitment has a positive and significant effect and is the most dominant variable. Meanwhile, leadership has a negative and insignificant effect on lecturer performance. Simultaneously, these three variables have a significant effect on lecturer performance.

**Implications:** The findings of this study provide implications for higher education institutions to strengthen organizational commitment, improve the quality of the work environment, and develop more adaptive leadership practices.

**Originality:** This study provides an empirical contribution by integrating the variables of work environment, organizational commitment, and leadership into a single research model within vocational higher education institutions.

**Keywords:** work environment; organizational commitment; leadership; lecturer performance; vocational higher education.

## 1. Introduction

Higher education institutions play a strategic role in producing qualified, innovative, adaptive, and globally competitive human resources. In the era of globalization and rapid technological advancement, universities are expected not only to transfer knowledge but also to generate innovation, contribute to community development, and support national competitiveness. To achieve these objectives, higher education institutions require competent human resources who can carry out academic responsibilities effectively and sustainably. Among various institutional resources, lecturers occupy a central position because they directly influence the quality of educational services, research outputs, and community engagement activities. Within the higher education system, lecturers are the primary actors responsible



for implementing the Tri Dharma of Higher Education, which encompasses education and teaching, research, and community service. Through these three pillars, lecturers contribute significantly to knowledge development, technological advancement, and social empowerment. Consequently, the success of higher education institutions in achieving their vision, mission, and strategic objectives depends heavily on lecturers' performance. Lecturer performance reflects the extent to which lecturers can fulfill their professional responsibilities and contribute to institutional development. It includes various dimensions such as teaching effectiveness, research productivity, publication output, participation in community service activities, administrative responsibilities, innovation in learning methods, and contributions to academic governance (Mangkunegara, 2021; Bernardin & Russell, 2019; Sinambela, 2021; Wibowo, 2022).

The importance of lecturer performance has become increasingly evident in the contemporary higher education environment, where institutions are required to meet various accreditation standards, improve research competitiveness, strengthen community engagement, and respond to rapidly changing stakeholder expectations. Students, government agencies, industry partners, and society increasingly demand higher-quality educational services and measurable academic outcomes. Therefore, improving lecturer performance has become a key strategic priority for higher education institutions seeking to maintain institutional sustainability and competitiveness. However, despite its importance, various challenges related to lecturer performance continue to be encountered in many higher education institutions, including vocational higher education institutions. At Politeknik Negeri Media Kreatif PSDKU Medan, several indicators suggest that lecturer performance has not yet reached its optimal level. Some lecturers are assigned to teach courses that are not fully aligned with their academic backgrounds or areas of expertise, potentially affecting instructional effectiveness and learning quality. In addition, research productivity remains relatively limited, as indicated by the low number of research projects, scientific publications, and academic dissemination activities. Community service activities, which constitute an essential component of the Tri Dharma of Higher Education, have also not been fully optimized. Furthermore, student evaluations indicate that certain aspects of the learning process still require improvement to meet student expectations and institutional quality standards.

These conditions indicate a gap between institutional expectations and the actual implementation of lecturers' academic responsibilities. Such a gap may hinder institutional efforts to improve academic quality, strengthen research performance, and achieve strategic development goals. Consequently, identifying factors that influence lecturer performance becomes essential for designing effective human resource management policies and institutional development strategies. From a theoretical perspective, lecturer performance is influenced by various organizational and individual factors. Among these factors, the work environment, organizational commitment, and leadership are frequently identified as critical determinants of employee performance. Herzberg's Two-Factor Theory suggests that a supportive work environment functions as a hygiene factor that reduces dissatisfaction and creates conditions conducive to higher performance. A favorable work environment encompasses both physical aspects, such as facilities, infrastructure, and workplace safety, and non-physical aspects, including interpersonal relationships, communication patterns, and organizational climate (Sedarmayanti, 2020). A conducive work environment enables lecturers to perform their duties effectively, enhances job satisfaction, and supports productivity. Empirical studies by Hariani et al. (2020), Sugiarti (2020), and Jufrizen (2022) consistently demonstrate that a positive work environment significantly improves employee and lecturer performance.



In addition to the work environment, organizational commitment is considered an important psychological factor influencing employee behavior and performance. According to Organizational Commitment Theory, employees who develop strong emotional attachment and identification with their organization tend to demonstrate higher levels of dedication, responsibility, and willingness to contribute beyond formal job requirements. Organizational commitment reflects an individual's loyalty to the institution and their desire to remain a member of the organization while actively supporting organizational goals (Meyer & Allen, 1997; Busro, 2021; Luthans, 2021; Priansa, 2021). Within higher education institutions, lecturers with strong organizational commitment are more likely to participate actively in research activities, academic development programs, community service initiatives, and institutional governance. Conversely, low participation in academic and institutional activities may indicate weak organizational commitment, which can ultimately affect performance outcomes.

Leadership is another crucial factor that influences lecturer's performance. Path-Goal Theory explains that leaders can enhance subordinate performance by providing guidance, clarifying expectations, reducing obstacles, and creating supportive working conditions. In higher education institutions, effective leadership extends beyond formal authority and administrative functions. Academic leaders are expected to foster collaboration, encourage innovation, support professional development, facilitate communication, and create an organizational culture that promotes academic excellence. Effective leadership can motivate lecturers to perform at higher levels by providing clear direction and recognizing their contributions (Afandi, 2021). Conversely, ineffective leadership may reduce motivation, create uncertainty, and hinder performance improvement efforts.

Several previous studies have demonstrated the importance of organizational factors in improving individual and institutional performance. Syaputra (2026) reported that job training significantly enhances employee performance by improving competence and work effectiveness. Syaputra et al. (2025) found that occupational safety protection positively affects employee productivity and organizational outcomes. Syaputra (2020) demonstrated that service quality significantly influences student satisfaction, highlighting the importance of human resource quality in educational settings. Furthermore, Syaputra et al. (2024) showed that technical training strengthens human resource capacity in institutional media development, while Syaputra, Telaumbanua, and Gobal (2022) found that organizational communication strategies play a crucial role in fostering member loyalty and organizational engagement. Collectively, these studies indicate that organizational conditions significantly influence individual attitudes and performance outcomes.

Although previous studies have extensively examined the relationships among work environment, organizational commitment, leadership, and performance, empirical findings remain inconsistent across different organizational contexts. Some studies report significant positive relationships, whereas others find weak or insignificant effects. Moreover, limited empirical evidence exists regarding these relationships within vocational higher education institutions, particularly at regional campuses such as Politeknik Negeri Media Kreatif PSDKU Medan. Vocational higher education institutions possess unique characteristics, including a strong emphasis on practical skills, industry collaboration, and competency-based education, which may influence how organizational factors affect lecturer performance.

Therefore, both theoretical and empirical gaps remain, warranting further investigation. This study seeks to address these gaps by examining the effects of work environment, organizational commitment, and leadership on lecturer performance at Politeknik Negeri Media Kreatif PSDKU Medan. The findings are expected to contribute to the human resource management literature in higher

education while providing practical insights for institutional leaders in developing effective strategies to enhance lecturer performance and institutional effectiveness.

The remainder of this paper is organized as follows. Section 2 provides a literature review and hypothesis development. Section 3 presents the research method and design. Section 4 provides the results and discussion. Section 5 is Concluding Remarks and Recommendations.

## 2. Literature Review and Hypothesis Development

### 2.1. Literature Review

#### 2.1.1 Lecturer Performance

Performance refers to the results achieved by an individual in carrying out assigned tasks, in terms of both quality and quantity (Mangkunegara, 2021). In the organizational context, performance is the primary indicator of the effectiveness of achieving institutional goals. According to Sinambela (2021), performance is assessed not only on work output but also on the processes, efficiency, and effectiveness of task implementation. According to Wibowo (2022), performance is the result achieved by individuals against organizational standards, while Fahmi (2021) emphasizes that performance measurement must consider effectiveness, efficiency, and the quality of work outcomes.

In the higher education environment, lecturers' performance has more complex characteristics than in other professions because lecturers carry out the functions of the Tri Dharma of Higher Education, namely education, research, and community service. Therefore, lecturer performance becomes a determining factor in the quality of higher education institutions in producing competitive and innovative graduates (Sutrisno, 2022). Theoretically, Mathis and Jackson (2018) explain that performance is influenced by three main factors: individual ability, level of effort, and organizational support. In the context of lecturers, organizational support is important because it is closely related to the work environment, organizational commitment, and leadership. According to Bernardin and Russell (2019), performance indicators include:

- Quality of Work  
The level of perfection of work results in accordance with established standards.
- Quantity of Work  
The amount of work that can be completed within a certain period.
- Timeliness  
The ability to complete work within the targeted timeframe.
- Effectiveness
- The ability to use resources optimally.
- Independence,
- The ability to work without high dependence on others.

#### 2.1.2 Work Environment

The work environment refers to everything surrounding employees that can influence them in carrying out their assigned tasks (Sedarmayanti, 2020). The work environment includes both physical and non-physical aspects that directly or indirectly affect an individual's comfort, safety, and work spirit. Hasibuan (2021) explains that the work environment is the main external factor influencing work behavior. Kasmir



(2022) adds that a good work environment can reduce work stress and improve focus. Studies by Tanjung et al. (2021), Jufrizen (2022), and Harahap and Ginting (2025) further strengthen the argument that the work environment is positively correlated with work productivity.

According to Kasmir (2022), a good work environment can create a sense of comfort, increase work motivation, and reduce stress levels. On the other hand, an unsupportive work environment can result in low productivity, high levels of fatigue, and a decline in the quality of work outcomes. Herzberg's Two-Factor Theory explains that the work environment is included in hygiene factors that influence job satisfaction. If the work environment is poor, individuals will experience dissatisfaction, which can lead to decreased performance (Robbins & Judge, 2021). Sedarmayanti (2020) proposes the following indicators of the work environment:

- *Lighting*, the quality of lighting that supports work activities.
- *Air Temperature*: Temperature conditions that provide comfort while working.
- *Noise*, the level of sound that may affect work concentration.
- *Use of Colors*: The arrangement of workplace colors that support psychological well-being at work.
- *Workspace*: The availability of sufficient space for work activities.
- *Work Safety*: The assurance of physical safety within the work environment.
- *Work Relationships*, Interpersonal relationships among employees and leaders.

In the context of higher education, a conducive work environment enables lecturers to focus more effectively on teaching, research, and community service. Therefore, the better the work environment, the higher the lecturer's performance.

### 2.1.3 Organizational Commitment

Organizational commitment refers to an individual's attachment to an organization, characterized by loyalty, involvement, and a desire to remain part of it (Busro, 2021). Commitment is an important factor in determining work behavior because individuals with a high level of commitment tend to make maximum contributions to the organization. Kaswan (2020) states that organizational commitment is a determining factor in individual loyalty to maintaining membership in an organization. Kurniawan et al. (2023) and Sari and Nasution (2025) show that organizational commitment significantly improves the quality of educators' work. Luthans (2021) explains that organizational commitment reflects a strong desire to remain a member of the organization, the willingness to work hard for the organization's interests, and acceptance of the organization's values and goals. The Organizational Commitment Theory by Meyer and Allen (1997) explains that organizational commitment consists of three main dimensions:

- *Affective Commitment*  
An individual's emotional attachment to the organization.
- *Continuance Commitment*  
Consideration of the costs or consequences of leaving the organization.
- *Normative Commitment*

A sense of moral obligation to remain within the organization. For lecturers, organizational commitment is very important because it affects participation in academic activities, loyalty to the institution, and consistency in carrying out the Tri Dharma of Higher Education. According to Wibowo (2022), individuals with high commitment tend to have greater responsibility for the quality of their work. Therefore, the higher the organizational commitment of lecturers, the higher their performance.

## 2.1.4 Leadership

Leadership is the ability of an individual to influence, direct, and motivate others to achieve organizational goals (Afandi, 2021). Leadership in educational organizations plays a strategic role in creating a productive, collaborative, and innovative work culture. Rivai (2021) explains that effective leadership must integrate technical, interpersonal, and strategic aspects. Studies by Nasution et al. (2024), Pasaribu (2025), and Suhanta et al. (2022) demonstrate that leadership is closely related to improving academic productivity. According to Siagian (2021), effective leadership can build trust, foster two-way communication, and provide the support subordinates need to complete their tasks. The Path-Goal Theory by House (1971) posits that leaders must provide clear direction, support, and motivation so that subordinates can achieve work goals effectively. In the academic context, effective leadership is essential to improving lecturer productivity. Leadership indicators, according to Katz (as cited in Thoha, 2020), include:

- Technical Skills  
The technical ability to solve organizational problems.
- Human Relation Skills  
The ability to build good interpersonal relationships.
- Conceptual Skills  
The ability to think strategically and make decisions.

These three indicators are highly relevant to educational leadership because higher education leaders must manage human resources effectively to improve academic quality. Therefore, the better the leadership is implemented within the organization, the higher the lecturer's performance will be.

## 2.2. Hypothesis Development

### 2.2.1 Work Environment and Lecturer Performance

The work environment is one of the organizational factors that significantly influences employee behavior and performance. According to Herzberg's Two-Factor Theory, the work environment is categorized as a hygiene factor that helps reduce dissatisfaction and create favorable conditions for employees to perform effectively (Robbins & Judge, 2021). A supportive work environment enables employees to concentrate on their tasks, increases motivation, and reduces physical and psychological stress.

In higher education institutions, lecturers require a conducive working environment to effectively carry out the Tri Dharma of Higher Education, including teaching, research, and community service. Adequate facilities, a comfortable workspace, positive interpersonal relationships, and a safe working atmosphere allow lecturers to focus on academic responsibilities and improve productivity.

Conversely, an unfavorable work environment may hinder lecturers from performing their duties optimally.

Previous studies have consistently reported a positive relationship between work environment and employee performance. Hariani et al. (2020), Jufrizen (2022), and Harahap and Ginting (2025) found that a conducive work environment significantly improves employee productivity and performance. Based on Herzberg's Two-Factor Theory and empirical evidence, it can be argued that a better work environment will contribute to higher lecturer performance.

**H1:** *Work environment has a positive and significant effect on lecturer performance.*

### 2.2.2 Organizational Commitment and Lecturer Performance

Organizational commitment reflects the degree to which individuals identify with, are involved in, and remain loyal to their organization. Meyer and Allen's Organizational Commitment Theory explains that employees with strong affective, continuance, and normative commitment tend to demonstrate greater dedication and willingness to contribute toward organizational success (Meyer & Allen, 1997). In the context of higher education, lecturers with high organizational commitment are more likely to actively participate in teaching activities, conduct research, engage in community service programs, and support institutional development initiatives. Strong commitment encourages lecturers to align their personal goals with institutional objectives and motivates them to exert greater effort in fulfilling their academic responsibilities.

According to Luthans (2021), committed employees generally exhibit higher levels of responsibility, loyalty, and work quality. Empirical studies by Kurniawan et al. (2023) and Sari and Nasution (2025) also indicate that organizational commitment significantly improves educators' performance. Therefore, lecturers with stronger organizational commitment are expected to demonstrate higher performance.

**H2:** *Organizational commitment has a positive and significant effect on lecturer performance.*

### 2.2.3 Leadership and Lecturer Performance

Leadership plays a strategic role in directing, motivating, and facilitating employees in achieving organizational objectives. Path-Goal Theory, proposed by House (1971), suggests that leaders enhance subordinate performance by clarifying work expectations, providing support, removing obstacles, and creating favorable conditions for goal achievement. Within higher education institutions, leaders are expected not only to perform administrative functions but also to inspire academic excellence, encourage innovation, facilitate collaboration, and support lecturers in carrying out their professional responsibilities. Effective leaders provide guidance and motivation that help lecturers improve teaching quality, research productivity, and community service involvement.

Previous studies have shown that leadership positively influences academic and organizational performance. Suhanta et al. (2022), Nasution et al. (2024), and Pasaribu (2025) found that effective leadership significantly enhances employee productivity and performance outcomes. Based on Path-Goal Theory and prior empirical findings, leadership is expected to influence lecturer performance positively.

**H3:** *Leadership has a positive and significant effect on lecturer performance.*



## 3. Research Method

This study employed a quantitative research approach using an associative research design to examine the influence of the work environment, organizational commitment, and leadership on lecturers' performance at Politeknik Negeri Media Kreatif PSDKU Medan. The quantitative approach was selected because it enables the measurement of relationships among variables objectively and facilitates statistical testing of the proposed hypotheses. The associative design was considered appropriate as the study aimed to identify and analyze the effects of multiple independent variables, namely work environment, organizational commitment, and leadership, on the dependent variable, lecturer performance.

The study population consisted of all lecturers at Politeknik Negeri Media Kreatif PSDKU Medan, totaling 35 individuals. Given the relatively small population size, a saturated sampling technique (census method) was employed, in which all members of the population were included as research respondents. This sampling technique ensured comprehensive coverage of the study population and minimized the possibility of sampling bias. Data were collected through a structured questionnaire designed to measure the research variables based on established theoretical indicators. Responses were assessed using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), allowing respondents to express their level of agreement with each statement.

Prior to hypothesis testing, the quality of the research instrument was evaluated through validity and reliability tests. The validity test was conducted to determine whether each questionnaire item accurately measured the intended construct. At the same time, reliability testing was performed using Cronbach's Alpha coefficient to assess the consistency of the measurement instrument. In addition, classical assumption tests were conducted to ensure that the regression model met the statistical requirements for multiple linear regression. These tests included assessments of normality, multicollinearity, and heteroscedasticity to verify the suitability of the data for inferential analysis.

Data analysis was performed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistical analysis was initially employed to provide an overview of respondent characteristics and the distribution of research variables. Subsequently, multiple linear regression analysis was used to examine the effect of work environment, organizational commitment, and leadership on lecturer performance. Partial effects were analyzed using the t-test, while the simultaneous influence of all independent variables was assessed through the F-test. Furthermore, the coefficient of determination ( $R^2$ ) was utilized to measure the proportion of variance in lecturer performance explained by the independent variables. Through these analytical procedures, the study sought to provide empirical evidence regarding the determinants of lecturer performance in vocational higher education institutions and contribute to the development of effective human resource management practices in higher education.

## 4. Results and Discussion

### 4.1 Analysis Results

#### 4.1.1. Respondent Characteristics

This study involved all active lecturers at Politeknik Negeri Media Kreatif PSDKU Medan as research respondents. The characteristics of the respondents were analyzed based on gender, age, educational



level, and length of service. The analysis of respondent characteristics showed that the majority of respondents were within the productive age range and had sufficient work experience in carrying out the Tri Dharma of Higher Education. This condition indicates that the respondents had sufficient capacity to assess the research variables.

#### 4.1.2 Validity Test

Validity testing is conducted to determine the extent to which the research instrument measures the variables under study. The test is conducted by comparing the calculated r value with the corresponding table r value at a 5% significance level.

**Table 1. Validity Test Results**

Statement	Work Environment		Organizational Commitment		Leadership		Lecturer Performance	
	r <sub>count</sub>	Results	r <sub>count</sub>	Results	r <sub>count</sub>	Results	r <sub>count</sub>	Results
1	.546	Valid	.625	Valid	.663	Valid	.554	Valid
2	.623	Valid	.339	Valid	.596	Valid	.630	Valid
3	.645	Valid	.388	Valid	.576	Valid	.481	Valid
4	.471	Valid	.509	Valid	.720	Valid	.336	Valid
5	.635	Valid	.494	Valid	.789	Valid	.498	Valid
6	.432	Valid	.366	Valid	.744	Valid	.552	Valid
7	.541	Valid	.326	Valid	.731	Valid	.380	Valid
8	.502	Valid	.528	Valid	.809	Valid	.589	Valid
9	.342	Valid	.643	Valid	.826	Valid	.345	Valid
10	.725	Valid	.686	Valid	.579	Valid	.432	Valid

Source: SPSS data (processed), 2024

Table 1 presents the total scores for the validity test using SPSS's Pearson Product-Moment method. These values were then compared with the r-table values. The r-table value was determined at a significance level of 0.05 with (n) = 35 (since the total number of respondents was 35, as shown in the r-table appendix), resulting in an r-table value of 0.325. The questionnaire items in this study are considered valid if the calculated scores exceed the r-table value. Based on the table above, 10 research question items were found to be invalid.

#### 4.1.3 Reliability Test

Reliability testing is conducted to determine the extent to which a measuring instrument is trustworthy. Reliability testing demonstrates consistent measurement results when measurements are taken twice or more on the same symptom and using the same measuring instrument. The authors used SPSS version 26.0 to assess the questionnaire's reliability in this study.

**Table 2. Reliability Test Results**

Variables	r <sub>count</sub>	Results	Reliability level
Work Environment	0.937	Reliable	Accepted
Organizational Commitment	0.934	Reliable	Accepted
Leadership	0.931	Reliable	Accepted
Lecturer Performance	0.931	Reliable	Accepted

Source: SPSS data (processed), 2024



Based on the reliability test results shown in Table 2, it can be seen that all research variables, namely work environment, organizational commitment, leadership, and lecturer performance, have reliability coefficient values (Cronbach’s Alpha) above the minimum threshold of 0.60. This indicates that all variables are considered reliable and acceptable as research instruments. Therefore, the questionnaire used in this study demonstrates good consistency and is suitable for data collection, as it provides stable and trustworthy measurement results.

4.1.3 Normality Testing

The normality test aims to determine whether the distribution of the regression residuals between the independent variables and the dependent variable is normal, using the Kolmogorov-Smirnov test. This test is conducted to determine whether the data distribution is normal.

The criteria for determining the normality test are as follows:

- If the Asymp. Sig. value > 0.05, the data are normally distributed.
- If the Asymp. Sig. value < 0.05, the data are not normally distributed.

**Table 3. Normality Test**

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		35
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.51160618
Most Extreme Differences	Absolute	.102
	Positive	.102
	Negative	-.083
Kolmogorov-Smirnov Z		.601
Asymp. Sig. (2-tailed)		.863

a. Test distribution is Normal.  
b. Calculated from data.

**Source:** SPSS data (processed), 2024

Based on the Kolmogorov-Smirnov test, Table 3, the Asymp. Sig. (2-tailed) value is 0.863, which is higher than the significance level (0.05). This indicates that the residual data variables are normally distributed.

4.1.4 Multicollinearity Test

A good regression model does not exhibit multicollinearity, which refers to a (near-perfect) correlation among independent variables. Multicollinearity can be identified by the VIF (Variance Inflation Factor) value. If the VIF is greater than 10, there are signs of multicollinearity in the regression model. Based on Table 4, all independent variables have VIF values below 10, indicating no multicollinearity (i.e., no very high linear relationships among the independent variables). This can also be observed in the Tolerance column, which shows that all tolerance values are greater than 0.1, indicating no multicollinearity.



**Table 4. Multicollinearity Test Coefficients<sup>a</sup>**

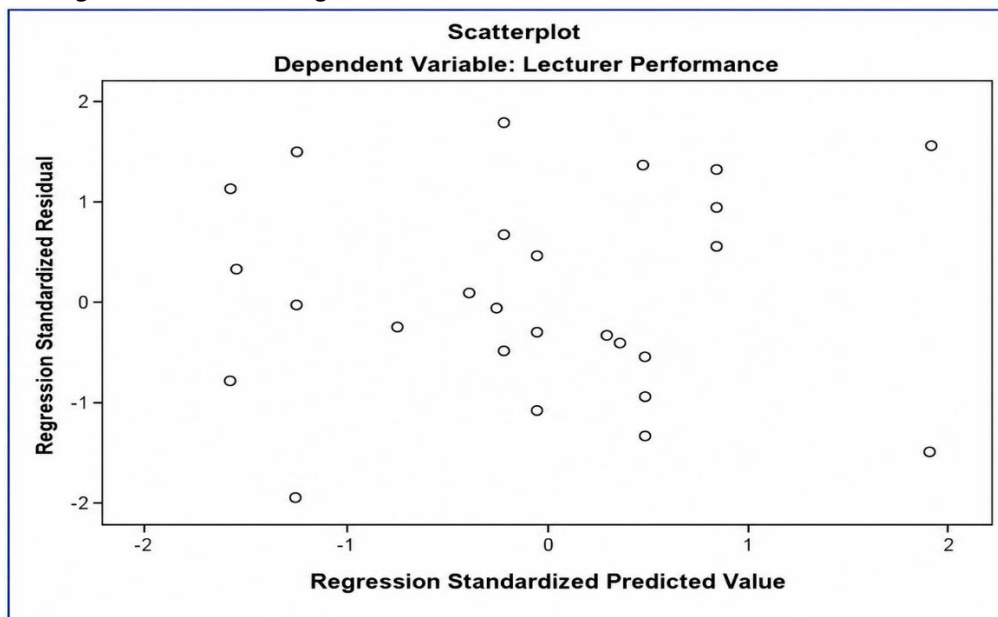
Model	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	14.771	6.890		2.144	.040		
Work Environment	.178	.108	.316	1.649	.109	.348	2.873
Organizational Commitment	.660	.162	.609	4.088	.000	.574	1.742
Leadership	-.139	.110	-.196	-1.261	.217	.529	1.891

a. Dependent Variable: Lecturer Performance

Source: SPSS data (processed), 2024

#### 4.1.5 Heteroscedasticity Test

This method is used to examine whether, in a regression model, there is equality of variance in the residuals from one observation to another. If the variance of the residuals remains constant across observations, it is called homoscedasticity; however, if the variance differs, it is referred to as heteroscedasticity. A good regression model is one that does not exhibit heteroscedasticity. Heteroscedasticity can be detected using the scatter plot method by plotting the ZPRED values (predicted values) against the SRESID values (residual values). A good model is indicated when there is no specific pattern in the graph, such as clustering in the center, narrowing and then widening, or vice versa, widening and then narrowing.



Source: SPSS data (processed), 2024

**Figure 1. Heteroscedasticity Test**

Based on Figure 1, the scatterplot shows that the points are randomly distributed and do not form any clear pattern; they are spread both above and below 0 on the Y-axis. This indicates that there is no heteroscedasticity in the regression model, meaning it is appropriate for predicting lecturer performance based on the variables of work environment, organizational commitment, and leadership.

4.1.6 Linear Regression Test

Based on the testing conducted using the SPSS Statistics 20.0 for Windows program, the results of the multiple linear regression equation in this study can be seen in table 5.

**Table 5. Linear Regression Test Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	14.771	6.890		2.144	.040
Work Environment	.178	.108	.316	1.649	.109
Organizational Commitment	.660	.162	.609	4.088	.000
Leadership	-.139	.110	-.196	-1.261	.217

a. Dependent Variable: Lecturer Performance

**Source:** SPSS data (processed), 2024

The table 5 presents the results of the multiple linear regression analysis of the variables (X1) work environment, (X2) organizational commitment, and (X3) leadership influence on the lecturer performance variable (Y) at Politeknik Negeri Media Kreatif PSDKU Medan, as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \epsilon$$

$$Y = 14.771 + 0.178 X1 + 0.660 X2 + (-0.139) X3 + 6,890$$

These figures can be interpreted as follows:

- The constant value is 14.771, which means that if the work environment (X1), organizational commitment (X2), and leadership influence (X3) are equal to zero or experience no increase, then lecturer performance (Y) at Politeknik Negeri Media Kreatif PSDKU Medan will remain at the constant value of 14.771.
- Positive coefficient values indicate that the higher the values of the independent variables (X1 and X2), the higher the lecturer performance (Y) will be.
- A negative regression coefficient indicates that the higher the value of the independent variable (X3), the lower the lecturer performance (Y) will be.
- The work environment coefficient (X1) is 0.178, meaning that every increase in the work environment variable will increase lecturer performance at Politeknik Negeri Media Kreatif PSDKU Medan by 0.178, assuming that the other independent variables in the regression model remain constant.
- The organizational commitment coefficient (X2) is 0.660, meaning that every increase in lecturers' organizational commitment at Politeknik Negeri Media Kreatif PSDKU Medan will increase lecturer performance (Y) by 0.660, assuming that the other independent variables in the regression model remain constant.

- The average coefficient value for the leadership variable (X3) is -0.139, which indicates that leadership has an inverse relationship with lecturer performance at Politeknik Negeri Media Kreatif PSDKU Medan. This means that each 1-point increase in the average leadership score will reduce lecturer performance by 0.139, assuming the other independent variables in the regression model remain constant.

#### 4.1.7 Hypothesis Test

##### Individual Parameter Significance Test (t-test)

This test is used to determine whether the independent variables (X) have a significant effect on the dependent variable (Y). Significant means that the effect can be applied to the population (can be generalized).

##### Determining the Hypotheses

- $H_0$  (Null Hypothesis):  
There is no significant effect of the work environment (X1), organizational commitment (X2), and leadership (X3) on lecturer performance (Y) at Politeknik Negeri Media Kreatif PSDKU Medan.
- $H_1$  (Alternative Hypothesis):  
There is a significant effect of the work environment (X1), organizational commitment (X2), and leadership (X3) on lecturer performance (Y) at Politeknik Negeri Media Kreatif PSDKU Medan.
- Determining the t-table Value  
Table distribution table is determined at  $\alpha = 5\%: 2 = 2.5\%$  (two-tailed test) with degrees of freedom (df) calculated as: (df)  $n-k-1$  atau  $35-3-1 = 31$  (where n is the number of cases and k is the number of independent variables). With a two-tailed test (significance = 0.025), the t-table value obtained is 2.03951 (see appendix). This value can also be calculated in Microsoft Excel by typing the formula: =TINV (0.05,31) in an empty cell and pressing Enter. Based on the t-table (see appendix), the t-table value for 35 respondents at  $df = 31$  and  $\alpha = 0.05$  is 2.03951.

##### Testing Criteria

- $H_0$  is accepted and  $H_1$  is rejected if  $t\text{-count} < t\text{-table}$ .
- $H_0$  is rejected and  $H_1$  is accepted if  $t\text{-count} > t\text{-table}$ .

**Table 6. t-test**

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.771	6.890		2.144	.040
	Work Environment	.178	.108	.316	1.649	.109
	Organizational Commitment	.660	.162	.609	4.088	.000
	Leadership	-.139	.110	-.196	-1.261	.217

a. Dependent Variable: Lecturer Performance



**Source:** SPSS data (processed), 2024

- The t-count value for the work environment variable is 1.649, while the t-table value is 2.0395, so  $t\text{-count} < t\text{-table}$  ( $1.649 < 2.0395$ ). Therefore, it can be concluded that the work environment variable has an effect but is not significant on lecturer performance. (The first hypothesis is rejected).
- The t-count value for the organizational commitment variable is 4.088, while the t-table value is 2.0395, so  $t\text{-count} > t\text{-table}$  ( $4.088 > 2.0395$ ). Therefore, it can be concluded that the organizational commitment variable has a positive and significant effect on lecturer performance. (The second hypothesis is accepted).
- The t-count value for the leadership variable is -1.261, while the t-table value is 2.0395, so  $|t\text{-count}| < t\text{-table}$  ( $1.261 < 2.0395$ ). Therefore, it can be concluded that the leadership variable has an effect but is not significant on lecturer performance. (The third hypothesis is rejected).

### Simultaneous Significance Test (F-test)

To determine whether the independent variables simultaneously affect the dependent variable, the F-test is used. The hypotheses applied are as follows:

#### Hypothesis Model

$$H_0: \beta_1 = \beta_2 = \beta_3 = 0$$

There is no effect of the work environment, organizational commitment, and leadership on lecturer performance.

$$H_a: \beta_1 \neq \beta_2 \neq \beta_3 \neq 0$$

The work environment, organizational commitment, and leadership affect lecturer performance.

#### Decision-Making Criteria

- $H_0$  is accepted if  $F\text{-count} < F\text{-table}$  at  $\alpha = 5\%$ .
- $H_a$  is accepted if  $F\text{-count} > F\text{-table}$  at  $\alpha = 5\%$ .

The level of significance ( $\alpha$ ) is 5%, and the degrees of freedom (df) are calculated as:

$$(df) = (n - k); (k - 1) \quad (df) = (n - k); (k - 1) \quad (df) = (n - k); (k - 1)$$

Numerator degrees of freedom:

$$k - 1 = 4 - 1 = 3 \quad k - 1 = 4 - 1 = 3 \quad k - 1 = 4 - 1 = 3$$

Denominator degrees of freedom:

$$n - k = 35 - 4 = 31 \quad n - k = 35 - 4 = 31 \quad n - k = 35 - 4 = 31$$

Thus, the F-table value at 0.05 (3;31) is 2.91.

The results of the F-test (simultaneous test) using SPSS Statistics 20.0 for Windows can be seen in the following table 7.



**Table 7. F-Test**

ANOVA <sup>b</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	328.265	3	109.422	15.816	.000 <sup>a</sup>
	Residual	214.478	31	6.919		
	Total	542.743	34			

a. Predictors: (Constant), Work Environment, Organizational Commitment, Leadership

b. Dependent Variable: Lecturer Performance

**Source:** SPSS data (processed), 2024

Based on the ANOVA results, the calculated F-value (F-count) is 15.816 with a significance level (Sig.) of 0.000. Therefore, F-count > F-table (15.816 > 2.91) or significance (Sig.) < 5% (0.000 < 0.05). This means that the variables of work environment, organizational commitment, and leadership have a significant effect on lecturer performance at Politeknik Negeri Media Kreatif PSDKU Medan, which indicates that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted.

Thus, it can be concluded that the variables of work environment, organizational commitment, and leadership simultaneously affect lecturer performance at Politeknik Negeri Media Kreatif PSDKU Medan. (The fourth hypothesis is accepted).

#### 4.1.8 Determinant Coefficient

The Determinant Coefficient Test is used to measure the contribution of the independent variables of work environment (X1), commitment (X2), and leadership (X3) to the dependent variable of lecturer performance (Y). The coefficient of determination ranges from zero to one (0 < R<sup>2</sup> < 1). If R<sup>2</sup> is larger (approaching one), then it can be said that the influence of the independent variable is large on the dependent variable (Y). Conversely, if R<sup>2</sup> is smaller (approaching zero), then it can be said that the influence of the independent variable is small on the dependent variable (Y).

**Tabel 8 Coefficient Determinant Result**

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.778 <sup>a</sup>	.605	.567	2.630

a. Predictors: (Constant), Work Environment, Organizational Commitment, Leadership

b. Dependent Variable: Lecturer Performance

**Source:** SPSS data (processed), 2024

Based on the results in Table 8, the R-value of 0.778 indicates that the correlation between the work environment, organizational commitment, leadership, and lecturer performance is quite strong. The results of this study also show that the adjusted R<sup>2</sup> is 0.567 (56.7%). This means that the variables of work environment, organizational commitment, and leadership can explain 56.7% of the variance in

lecturer performance at Politeknik Negeri Media Kreatif PSDKU Medan. Meanwhile, the remaining 43.3% is explained by other factors not examined in this study, such as work culture, work motivation, and other related factors.

## 4.2 Discussion

### 4.2.1 The Effect of Work Environment on Lecturer Performance

The results of this study indicate that the work environment has a positive but not statistically significant effect on lecturers' performance. This finding is evidenced by the calculated t-value of 1.649, which is lower than the critical t-table value of 2.039, and a significance value of 0.109, which exceeds the 0.05 threshold. Therefore, the first hypothesis (H1), which proposed that the work environment positively affects lecturer performance, is not supported. Although the regression coefficient is positive, the statistical evidence suggests that improvements in the work environment do not significantly contribute to variation in lecturer performance at Politeknik Negeri Media Kreatif PSDKU Medan.

This finding implies that the work environment is not the primary factor influencing lecturer performance within the institution. In the context of higher education, lecturers are professionals who possess specialized knowledge, academic autonomy, and a strong sense of responsibility for implementing the Tri Dharma of Higher Education. As a result, lecturers may continue to perform teaching, research, and community service activities effectively even when certain aspects of the work environment are not fully optimal. Their performance may be driven more strongly by intrinsic motivation, professional ethics, and personal commitment to academic responsibilities than by environmental conditions alone.

From a theoretical perspective, the findings can be interpreted through Herzberg's Two-Factor Theory. Herzberg classifies workplace conditions, including physical facilities, safety, interpersonal relationships, and organizational climate, as hygiene factors rather than motivational factors. Hygiene factors help prevent dissatisfaction, but their presence does not necessarily increase employee motivation or performance. According to Robbins and Judge (2021) and Dessler (2022), employees may perceive a satisfactory work environment as a basic requirement rather than a source of motivation. Consequently, while a conducive work environment is important for maintaining comfort and reducing dissatisfaction, it may not be sufficient to enhance lecturer performance significantly. This theoretical explanation is consistent with the present findings, where the work environment contributes positively but does not emerge as a significant predictor of lecturer performance.

The indicators used to measure the work environment in this study include lighting, air circulation, noise level, workspace availability, work safety, and interpersonal relationships. These indicators represent both physical and non-physical dimensions of the workplace that support employees in carrying out their duties. However, the variation in these indicators among respondents may have been relatively small because the lecturers work within the same institutional setting and are exposed to similar environmental conditions. Such limited variability may reduce the ability of the work environment variable to explain differences in lecturer performance.

Another possible explanation relates to the characteristics of vocational higher education institutions. Lecturers at vocational institutions often focus on practical learning outcomes, industry collaboration, and competency-based education. Consequently, factors such as professional competence, organizational commitment, research motivation, and leadership support may play a more dominant role in determining performance than physical workplace conditions. Even when

environmental facilities are perceived as adequate rather than exceptional, lecturers may still achieve satisfactory performance outcomes because they rely heavily on their professional expertise and academic experience.

The findings of this study are consistent with several previous studies that reported an insignificant relationship between the work environment and employee performance in certain organizational contexts. These studies suggest that environmental factors may not directly influence performance when employees possess strong intrinsic motivation and professional commitment. In contrast, the findings differ from those reported by Harahap and Ginting (2025), who found that the work environment significantly improved lecturer productivity. The discrepancy may be attributed to differences in institutional characteristics, organizational culture, resource availability, leadership practices, and employee perceptions across higher education institutions. Variations in research settings and respondent characteristics may also contribute to differing empirical outcomes. Furthermore, the insignificant effect observed in this study may indicate that the work environment functions as a supporting factor rather than a determining factor of lecturer performance. Once minimum environmental standards have been met, additional improvements in workplace conditions may not automatically translate into higher performance levels. Instead, lecturer performance may depend more heavily on psychological and behavioral factors, such as organizational commitment, motivation, job satisfaction, and leadership effectiveness. This interpretation is supported by the results of the present study, which reveal that organizational commitment has a stronger influence on lecturer performance than the work environment.

From a practical perspective, these findings suggest that institutional management should not rely solely on improving physical facilities and workplace conditions to enhance lecturer performance. Although maintaining a supportive work environment remains important, greater attention should also be directed toward strengthening lecturers' organizational commitment, professional development opportunities, and engagement in academic activities. By combining adequate workplace conditions with strategies that foster psychological attachment and professional motivation, higher education institutions can create a more comprehensive approach to improving lecturer performance and achieving institutional goals.

#### *4.2.2 The Effect of Organizational Commitment on Lecturer Performance*

The results of this study demonstrate that organizational commitment has a positive and statistically significant effect on lecturer performance. This finding is evidenced by the calculated t-value of 4.088, which exceeds the critical t-table value of 2.039, and a significance value of 0.000, which is below the 0.05 significance threshold. Therefore, the second hypothesis (H2), which proposes that organizational commitment positively influences lecturer performance, is accepted. These results indicate that organizational commitment is an important determinant of lecturer performance at Politeknik Negeri Media Kreatif PSDKU Medan.

Among the independent variables examined in this study, organizational commitment emerged as the most influential factor affecting lecturer performance. This is reflected in the regression coefficient of 0.660, the highest among all predictor variables. The positive coefficient indicates that an increase in lecturers' organizational commitment is associated with an increase in their performance. In practical terms, lecturers who possess stronger emotional attachment, loyalty, and a sense of responsibility toward their institution are more likely to perform their academic duties effectively and consistently.



Such lecturers tend to demonstrate greater enthusiasm in carrying out teaching responsibilities, participating in research activities, engaging in community service programs, and contributing to institutional development initiatives.

The findings suggest that external organizational conditions do not solely determine lecturer performance but are strongly influenced by internal psychological factors. Organizational commitment serves as an internal driving force that encourages lecturers to dedicate their knowledge, skills, and efforts toward achieving institutional goals. When lecturers identify themselves as an integral part of the institution, they are more willing to invest additional time and energy in fulfilling their professional responsibilities. This commitment fosters a stronger sense of ownership and accountability, which ultimately translates into higher levels of performance.

From a theoretical perspective, the findings strongly support Organizational Commitment Theory developed by Meyer and Allen (1997). The theory posits that organizational commitment consists of three dimensions: affective commitment, continuance commitment, and normative commitment. Affective commitment refers to an employee's emotional attachment to the organization; continuance commitment relates to the perceived costs of leaving the organization; and normative commitment reflects a sense of moral obligation to remain a member of the organization. Employees who possess these forms of commitment are more likely to exhibit positive work attitudes, higher involvement, and superior performance outcomes.

The significant effect identified in this study suggests that lecturers with a strong emotional connection to their institution are more motivated to contribute to organizational success. Likewise, lecturers who perceive long-term benefits from remaining in the institution and who feel morally responsible for supporting institutional goals are likely to demonstrate greater consistency in performing their academic duties. Consequently, organizational commitment becomes a crucial mechanism through which institutions can improve lecturer productivity and overall organizational effectiveness.

The findings are also consistent with the arguments of Busro (2021), Kaswan (2020), and Priansa (2021), who emphasize that organizational commitment is a key determinant of sustainable work behavior. Individuals with high commitment levels tend to exhibit greater persistence, stronger organizational citizenship behavior, and a willingness to exert extra effort beyond formal job requirements. In higher education settings, these behaviors are reflected in lecturers' willingness to participate in curriculum development, mentor students, conduct collaborative research, publish scientific work, and contribute to institutional governance. Furthermore, the findings align with Wibowo's (2022) perspective, which argues that employees with stronger organizational commitment generally demonstrate higher work quality, greater responsibility, and better achievement of organizational targets. In the context of higher education, committed lecturers are more likely to maintain teaching quality, meet academic deadlines, pursue continuous professional development, and actively support institutional accreditation and quality assurance processes. These contributions are essential for enhancing the competitiveness and sustainability of higher education institutions.

Empirically, the results are consistent with previous studies conducted by Sari and Nasution (2025), which found that organizational commitment significantly improves lecturer performance in higher education institutions. Similar findings have also been reported in various organizational contexts, indicating that organizational commitment consistently serves as a strong predictor of employee performance. The consistency of these findings across different settings reinforces the

argument that organizational commitment is a universal factor influencing work outcomes regardless of organizational type.

An interesting implication of this study is that organizational commitment appears to have a stronger influence on lecturer performance than external organizational factors such as the work environment. This finding suggests that psychological attachment and loyalty toward the institution may be more critical in driving academic performance than physical workplace conditions. Given the professional nature of academic work, lecturers often rely on intrinsic motivation, personal values, and commitment to educational goals when carrying out their responsibilities. Therefore, strengthening organizational commitment may provide a more effective strategy for improving lecturer performance than focusing exclusively on physical workplace improvements.

From a managerial perspective, these findings suggest that higher education leaders should prioritize strengthening lecturers' organizational commitment. Such efforts may include creating a supportive organizational culture, ensuring fair treatment, providing opportunities for career advancement, recognizing academic achievements, encouraging participation in institutional decision-making, and fostering a strong sense of belonging among lecturers. By cultivating higher levels of organizational commitment, institutions can enhance lecturer performance, improve academic productivity, and support the achievement of long-term institutional goals.

#### 4.2.3 *The Effect of Leadership on Lecturer Performance*

The results of this study indicate that leadership has a negative, but not statistically significant, effect on lecturer performance. This finding is evidenced by the calculated t-value of -1.261, which is lower than the critical t-table value of 2.039, and a significance value of 0.217, which exceeds the 0.05 threshold. Consequently, the third hypothesis (H3), which proposed that leadership positively influences lecturer performance, is rejected. These findings suggest that leadership does not significantly contribute to improving lecturer performance at Politeknik Negeri Media Kreatif PSDKU Medan. This result is particularly noteworthy because leadership is commonly recognized in organizational behavior literature as one of the most important determinants of employee performance. Numerous studies have demonstrated that effective leaders can improve employee motivation, facilitate communication, provide guidance, and create conditions that support higher productivity. However, the findings of the present study indicate that such influence is not directly observable within the context of lecturer performance. This suggests that the relationship between leadership and performance may be more complex than traditionally assumed and may depend on specific organizational and professional contexts.

One possible explanation for this finding is the unique nature of academic work. Unlike employees in highly structured organizational settings, lecturers generally possess a high degree of professional autonomy and independence. Their performance is often guided by professional standards, academic ethics, disciplinary expertise, and a personal commitment to the Tri Dharma of Higher Education, rather than by direct managerial supervision. Teaching activities, research projects, scientific publications, and community service programs often require self-regulation and individual initiative. Consequently, lecturers may rely more heavily on their own competencies, intrinsic motivation, and organizational commitment than on leadership intervention in carrying out their responsibilities. From a theoretical perspective, the findings provide an interesting interpretation of the Path-Goal Theory developed by House (1971). The theory argues that leaders enhance subordinate performance by

providing direction, removing obstacles, clarifying goals, and offering support and motivation. However, the effectiveness of leadership depends heavily on subordinates' characteristics and the nature of their work. In situations where employees possess high levels of expertise, experience, and self-confidence, the direct influence of leadership may become less significant, as employees can perform effectively without intensive guidance. In the context of higher education, lecturers are highly educated professionals whose work often requires intellectual freedom and independent decision-making. Therefore, leadership may not directly influence performance outcomes in the same way it does in more hierarchical organizational environments.

The negative regression coefficient (-0.139) observed in this study deserves particular attention. Although the coefficient is not statistically significant, its negative sign may indicate certain perceptions among lecturers regarding leadership practices within the institution. One possible interpretation is that some leadership approaches may not fully align with lecturers' expectations concerning academic autonomy, participation in decision-making, and professional freedom. Academic professionals generally value collegiality, consultation, and participatory governance. When leadership practices are perceived as overly administrative, centralized, or insufficiently supportive of academic initiatives, lecturers may become less responsive to leadership influence. Furthermore, the negative coefficient may reflect concerns related to workload distribution, communication effectiveness, or institutional support mechanisms. Lecturers may perceive that leadership attention is focused primarily on administrative compliance rather than on facilitating research productivity, professional development, and academic innovation. As a result, leadership practices may not generate the positive motivational effects anticipated by organizational theories. Although this interpretation cannot be conclusively verified within the scope of the present study, it provides a plausible explanation for the observed negative relationship.

The findings are also consistent with the argument of Rivai (2021), Thoha (2020), and Yukl (2023), who emphasize that leadership effectiveness is highly contingent upon organizational context and employee characteristics. According to Yukl (2023), leadership cannot be universally applied because its effectiveness depends on how well leadership behaviors align with subordinates' needs and organizational conditions. In academic institutions, where professional expertise and intellectual independence are highly valued, leadership may function more effectively as a facilitator and supporter rather than as a direct driver of performance.

Another possible explanation is that leadership may influence lecturer performance indirectly through other organizational variables. For example, leadership may contribute to building organizational commitment, enhancing job satisfaction, improving organizational culture, or fostering a supportive work climate. These factors may subsequently influence performance outcomes. Therefore, the absence of a direct effect in this study does not necessarily imply that leadership is unimportant. Instead, it suggests that the impact of leadership may operate through mediating mechanisms not examined in the current research model.

The findings differ from those reported by Nasution et al. (2024), who found that leadership significantly improved lecturer performance. Similar positive relationships have also been identified in numerous studies conducted in educational and non-educational organizations. Differences in leadership styles, organizational structures, institutional cultures, respondent characteristics, and environmental conditions may explain the inconsistency between the present findings and previous research. Variations in how leadership is perceived and implemented across institutions may produce different effects on employee performance.



An important implication of this study is that lecturer performance appears to be influenced more strongly by internal psychological factors, particularly organizational commitment, than by leadership itself. This conclusion is supported by the statistical results, which show that organizational commitment is the most significant predictor of lecturer performance. Such findings reinforce the notion that academic professionals are primarily motivated by their attachment to institutional goals, professional values, and personal dedication to educational responsibilities.

From a managerial perspective, these findings suggest that institutional leaders should not focus solely on exercising formal authority or administrative control. Instead, leaders should adopt a facilitative, participatory leadership approach that supports academic freedom, encourages collaboration, recognizes lecturers' achievements, and creates opportunities for professional growth. Leadership practices that emphasize empowerment, trust, communication, and shared decision-making are likely to be more effective in fostering positive attitudes and enhancing organizational commitment among lecturers. Through these mechanisms, leadership may ultimately contribute to improved lecturer performance, even if its direct influence is not statistically evident in the present study.

#### *4.2.4 Simultaneous Effect of Work Environment, Organizational Commitment, and Leadership on Lecturer Performance*

The results of the F-test indicate that the work environment, organizational commitment, and leadership simultaneously have a significant effect on lecturer performance. This finding is supported by an F-value of 15.816, which exceeds the critical F-value in the F-table, and a significance value of 0.000, which is lower than the 0.05 significance level. Therefore, the fourth hypothesis (H4) is accepted. These results demonstrate that the three independent variables collectively help explain variations in lecturer performance at Politeknik Negeri Media Kreatif PSDKU Medan.

The acceptance of the simultaneous hypothesis suggests that lecturer performance is a multidimensional phenomenon that a single organizational factor cannot adequately explain. Instead, lecturer performance is influenced by a combination of environmental, organizational, and behavioral factors that interact with one another. Although the partial test results indicate that only organizational commitment has a significant individual effect on lecturer performance, the simultaneous analysis confirms that the overall model consisting of work environment, organizational commitment, and leadership provides a meaningful explanation of lecturer performance. This finding highlights the importance of viewing lecturer performance from a holistic perspective rather than focusing exclusively on one determinant.

The coefficient of determination (Adjusted  $R^2$ ) of 0.567 indicates that the combined influence of the work environment, organizational commitment, and leadership explains 56.7% of the variation in lecturer performance. This percentage indicates relatively strong explanatory power, suggesting that the proposed model captures a substantial proportion of the factors influencing lecturer performance. Nevertheless, the remaining 43.3% of variation is attributable to other factors not included in this study. These factors may include work motivation, organizational culture, job satisfaction, compensation, career development opportunities, professional competence, work discipline, employee engagement, academic autonomy, and institutional support systems.

The findings support the theoretical perspective proposed by Mathis and Jackson (2018), who argue that a combination of individual characteristics, organizational support, and managerial factors influences employee performance. According to this perspective, performance is not solely the result of



personal ability or motivation. However, it is also shaped by organizational conditions that facilitate or hinder employees in carrying out their responsibilities. In the context of higher education, lecturers require not only adequate facilities and supportive leadership but also a strong psychological attachment to the institution in order to perform optimally.

From a theoretical standpoint, the results also reinforce the integration of the three theoretical foundations employed in this study. Herzberg's Two-Factor Theory emphasizes the importance of environmental conditions as hygiene factors that create a supportive workplace and reduce dissatisfaction. Organizational Commitment Theory, developed by Meyer and Allen (1997), explains how emotional attachment, loyalty, and moral obligation encourage employees to contribute more effectively to organizational goals. Meanwhile, Path-Goal Theory highlights the role of leadership in providing direction, support, and facilitation to help employees achieve desired performance outcomes. The significant simultaneous effect observed in this study suggests that these theories complement one another in explaining lecturer performance within higher education institutions.

An important finding from the regression results is that organizational commitment emerged as the strongest predictor of lecturer performance, while work environment and leadership did not show significant individual effects. Nevertheless, the significance of the overall model indicates that work environment and leadership still contribute to performance when considered together with organizational commitment. This suggests that organizational factors should not be viewed in isolation because their influence may operate through interactions and complementary mechanisms. For example, a supportive work environment and effective leadership may strengthen organizational commitment, which in turn enhances lecturer performance.

The results further indicate that both tangible and intangible organizational elements influence lecturer performance in higher education institutions. Tangible factors include workplace facilities, infrastructure, and physical working conditions, whereas intangible factors encompass commitment, leadership support, organizational culture, and interpersonal relationships. Among these dimensions, psychological attachment to the institution appears to play a particularly important role in motivating lecturers to perform teaching, research, and community service activities effectively. This finding is consistent with the nature of academic work, which relies heavily on intrinsic motivation, professional dedication, and commitment to educational values.

The findings also have important implications for higher education management. Institutional leaders should recognize that improving lecturer performance requires an integrated and comprehensive human resource management strategy. Focusing solely on physical facilities or leadership interventions may not be sufficient to produce substantial performance improvements. Instead, institutions should simultaneously create a supportive work environment, strengthen organizational commitment, and implement leadership practices that encourage participation, collaboration, and professional growth. Such an integrated approach is likely to generate a stronger and more sustainable impact on lecturer performance. Furthermore, the substantial proportion of unexplained variance (43.3%) indicates opportunities for future research to explore additional determinants of lecturer performance. Future studies may examine variables such as job satisfaction, organizational culture, work motivation, compensation systems, professional competence, employee engagement, and academic autonomy. Incorporating these variables may provide a more comprehensive understanding of lecturer performance and improve the explanatory power of future research models. Overall, the findings confirm that lecturer performance is a complex organizational outcome shaped by multiple interrelated factors. Therefore, efforts to improve performance should be

directed not only toward enhancing individual capabilities but also toward creating organizational conditions that foster commitment, support professional development, and facilitate the effective implementation of the Tri Dharma of Higher Education.

## 5. Concluding Remarks and Recommendation

This study was conducted to examine the effects of work environment, organizational commitment, and leadership on lecturer performance at Politeknik Negeri Media Kreatif PSDKU Medan. Lecturer performance is a critical factor in higher education because lecturers are the primary actors in implementing the Tri Dharma of Higher Education, which encompasses education, research, and community service. Therefore, understanding the organizational factors that influence lecturer performance is essential for improving institutional effectiveness and achieving higher educational quality.

The findings reveal that the work environment has a positive, though not statistically significant, effect on lecturers' performance. Although a supportive work environment contributes positively to lecturers' ability to perform their duties, it does not emerge as a dominant determinant of performance at the institution studied. This finding suggests that lecturers may continue to carry out their academic responsibilities effectively despite limitations in workplace conditions due to their professional competence, academic autonomy, and intrinsic motivation. Consequently, improvements in physical and non-physical work-environment conditions alone may not be sufficient to enhance lecturers' performance significantly.

In contrast, organizational commitment had a positive and statistically significant effect on lecturer performance and emerged as the most influential variable in the research model. This finding indicates that lecturers with stronger emotional attachment, loyalty, and commitment to institutional goals tend to demonstrate higher levels of performance in teaching, research, and community service. Organizational commitment is an important psychological mechanism that encourages lecturers to contribute beyond their formal job requirements and actively participate in institutional development. The result also reinforces the argument that lecturer performance in higher education institutions is strongly influenced by internal psychological factors rather than solely by external organizational conditions. Furthermore, leadership was found to have a negative but statistically insignificant effect on lecturer performance. Although leadership is widely recognized as an important factor in organizational effectiveness, the findings suggest that its direct influence on lecturers' performance is limited in this study. The professional nature of academic work, which emphasizes autonomy, expertise, and self-regulation, may explain why leadership does not significantly affect lecturer performance. This result also suggests that leadership may exert its influence indirectly through other variables such as organizational commitment, job satisfaction, organizational culture, or employee motivation.

The results of simultaneous testing demonstrate that the work environment, organizational commitment, and leadership collectively have a significant effect on lecturer performance. The Adjusted  $R^2$  value of 0.567 indicates that 56.7% of the variation in lecturer performance is explained by the three independent variables in the model. In comparison, the remaining 43.3% is attributable to other factors not examined in this study. These findings confirm that lecturer performance is a multidimensional construct shaped by the interplay among organizational, environmental, and behavioral factors.



Therefore, efforts to improve lecturer performance should not focus on a single factor but rather adopt a comprehensive and integrated human resource management approach.

From a theoretical perspective, this study contributes to the higher education management literature by demonstrating that Organizational Commitment Theory provides stronger explanatory power for lecturer performance than Herzberg's Two-Factor Theory and Path-Goal Theory in the context of vocational higher education institutions. The findings emphasize the importance of psychological attachment and institutional loyalty as key drivers of lecturer performance. Additionally, the study enriches the empirical literature by providing evidence from a vocational higher education institution, a context that has received relatively limited attention in previous human resource management research.

From a practical perspective, the findings suggest that institutional management should prioritize strategies to strengthen lecturers' organizational commitment. Such strategies may include providing fair career development opportunities, recognizing academic achievements, involving lecturers in institutional decision-making processes, enhancing organizational communication, and fostering a supportive organizational culture. Although the work environment was not found to have a significant direct effect, maintaining adequate facilities, safe working conditions, and positive interpersonal relationships remains important to support lecturers' daily activities. Likewise, institutional leaders should adopt participative and facilitative leadership approaches that encourage collaboration, trust, academic freedom, and professional development.

This study has several limitations that should be acknowledged. First, the research was conducted in a single vocational higher education institution with a relatively small number of respondents, which may limit the generalizability of the findings to other higher education contexts. Second, the study employed a cross-sectional design and relied on self-reported questionnaire data, which may be subject to response bias. Third, the model explains only 56.7% of the variation in lecturer performance, indicating that other important factors remain unexplored.

Therefore, future research is recommended to expand the scope of the investigation by involving multiple higher education institutions and larger sample sizes to enhance the generalizability of the findings. Future studies should also consider incorporating additional variables such as work motivation, job satisfaction, organizational culture, compensation, employee engagement, professional competence, and academic autonomy. Furthermore, the use of more advanced analytical approaches, such as Structural Equation Modeling (SEM), may provide deeper insights into the direct and indirect mechanisms through which organizational factors influence lecturer performance.

## Statement of Use of Generative AI

During the preparation of this work, the author used generative artificial intelligence tools to support the scientific writing process. Grammarly was used to check grammar, refine writing style, and improve clarity in scientific writing. All interpretations, analyses, and conclusions presented in this study are the sole responsibility of the author.

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