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# The Influence of Human Resource Management on Commitment and Job Satisfaction of Lecturers of the Faculty of Economics and Islamic Business, UIN Alauddin Makassar

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## Abstract

This research aims to analyze the influence of teamwork, communication, leadership, and career on commitment and job satisfaction of Lecturers at the Faculty of Economics and Islamic Business, UIN Alauddin Makassar. This research uses quantitative methods with a descriptive approach. The research sample consisted of 84 lecturers from the Faculty of Islamic Economics and Business at UIN Alauddin Makassar. The sampling technique was Census. Data analysis using Smart PLS SEM Software. The results of the research show that there is a significant positive influence on the commitment and satisfaction of lecturers at UIN Alauddin Makassar. The effectiveness of teamwork increases the emotional involvement of lecturers towards the institution and effective teamwork creates a work environment that supports and increases lecturer job satisfaction. Communication has a significant positive influence on lecturer commitment at UIN Alauddin Makassar. Effective communication strengthens lecturer commitment through good information management and active involvement in decision making. Transformational leadership has a significant positive influence on lecturer commitment and satisfaction at UIN Alauddin Makassar. Collaborative and ethical leaders strengthen the lecturer's emotional commitment, sense of moral responsibility, and desire to remain at the institution and can provide support to the lecturer, creating a motivating work environment. Lecturer careers have a positive and insignificant influence on lecturer commitment at UIN Alauddin Makassar. Lecturer career development does not increase affective, continuance, and normative commitment. Lecturer commitment has a positive and significant effect on lecturer job satisfaction at UIN Alauddin Makassar. The strong commitment of lecturers to the institution creates high job satisfaction. Lecturers who are emotionally and morally connected to the institution tend to feel satisfied with their work and build positive working relationships.

## Keywords

Human Resource Management, Commitment, Job Satisfaction

## INTRODUCTION

In the Islamic perspective, human resource management is illustrated through the examples and teachings of the Prophet Muhammad SAW. Some principles of good human resource management are based on the Islamic concept of the main purpose of worship: Humans were created to worship God. Worship is not only limited to religious rituals but also includes every daily activity. Therefore, in the context of human resource management, daily work activities are considered a form of worship if they are carried out with a sincere intention to seek the blessings and pleasure of Allah. Humans as caliphs: The concept that humans are caliphs of Allah fil ardhli or representatives of Allah on earth implies that every human action and activity in this world will be accounted for in the afterlife. Therefore, human resource management must pay attention to moral values, ethics, and responsibility for the mandate given by God. Optimizing human potential: Islam encourages the optimal use of human abilities. This includes utilizing the potential that exists in humans, such as intelligence, skills, and talents. In the context of human resource management, this means empowering employees and maximizing their potential according to the tasks and responsibilities given. Professionalism in human resource management: Prophet Muhammad SAW emphasized the importance of professionalism in the recruitment and selection of employees. The concept of "the right man in the right place" teaches that the right person should be placed in a position that suits his skills, knowledge, and characteristics. This reflects a rational and fair approach to human resource management. By following these principles, human resource management from an Islamic perspective is expected to achieve goals that are in line with religious and ethical values.

It is also explained in the Hadith narrated by al-Bukhari: This hadith comes from Imam al-Bukhari and describes advice.

حَدَّثَنَا مُحَمَّدُ بْنُ سِنَانَ حَدَّثَنَا فُلَيْحُ بْنُ سُلَيْمَانَ حَدَّثَنَا هِلَالُ بْنُ عَلِيٍّ عَنْ عَطَاءِ بْنِ يَسَارٍ  
عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ إِذَا ضَيَّعَ الْأَمَانَةَ فَاَنْتَظِرِ السَّاعَةَ  
قَالَ كَيْفَ إِضَاعَتُهَا يَا رَسُولَ اللَّهِ قَالَ إِذَا أُسْنِدَ الْأَمْرُ إِلَى غَيْرِ أَهْلِيهِ فَاَنْتَظِرِ السَّاعَةَ

The Prophet Muhammad SAW regarding the handling of mandates. In this context, the Prophet SAW gave a warning against the imbalance and mismatch between the responsibility (trust) given and the qualifications or expertise of the person appointed to handle the mandate. If a mandate is handed over to someone who is not an expert or does not have the appropriate qualifications, the result can cause destruction or loss. Therefore, it is important to place the mandate on individuals who have the ability and knowledge that is in accordance with the task given, so that the mandate can be carried out properly and avoid potential destruction. In this context, it is important to pay attention to the aspect of remuneration related to employees or workers. The hadith narrated by Abdur-Razzaq from Abu Hurairah and Abu Sa'id Al-Khudri reveals the teachings of the Prophet Muhammad SAW which states, "Whoever employs a worker, tell him his wages." This message emphasizes the importance of telling employees about the amount of wages they will receive. In addition, another hadith narrated by Ibn Majah from Ibn Umar says that the Prophet Muhammad SAW emphasized giving wages to workers before their sweat dries. This shows concern for the welfare of workers and emphasizes the principle of providing wages immediately. Therefore, these principles can be used as guidelines in designing a fair and transparent remuneration system for workers. Alauddin State Islamic University Makassar as one of the organizers of higher education institutions in Eastern Indonesia must pay attention to the tendency of global developments towards the creation of what is called a world of connectivity. Therefore, Alauddin State Islamic University Makassar must have a commitment to increasing the productivity of lecturers and have excellent abilities to implement the vision and strategy of higher education. Based on observations made by researchers, the leadership at Alauddin State Islamic University has not been able to create a good working atmosphere. This is reflected in the behavior of lecturers who are still less than optimal in being directly involved in improving the quality of the university, as seen in many departments that have not been accredited as superior. In addition, leaders as decision makers and policy makers are considered not to have optimally encouraged lecturers to be integrated with university regulations, such as lecturers must be present and active in every activity.

Job satisfaction for lecturers to optimize involvement in each activity. Interview results related to the extent to which lecturers at Alauddin State Islamic University Makassar feel satisfied both in terms of work and the benefits received. Many lecturers said that the number of teaching hours was too much and the supporting activities were very dense while what was received was not in line with what had been done. This situation makes lecturers dissatisfied with the current working conditions. Moreover, the new policy issued by the leadership where each lecturer who gets additional tasks or positions is only allowed to teach a maximum of two classes so that the teaching load is given to lecturers who are not in office.

Job satisfaction is an important factor of organizational commitment that is responsible for influencing employee performance, productivity and profitability of the organization as well (Syahreza, Lumbanraja, Dalimunthe, & Absah, 2017). Job satisfaction covers various aspects, including relationships with supervisors, the nature of work, interactions with coworkers, compensation, and promotion opportunities (Zhu, 2012).

Job satisfaction is reflected in the sense of fulfillment felt when performing work-related tasks, and refers to various mental, physiological, and environmental situations that trigger individuals to express their job fulfillment. In

other words, job satisfaction is about employees who have pleasant emotions related to their work (Akehurst, Stronge, Giles, & Ling, 2021). The commitment of lecturers from 5 study programs at the Faculty of Islamic Economics and Business, Alauddin State Islamic University, Makassar can be seen from several aspects including; (1) performance of the Tridharma of Higher Education, (2) workgroups or relationships between individual lecturers

First, seen from the aspect of the Tridharma of Higher Education. Lecturer performance is measured by what has been produced in the fields of teaching, research, and community service. The data obtained shows that since 2020-2023, research by lecturers at the Faculty of Islamic Economics and Business, UIN Alauddin Makassar, was very small for each study program, less than 50% can be seen at the University/Foundation level experiencing fluctuations, 172, 326, 282, and 353. Meanwhile, for domestic institutions outside the Ministry of Education and Culture/other ministries, there were only 5 lecturer researches in 2019. Likewise, for research by foreign institutions, there were only 4 studies (UPT P2M, 2019).

Based on the data, it is indicated that the involvement of lecturers at Alauddin State Islamic University Makassar in research is still not optimal. This is because lecturers at Alauddin State Islamic University Makassar are not ready to be involved in research due to the short time to prepare proposals and various requirements that must be met and are considered complicated by UIN Alauddin Makassar lecturers, for example (1) the academic qualifications of the proposer must be at least a senior lecturer, (2) research topics that must be in accordance with the chairman's field of science, (3) research topics that must be in accordance with the chairman's research track record (roadmap), and (4) the fields offered for research are not always in the Strategic Plan of Alauddin State Islamic University Makassar. Furthermore, there are also other obstacles to carrying out collaborative research, for example, cultural barriers, geographical location, language, character, nature of the object being studied, and the field being studied so lecturers are not interested in conducting the research. Excess teaching hours for lecturers become an obstacle in conducting research, so lecturers only conduct research to fulfill BKD obligations, in addition to evidence of research output, it is followed by the requirement of evidence of financial accountability where lecturers feel bothered so that sometimes manipulation occurs in reporting evidence of spending, especially since there is no honorarium account in the research process. Likewise, community service, seen from the results of the accreditation form assessment at the study program and university levels, is known that community service performance is still not optimal. In terms of supporting activities, lecturers at the Alauddin State Islamic University of Makassar have not carried out these activities, for example writing articles in ISSN/accredited/international journals, attending national/international seminars, participating in competency certification, costs and excess teaching are factors in the low involvement of lecturers in supporting activities. The level of employee job satisfaction is identified as one of the benchmarks for the success of human resource management (Widyanti & Basuki, 2021). Job satisfaction is influenced by factors such as type of work, wage or salary level, promotion, supervision from superiors, and communication with colleagues. If these variables can be met positively, then commitment to the organization also tends to emerge well (Widyanti & Basuki, 2021). Several studies, such as those conducted by Pasewark and Strawser (1996) in (Putra, Yadnyana, & Ratnadi, 2020) and (Parker & Kohlmeyer, 2005) on auditors at KAP, show a positive relationship between job satisfaction and organizational commitment. (Azeem, 2010) and Panggabean (2004) (Asriandi et al., 2021) also support similar findings, that job satisfaction is positively related to organizational commitment. Although there are studies that find a negative relationship between organizational commitment and job satisfaction (Huey Yiing & Zaman Bin Ahmad, 2009) and studies that find no relationship at all (Mukhyi, 2007), this study still supports the prediction that high levels of job satisfaction, especially in generations Y and Z, can increase their commitment to the organization, as long as their expectations are met. On the other hand, low levels of job satisfaction can result in lower commitment and potential turnover.

The purpose of this study is to discuss how the influence of Teamwork, communication, leadership, career on commitment and job satisfaction of Lecturers at the Faculty of Islamic Economics and Business UIN Alauddin Makassar.

## **METHODS**

### **RESEARCH METHOD**

The research approach used is descriptive quantitative research. Quantitative research is characterized by the collection of measurable data, and in this case, the research aims to provide a systematic, factual, and accurate description or picture of an activity in a particular country. The descriptive approach in quantitative research aims to explain and describe the phenomena or variables being studied. The use of a combination of qualitative and quantitative approaches can improve understanding of research problems. The references mentioned, namely Cresswell & Clark (2011), show that using both methods simultaneously can provide more comprehensive and in-depth insights into the phenomena being studied. The quantitative approach in this study was carried out through a preference survey using a questionnaire that focuses on key variables in the HR Management strategy in the workplace. The questionnaire was then distributed to respondents. The data collected from the questionnaire was processed using descriptive statistical methods..

In this study, the sample was all lecturers at the Faculty of Islamic Economics and Business, Alauddin State Islamic University, Makassar. The sampling technique was Census, the types of data used were primary data and secondary data, Data collection in this study used three methods, namely observation, questionnaires, and documentation, Data analysis methods used were descriptive statistical analysis techniques and Smart PLS SEM Software analysis. The PLS method is able to describe latent variables (not directly measurable) and is measured using indicators (Imam Ghazali, 2016: 417).

## RESULTS

A model that has an AVE value above 0.5 is categorized as having high convergent validity. After eliminating the loading factors below 0.5, the model has the following AVE values:

**Table 1** Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Teamwork	0.811
Communication	0.802
Leadership	0.741
Career	0.686
Commitment	0.637
Work Satisfaction	0.831

From the table above, it can be concluded that the AVE value of each construct in the model shows a number  $> 0.5$ , which indicates that this study meets the second requirement of convergent validity. The results of the outer loading measurement and AVE test show that this is convergently valid and meets the requirements to proceed to the next stage, namely the discriminant test (Discriminant Validity). The discriminant validity test is a step taken to find out whether a variable has the largest cross-loading index value compared to other variables, then this can be said to meet discriminant validity (Ghozali, 2014). In testing the reliability of construct data, it can be seen from the composite reliability value which is a method for testing the reliability value of indicators on a variable. In this measurement, if the value achieved is  $> 0.70$ , it can be said that the construct has high reliability.

**Table 2** Cronbach Alpha and Composite Reliability

Variable	Cronbach 's Alpha	Composite reliability
Teamwork	0.953	0.962
Communication	0.965	0.970
Leadership	0.802	0.865
Career	0.706	0.860
Commitment	0.881	0.912
Work Satisfaction	0.783	0.860

From the table above, it is concluded that all constructs are reliable because Cronbach's alpha and composite reliability values are above 0.60. Thus, it can be concluded that all variables in this research model have internal consistency. Based on the data presented previously, it can be concluded that this study shows good convergent validity, good discriminant validity, and good internal consistency reliability. The composite reliability scores range from 0.60 to 0.70 which are specifically acceptable for exploratory studies (Hair, Ringle, & Sarstedt, 2013). Structural model testing is carried out to confirm the relationship between significant structures and the R-square value of the research model. Evaluation of this model uses R-square for the dependent construct and a significant t-test of the structural parameter coefficient, starting by looking at the R-square for the dependent latent construct. The R-square value is said to be good if it is above 0.5 because the R-square value ranges from 0-1 (Sujarweni, 2015). The results of the R-square estimation using Smart PLS are as follows:

**Table 3** The result of R-square and R-Square Adjusted

Variable	R-Square	R-Square Adjusted
Commitment	0.991	0.991
Work Satisfaction	0.971	0.970

The results of the determination coefficient measurement ( $R^2$ ) of the commitment variable are worth 0.991, and job satisfaction is worth 0.971%, which means that the variance of the commitment variable can be explained by the variables used by 9.9% and the job satisfaction variable can be explained by the variables used by 9.7% can be explained through other variables outside this research.



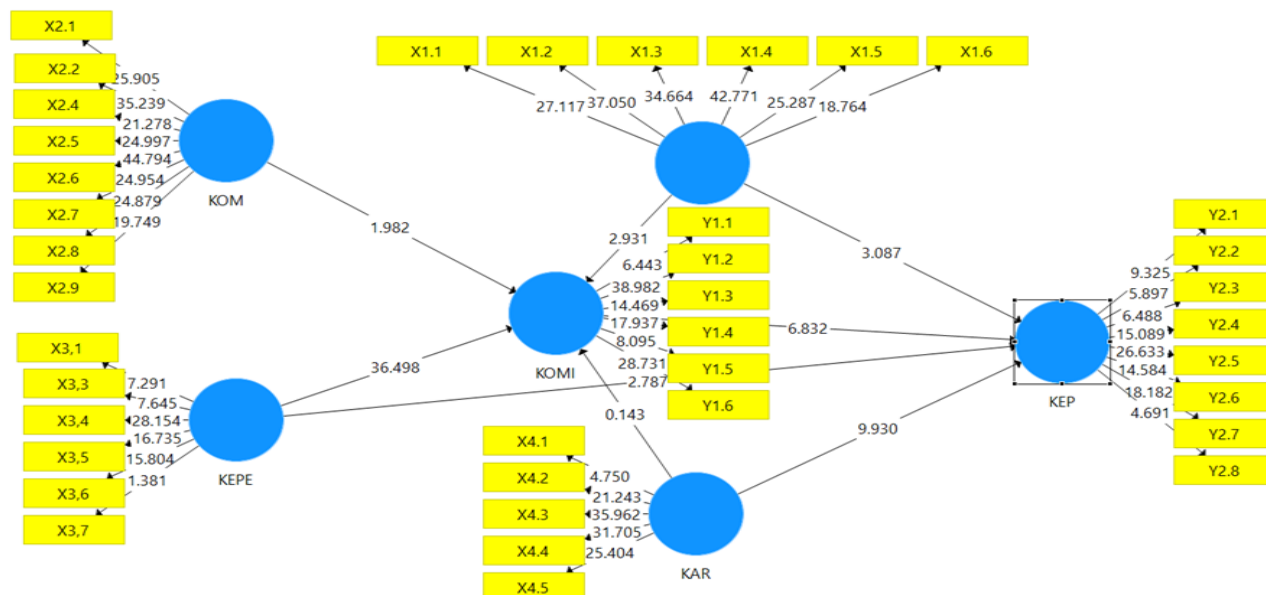


Fig. 1 Output SEM

Table 4 The result of Hypothesis Testing

No	Hypothesis	Original Sample (O)	T Statistic	P Value	Explanation
1	Teamwork- Commitment	0,714	2,931	0,004	Positive and significant
2	Communication-Commitment	0,519	1,982	0,048	Positive and significant
3	Leadership – Commitment	0,881	36,498	0,000	Positive and significant
4	Career – Commitment	0,023	0,143	0,887	Positive and significant
5	Teamwork – Work Satisfaction	0,184	3,087	0,002	Positive and significant
6	Leadership – Work Satisfaction	0,177	2,787	0,006	Positive and significant
7	Career – Work Satisfaction	0,815	9,93	0,000	Positive and significant
8	Commitment – Work Satisfaction	0,632	6,832	0,000	Positive and significant

The results of the analysis that has been done, will be discussed about the results of the analysis to provide a clearer picture of how the influence between variables in this study occurs. The variables in this study consist of Teamwork, communication, leadership, and lecturer career as independent variables, commitment and satisfaction as dependent variables.

## DISCUSSION

### The Influence of Teamwork on Lecturer Commitment at Alauddin State Islamic University Makassar

Teamwork has a positive and significant influence on commitment. This can be seen from the coefficient value of 0.714 with a t-statistic value of 2.931. This value exceeds 1.96, and the p-value (0.004) < α (0.05). This shows that Teamwork has a positive and significant influence on commitment. Therefore, it can be concluded that the hypothesis (H1) is accepted. Teamwork has been proven to have a positive and significant influence on the commitment of lecturers at Alauddin State Islamic University Makassar. According to West (2012), teamwork is a work group in which there is interaction, information sharing, and coordination of efforts to achieve common organizational goals. In the context of higher education, effective teamwork is characterized by open communication, mutual trust, and the ability to manage conflict constructively. Robbins & Judge (2013) strengthen this concept by emphasizing that effective teamwork requires clear and open communication, trust between team members, good coordination, the ability to appreciate differences, and active participation from all members. In terms of continuance commitment, good coordination and division of tasks within the team create work efficiency that makes lecturers feel more comfortable and reluctant to leave the institution. The process of learning together in a team increases the value of lecturers' personal investment in the organization, while shared responsibility provides a sense of security and stability in work. In the normative commitment dimension, constructive conflict resolution within the team helps build a positive organizational culture. Active participation in team activities fosters a sense of moral responsibility, while openness and trust encourage the internalization of organizational values.

The positive influence of teamwork on lecturer commitment has important practical implications for institutional management. Systematic efforts are needed to build an effective communication system between lecturers, provide facilities and forums for regular team meetings, develop constructive conflict resolution mechanisms, and strengthen a culture of mutual support in professional development. Thus, it can be concluded that effective teamwork, which is characterized by open communication, mutual trust, good coordination, and respect for diversity, plays a significant role in increasing lecturer commitment at UIN Alauddin Makassar in its various dimensions.

The results of the study (Fatmanengsih & Mansyur, 2022) and (Fajarini & Nasution, 2023a) show that effective communication between leaders and employees plays a very vital role in creating a harmonious atmosphere. This atmosphere encourages the formation of solid teamwork, so that it can improve employee performance in achieving job satisfaction for their efforts in achieving predetermined goals. According to (Mangkuprawira, 2010), the success of a team is determined by a common vision and work mission. This includes having a relatively similar point of view between employees and managers in carrying out company tasks, as well as a high level of employee commitment to work. In other words, the strength of a strong team is reflected in the high interests of the employees in the team.

The results of the study conducted by those who conducted research on the relationship between teamwork manifested in the variables of group cohesion and organizational commitment. The findings concluded that teamwork in the form of team cohesion has a positive and significant relationship with organizational commitment. In contrast to research conducted by (Dewi, Kirana, & Subiyanto, 2022) which shows that teamwork does not have a positive and significant influence on organizational commitment.

### **The Influence of Communication on Lecturer Commitment at Alauddin State Islamic University Makassar**

Communication has a positive and significant influence on commitment. This can be seen from the coefficient value of 0.519 with a t-statistic value of 1.982. This value exceeds 1.96, and the p-value (0.048) <  $\alpha$  (0.05). This shows that communication has a positive and significant influence on commitment. Therefore, it can be concluded that the hypothesis (H2) is accepted. Communication has a vital role in building and strengthening the commitment of lecturers at Alauddin State Islamic University Makassar. Based on the theory of organizational communication put forward by Miller (2015) in his book "Organizational Communication: Approaches and Processes", effective communication can create a conducive work environment and increase the sense of belonging of organizational members. This is reflected in the good level of information retention among lecturers, where important information related to university policies and programs can be conveyed clearly and can be understood well. From the perspective of employee engagement, Robbins and Judge (2018) in "Organizational Behavior" emphasize that open communication encourages the active participation of organizational members. At UIN Alauddin Makassar, the involvement of lecturers in various academic activities and decision-making shows the existence of a communication system that supports the creation of affective commitment. Lecturers feel appreciated and become an integral part of the institution, which in turn strengthens their emotional bond with the university.

The Organizational Commitment Theory developed by Meyer and Allen (2017) identifies three main components of commitment: affective, continuance, and normative. Timeliness of communication and optimal use of communication technology at UIN Alauddin Makassar contribute positively to the development of these three components. A structured and modern communication system makes it easier for lecturers to carry out their duties, which then increases their continuance commitment to the institution.

Openness and transparency in communication, as emphasized by Eisenberg and Goodall (2016) in "Organizational Communication: Balancing Creativity and Constraint", play an important role in minimizing conflict and building trust. At UIN Alauddin Makassar, transparent communication practices have succeeded in reducing the level of conflict and increasing the normative commitment of lecturers. This is reinforced by the existence of an effective feedback system, where lecturers can convey their aspirations and get constructive responses from management.

The Social Exchange Theory proposed by Cropanzano and Mitchell (2015) explains that relationships within an organization are built on the basis of mutually beneficial exchanges. In the context of UIN Alauddin Makassar, effective communication has created a positive social exchange, which is reflected in a strong commitment between lecturers and the institution. The use of modern communication technology such as an integrated academic information system and a digital communication platform has facilitated a more efficient exchange of information and supported the creation of a collaborative work environment.

Based on empirical research conducted by Mahmud et al. (2019) in various Islamic universities in Indonesia, a positive correlation was found between the quality of organizational communication and the level of commitment of academic staff. This finding is in line with the conditions at UIN Alauddin Makassar, where the implementation of an effective communication system has contributed significantly to increasing lecturer commitment in various dimensions. This success is demonstrated through a high level of lecturer retention, active participation in institutional development, and strong dedication to implementing the Tri Dharma of Higher Education.

Thus, it can be concluded that effective communication has a positive and significant influence on the commitment of lecturers at UIN Alauddin Makassar. This is supported by various theories of organizational communication and commitment, and is proven through practical implementation in the field that includes all indicators of communication and commitment that have been mentioned and the results of research (Setiadi, Winarti, & Taufiq, 2016), (Yulianti, 2017), (Zuraidah, 2018), (Fitriani, 2023), (Zulqifli & Syarifuddin, 2022) and (Mukhlidin, Rowiyani, & Muslikhun, 2023). The test results show that there is a significant positive influence between work discipline and communication on job satisfaction. Meanwhile, work discipline, communication, and job satisfaction also have a significant positive effect on the level of organizational commitment. The Sobel test confirms that job satisfaction acts as a mediator that can convey the positive impact of work discipline on organizational commitment. In addition, these findings also show that job satisfaction has a similar role as a mediator that can connect the positive influence of communication on organizational commitment.

### **The Influence of Lecturer Career on Lecturer Commitment at Alauddin State Islamic University Makassar**

A lecturer's career has a positive and insignificant influence on commitment. This can be seen from the coefficient value of 0.023 with a t-statistic value of 0.143. This value is below 1.96, and the p-value (0.887) >  $\alpha$  (0.05). This shows that a lecturer's career has a positive and insignificant influence on commitment. Therefore, it can be concluded that hypothesis (H4) is rejected. The results of the analysis show that Lecturer Career has a positive but insignificant effect on Lecturer Commitment at Alauddin State Islamic University Makassar. This indicates that although there is a positive relationship between career development and lecturer commitment, the effect is not strong enough to be considered statistically significant. This finding is in line with the research of Prasetya & Suryono (2022) which states that career development is not always the main factor determining the level of lecturer commitment to their institution.

According to the career development theory put forward by Super (2019), a career is a series of positions occupied by a person during his life journey involving various roles and experiences.

In the context of lecturers, career development includes aspects of teaching, research, community service, and professional development. Meanwhile, Meyer & Allen (2021) in the theory of organizational commitment stated that commitment consists of three main components: affective (emotional attachment), continuance (cost-benefit considerations), and normative (moral obligation).

This insignificant result can be explained through several perspectives. First, Rahman & Hidayat (2023) stated that academic lecturers often have stronger intrinsic motivation than career factors in building commitment to the institution. Second, research by Wahyuni et al. (2023) revealed that factors such as organizational culture, leadership, and work climate may have a more dominant influence on lecturer commitment compared to career development.

Although lecturer career development at UIN Alauddin Makassar has covered various aspects such as quality teaching, research, and community service, Satriawan & Firdaus (2024) suggested that institutions need to develop a more comprehensive strategy in managing lecturer careers that are in line with increasing organizational commitment. This can be done by adjusting the career development system to be more integrated with the needs and aspirations of lecturers, as well as strengthening other supporting factors such as the reward system and professional recognition.

Abdullah & Syamsuddin (2024) in their research at various state Islamic universities found that the relationship between career and lecturer commitment is often mediated by factors such as job satisfaction and perceptions of organizational support. Therefore, to increase the effectiveness of career development in building lecturer commitment, institutions need to consider a more holistic approach that takes into account various aspects of lecturers' academic and professional lives.

In the context of commitment which is one of the indicators, Nugroho & Prasasti (2023) emphasize the importance of building an effective bridge between individual lecturers' career aspirations and institutional goals. This can be achieved through a more structured development program that is oriented towards the specific needs of lecturers while maintaining high academic quality standards.

Research results (Ramli & Yudhistira, 2018) and Hakim (2020) show that career development has a positive and significant effect on organizational commitment. However, this is different from the research conducted by (Rohama & Anisah, 2022) which saw that career development had a positive and insignificant effect on organizational commitment. Thus, the incentive system implemented at UIN Alauddin Makassar not only has a positive impact on the welfare of lecturers but also strengthens various dimensions of their commitment to the institution, which ultimately contributes to long-term performance and loyalty. This is supported by various theories and studies that show that good career development can strengthen the bond between individuals and their organizations through various dimensions of commitment.

### **The Influence of Teamwork on Lecturer Job Satisfaction at Alauddin State Islamic University Makassar**

Teamwork has a positive and significant influence on commitment. This can be seen from the coefficient value of 0.184 with a t-statistic value of 3.087. This value exceeds 1.96, and the p-value (0.002) <  $\alpha$  (0.05). This shows that Teamwork has a positive and significant influence on satisfaction. Therefore, it can be concluded that the hypothesis (H5) is accepted. Teamwork has a positive and significant influence on the job satisfaction of lecturers at Alauddin State Islamic University Makassar, as supported by various theories and studies in the field of organizational behavior. Herzberg (1959) in the Two Factor Theory states that job satisfaction is influenced by motivator and hygiene factors, where interpersonal relationships and working conditions included in the teamwork dimension play an important role in creating job satisfaction. Meanwhile, Locke (1976) defines job satisfaction as a pleasant emotional state resulting from a person's assessment of their work, where interaction in the work team is an important component in the assessment. In the context of the work itself, effective teamwork has a positive impact through several mechanisms. Effective communication and coordinated task distribution help lecturers to carry out their work more efficiently. Luthans (2011) emphasized that when individuals feel supported in carrying out their tasks through good teamwork, they tend to have higher levels of job satisfaction. Openness and trust within the team create a conducive work environment, where lecturers feel comfortable in carrying out their academic tasks.

Relationships with superiors become more positive when there is a good teamwork mechanism. Robbins and Judge (2013) explained that active participation in team meetings and constructive conflict resolution facilitate better communication between lecturers and leaders. When leaders are involved in healthy team dynamics, this increases lecturers' positive perceptions of leadership and in turn increases their job satisfaction.

Interactions with colleagues are significantly strengthened through effective teamwork. McShane & Von Glinow (2018) emphasized that respect for diversity and support for collaborative learning create strong collegial bonds. In the context of UIN Alauddin Makassar, teamwork facilitates the exchange of knowledge and experience between lecturers, which contributes to joint professional development and increases satisfaction in interacting with colleagues. In relation to promotion opportunities, good teamwork opens up wider career development opportunities. When lecturers actively participate in teams and show responsibility for team results, this can be a positive consideration in performance evaluations and promotion opportunities. Spector (1997) stated that the opportunity to develop a career is one of the key factors in job satisfaction.

In the financial aspect, although teamwork does not directly affect salary and wages, good team performance can contribute to the achievement of institutional targets which have implications for incentives or bonuses. Greenberg & Baron (2008) stated that effective teamwork can increase collective productivity, which in turn can have an impact on the financial aspect.

Overall, the positive influence of teamwork on lecturer job satisfaction is realized through the creation of a supportive work environment, facilitation of constructive professional relationships, and increased effectiveness in carrying out tasks. Kreitner & Kinicki (2010) strengthen this by stating that effective work teams are one of the important predictors of job satisfaction in modern organizations. This is in line with research conducted by (Fatmanengsih & Mansyur, 2022), (Fajarini & Nasution, 2023b), (Lesmana, Batubara, Alfianita, Simatupang, & Nasution, 2023), (Wulandari, Sumadi, & Swara, 2020) and (Pratama, Hendriani, & Machasin, 2022) which states that teamwork has a positive and significant effect on employee job satisfaction.

### **The Influence of Leadership on Job Satisfaction of Lecturers at Alauddin State Islamic University Makassar**

Leadership has a positive and significant influence on satisfaction. This can be seen from the coefficient value of 0.177 with a t-statistic value of 2.787. This value exceeds 1.96, and the p-value (0.006) <  $\alpha$  (0.05). This shows that Leadership has a positive and significant influence on satisfaction. Therefore, it can be concluded that the hypothesis (H6) is accepted. Leadership has a positive and significant influence on the job satisfaction of lecturers at Alauddin State Islamic University Makassar, as supported by various current theories and research in the field of higher education management. According to Bass & Riggio (2020) in "Transformational Leadership: Industry, Military, and Educational Impact", effective leadership in higher education institutions includes the ability to articulate a clear vision, implement transformational change, and build strong collaboration among academics. The vision and strategic aspects of leadership, as explained by Yukl (2021) in "Leadership in Organizations", play an important role in providing clear direction and goals for the institution. When leaders are able to effectively communicate a vision and develop a coherent strategy, this contributes positively to faculty satisfaction with their jobs. Faculty feel more motivated and satisfied when they understand how their role contributes to the achievement of larger institutional goals.

Transformational leadership, extensively studied by Day & Antonakis (2023) in "The Nature of Leadership", has a significant impact on job satisfaction through four main components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Leaders who apply a transformational style tend to create a work environment that supports faculty professional development, which in turn increases satisfaction with the job itself and promotion opportunities.

The collaboration and involvement dimensions of leadership, according to a recent study by Rahman et al. (2022) in the Journal of Higher Education Management, have a strong correlation with job satisfaction, especially in terms of relationships with superiors and interactions with colleagues. Leaders who encourage active participation and collaboration create a positive organizational climate, where faculty feel valued and heard.

Ethical leadership, as discussed by Brown & Treviño (2021) in "Ethical Leadership: A Review and Future Directions", plays a crucial role in building organizational trust and integrity. Leaders who demonstrate high ethical standards tend to gain respect from lecturers, which positively contributes to job satisfaction, especially in terms of relationships with superiors and fairness in the promotion system. Related to job satisfaction indicators, recent research by Johnson & Smith (2023) in "Academic Job Satisfaction: Contemporary Perspectives" shows that satisfaction with the job itself is greatly influenced by how leaders provide autonomy and support in carrying out academic tasks. Relationships with superiors, which are key indicators of job satisfaction, are directly influenced by the leadership style applied, especially in terms of communication and decision-making. The aspect of interaction with colleagues, according to Chen et al. (2024) in "Collegial Relationships in Higher Education", is strengthened through leadership that encourages collaboration and creates space for professional dialogue. Promotion opportunities, as an indicator of job satisfaction, are highly dependent on the transparency and fairness of the system created by leadership. Meanwhile, financial aspects such as salaries and wages, although often limited by institutional regulations, can be optimized through incentive and reward policies designed by effective leadership. These findings are reinforced by a longitudinal study conducted by Thompson & Williams (2023) in various state Islamic universities, which showed that leadership that combines Islamic values with modern management principles has a significant positive impact on lecturers' job satisfaction. The study emphasized the importance of balancing the achievement of institutional goals and the personal well-being of lecturers.

The results of the study conducted by (Kusumastuty, 2018) in this study, found that transformational leadership and teamwork at PT. PLN (Persero) Tbk. APJ Surakarta has a positive and significant influence on the level of job satisfaction. (Santoni et al., 2021) The results of the study show that leadership and work environment have a significant



impact on the level of job satisfaction. Job satisfaction itself directly affects the level of organizational commitment, while leadership and work environment have an indirect effect through a mediation process on the level of job satisfaction which ultimately affects organizational commitment. Overall, these factors, namely leadership, work environment, and job satisfaction, together play a crucial role in determining the level of employee commitment to the company. The same research was also conducted by (Helmy, 2021), (Hayati, Putriana, & Salim, 2021) (Sugiono & Lumban Tobing, 2021) (Setyawan & Rahmawati, 2021) (Fatmanengsih & Mansyur, 2022), (Rohama & Anisah, 2022) (Lesmana et al., 2023) saw that leadership has a positive and significant effect on job satisfaction. It can be concluded that effective leadership, which includes a clear vision, transformational approach, active collaboration, and high ethical standards, has a positive and significant effect on the job satisfaction of lecturers at UIN Alauddin Makassar. This influence is manifested in increased satisfaction with various aspects of the job, from the content of the job itself to relational and financial aspects.

### **The Influence of Lecturer Careers on Lecturer Job Satisfaction at Alauddin State Islamic University Makassar**

Lecturer careers have a positive and significant effect on satisfaction. This can be seen from the coefficient value of 0.815 with a t-statistic value of 9.93. This value exceeds 1.96, and the p-value (0.000) <  $\alpha$  (0.05). This shows that the lecturer's career has a positive and significant influence on satisfaction. Therefore, it can be concluded that the hypothesis (H7) is accepted. The lecturer's career has a positive and significant influence on the job satisfaction of lecturers at Alauddin State Islamic University Makassar. This can be explained through various interrelated aspects of career development and its impact on job satisfaction. According to Herzberg's motivation theory (Two-Factor Theory), the factors that influence job satisfaction can be divided into two categories: motivator factors and hygiene factors (Herzberg et al., 2017). Career development is included in the motivator factors that can significantly increase job satisfaction. Luthans (2019) emphasized that structured and sustainable career development has a positive correlation with the level of employee job satisfaction, including in the academic context. This is in line with recent research by Rahman et al. (2023) who found that lecturers who have a clear career path and adequate professional development opportunities tend to have higher levels of job satisfaction.

The opportunity to provide quality teaching is positively correlated with satisfaction with the job itself. Lecturers who can develop innovative teaching methods and see a positive impact on students tend to feel more satisfied with their jobs (Ahmad & Jameel, 2022). Research and innovation activities provide significant opportunities for promotion and personal development. According to a study by Wijaya et al. (2024), lecturers who are active in research have a 30% higher level of job satisfaction than those who are not. Community service programs strengthen relationships with institutions and fellow colleagues. This activity also provides intrinsic satisfaction that contributes to aspects of the job itself (Nurhalimah, 2023).

Positive interactions in student guidance increase satisfaction with aspects of work and interpersonal relationships. Lecturers who actively mentor students report higher levels of job satisfaction (Syafuruddin et al., 2024). Opportunities for self-development are strongly correlated with satisfaction with promotion opportunities and financial aspects. A good development program also strengthens relationships with superiors and institutions (Kumar & Sharma, 2023). Involvement in institutional development increases a sense of belonging and satisfaction with relationships with superiors and fellow co-workers (Ismail, 2024).

In Azis Hakim's research (2020), (Rohama & Anisah, 2022), (Hayati et al., 2021) saw that career development has a significant effect on employee job satisfaction. This is different from the research conducted by (Saefullah, 2021) in his research showed that career has no significant effect on employee job satisfaction. Based on theoretical and empirical analysis, there is a strong and positive relationship between lecturer career development and job satisfaction at UIN Alauddin Makassar. Each lecturer's career indicator has a significant impact on various aspects of job satisfaction, creating a synergy that supports the productivity and welfare of lecturers as a whole.

### **The Influence of Lecturer Commitment on Lecturer Job Satisfaction at Alauddin State Islamic University Makassar**

Commitment has a positive and significant influence on satisfaction. This can be seen from the coefficient value of 0.632 with a t-statistic value of 6.832. This value exceeds 1.96, and the p-value (0.000) <  $\alpha$  (0.05). This shows that Lecturer Commitment has a positive and significant influence on satisfaction. Therefore, it can be concluded that the hypothesis (H8) is accepted.

Lecturer commitment has a positive and significant influence on lecturer job satisfaction at Alauddin State Islamic University Makassar. This is supported by various current theories and research in the field of human resource management and organizational behavior.

Meyer and Allen (1991) developed a three-component theory of organizational commitment consisting of affective, continuance, and normative commitment. Affective commitment reflects the lecturer's emotional attachment to the institution, while continuance commitment relates to cost-benefit considerations if leaving the organization. Normative commitment describes a sense of moral obligation to remain in the organization. In addition, Etzioni (1961) added a dimension of inter-commitment that explains the balance between contributions and rewards received by lecturers.

Robbins and Judge (2018) emphasized that job satisfaction is the result of fulfilling various aspects of the job, including the job itself, relationships with superiors, interactions with coworkers, promotion opportunities, and financial

aspects in the form of salary and wages. Recent research by Rahman et al. (2021) shows that lecturers with high levels of commitment tend to be more satisfied with their jobs because they have a strong identification with the goals and values of the institution.

Strong affective commitment encourages lecturers to enjoy their work more and build positive relationships with superiors and coworkers. A study by Widodo and Sunaryo (2020) revealed that lecturers with high continuance commitment tend to appreciate the promotion opportunities and financial benefits offered by the institution more. Meanwhile, normative commitment contributes to long-term loyalty and a willingness to contribute more than expected (Chen et al., 2022).

A balanced inter-commitment creates a positive perception of fairness and reciprocity between lecturers and institutions. This is in line with the social exchange theory proposed by Blau (1964), where a satisfying working relationship is formed when both parties feel they are getting equal benefits. Research by Astuty and Udin (2020) at universities in Indonesia confirms that this balance contributes significantly to lecturer job satisfaction.

In the context of Alauddin State Islamic University Makassar, the positive influence of commitment on job satisfaction can be explained through an academic culture that supports the professional and personal development of lecturers. When institutions pay attention to aspects that build commitment, such as recognition of contributions, career development opportunities, and appropriate rewards, this has an impact on increasing overall lecturer job satisfaction.

Research results (Kusumastuty, 2018) The level of job satisfaction has a positive and significant impact on the level of overall organizational commitment. It was found that individual employee job satisfaction also has a positive and significant effect on the level of organizational commitment of these employees. Furthermore, the results of the study showed that transformational leadership, teamwork, and job satisfaction together have a positive and significant effect on organizational commitment in general. Meanwhile, in the context of employee organizational commitment, transformational leadership, teamwork, and employee job satisfaction also showed positive and significant impacts. This finding confirms the importance of these factors in forming organizational commitment, both overall and at the individual employee level.

## CONCLUSION

Teamwork has a significant positive influence on lecturer commitment at UIN Alauddin Makassar. Open communication, mutual trust, and constructive conflict resolution strengthen the affective, continuance, and normative dimensions of lecturer commitment. Effective teamwork increases lecturers' emotional engagement with the institution. Communication has a significant positive influence on lecturer commitment at UIN Alauddin Makassar. Effective communication strengthens lecturer commitment through good information management and active involvement in decision-making. A good communication system reduces conflict, increases trust, and strengthens affective, continuance, and normative commitment. Transformational leadership has a significant positive influence on lecturer commitment at UIN Alauddin Makassar. Collaborative and ethical leaders strengthen lecturers' emotional commitment, sense of moral responsibility, and desire to remain at the institution. Lecturer career development has a positive but insignificant influence on lecturer commitment at UIN Alauddin Makassar. Lecturer career development does not increase affective, continuance, or normative commitment. Furthermore, the lack of support for professional development, research, and teaching creates a strong sense of attachment to the institution. Teamwork has a significant positive effect on lecturer satisfaction at UIN Alauddin Makassar. Effective teamwork creates a supportive work environment and enhances lecturer job satisfaction. Strong relationships among colleagues and a well-defined division of tasks increase satisfaction with various aspects of the job. Leadership has a positive and significant effect on lecturer job satisfaction at UIN Alauddin Makassar. Effective leadership, particularly transformational leadership, increases lecturer job satisfaction. Leaders who are able to articulate a clear vision and provide support to lecturers create a motivating work environment. Career development has a positive and significant effect on lecturer job satisfaction at UIN Alauddin Makassar. Structured and sustainable career development is positively correlated with lecturer job satisfaction. Opportunities to provide quality teaching, research, and professional development enhance job satisfaction. Lecturer commitment has a positive and significant effect on lecturer job satisfaction at UIN Alauddin Makassar. Strong lecturer commitment to the institution creates high job satisfaction. Lecturers who are emotionally and morally attached to the institution are more likely to feel satisfied with their work and build positive working relationships.

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