
INTEGRATION OF LOCAL WISDOM AND ORGANIZATIONAL SUPPORT IN STRENGTHENING LECTURERS' PROFESSIONAL COMMITMENT THROUGH A POP-SDM APPROACH

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Abstract

This study aims to analyze the influence of local wisdom and organizational support on lecturers' professional commitment in private higher education institutions in Bogor, both directly and indirectly through work motivation and religiosity. The study employs a quantitative approach with an explanatory research design. Primary data were collected through a Likert-scale questionnaire distributed to 150 lecturers from a population of 960 using proportionate random sampling, while secondary data were obtained from institutional documents and relevant literature. The research was conducted at three private universities in Bogor. Data analysis was performed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS software. The results indicate that local wisdom and organizational support have significant effects on lecturers' professional commitment, both directly and indirectly through work motivation as a mediating variable. Religiosity has a significant effect on professional commitment but not on work motivation. The model demonstrates an acceptable level of fit and moderate predictive power. The findings conclude that integrating local wisdom values and organizational support is an effective strategy for enhancing lecturers' professional commitment in a sustainable manner.

Keywords

Local Wisdom; Organizational Support; Professional Commitment; Religiosity; Work Motivation.



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INTRODUCTION

In recent years, higher education in Indonesia has faced increasing pressure not only to improve academic quality and institutional performance, but also to develop more contextually relevant and sustainable governance models (Febriyanti et al., 2024). Within this broader discourse, the role of *local wisdom* (kearifan lokal), organizational support, and lecturers' professional commitment emerges as especially salient (Fathurrahman et al., 2022). Local wisdom represents the traditional values, norms, and practices rooted in a particular culture, geography, or community, and integrating such wisdom into higher education management can foster greater alignment between universities and the societies they serve (Ramli et al., 2025). Meanwhile, organizational support from management and the institution, as perceived by lecturers, has been widely recognized as a key enabler of commitment, job satisfaction, and performance (Sihombing et al., 2024). Against this backdrop, examining how these factors converge in the largest private higher education institutions in Bogor offers a rich context for both theory and practice (Suparjo et al., 2023).

Bogor, in West Java, is home to numerous private universities. As of 2025, West Java alone has 273 private higher education institutions, indicating a highly competitive, dense ecosystem. At the same time, the professional commitment of lecturers in private universities remains an underexplored but critical issue (Susanti, 2020). In Indonesia, lecturers are expected to fulfill the *Tridharma* of higher education teaching, research, and community service, but many private institutions struggle to support their academic staff adequately (Ramli et al., 2025). Despite these insights, there remains a notable gap in the literature around the integration of local wisdom as a dimension in this dynamic (Sholikhah et al., 2023). While much research has focused on organizational support and commitment, few studies have examined how deeply ingrained local values can align with institutional practices in private higher education, especially in a regionally significant education hub like Bogor. This omission is especially critical given that local wisdom could serve as a bridge between traditional values and modern organizational demands, thereby enhancing lecturers' affective and normative commitment in ways that standard managerial practices may not (Pugu, 2024).

Moreover, prior studies tend to examine only one or two of these elements (support, commitment, culture) in isolation, or focus on performance outcomes such as research productivity or teaching performance (Ernawati et al., 2024). There is limited empirical research that jointly investigates local wisdom, organizational support, and professional commitment as interrelated

constructs. Without such integration, institutional interventions may overlook the cultural basis that underlies lecturers' identity, motivation, and loyalty.

The urgency of this research lies in its dual contribution. Theoretically, it advances understanding of how cultural values (local wisdom) can be operationalized within organizational frameworks (Aldridge & Fraser, 2022), enriching models of commitment and institutional effectiveness. Practically, it offers actionable insights for university leadership in Bogor (and similar regions) to design HR practices, policies, and developmental programs that are more culturally attuned and more effective at retaining, motivating, and professionalizing lecturers (Almerich & Orellana, 2021).

The objectives of this study are to explore the role and forms of local wisdom in private higher education institutions in Bogor, with particular attention to how these cultural values are reflected in institutional practices and lecturers' daily activities. In addition, the study aims to investigate how organizational support, as perceived by lecturers, influences their professional commitment (Chen & Liu, 2023), including their motivation, loyalty, and engagement in teaching, research, and community service (Gumelar, 2024). Another objective is to analyze whether local wisdom functions as a moderating or mediating factor in the relationship between organizational support and professional commitment, thereby examining the potential cultural mechanisms that strengthen lecturer engagement. Finally, the study proposes a holistic POP-SDM model that integrates professionalism, organizational support, and local wisdom to enhance lecturers' commitment in private higher education institutions (PTS) in Bogor, offering both theoretical insights and practical guidance for university leadership (Setyaningsih & Hardhienata, 2019).

The objectives of this study are to: (1) explore the role and forms of local wisdom in private higher education institutions in Bogor; (2) investigate how organizational support influences lecturers' professional commitment; (3) analyze whether local wisdom moderates or mediates the relationship between organizational support and professional commitment; and (4) propose a holistic POP-SDM model for enhancing lecturer commitment in PTS in Bogor (Widodo & Santoso, 2020). In summary, this research contributes to both academic theory and institutional practice by integrating cultural, managerial, and human resource perspectives into the study of lecturer commitment, particularly in Indonesia's vast and diverse private higher education sector.

METHOD

This study employs a quantitative explanatory research approach to examine causal relationships among local wisdom, perceived organizational support, and lecturers' professional commitment. The explanatory design is appropriate because it enables hypothesis testing and identification of both direct and indirect effects among latent variables (Andrade & Neves, 2022). The research was conducted at three major private universities in Bogor, Indonesia: Universitas Pakuan, Universitas Ibn Khaldun, and Universitas Djuanda. The population comprised 960 permanent lecturers. Using the Slovin formula with a 5% margin of error, the minimum sample size required was 115 respondents; however, this study expanded the sample to 150 to improve statistical power (Arikunto, 1998). A proportionate random sampling technique was applied to ensure representativeness across institutions (Miles et al., 2020).

Table 1. Distribution of Permanent Lecturers at Private Universities in Bogor

Universtity	Lecturer	Lecturer Sertificate
Universitas Pakuan (UNPAK)	462	277
Universitas Ibn Khaldun (UIKA)	273	105
Universitas Djuanda (UNIDA)	225	96
Total	960	478

Primary data were collected using a structured questionnaire based on a five-point Likert scale to measure local wisdom, perceived organizational support, and professional commitment. The indicators for each construct were adapted from prior validated studies to ensure content validity (Abdullah et al., 2021). Secondary data were obtained from institutional reports and relevant academic literature to support the research framework. Before full-scale data collection, the instrument was tested for validity and reliability through a pilot study. Data collection was conducted both online and offline to maximize response rates and ensure data completeness. The collected data were then screened, coded, and processed to meet the requirements of multivariate analysis, particularly for latent variable modeling (Hair et al., 2021).

The data analysis technique used in this study is Structural Equation Modeling–Partial Least Squares (SEM-PLS), implemented in SmartPLS. SEM-PLS was selected because it is suitable for complex models involving multiple constructs and does not require strict assumptions of normal data distribution (Sugiyono, 2021; Eviana, 2024). The analysis includes two main stages: evaluation of the measurement model (outer model) and the structural model (inner model). The outer model assessment involves testing convergent validity, discriminant validity, and construct reliability. In

contrast, the inner model focuses on path coefficients, coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), and mediation effects (Cepeda-Carrion et al., 2022). Based on this framework, the study proposes hypotheses on the influence of local wisdom and organizational support on lecturers' professional commitment, using a POP-SDM approach.

Research Hypotheses

Based on the research objectives and the relationships among variables presented in the abstract, the hypotheses are formulated as follows:

Direct effects hypotheses:

H1: Local wisdom has a positive effect on lecturers' professional commitment.

H2: Organizational support positively affects lecturers' professional commitment.

H3: Local wisdom has a positive effect on work motivation.

H4: Organizational support has a positive effect on work motivation.

H5: Local wisdom has a positive effect on religiosity.

H6: Organizational support has a positive effect on religiosity.

H7: Work motivation positively affects lecturers' professional commitment.

H8: Religiosity has a positive effect on lecturers' professional commitment.

Indirect effects (mediating) hypotheses:

H9: Local wisdom has an indirect effect on lecturers' professional commitment through work motivation.

H10: Organizational support has an indirect effect on lecturers' professional commitment through work motivation.

H11: Local wisdom has an indirect effect on lecturers' professional commitment through religiosity.

H12: Organizational support has an indirect effect on lecturers' professional commitment through religiosity.

FINDINGS AND DISCUSSION

Findings

The analysis begins with evaluating the measurement model (outer model) to ensure the validity and reliability of the constructs. Discriminant validity was assessed using the Fornell-Larcker criterion. The results indicate that all indicators of the professional commitment variable

have Average Variance Extracted (AVE) values that exceed their correlations with other constructs, thereby satisfying the discriminant validity criterion.

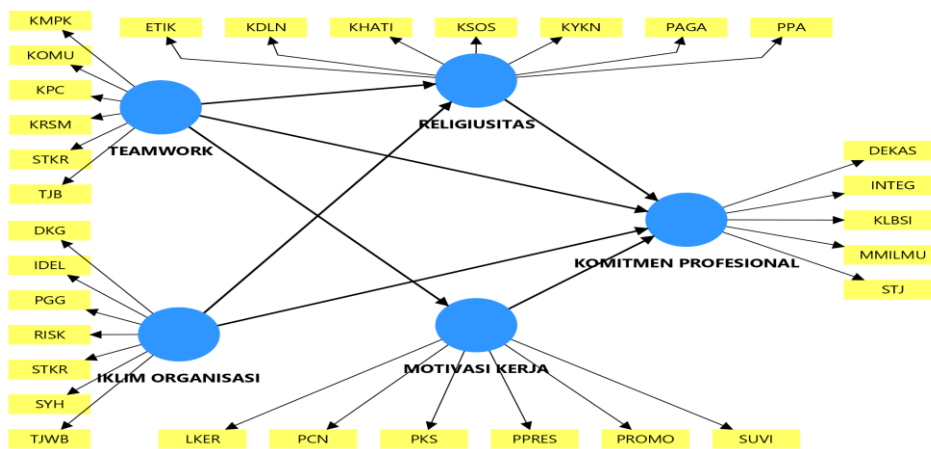


Figure 1. Outer Model

The figure illustrates the relationships between indicators and their respective latent constructs in the measurement model.

The analysis of the research results begins with evaluating the measurement model (outer model) to ensure that the instruments used meet validity criteria. Discriminant validity was assessed using the Fornell-Larcker criterion. The results indicate that all indicators of the professional commitment variable have Average Variance Extracted (AVE) values that exceed their correlations with other constructs, thus confirming their validity.

Table 2. Discriminant Validity of the Professional Commitment Variable (Y)

Indicator	Y.1	Y.2	Y.3	Y.4	Y.5
Y.1	0.788				
Y.2	0.781	0.843			
Y.3	0.608	0.764	0.822		
Y.4	0.637	0.685	0.751	0.818	
Y.5	0.591	0.613	0.586	0.689	0.821

Note: The diagonal values (in bold) represent the square root of AVE, which are higher than the inter-construct correlations, indicating that the discriminant validity criterion is satisfied.

Based on Table 2, all indicators (Y.1–Y.5) demonstrate a strong ability to represent the professional commitment construct. Therefore, the measurement model is considered valid and reliable, allowing the analysis to proceed to the structural model evaluation. Subsequently, the structural model (the inner model) was evaluated to examine the relationships among the variables. The goodness-of-fit assessment shows SRMR = 0.070 and NFI = 0.741, indicating acceptable fit. The results of the direct-effect testing indicate that most of the relationships among variables are

statistically significant.

Table 3. Summary of Path Coefficient, T-statistic, and p-Value Values Changes in the Structural Model of Professional Commitment

No.	Path Corallation	Path Coefficient	T Statistics	P Values
	Direct Effect = 10 jalur			
1	X1. -> X2.	0.365	4.511	0.000
2	X1. -> X3.	0.193	2.580	0.010
3	X1. -> X4.	0.415	3.791	0.000
4	X1. -> Y.	0.249	3.028	0.002
5	X2. -> X3.	0.322	3.178	0.001
6	X2. -> Y.	0.192	2.159	0.031
7	X3. -> Y.	0.273	2.943	0.003
8	X4. -> X2.	0.263	2.753	0.006
9	X4. -> X3.	0.116	1.150	0.250
10	X4. -> Y.	0.251	4.239	0.000
	Specifict Indirect Effect = 16 jalur			
1	X1. -> X2. -> X3.	0.118	2.552	0.011
2	X1. -> X4. -> Y.	0.104	2.509	0.012
3	X1. -> X3. -> Y.	0.053	1.796	0.073
4	X1. -> X2. -> Y.	0.070	1.695	0.090
5	X2. -> X3. -> Y.	0.088	2.360	0.018
6	X4. -> X2. -> X3.	0.085	2.164	0.030
7	X4. -> X3. -> Y.	0.032	0.964	0.335
8	X4. -> X2. -> Y.	0.050	1.643	0.100
9	X1. -> X4. -> X3. -> Y.	0.013	0.881	0.378
10	X1. -> X4. -> X2. -> X3. -> Y.	0.010	1.594	0.111
11	X1. -> X4. -> X2. -> Y.	0.021	1.389	0.165
12	X1. -> X2. -> X3. -> Y.	0.032	2.089	0.037
13	X1. -> X4. -> X2. -> X3.	0.035	1.794	0.073
14	X4. -> X2. -> X3. -> Y.	0.023	1.813	0.070
15	X1. -> X4. -> X2.	0.109	2.160	0.031
16	X1. -> X4. -> X3.	0.048	1.024	0.306
	Total Indirect Effect = 6 jalur			
1	X1. -> X2.	0.109	2.160	0.031
2	X1. -> X3.	0.201	3.394	0.001
3	X1. -> Y.	0.303	3.959	0.000
4	X2. -> Y.	0.088	2.360	0.018
5	X4. -> X3.	0.085	2.164	0.030

6	X4. -> Y.	0.105	2.373	0.018
<i>Total Effect = 10 jalur</i>				
1	X1. -> X2.	0.474	5.318	0.000
2	X1. -> X3.	0.394	4.656	0.000
3	X1. -> X4.	0.415	3.791	0.000
4	X1. -> Y.	0.551	6.294	0.000
5	X2. -> X3.	0.322	3.178	0.001
6	X2. -> Y.	0.280	3.787	0.000
7	X3. -> Y.	0.273	2.943	0.003
8	X4. -> X2.	0.263	2.753	0.006
9	X4. -> X3.	0.201	2.184	0.029
10	X4. -> Y.	0.356	6.112	0.000

Note: A path is considered significant if the *t*-statistic > 1.96 and the *p*-value < 0.05.

Based on Table 3, local wisdom has a significant effect on organizational support, work motivation, religiosity, and lecturers' professional commitment. Organizational support also significantly affects work motivation and professional commitment. Furthermore, both work motivation and religiosity are found to have significant effects on professional commitment. However, one relationship is not significant, namely the effect of religiosity on work motivation. The results of the indirect effect testing indicate that several mediation paths are significant, particularly those involving work motivation as an intervening variable. This suggests that the mediating role plays an important part in explaining the relationships among variables within the model.

Furthermore, the model's predictive power was evaluated using PLS Predict. The results show that the RMSE and MAE values of the PLS-SEM model are generally lower than those of the linear regression model, while the $Q^2_{predict}$ values fall within the moderate category.

Table 4. PLS Predict and Linear Regression Values for Professional Commitment Model -2

	$Q^2_{predict}$	PLS-SEM_RMSE	PLS-SEM_MAE	LM_RMSE	LM_MAE	IA_RMSE	IA_MAE
X2.1	0.116	0.736	0.537	0.745	0.534	0.782	0.612
X2.2	0.138	0.929	0.673	0.945	0.687	1.001	0.721
X2.3	0.168	0.941	0.665	0.943	0.674	1.031	0.664
X2.4	0.173	0.747	0.564	0.805	0.595	0.821	0.582
X2.5	0.205	0.827	0.627	0.852	0.644	0.927	0.631
X2.6	0.101	0.782	0.495	0.797	0.505	0.825	0.506
X2.7	0.064	0.879	0.622	0.908	0.635	0.908	0.571
X3.1	0.048	1.045	0.774	1.079	0.796	1.071	0.803
X3.2	0.128	1.002	0.779	1.031	0.799	1.072	0.829
X3.3	0.038	1.367	1.174	1.400	1.179	1.393	1.221
X3.4	0.116	1.071	0.849	1.100	0.857	1.139	0.877
X3.5	0.040	1.172	0.990	1.211	1.013	1.197	1.030

X3.6	0.069	1.048	0.826	1.081	0.851	1.086	0.855
X3.7	0.027	1.132	0.896	1.159	0.913	1.148	0.883
X4.1	0.096	0.810	0.534	0.877	0.570	0.852	0.495
X4.2	0.092	0.802	0.451	0.811	0.471	0.841	0.423
X4.3	0.104	0.781	0.449	0.793	0.462	0.826	0.463
X4.4	0.066	0.821	0.496	0.859	0.518	0.850	0.463
X4.5	0.126	0.819	0.470	0.879	0.494	0.876	0.498
X4.6	0.122	0.754	0.432	0.803	0.448	0.804	0.446
Y.1	0.231	0.652	0.532	0.672	0.553	0.743	0.547
Y.2	0.225	0.763	0.609	0.822	0.634	0.867	0.653
Y.3	0.235	0.632	0.500	0.650	0.512	0.723	0.500
Y.4	0.195	0.605	0.479	0.621	0.490	0.674	0.476
Y.5	0.219	0.644	0.524	0.658	0.534	0.729	0.533

Note: A $Q^2_{predict}$ value greater than 0 indicates predictive relevance; higher values reflect better predictive accuracy.

Based on Table 4, the model demonstrates a moderate predictive capability in explaining lecturers' professional commitment. This indicates that the developed model meets the criteria for adequacy both structurally and predictively.

Based on the overall results, it can be concluded that most relationships among variables in the research model are statistically significant, both directly and indirectly. These findings indicate that local wisdom and organizational support play important roles in enhancing lecturers' professional commitment, both through direct mechanisms and through mediating variables. Therefore, the next section discusses the theoretical and practical implications of these findings by linking them to existing theories and previous studies.

Discussion

The findings indicate that local wisdom has a significant effect on lecturers' professional commitment, both directly and indirectly. From a theoretical perspective, local wisdom can be understood as a value system that shapes individual behavior within organizations. These values function as moral guidelines that strengthen professional identity and work responsibility. This result supports the view that cultural values are not merely symbolic but also instrumental in shaping work attitudes (Fitriani et al., 2025; Junça Silva & Coelho, 2023). Previous studies have similarly found that the internalization of local cultural values enhances individual commitment and work ethics (Ibrahim & Idris, 2023; Seijts & Milani, 2022). Therefore, this finding affirms that integrating cultural values into higher education institutions is a crucial factor in strengthening lecturers' professional commitment.

Furthermore, organizational support is found to have a significant effect on lecturers' professional commitment. According to organizational support theory, individuals who feel valued and cared for by their institutions tend to exhibit higher loyalty and commitment. Such support may include adequate work facilities, recognition, and attention to lecturers' well-being (Gbobaniyi et al., 2023; Glob Bus Financ Rev et al., 2025; Shu, 2022). This finding is consistent with prior research indicating that perceived organizational support positively contributes to professional commitment. Thus, organizational support should not be viewed merely as an administrative function but as a strategic psychological factor that enhances professional commitment (Bar-Tal et al., 2021; Pretorius et al., 2023).

The significant effect of local wisdom on work motivation suggests that cultural values serve as a source of intrinsic motivation. Within the framework of motivation theory, deeply held values encourage individuals to perform optimally. The internalization of local wisdom fosters responsibility, dedication, and a deeper sense of purpose in work (Chandra Handa, 2023; Hanapi et al., 2025). This finding aligns with previous studies highlighting the importance of cultural factors in shaping work motivation, particularly in collectivist societies. Therefore, local wisdom functions not only as a cultural identity but also as a psychological driver that enhances individual performance within higher education institutions (Appleby et al., 2020; Dart et al., 2022).

Organizational support is also found to influence lecturers' work motivation significantly. This indicates that a supportive work environment enhances enthusiasm and engagement in performing professional duties. Theoretically, positive working conditions fulfill individuals' psychological needs, such as security and recognition, thereby increasing motivation (Basalamah & As'ad, 2021; Vo et al., 2022). This result is consistent with earlier studies emphasizing that organizational support improves both job satisfaction and work motivation. Therefore, institutions should prioritize lecturer welfare and professional development to sustain and enhance motivation.

The findings also reveal that religiosity significantly affects lecturers' professional commitment. Religiosity, as an intrinsic value, plays an important role in shaping integrity, ethical behavior, and professional responsibility. From a value-based perspective, individuals with higher levels of religiosity tend to demonstrate greater commitment because they adhere to moral and spiritual principles (Hassi et al., 2021; Huda et al., 2019). This result supports previous research suggesting that religiosity contributes to improved work ethics and professional commitment. Thus, religiosity emerges as an important factor in developing high-quality human resources with strong

integrity in higher education.

However, the results show that religiosity does not have a significant effect on work motivation. This finding contrasts with several previous studies that reported a positive relationship between religiosity and motivation. Analytically, this discrepancy may be attributed to contextual differences, in which religiosity functions more as a moral reinforcement than a direct motivator of work behavior. In other words, religiosity may not directly increase motivation but instead ensures consistency in ethical conduct (Alshehri et al., 2021; Astrachan et al., 2020). Therefore, this finding offers a critical perspective and serves as an antithesis to prior research, highlighting the importance of contextual factors in understanding variable relationships.

The mediation analysis indicates that work motivation plays a significant role in mediating the relationship between local wisdom and professional commitment. This suggests that the influence of local wisdom on commitment is not only direct but also operates through enhanced motivation. Theoretically, this supports organizational behavior models that position motivation as a key mechanism linking values and work outcomes. Previous studies also confirm that motivation serves as an important mediator between cultural values and individual performance (Hamzah & Sarwoko, 2020; Radiman et al., 2024). Thus, this finding reinforces the importance of motivation as a bridge between local wisdom and professional commitment.

In addition, organizational support indirectly influences professional commitment through work motivation (Arun, 2022). This confirms that the impact of organizational support extends beyond direct effects and operates through motivational mechanisms. From a social exchange perspective, the organization's support creates a sense of reciprocity, encouraging individuals to contribute more effectively (Chia-An Tsai & Kang, 2019; Mila Hariani & Muhammad Yusuf, 2026). This finding is consistent with prior research demonstrating that motivation mediates the relationship between organizational support and work outcomes. Therefore, institutions should focus not only on providing support but also on ensuring that such support enhances lecturers' motivation (Aldridge & Fraser, 2022; Jauhari, 2025).

Overall, the findings demonstrate that the proposed model has moderate predictive power, indicating its adequacy in explaining variations in lecturers' professional commitment. This suggests that integrating local wisdom, organizational support, work motivation, and religiosity provides a relevant framework for human resource development in higher education. The study contributes to theory by extending professional commitment models by including cultural and value-based

dimensions. In practice, the findings provide higher education management with insights into integrating cultural values and institutional support into strategies to sustainably strengthen lecturers' professional commitment.

CONCLUSION

This study provides a comprehensive examination of the structural relationships among Professional Commitment, Organizational Climate, Work Motivation, Religiosity, and Teamwork within private higher education institutions. The evaluation of the model demonstrates that the proposed framework is theoretically sound and practically relevant, offering a coherent approach for understanding the mechanisms that foster professional commitment among lecturers. The analysis of direct, indirect, and total effects, along with predictive power assessments, highlights the integrative roles of both structural and cultural factors in shaping lecturer commitment, underscoring the need for holistic approaches to human resource management and institutional development.

Overall, the research underscores the importance of combining organizational support, intrinsic motivation, and cultural values to strengthen professional commitment in higher education. The proposed model contributes to both theory and practice by providing a validated framework that can guide strategic planning, policy formulation, and capacity-building initiatives in universities. In doing so, this study provides a reference for future research and institutional interventions aimed at enhancing lecturer engagement, organizational effectiveness, and sustainable academic performance.

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