

THE INFLUENCE OF AFFECTIVE COMMITMENT ON LECTURER PERFORMANCE WITH TALENT MANAGEMENT AS MEDIATOR

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Abstract

The workload of lecturers in the areas of teaching, research, community service, and other supporting tasks is considered too high with simultaneous time allocation. This causes fluctuations in lecturer performance, both in terms of quantity and quality. The high or low performance of lecturers is determined by the level of emotional bond between lecturers and the institution, and on how the institution's efforts to improve lecturers' insight and work skills through talent management. This study aims to analyze the direct and indirect effects of affective commitment on lecturer performance through talent management. The sample in this study was 100 lecturers as respondents with a sampling technique using the stratified sampling method. The data analysis technique used was path analysis. The results of the study indicate that affective commitment influences talent management, affective commitment does not affect lecturer performance, talent management influences lecturer performance, and affective commitment influences lecturer performance through talent management. The results of this study indicate that lecturer performance can be improved through improvements and enhancements in affective commitment and talent management.

Keywords: affective commitment, talent management, performance

1. INTRODUCTION

Education in Indonesia is becoming increasingly innovative along with the development of information-based technology (Ibrahim et al., 2020). And this technological development must be accompanied by the quality of educational human resources who act as agents, in order to support sustainable educational transformation (Hang, 2021). One of the human resources in education is lecturers. Lecturers play a crucial role in developing skilled human resources who are ready to be absorbed into the workforce relevant to their field of study (Fitriani & Ajayi, 2021).

Lecturers in their roles as teachers, researchers and community service providers are expected to provide a breath of fresh air in carrying out their work to improve the quality of higher education (Berk & Seeber, 2025), which can implicitly increase public interest and legitimacy regarding the quality of lecturers as human resources and universities as a forum that produces talented young generations (Lenning et al., 2023). In implementing Tridharma, lecturers as educators must not only have the skills and expertise in their field of knowledge, but also be able to create a learning atmosphere that can encourage students to play an active role (Doyle, 2023). Lecturers as researchers must be able to contribute to the development of their field of science by researching current phenomena that are relevant to the needs of

society (May & Perry, 2022). Lecturers as servants must be able to make a major contribution to the development of insight and skills in society so that it has an impact on increasing awareness and increasing the economic value of society (Pee & Vallulen, 2020). Referring to the complexity of lecturers' workload, their role in the world of education is very important in determining the direction of educational progress which targets the quality of graduates (Chetty & Plessis, 2021).

The complexity of lecturers' tasks impacts fluctuating performance. This is because lecturers are less able to make maximum contributions in carrying out their work (Wahyudi & Mukrodi, 2020). For example, in the field of teaching, lecturers are burdened with research, community service and other supporting tasks at the same time (Pace et al., 2021). In addition, in carrying out research and community service, lecturers tend to choose research and community service topics that are less relevant and appropriate, just to fulfill the lecturer's workload requirements (Tsoetsi & Anaolapo, 2024). This is caused by the fact that most educational institutions do not have sufficient facilities to finance research and lecturer service, which requires quite a large amount of funding (Jacob, 2021). Based on these problems, it is clear that the teaching profession, which should be the spearhead of the advancement of the golden generation in Indonesia through teaching duties, is actually diverted by the complexity of regulations (Samala et al., 2024), which sets standards for the quantity and quality of research and community service but is not supported by sufficient allocation of working time and funding by the institution (Fitzgerald et al., 2019).

The duties of lecturers in carrying out teaching, research and community service are one of the benchmarks for university performance so they must meet the required quality standards (Asiyai, 2022). Therefore, universities must be able to become a forum that provides facilities and infrastructure that can support the implementation of lecturer performance (Lutfiani et al., 2020). Apart from the support of facilities and infrastructure, there are factors that are binding and have a great influence on the performance of lecturers and the good or bad management of these factors themselves will show the extent of the lecturer's contribution to the institution (Rahman & Indahyanti, 2021). The factors in question are the lecturer's emotional bond to the institution (Setiyadi et al., 2023) and talent management (Ramaditya et al., 2022), and locus of control (Parveen et al., 2021).

Affective commitment encourages lecturers to place the institution as an important part so that they will always try to provide maximum contribution to the progress of the institution, even though in terms of work compensation it does not always provide significant satisfaction (Patience, 2023). The stronger the emotional bond of the lecturer to the institution, the better his performance (Waeyenberg et al., 2023). This is caused by the desire to gain legitimacy from the institution (Dahleez et al., 2021). This attitude will of course benefit the institution so that the institution will directly foster an attitude of less concern towards lecturers, because it assumes that

lecturers with high affective commitment will always try to make a high contribution even though their welfare is not prioritized (Ulhaque, 2020).

One of the institution's strategy to improve lecturer performance is through talent management (Mabaso, 2020). Some strategies that can be implemented are to carry out a targeted recruitment process, meaning that prospective lecturers who are accepted must have insight and skills in the field of teaching (Lintila & Siven, 2024), research and community service, not just to meet the percentage of the number of lecturers required by the education department (Wahyudi, 2022). Another talent management strategy is to develop lecturers' potential by involving lecturers in training activities (Musakuro & Klerk, 2021), monitor the implementation of lecturers' work (Abdullahi et al., 2020), and objective work evaluation without external bias (Efendi, 2020). These strategies can implicitly encourage lecturers to improve and enhance their performance (Gerhardt & Karsan, 2022).

Lecturers with high affective commitment tend to work harder, be loyal, and support company goals, which facilitates successful management of high talent (Zhe, 2024). Lecturers who have strong affective commitment feel valued and have an emotional bond (Almutairi, 2020), so that they are less likely to leave the company (low turnover intention), which is the main goal of talent management (Fahmi & Mohammed, 2020).

Referring to the problems and theories above, this research aims to analyze the direct influence of affective commitment and talent management on lecturer performance, and the indirect influence of affective commitment on lecturer performance through talent management.

2. METHODOLOGY

This study used a quantitative approach with a causal survey method. The sample consisted of 100 lecturers, using stratified sampling method. Path analysis was used to analyze the direct influence of leadership decision quality and altruism on lecturer performance.

3. FINDINGS AND DISCUSSION

3.1 The Influence of Affective Commitment on Talent Management Subsection

Table 2. Path Coefficients of Affective Commitment To Talent Management

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1	(Constant)	31.583	2.261	13.971	.000
	Affective Commitment	.787	.021	.968	.000

a. Dependent Variable: Talent Management

The path coefficient table above shows that the path coefficient of affective commitment to talent management is 0.968, with a Sig value of 0.000 <0.05. This indicates that affective commitment has a direct effect on talent management. The

coefficient of determination is 0.937, thus concluding that affective commitment contributes 93.7% to talent management improvement, with the remaining 6.3% influenced by other variables.

The path coefficient model of affective commitment to talent management is shown in the figure below:

Figure 1. Path Model of Affective Commitment to Talent Management



The high percentage of lecturers' affective commitment contributing to improved talent management demonstrates that affective commitment has a crucial impact on talent management by involving lecturers in institutional activities and job retention (Pa'wan & Said, 2020). Strong affective commitment encourages lecturers to make optimal contributions and reduces the risk of resignation (Pieters et al., 2022). This makes it easier for institutions to develop talent for high-performing lecturers (Ramaditiya et al., 2022).

Lecturers with high affective commitment will consistently participate in development programs and training programs organized by the institution (Muleya et al., 2022). This is driven by a sense of pride in being part of the institution. High affective commitment from lecturers reduces recruitment and retraining costs associated with high turnover (Mampuru et al., 2024).

3.2 The Influence of Affective Commitment on Lecturer Performance

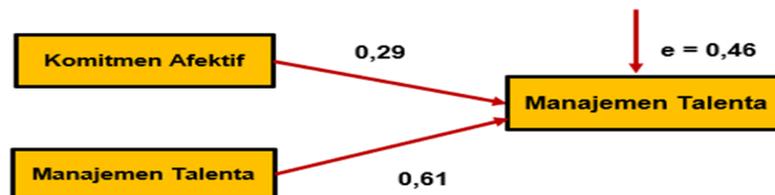
Table 4. Path Coefficients of Affective Commitment and Talent Management on Lecturer Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-2.984	9.229		-.323	.747
1 Affective Commitment	.295	.194	.285	1.523	.131
Talent Management	.776	.238	.608	3.256	.002

a. Dependent Variable: Lecturer Performance

Based on the path coefficient table above, it shows that the value of the affective commitment path to talent management is 0.285 with a Sig value of 0.131 > 0.05, so affective commitment does not have a positive effect on talent management. The path coefficient model of affective commitment to lecturer performance can be shown in the figure below, namely:

Figure 2. Path Model of Affective Commitment to Lecturer Performance Through Talent Management



The fact that affective commitment has no effect on lecturer performance indicates that affective commitment is not a factor that has little impact on improving and enhancing lecturer performance (Setiyadi et al., 2023). Lecturers with a strong emotional bond tend to carry out all tasks and responsibilities well and on time. This is motivated by the hope of gaining the trust of the institution (Naylor & Nyanjom, 2021). The level of trust the institution has in lecturers encourages a sense of security that their position as lecturers will not be replaced and fosters the lecturer's belief that there will always be opportunities for career development within the institution (Lewicka & Bollampaly, 2021). However, literally, lecturers with high affective commitment tend to lack self-confidence because they lack confidence in their abilities and that opportunities for development outside the institution are greater (Isabirye et al., 2025). This causes lecturers with high affective commitment to tend to always accept various less than satisfactory conditions in the work environment, such as compensation, a less conducive work environment, and so on (Abebe & Assemie, 2023).

Lecturers with low affective commitment have a low level of trust in the institution, which affects their work patterns. This means that in carrying out their duties and responsibilities, lecturers tend to prioritize quantity over quality (Muharlisiani et al., 2024). This is caused by lecturers' dissatisfaction with the institution regarding compensation, the work environment, subjective performance appraisals, and so on (Otache & Inkwe, 2022). Therefore, the level of lecturer performance, when assessed in terms of affective commitment, will indicate the extent of lecturer trust in the institution (Ghasemy & Fromling, 2023).

3.3 The Influence of Talent Management on Lecturer Performance

Based on Table 4, it shows that the coefficient value of the talent management path on lecturer performance is 0.608 with a Sig value = 0.002 < 0.05, so talent management influences lecturer performance. The high path coefficient indicates that talent management is one of the factors that plays an important role in improving lecturer performance.

Institutions that expect high lecturer performance will undertake various efforts, one of which is by providing job training to enhance and improve lecturer performance (Raharja et al., 2020). However, one talent management effort that institutions can implement to minimize the costs of repeated training is to conduct an objective recruitment process, which means the recruitment process is based more on the

insight and skills of prospective lecturers, rather than simply paying attention to the grades listed on the prospective lecturer's diploma (Aina & Atan, 2020). Talent management is one way institutions motivate lecturers to improve the quality of their teaching and research, so that the resulting output not only meets the quantity but also meets quality standards (Mabaso, 2020). Talent management is an institution's way to appreciate and meet the needs of lecturers so that they have fair career development opportunities. And going forward, it will improve lecturer work patterns and implicitly improve lecturer performance (Musakuro, 2022).

3.4 The Influence of Affective Commitment on Lecturer Performance through Talent Management Guidelines for Page Numbers

Based on the path coefficient value of affective commitment to talent management of 0.968, and the path coefficient value of talent management to lecturer performance of 0.61. The path coefficient value of affective commitment to lecturer performance through talent management is 0.590. Therefore, it can be concluded that affective commitment influences lecturer performance through talent management.

Lecturers with high affective commitment consistently believe that when their position within the institution is legitimated, they will indirectly gain the institution's trust and development (Ngah et al., 2023). To support their efforts to secure opportunities for growth within the institution, lecturers actively participate in development activities held by the institution, such as job training and career development outreach (Aithal & Maiya, 2023).

The higher the affective commitment, the higher the talent management, which indirectly influences improved lecturer performance. When lecturers are emotionally attached to the institution, they will often tolerate any unsatisfactory outcomes (Zhe, 2024). This stems from excessive pride, and lecturers with high affective commitment often overwork themselves to secure the security that their position will not be replaced by others (Ghimire et al., 2023).

4. CONCLUSION

The results of the study indicate that 1) affective commitment influences talent management, 2) affective commitment does not influence lecturer performance; 3) talent management influences lecturer performance; and 4) affective commitment influences lecturer performance through talent management.

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