



The Influence of Commitment, Performance, and Job Satisfaction of Lecturers on Their Work Adjustment at Private Islamic Religious Higher Education Institutions in Riau Province

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Abstract

This study aims to describe the lecturers' ability to adapt to their work environment, which is vital for ensuring institutional effectiveness and the overall quality of higher education. This study investigates how lecturers' commitment, performance, and job satisfaction influence their work adjustment. Employing a quantitative research design with a survey method, data were collected from a sample of university lecturers and analyzed using Statistical Package for the Social Sciences (SPSS 25.0) to assess direct and indirect relationships among the variables. The results reveal several significant findings: commitment and performance each substantially directly affect work adjustment, both individually and jointly. Commitment and performance also significantly influence job satisfaction, both independently and simultaneously. Furthermore, job satisfaction has a strong direct impact on lecturers' work adjustment. Commitment, performance, and job satisfaction together contribute significantly to work adjustment. The analysis also shows that commitment indirectly affects work adjustment through job satisfaction, while the indirect effect of performance through job satisfaction is not statistically significant. These findings emphasize the importance of fostering commitment and performance to enhance job satisfaction and facilitate work adjustment. Job satisfaction also mediates, reinforcing its strategic value in academic human resource development.

Keywords: commitment, performance, job satisfaction, work adjustment

1. Introduction

Human resources (HR) is key in advancing higher education institutions. As the main factor, HR often becomes a fundamental issue. One of the main HR-related problems is the ability to adapt in the workplace.

Workplace adjustment is commonly called the Theory of Work Adjustment (TWA). According to Swanson and Schneider, TWA focuses on how individuals adjust to their work environment, including personal characteristics that predict satisfaction with it and the degree of satisfaction they experience.¹ Dawis and Lofquist define work adjustment as a continuous and dynamic process in which employees strive to achieve and maintain correspondence with their work environment.²

Based on the explanation above, workplace adjustment can be understood as the employee's ability to accept and adapt to their environment and work. Individuals who can adjust in the workplace tend to perform optimally. They work enthusiastically, devoting their thoughts, time, and energy wholeheartedly. As a result, a sense of loyalty to the organization emerges.

Several variables influence one's ability to adapt in the workplace. These variables refer to the model developed by Gary P. Latham, known as the Integrated Model of Work Motivation. These variables include: 1) Needs; 2) Values and personality; 3) Self-efficacy; 4) Incentives (Leadership and money); 5) Goal choice (Difficulty and specificity); 6) Goals and mechanisms (Direction, effort, persistence, and task strategy); 7) Performance and outcomes (Success and rewards); 8) Feedback, commitment, ability, and task complexity; 9) Satisfaction and dissatisfaction; 10) Job characteristics; 11) Organizational policies and procedures (distributive and procedural justice); 12) Job involvement; 13) Organizational commitment; and 14) Actions (Job presence and absence, protest, retaliation, challenge, and adjustment).³

From this, it is evident that lecturers' commitment, performance, and job satisfaction influence their ability to adjust in the workplace. Indicators used to measure lecturers' work adjustment include: 1) Adjustment to the job; and 2) Adjustment to the work environment. Those who can adjust well in the workplace experience higher job satisfaction. According to Sharf, if a person feels satisfied and is also confident with their work environment, a harmonious balance is achieved, and work adjustment is fulfilled.⁴

Commitment plays a significant role in organizational progress. A committed individual indirectly affects both individual and organizational performance, fostering a conducive work environment and the ability to adapt. A study by Supriyadi and Nurpalah found that organizational commitment significantly and positively influences employees' adaptive ability (work adjustment), with a t-value of 2.407 and a significance level of 0.019.⁵

Besides commitment, performance also affects a person's ability to adapt in the workplace. Performance, also known as job performance, is formally defined as the value of a set of positive and negative employee behaviors that contribute to achieving organizational goals.⁶ A

¹ Brown, Steven D., dan Lent, Robert W. (Ed), *Career Development and Counseling; Putting Theory and Research to Work* (New Jersey: John Wiley & Sons, Inc, 2013), 30.

² Sharf, Richard S., *Applying Career Development Theory to Counseling*, Sixth Edition (USA: Brooks/Cole, 2013), 94.

³ Latham, Gary P., *Work Motivation: History, Theory, Research, and Practice* (USA: SAGE Publications, Inc, 2012), 283.

⁴ Sharf, Richard S., *Applying Career Development Theory to Counseling*, Sixth Edition., 33.

⁵ Supriyadi dan Nurpalah, "Pengaruh Supervisi, Kemampuan Kognitif, dan Komitmen Organisasi terhadap Kemampuan Adaptasi Karyawan", *Jurnal INTEKNA*, Volume 18, No. 1, Mei 2018, 1-66.

⁶ Colquitt, Jason A., et.al., *Organizational Behavior* (New York: McGraw-Hill, 2015), hal. 32-33.

study conducted by Bhatti et al. investigated the relationship between performance and work adjustment, and the findings indicated that performance is related to work adjustment.⁷

Job satisfaction is another determining factor in whether an individual can adapt in the workplace. Job satisfaction is an employee's attitude toward their job, resulting from their perception of the job.⁸ Using a correlational method, a study by Na-Nan and Pukkeeree found that job satisfaction directly affects job adjustment at a statistical significance level of 0.001, with a standardized path coefficient of 0.55.⁹

Preliminary surveys at three Islamic Religious Private Universities (PTKIS) in Riau Province STAI Auliaurrasyidin Tembilahan, STAI Diniyah Pekanbaru, and STAI Rokan revealed that lecturers' workplace adjustment falls within the "good" category, with scores of 79%, 77%, and 78% respectively. However, these scores are not yet optimal, indicating the need for more serious interventions.

In light of this phenomenon, this study aims to analyze the influence of lecturers' commitment, performance, and job satisfaction on their ability to adjust in the workplace at Private Islamic Religious Higher Education Institutions in Riau Province.

2. Literature Review

Lecturers Work Adjustment

Work adjustment is how individuals adapt to their work environment, including personal characteristics that predict their satisfaction with the work environment and the degree of satisfaction they experience within it.¹⁰ According to Dawis and Lofquist, work adjustment is a continuous and dynamic process in which a worker strives to achieve and maintain correspondence with the work environment.¹¹ According to Patton and McMahon, the emphasis on abilities and values in the theory of work adjustment categorizes it as a content theory. At the same time, the dynamic interactions described portray it as a person-environment fit theory.¹²

Work adjustment based on the Islamic concept is reflected in the attitude of earnestness in performing one's job. A person who works earnestly reflects on job satisfaction. A satisfied person has fulfilled the indicators of work adjustment. Working earnestly to achieve goals is explained in the Qur'an, Surah Al-Isra [17]:19, which means: "And whoever desires the Hereafter and strives for it with the necessary effort while he is a believer – it is they whose effort is ever appreciated [by Allah]."

Quraish Shihab in *Tafsir al-Misbah* explains that the meaning of the verse is: "Whoever desires that his deeds are for the Hereafter, and he performs them while believing in Allah and His rewards, then his deeds will be accepted by Allah and he will receive a reward for them."¹³

⁷ Bhatti, Muhammad Awais, *et al.*, "Expatriate Job Performance and Adjustment: Role of Individual and Organizational Factors", *Journal of Business & Management*, Vol. 1, Issu 1, 2012, 29 – 39.

⁸ Gibson, James L. *et al.*, *Organizations: Behavior, Structure, Processes, Fourteenth Edition*, (New York: McGraw-Hill, 2012), 102.

⁹ Na-Nan, Khahan dan Pukkeeree, Peerapong, "Influence of Job Characteristics and Job Satisfaction Effect Work Adjustment for Entering Labor Market of New Graduates in Thailand, *International Journal of Business and Social Science*", Vol. 4 No. 2; February 2013, 95-103.

¹⁰ Brown, Steven D., dan Lent, Robert W. (Ed), *Career Development and Counseling; Putting Theory and Research to Work*, 30.

¹¹ Sharf, Richard S., *Applying Career Development Theory to Counseling*, Sixth Edition, 94.

¹² Patton, Wendy, dan McMahon, Mary, *Career Development and Systems Theory; Connecting Theory and Practice (3rd Edition)* (Netherlands: Sense Publishers, 2014), 50.

¹³ <https://tafsirq.com/17-al-isra/ayat-19#tafsir-quraish-shihab>.

Work adjustment is also known by another concept called the *Theory of Work Adjustment (TWA)*. Several variables influence work adjustment. These variables refer to a model developed by Gary P. Latham, known as *An Integrated Model of Work Motivation*. The variables include: 1) Needs; 2) Values and personality; 3) Self-efficacy; 4) Incentives (Leadership and financial rewards); 5) Goal selection (Difficulty and specificity); 6) Goals and mechanisms (Direction, effort, persistence, and task strategies); 7) Performance and outcomes (Success and rewards); 8) Feedback, commitment, ability, and task complexity; 9) Satisfaction and dissatisfaction; 10) Job characteristics; 11) Organizational policies and procedures (distributive and procedural justice theory); 12) Job involvement; 13) Organizational commitment; and 14) Actions (Work attendance, protests, revenge, challenges, and work adjustment).¹⁴

According to Dawis, there are six core values in measuring work adjustment: 1) Achievement (using one's abilities and having a sense of accomplishment); 2) Comfort (feeling comfortable and not stressed); 3) Status (gaining recognition and occupying a dominant position); 4) Altruism (serving others and being in harmony with them); 5) Safety (having a stable, orderly, and predictable work environment); and 6) Autonomy (being independent and having a sense of control).¹⁵ According to Hurlock, the success of one's work adjustment can be evaluated by three criteria: 1) Work performance; 2) Voluntary job change; and 3) Job satisfaction.¹⁶

Based on the above explanations, it can be synthesized that lecturers' work adjustment refers to their ability to accept and adapt to their work environment and job responsibilities. Lecturers who can adjust well will show optimal performance, working enthusiastically by dedicating their thoughts, time, and energy wholeheartedly. A strong sense of loyalty to the institution will emerge. Indicators of lecturers' work adjustment in this study include: 1) Adjustment to the job; and 2) Adjustment to the work environment.

Lecturers Commitment

According to Mowday, Porter, and Steers, commitment is a key component of human resource management. It can be defined as the relative strength of an individual's identification with and involvement in an organization.¹⁷ According to Sutrisno, commitment refers to employees' loyalty to their organization and is also a process of expressing concern and participation in the organization.¹⁸ Commitment is the extent to which an employee identifies with a particular organization and its goals and desires to maintain membership.¹⁹

In the Islamic concept, commitment is depicted through individuals who keep their promises. As stated in the Qur'an, Surah Al-Maidah [5]:1: "O you who have believed, fulfill [all] contracts. Lawful for you are the animals of grazing livestock, except for that which is recited to you [in this Qur'an], hunting is not permitted while you are in the state of ihram. Indeed, Allah ordains what He intends."

This verse commands believers to fulfill their promises, for promises are matters that Allah has made lawful, forbidden, or obligatory. Those who break the promises made to Allah after affirming

¹⁴ Latham, Gary P., *Work Motivation: History, Theory, Research, and Practice*, 283.

¹⁵ Sharf, Richard S., *Applying Career Development Theory to Counseling*, Sixth Edition, 33.

¹⁶ Sharf, Richard S., *Applying Career Development Theory to Counseling*, Sixth Edition, 33.

¹⁷ McKenna, Eugene, *Business Psychology and Organizational Behaviour; Sixth Edition* (New York: Routledge, 2020), 417.

¹⁸ Edy Sutrisno, *Budaya Organisasi* (Jakarta: Kencana Prenada Media Group, 2015), 296.

¹⁹ Langton, Nancy, et.al, *Organizational Behaviour; Concepts, Controversies, Applications (Seventh Canadian Edition)* (Canada: Pearson, 2016), 99.

them will be cursed and have a wretched place of return.²⁰

According to Steers, a person's commitment develops based on three factors: 1) Personal characteristics, including age, length of service, education level, and gender; 2) The need for achievement, including role/job characteristics and structural characteristics (such as levels of formalization, functional dependence, and decentralization); 3) Work tenure/position, including participation in decision-making, employee ownership, organizational control, and work experience.

²¹ Several indicators can be used to measure a person's commitment, including: 1) **Affective Commitment** – emotional attachment to the organization; 2) **Continuance Commitment** – an individual's perception of the costs/risks of leaving the organization; 3) **Normative Commitment** – a sense of obligation and responsibility felt by individuals within the organization.²² Langton expresses similar views, stating that indicators of commitment include: 1) **Affective Commitment** – emotional attachment and identification with the organization and belief in its values; 2) **Normative Commitment** – the perceived obligation to remain with the organization; 3) **Continuance Commitment** – individual calculations to stay with the organization based on the perceived cost of leaving.²³

Based on the above concepts, it can be synthesized that lecturers' commitment refers to the sense of loyalty toward the organization that arises from each individual and their maximum efforts in working. Loyalty fosters a sense of ownership, encouraging individuals to grow and build the organization together without seeking other institutions to develop themselves or dedicate their service elsewhere. The indicators used to measure lecturers' commitment in this study are: 1) Affective Commitment; 2) Normative Commitment; and 3) Continuance Commitment.

Lecturers Performance

Performance is also referred to as job achievement. Job performance is formally defined as the value of a set of employee behaviors that contribute positively or negatively to accomplishing organizational goals.²⁴ Performance is the achievement of certain results or the execution of specific tasks to achieve organizational objectives.²⁵ Performance is the outcome achieved by an individual or a group within an organization following their respective authority and responsibilities.²⁶

From an Islamic perspective, performance is explained in Surah An-Nahl [16]:97: "Whoever does righteous deeds, whether male or female, while being a believer – We will surely grant them a good life, and We will surely reward them according to the best of what they used to do."

Individual performance must be properly managed. Performance management is conducted to ensure that organizational goals are achieved. This aligns with Armstrong and Taylor's view, which states that performance management can contribute to developing an organization's high-performance culture by conveying that high performance is important.²⁷

Performance management is a skill-based concept accompanied by practice.²⁸ It is a broad

²⁰ Muhammad Nasib ar-Rifa'i, *Tafsir Ibnu Katsir, Cet. I* (Jakarta: Gema Insani, 2009), 11.

²¹ Syaiful Sagala, *Etika dan Moralitas Pendidikan: Peluang dan Tantangan* (Jakarta: Kencana, 2013), 27.

²² McKenna, Eugene, *Business Psychology and Organizational Behaviour; Sixth Edition*, 418.

²³ Langton, Nancy, *Organizational Behaviour; Concepts, Controversies, Applications (Seventh Canadian Edition)*, 99.

²⁴ Colquitt, Jason A., et.al., *Organizational Behavior*, 32-33.

²⁵ Payman J. Simanjuntak, *Manajemen dan Evaluasi Kinerja* (Jakarta: Lembaga Penerbit Fakultas Indonesia, 2015), 56.

²⁶ Ahmad Susanto, *Manajemen Kinerja Guru, Konsep Strategi dan Implementasi* (Jakarta: Prenada Media Grup, 2016), 69.

²⁷ Armstrong, Michael dan Taylor, Stephen, *Human Resource Management Practice* (UK: Kogan Page, 2014), 62.

²⁸ Cardy, Robert L. dan Leonard, Brian, *Performance Management, Concepts, Skill and Exercise* (New York: Park square, 2015), 3.

term encompassing how an organization and its members control, coordinate, and direct activities to achieve organizational goals.²⁹ Performance management is an ongoing process to identify, measure, and develop the performance of individuals and teams and align their performance with the organization's goals.³⁰

Many factors influence an individual's performance within an organization. According to Beardwell and Thompson, factors affecting performance include human resource management, policies, and individual factors such as ability, motivation, and opportunities to perform.³¹ According to Colquitt et al., factors influencing individual performance include: 1) Culture; 2) Organizational structure; 3) Leadership style and behavior; 4) Negotiation and leadership power; 5) Team communication and processes; 6) Team differences and characteristics; 7) Ability; 8) Personality and cultural values; 9) Job satisfaction; 10) Stress; 12) Motivation; 13) Trust, justice, and ethics; 14) Learning and decision-making.³² According to Dessler, several indicators can be used to assess performance: 1) Quantity of work; 2) Quality of work; 3) Creativity; and 4) Integrity.³³ Meanwhile, Buchanan and Huczynski argue that the minimum requirements for job performance include: 1) Ability; 2) Motivation; and 3) Opportunity.³⁴

Based on the above explanation, it can be synthesized that lecturers' performance refers to the level of achievement in carrying out tasks, whether individually or in groups. The indicators used in this study to measure lecturers' performance are: 1) Ability; 2) Motivation; and 3) Opportunity.

Lecturers Job Satisfaction

According to Colquitt and Wesson, job satisfaction is the degree of pleasurable emotional state resulting from the appraisal of one's job or job experiences.³⁵ Job satisfaction is the attitude employees have toward their jobs. It is the result of their perception of the work.³⁶ Job satisfaction is an emotional or affective response to various aspects of one's job.³⁷ It represents the extent to which a person feels content or fulfilled by their work. It reflects a positive feeling about the job, resulting from evaluating its characteristics.³⁸ A person with high job satisfaction has positive feelings about their job, whereas a person with low has negative feelings.³⁹

From an Islamic perspective, job satisfaction is reflected in Surah Ibrahim [14]:7: "And [remember] when your Lord proclaimed: 'If you are grateful, I will surely increase your favor; but if you deny, indeed, My punishment is severe'."

According to *Tafsir al-Misbah*, the term *syukur* (gratitude) means "to express or reveal." This is the opposite of *kufur*, which means "to cover up or hide." Thus, gratitude in essence is to express

²⁹ Beardwell, Julie dan Thompson, Amanda, *Human Resource Management; Contemporary Approach, Eighth Edition* (UK: Pearson, 2017), 430.

³⁰ Dessler, Gary, *Human Resource Management, Fifteenth edition* (USA: Pearson, 2017), 296.

³¹ Beardwell, Julie dan Thompson, Amanda, *Human Resource Management; Contemporary Approach, Eighth Edition*, 15.

³² Colquitt, Jason A., et.al., *Organizational Behavior*, hal. 30.

³³ Dessler, Gary, *Human Resource Management, Fifteenth edition*, 289.

³⁴ Buchanan, David A. dan Huczynski, Andrzej A., *Organizational Behaviour; Ninth edition* (UK: Pearson, 2017), 29-30.

³⁵ Colquitt, Jason A., et.al., *Organizational Behavior*, 98.

³⁶ Gibson, James L. et. al., *Organizations: Behavior, Structure, Processes, Fourteenth Edition*, 102.

³⁷ Kinicki, Angelo dan Fugate, Mel, *Organizational Behavior: A Practical, Problem-Solving Approach* (New York: McGraw-Hill Education, 2016), 57.

³⁸ Griffin, Ricky W dan Moorhead, Gregory, *Organizational Behavior: Managing People and Organizations, Eleventh Edition* (USA: South-Western, 2014), 74.

³⁹ Robbins, Stephen P., et.al, *Essentials of Organizational Behaviour* (Canada: Pearson Canada Inc, 2018), 50.

blessings by using them in the best way and in accordance with the will of the Giver.⁴⁰ Gratitude reflects someone who feels satisfaction. A satisfied person will be more motivated to give their best, which improves performance and productivity.

Many factors influence job satisfaction. Colquitt and Wesson mention at least five factors: 1) Pay; 2) Promotion; 3) Supervision; 4) Coworkers; 5) The work itself.⁴¹ According to Kinicki and Mel, job satisfaction increases when several influencing factors are addressed, including: need fulfillment, expectation fulfillment, value attainment, fairness, and dispositional/genetic components.⁴²

Based on the above concepts, it can be synthesized that job satisfaction is the perception of workers—in this case, lecturers—about their jobs. This perception can be either positive or negative. A positive perception leads to positive feelings, motivation, and a desire to do one's best, while a negative perception leads to unpleasant feelings, burden, and a passive attitude toward work.

The indicators used to measure job satisfaction of lecturers in this study are: 1) Need fulfillment; 2) Expectation fulfillment; 3) Value attainment; and 4) Fairness.

3. Method

This study employed a quantitative approach using a survey method. Data collection was conducted through a questionnaire using a Likert scale. Data analysis was carried out using path analysis, beginning with descriptive statistics, followed by prerequisite tests (normality, homogeneity, and linearity), and continued with a significance test using simple linear regression.

4. Result and Discussion

Result

Based on the analysis conducted, the research findings indicate that the most dominant variable influencing lecturers' work adjustment is lecturer commitment, with a coefficient of determination (R^2) of 0.556 or 55.6%. Additionally, the variable that has the most dominant influence on lecturers' job satisfaction is also lecturer commitment, with a coefficient value of 0.313 or an influence rate of 31.3%. For further details, refer to the table below:

Table 1. Summary of Decomposition of Path Coefficients, Direct and Indirect Effects, and Total Effects of Lecturer Commitment (X1), Lecturer Performance (X2), and Lecturer Job Satisfaction (X3) on Lecturer Work Adjustment (X4)

⁴⁰ M. Quraish Shihab, *Tafsir al Misbah*, Vol. 6 (Jakarta: Lentera Hati, 2017), 321.

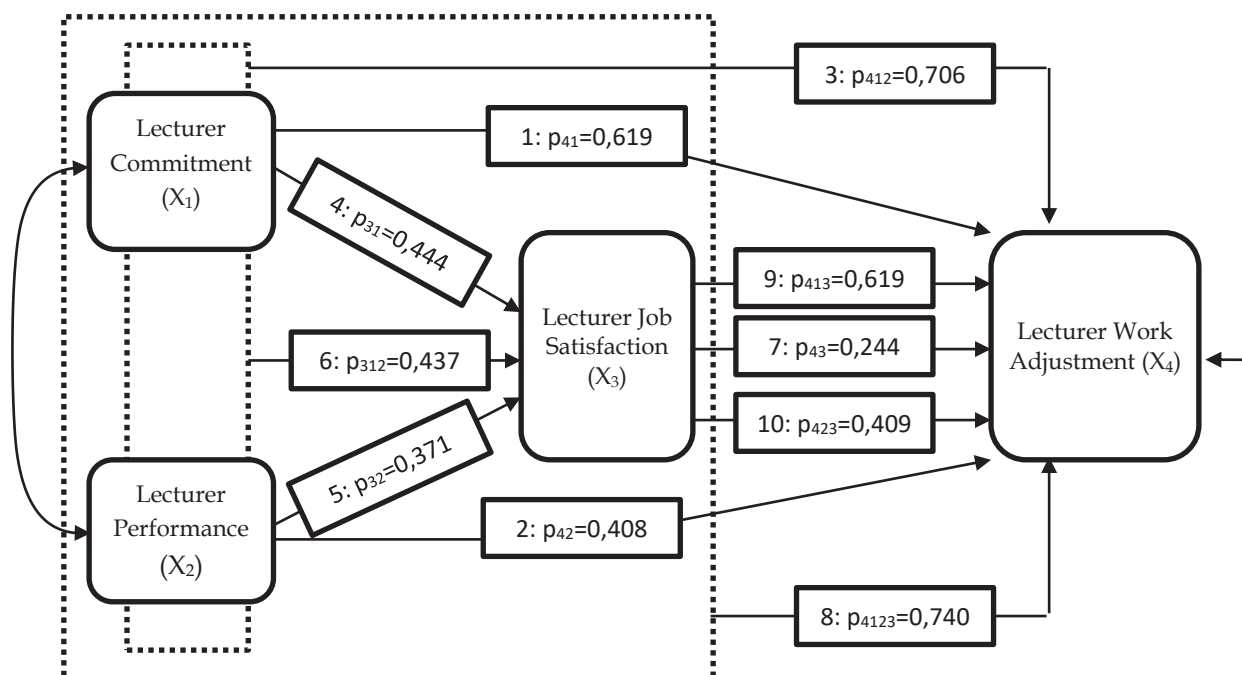
⁴¹ Colquitt, Jason A., et.al., *Organizational Behavior*, 100.

⁴² Kinicki, Angelo dan Fugate, Mel, *Organizational Behavior: A Practical, Problem-Solving Approach*, 58-59.

No.	Hypothesis	Causal Effect				Remaining e1, e2, and e3	Significance Value	t _{hitung} F _{hitung}	t _{tabel} F _{tabel}	
		Direct			Indirect				a=0,05	a=0,01
		Correlation Coefficient	Coefficient of Determination	Path Coefficient	Trough X ₃					
Sub-Structure 1										
1	X ₁ X ₄	0.745	0.556	0.619			0.000	10.491	1,9872	2.6328
2	X ₂ X ₄	0,600	0,360	0.408			0.000	7,036	1,9872	2.6328
3	X ₁ X ₂ → X ₄	0.840	0,706	0.706		0,294	0.000	104,556	4.0	6.9355
Sub-Structure 2										
4	X ₁ X ₃	0.559	0.313	0.444			0.000	6,329	1,9872	2,632
5	X ₂ X ₃	0,508	0,258	0,371			0.000	5,541	1,9872	2,632
6	X ₁ X ₂ → X ₃	0,661	0,437	0,437		0.563	0.000	33,77	4.0	6.9355
Sub-Structure 3										
7	X ₃ X ₄	0,691	0,477	0,244			0.000	8,964	1,987	2,633
8	X ₁ X ₂ X ₃ → X ₄	0,860	0,740	0,740		0,264	0.000	81,431	4.0	6.9355
Sub-Structure 4										
9	X ₁ X ₄ trough X ₃	0.860	-	0,511	0.619		0.000	5,107	1,987	2,632
Sub-Structure 5										
10	X ₂ X ₄ trough X ₃	0.860	-	0,318	0,409		0.000	1,653	1,987	2,632

To observe the magnitude of the influence of each variable, both partially and simultaneously, on lecturers' work adjustment, refer to the following figure:

Figure 1. Summary of the Empirical Causal Path Diagram of the Research Findings on Lecturer Commitment (X₁), Lecturer Performance (X₂), and Job Satisfaction (X₃) toward Lecturer Work Adjustment (X₄)



Discussion

1. Lecturer's Commitment toward Work Adjustment

Based on empirical studies, this research illustrates that lecturers' commitment directly influences their adjustment at work. A high level of commitment positively impacts the ability to adjust effectively.

Commitment is the relative strength of an individual's identification with and involvement in an organization.⁴³ It refers to how an employee identifies with a particular organization and its goals and desires to maintain membership.⁴⁴ Commitment is an individual's ability and willingness to align their behavior with the organization's needs, priorities, and goals, and to act in ways that promote or fulfill those goals.⁴⁵

As professional educators and scholars, lecturers have the primary duties of transforming, developing, and disseminating knowledge and technology through education, research, and community service.⁴⁶ As professional educators, lecturers are expected to possess a high level of commitment in order to carry out their duties and responsibilities effectively. A strong commitment is reflected in one's attitude and behavior, particularly in their persistence and full involvement in achieving the organization's vision and mission, which is demonstrated through optimal job performance.

In the Islamic concept, commitment is portrayed in individuals who honor their promises. As the Qur'an states, Surah Al-Ma'idah verse 1: "O you who have believed, fulfill [all] contracts. Lawful for you are the animals of grazing livestock except for that which is recited to you [in this Qur'an], hunting not being permitted while you are in the state of ihram. Indeed, Allah ordains what He intends."

This verse commands every believer to fulfill the promises they have made. A promise is a matter that may be made lawful, forbidden, or obligatory by Allah. Those who violate their covenant with Allah after it has been affirmed will be cursed and have an evil dwelling place.⁴⁷

A committed person is recognized by their firmness and consistency. As Allah says in Surah Fussilat verse 30: "Indeed, those who have said, 'Our Lord is Allah' and then remained steadfast – the angels will descend upon them, [saying], 'Do not fear and do not grieve but receive good tidings of Paradise, which you were promised.'"

A person's commitment is influenced by several factors: logical reasoning, environment, expectations, and emotional ties. Logical factors refer to employees remaining in an organization due to strategic advantages, adequate income, or difficulties in finding better job alternatives. Environmental factors include a pleasant work atmosphere, a sense of being appreciated, innovation opportunities, and involvement in organizational goal achievement. Expectation-related factors relate to career advancement opportunities and chances to achieve higher positions through open and transparent systems. Emotional ties refer to strong personal attachments, gratitude for what the organization has contributed to their lives, or even family relations within the workplace.⁴⁸

Based on the calculations, the path coefficient shows that the effect of commitment on lecturers'

⁴³ McKenna, Eugene, *Business Psychology and Organizational Behaviour; Sixth Edition*, 417.

⁴⁴ Langton, Nancy, et.al, *Organizational Behaviour; Concepts, Controversies, Applications (Seventh Canadian Edition)*, 99.

⁴⁵ Mustadin Tagala, *Psikologi Industri Organisasi* (Depok: PT. Rajagrafindo Persada. 2018), 166.

⁴⁶ Uhar Suharsaputra, *Manajemen Pendidikan Perguruan Tinggi*, (Bandung: Refika Aditama, 2015), 166.

⁴⁷ Muhammad Nasib ar-Rifa'i, *Tafsir Ibnu Katsir, Cet. I*, 11.

⁴⁸ Emron Edison, dkk, *Manajemen Sumber Daya Manusia* (Bandung: Alfabeta. 2018), 221-222.

work adjustment is (p_{41}) = 0.619, with a t-value of 10.491. At $\alpha = 0.05$, the critical t-table value is 1.987. Since t-count (10.491) > t-table (1.987), the path coefficient is statistically significant. The coefficient of determination (R^2) is 0.556, meaning that lecturers' commitment has a direct positive effect on their work adjustment by 55.6%, while other factors influence the remaining 44.4%.

This finding aligns with research conducted by Supriyadi and Nurpalah, who found that organizational commitment has a significant and positive effect on employees' adaptive abilities (self-adjustment), with a t-value of 2.407 and a significance value of 0.019. Similarly, research by Dahling and Librizzi examined the relationship between work adjustment theory and employee turnover theory. Their study concluded that there is a correlation between job adjustment and turnover. Adults with avoidant tendencies show weaker positive responses to jobs that meet their needs, ultimately threatening their work adjustment.⁴⁹ The higher an individual's work ability, the lower the turnover rate. People will feel more comfortable in their job and less inclined to seek employment elsewhere.

2. Lecturer Performance and Its Influence on Work Adjustment

Based on empirical studies, this research shows that lecturers' performance directly influences their work adjustment. When human resources demonstrate strong performance, an organization will gradually grow and develop. Conversely, an organization lacking individuals with good performance will face obstacles in its progress.

Performance is also referred to as job achievement. Job performance is formally defined as the value of a set of employee behaviors that contribute positively or negatively to the achievement of organizational goals.⁵⁰ Performance represents the level of accomplishment or execution of specific tasks aimed at achieving organizational objectives.⁵¹ It is the result of work that can be achieved by an individual or a group within an organization, in accordance with their respective authority and responsibilities.⁵²

From the Islamic perspective, performance is explained in Surah An-Nahl verse 97: "Whoever does righteousness, whether male or female, while he is a believer—We will surely cause him to live a good life, and We will surely give them their reward [in the Hereafter] according to the best of what they used to do."

Individual performance needs to be well-managed. Performance management is necessary to ensure the achievement of organizational goals. This aligns with Armstrong and Taylor's view, which states that performance management can contribute to the development of a high-performance culture in an organization by delivering the message that high performance matters.⁵³

Many factors influence an individual's performance within an organization. According to Beardwell and Thompson, some of the influencing factors are related to human resource management itself, organizational policies, and individual factors such as ability, motivation, and opportunity to perform.⁵⁴

Based on the calculations, the path coefficient indicates that the effect of performance on lecturers' work adjustment is (p_{42}) = 0.408, with a t-value of 7.036. At $\alpha = 0.05$, the critical t-table

⁴⁹ Dahling, Jason J., dan Librizzi, Ursula A., "Integrating the Theory of Work Adjustment and Attachment Theory to Predict Job Turnover Intentions", *Journal of Career Development*. Vol. 42(3). 2015, 215-228.

⁵⁰ Colquitt, Jason A., et.al., *Organizational Behavior*, 32-33.

⁵¹ Payman J. Simanjuntak, *Manajemen dan Evaluasi Kinerja*, 56.

⁵² Ahmad Susanto, *Manajemen Kinerja Guru, Konsep Strategi dan Implementasi*, 69.

⁵³ Armstrong, *Human Resource Management Practice*, 62.

⁵⁴ Beardwell, Julie dan Thompson, Amanda, *Human Resource Management; Contemporary Approach, Eighth Edition*, 15.

value is 1.987. Since $t\text{-count} (7.036) > t\text{-table} (1.987)$, the path coefficient is statistically significant. The coefficient of determination (R^2) is 0.360, meaning that lecturer performance directly and positively influences work adjustment by 36%, while other factors influence the remaining 64%.

These findings align with the research by Bhatti et al., which explored the relationship between performance and work adjustment. The study concluded that performance is related to work adjustment.⁵⁵ Additionally, this study supports the theory developed by Gary P. Latham, known as the “Integrated Model of Work Motivation,” which explains that many variables affect work adjustment one of which is performance.⁵⁶

3. Lecturer Commitment and Performance toward Work Adjustment

Based on empirical findings, this study shows that commitment and performance simultaneously influence lecturers’ work adjustment. When both commitment and performance increase, they contribute to an improvement in lecturers’ ability to adjust. Lecturer commitment refers to a sense of loyalty to the organization that arises from each individual within it, leading them to work to their fullest potential. Loyalty creates a sense of belonging, which in turn fosters a desire among individuals to grow and advance the organization together, without considering leaving for another institution.

A committed individual is self-aware, open-minded, tolerant, and objective; prioritizes togetherness; possesses strong personal integrity; works hard; and is highly motivated to be the best.⁵⁷

According to Sutrisno, commitment reflects employee loyalty to their organization and is a process of expressing concern and participation in the organization.⁵⁸ Performance refers to the degree of achievement or execution of specific tasks aimed at realizing organizational goals.⁵⁹

Based on calculations, the path coefficient shows that the combined effect of commitment and performance on lecturers’ work adjustment is $(p412) = 0.706$, with an F-value of 104.556. At a significance level of $\alpha = 0.05$, the critical F-table value is 4.0. Since $F\text{-count} (104.556) > F\text{-table} (4.0)$, the path coefficient is statistically significant. The coefficient of determination (R^2) is 0.706, indicating that commitment and performance together positively and directly affect lecturers’ work adjustment by 70.6%, while other factors influence the remaining 29.4%.

These results are in line with the theory developed by Gary P. Latham, known as the “Integrated Model of Work Motivation.” The variables within this model include: 1) Needs; 2) Values and personality; 3) Self-efficacy; 4) Incentives (Leadership and financial rewards); 5) Goal selection (Difficulty and specificity); 6) Goals and mechanisms (Direction, effort, persistence, and task strategies); 7) Performance and outcomes (Success and rewards); 8) Feedback, commitment, ability, and task complexity; 9) Satisfaction and dissatisfaction; 10) Job characteristics; 11) Organizational policies and procedures (distributive and procedural justice theory); 12) Job involvement; 13) Organizational commitment; and 14) Actions (Work attendance, protests, revenge, challenges, and

⁵⁵ Bhatti, Muhammad Awais, *et.al*, “Expatriate Job Performance and Adjustment: Role of Individual and Organizational Factors, 29 – 39.

⁵⁶ Latham, Gary P., *Work Motivation: History, Theory, Research, and Practice*, 283.

⁵⁷ Mukhtar, Martinis Yamin dan Abdul Hobir, *Menakar Komitmen Guru* (Jambi: Salim Media Indonesia, 2017), 18.

⁵⁸ Edy Sutrisno, *Budaya Organisasi*, 296.

⁵⁹ Payman J. Simanjuntak, *Manajemen dan Evaluasi Kinerja*, 56.

work adjustment).⁶⁰

From the explanation above, it can be understood that many variables influence the improvement of lecturers' work adjustment.

4. Lecturer Commitment toward Job Satisfaction

Based on empirical findings, this study shows that lecturers' commitment directly influences their job satisfaction.

According to Steers, a person's commitment develops due to three main factors: 1) **Personal characteristics** – including age, tenure, educational level, and gender; 2) **Need for achievement** – which includes role or job characteristics and structural characteristics (such as the level of formalization, functional dependence, and decentralization); 3) **Job tenure/position** – involving participation in decision-making, employee ownership, organizational control, and work experience.⁶¹ Commitment exists when individuals are given the opportunity to determine what they do.⁶²

A committed person is recognized by their firmness and consistency. As stated by Allah SWT in Surah Fussilat verse 30: *"Indeed, those who have said, 'Our Lord is Allah' and then remained steadfast – the angels will descend upon them, [saying], 'Do not fear and do not grieve, but receive good tidings of Paradise, which you were promised.'"*

Based on calculations, the path coefficient shows that the effect of commitment on lecturers' job satisfaction is (p_{31}) = 0.444, with a t-value of 6.329. At $\alpha = 0.05$, the critical t-table value is 1.987. Since t-count (6.329) > t-table (1.987), the path coefficient is statistically significant. The coefficient of determination (R^2) is 0.313, indicating that lecturer commitment directly and positively affects job satisfaction by 31.3%, while other factors influence the remaining 68.7%.

These findings are consistent with research conducted by Fransisko, Fauzan, and Markoni, which explained that commitment significantly impacts job satisfaction. When driven by a good level of commitment, individuals who possess strong willingness, loyalty, and pride toward their institution experience significantly positive job satisfaction.⁶³

5. Lecturer Performance toward Job Satisfaction

Based on empirical findings, this research illustrates that lecturer performance directly influences job satisfaction. Lecturers with high performance levels tend to experience higher job satisfaction.

Performance is also referred to as job achievement. Job performance is formally defined as the value of a set of employee behaviors that contribute positively and negatively to the achievement of organizational goals.⁶⁴

An individual's performance must be assessed. Performance appraisal is a continuous, systematic evaluation of how well an individual performs their current tasks and responsibilities. It

⁶⁰ Latham, Gary P., *Work Motivation: History, Theory, Research, and Practice*, 283.

⁶¹ Syaiful Sagala, *Etika dan Moralitas Pendidikan: Peluang dan Tantangan*, 27.

⁶² Fathkur Roman dkk, *Komitmen Organisasi (Analisis Faktor Trait Kepribadian, Iklim Organisasi dan Kepuasan Kerja* (Medan: CV. Manhaji, 2023), 11.

⁶³ Reza Fransisko, Fauzan dan Markoni, "Pengaruh Komitmen Kerja, Disiplin Kerja dan Komunikasi terhadap Kepuasan Kerja Karyawan PT Agro Muko", *Jurnal Manajemen Bisnis*, Vol. 12 No. 2 10 Agustus 2023, 80.

⁶⁴ Colquitt, Jason A., et.al., *Organizational Behav*, 32-33.

also typically includes an assessment of the individual's developmental needs or potential for future advancement.⁶⁵

According to Colquitt et al., the factors that influence individual performance include: 1) Culture, 2) Organizational structure, 3) Leadership style and behavior, 4) Leadership negotiation and power, 5) Team communication and processes, 6) Team differences and characteristics, 7) Ability, 8) Personality and cultural values, 9) Job satisfaction, 10) Stress, 11) Motivation, 12) Trust, fairness, and ethics, 13) Learning and decision-making.⁶⁶

In Islamic teachings, performance is highlighted in Surah An-Nahl, verse 97: *"Whoever does righteousness, whether male or female, while he is a believer – We will surely cause him to live a good life, and We will surely give them their reward according to the best of what they used to do."*

Based on the calculations, the path coefficient shows that the effect of performance on lecturers' job satisfaction is (β_2) = 0.371 with a t-value of 5.541. At $\alpha = 0.05$, the critical t-table value is 1.987. Since t-count (5.541) > t-table (1.987), the path coefficient is statistically significant. The coefficient of determination (R^2) is 0.258, meaning that lecturer performance directly and positively affects job satisfaction by 25.8%, while other factors influence the remaining 74.2%.

This research is consistent with the theory developed by Gary P. Latham, known as the "Integrated Model of Work Motivation." The variables in this model include: 1) Needs; 2) Values and personality; 3) Self-efficacy; 4) Incentives (Leadership and financial rewards); 5) Goal selection (Difficulty and specificity); 6) Goals and mechanisms (Direction, effort, persistence, and task strategies); 7) Performance and outcomes (Success and rewards); 8) Feedback, commitment, ability, and task complexity; 9) Satisfaction and dissatisfaction; 10) Job characteristics; 11) Organizational policies and procedures (distributive and procedural justice theory); 12) Job involvement; 13) Organizational commitment; and 14) Actions (Work attendance, protests, revenge, challenges, and work adjustment).⁶⁷

Furthermore, as stated above, a study by Fatimah et al. explains that employee performance directly impacts job satisfaction. Employees who are able to effectively carry out their tasks and responsibilities, achieve targets, and show strong engagement in their work tend to experience greater job satisfaction.⁶⁸

From the above explanation, it is clear that multiple interrelated variables influence job satisfaction.

6. Lecturer Commitment and Performance toward Job Satisfaction

Based on empirical findings, this study demonstrates that commitment and performance simultaneously directly influence lecturers' job satisfaction.

Lecturer commitment refers to a sense of loyalty to the organization that arises from each individual and is reflected in their maximum effort. Loyalty gives rise to a sense of belonging, which in turn encourages individuals to grow and help develop the organization together, without considering leaving for another institution. Commitment is the individual's ability and willingness

⁶⁵ Jamaluddin, *Dasar-dasar Manajemen* (Bengkalis: Dotplus Publisher, 2022), 136.

⁶⁶ Latham, Gary P., *Work Motivation: History, Theory, Research, and Practice*, 283.

⁶⁷ Latham, Gary P., *Work Motivation: History, Theory, Research, and Practice*, 283.

⁶⁸ Husnul Fatimah, Tri Kurniati Ambarini dan Yuliani Dewi "Pengaruh Kinerja Pegawai terhadap Kepuasan Kerja Pegawai Dinas Perhubungan Kabupaten Raja Ampat" *Jurnal Al-Khidmah*, Volume 2 Nomor 2, November 2022, 102-103.

to align their behavior with the organization's needs, priorities, and goals, and to act in ways that promote or fulfill those goals.⁶⁹

Lecturer performance is the level of achievement in carrying out a task. It is the outcome of work achieved by an individual or a group within an organization in accordance with their authority and responsibilities.⁷⁰

Based on the calculations, the path coefficient shows that the effect of commitment and performance on job satisfaction is $(p312) = 0.437$ with an F-value of 33.77. At a significance level of $\alpha = 0.05$, the critical F-table value is 4.0. Since F-count (33.77) > F-table (4.0), the path coefficient is statistically significant. The coefficient of determination (R^2) is 0.437, which means that lecturer commitment and performance directly and positively influence job satisfaction by 43.7%, while other factors influence the remaining 56.3%.

These findings are consistent with the theory developed by Gary P. Latham, known as the "Integrated Model of Work Motivation." Variables in this model include: 1) Needs; 2) Values and personality; 3) Self-efficacy; 4) Incentives (Leadership and financial rewards); 5) Goal selection (Difficulty and specificity); 6) Goals and mechanisms (Direction, effort, persistence, and task strategies); 7) Performance and outcomes (Success and rewards); 8) Feedback, commitment, ability, and task complexity; 9) Satisfaction and dissatisfaction; 10) Job characteristics; 11) Organizational policies and procedures (distributive and procedural justice theory); 12) Job involvement; 13) Organizational commitment; and 14) Actions (Work attendance, protests, revenge, challenges, and work adjustment).⁷¹

From the above explanation, it is evident that many interrelated variables influence job satisfaction.

7. Lecturer Job Satisfaction toward Work Adjustment

Based on empirical findings, this study illustrates that lecturers' job satisfaction directly influences their work adjustment. Lecturers with high job satisfaction can better adapt to their work environment.

Job satisfaction is the attitude that employees have toward their work. It results from their perception of the job and reflects a positive feeling about the work derived from evaluating its characteristics.⁷² Individuals with high job satisfaction experience positive feelings about their work, whereas those with low satisfaction tend to feel negative.⁷³ According to Rivai and Sagala, job satisfaction is essentially individual in nature. Each individual has a different satisfaction level depending on their values. The more an activity aligns with the individual's personal desires, the higher their satisfaction will be. Thus, satisfaction is an evaluation that reflects whether a person feels pleased or displeased, satisfied or dissatisfied at work.⁷⁴ The dimensions of job satisfaction include both job-related and individual-related aspects.⁷⁵

⁶⁹ Mustadin Tagala. *Psikologi Industri Organisasi*, 166.

⁷⁰ Ahmad Susanto, *Manajemen Kinerja Guru, Konsep Strategi dan Implementasi*, 69.

⁷¹ Latham, Gary P., *Work Motivation: History, Theory, Research, and Practice*, 283.

⁷² Gibson, James L. *et. al Organizations: Behavior, Structure, Processes, Fourteenth Edition*, 102.

⁷³ Robbins, Stephen P., *et.al, Essentials of Organizational Behavior*, 50.

⁷⁴ Mukhtar, Martinis Yamin, Firman, *Kepuasan Kerja Guru: Proses Manajemen Suatu Organisasi* (Jambi: Salim Media Indonesia, 2017), 1.

⁷⁵ Mukhtar, Martinis Yamin, Firman, *Kepuasan Kerja Guru: Proses Manajemen Suatu Organisasi*, 1.

From the Islamic perspective, job satisfaction is reflected in Surah Ibrahim (14:7), which states: “And [remember] when your Lord proclaimed: ‘If you are grateful, I will surely increase your favor; but if you deny, indeed, My punishment is sever.’”

According to the *Tafsir Al-Misbah*, the meaning of “gratitude” (*shukr*) is “to reveal” or “make visible,” which contrasts with *kufr*, meaning “to cover.” Thus, the essence of gratitude is to manifest blessings by using them in the best and most appropriate way, in accordance with the will of the Giver. Gratitude is an expression of satisfaction. Those who are satisfied are more motivated to do more, thereby increasing both performance and productivity.

Based on the statistical analysis, the path coefficient indicates that the influence of job satisfaction on work adjustment is $(p43) = 0.244$ with a t-value of 8.964. At a significance level of $\alpha = 0.05$, the t-table value is 1.987. The coefficient is statistically significant since $t\text{-count} = 8.964 > t\text{-table} = 1.987$. The coefficient of determination (R^2) is 0.477, meaning that job satisfaction positively and directly affects lecturers’ work adjustment by 47.8%, while other factors influence the remaining 52.2%.

This finding aligns with Hurlock’s theory, which proposes three criteria for assessing an individual’s work adjustment: (1) job performance, (2) voluntary job change, and (3) satisfaction.⁷⁶

In addition, a study by Na-Nan and Pukkeeree using correlation methods found that job satisfaction directly affects work adjustment, with a statistically significant level of 0.001 and a standardized path coefficient of 0.55.⁷⁷

8. Lecturer Commitment, Performance, and Job Satisfaction toward Work Adjustment

Based on empirical findings, this study indicates that lecturers’ commitment, performance, and job satisfaction simultaneously directly influence their work adjustment. Work adjustment refers to the ability of an employee to accept and adapt to their environment and the nature of their job. Individuals who can adjust well to their work are more likely to demonstrate optimal performance working with high enthusiasm, dedicating time, energy, and thought wholeheartedly. This also fosters a sense of loyalty to the organization.

Work adjustment is often referred to as the **Theory of Work Adjustment (TWA)**. According to Swanson and Schneider, TWA focuses on the process by which individuals adjust to their work environment, including the personal characteristics that predict their satisfaction with the work environment and the degree of satisfaction they experience within it.⁷⁸

Dawis and Lofquist define work adjustment as a continuous and dynamic process through which a worker seeks to achieve and maintain correspondence with the work environment.⁷⁹

From the Islamic perspective, work adjustment is reflected in the attitude of earnestness in performing tasks. A person who works earnestly demonstrates a strong sense of satisfaction with their job, and that satisfaction, in turn, reflects successful work adjustment.

⁷⁶ Hurlock, Elizabeth B., *Psikologi Perkembangan; Suatu Pendekatan Sepanjang Rentang Kehidupan*, Edisi Kelima, 284.

⁷⁷ Na-Nan, Khahan dan Pukkeeree, Peerapong, “Influence of Job Characteristics and Job Satisfaction Effect Work Adjustment for Entering Labor Market of New Graduates in Thailand”. *International Journal of Business and Social Science*, Vol. 4 No. 2. February 2013, 95-103

⁷⁸ Brown, Steven D., dan Lent, Robert W. (Ed), *Career Development and Counseling; Putting Theory and Research to Work*, 30.

⁷⁹ Sharf, Richard S., *Applying Career Development Theory to Counseling*, Sixth Edition, 94.

Working earnestly to achieve goals is emphasized in the Qur'an, Surah Al-Isra' (17:19), which states: "And whoever desires the Hereafter and exerts the effort due to it while he is a believer—it is those whose effort is ever appreciated [by Allah]."

According to Quraish Shihab in *Tafsir al-Misbah*, this verse means, "Whoever aims their actions for the Hereafter and performs them in a state of belief in Allah and His reward, their actions will be accepted and rewarded accordingly."⁸⁰

Thus, the phrase "while he is a believer" implies performing one's duties with strong conviction and sincerity. Individuals who possess belief and determination in their work are more likely to achieve their goals.

Additionally, people who are able to accept situations with a positive outlook are also considered to be well-adjusted. This attitude of acceptance is reflected in a spirit of gratitude, as explained in the Qur'an, Surah Luqman (31:12): "And We had certainly given Luqman wisdom [and said], 'Be grateful to Allah.' And whoever is grateful, he is grateful for his own benefit. And whoever denies [His favor], Allah is Free of need and Praiseworthy."

Tafsir al-Misbah says this verse means: "We granted Luqman wisdom, knowledge, and truth in speech. And We said to him, 'Be grateful to Allah for His blessings.' Whoever shows gratitude to Allah is actually doing so for his own benefit. And whoever is ungrateful, Allah is not in need of his gratitude. He alone deserves praise, even if no one praises Him."⁸¹

This explanation implies that gratitude or accepting circumstances with a positive perspective—benefits the individual. In the workplace, this kind of gratitude boosts motivation and increases one's ability to adapt and thrive in their role.

Based on the statistical analysis, the path coefficient for the effect of commitment, performance, and job satisfaction on work adjustment is $(p4123) = 0.740$ with $F\text{-count} = 81.431$. At a significance level of $\alpha = 0.05$, the $F\text{-table}$ value is 4.0. Since $F\text{-count} = 81.431 > F\text{-table} = 4.0$, the path coefficient is significant. The coefficient of determination (R^2) is 0.740, meaning that commitment, performance, and job satisfaction collectively positively influence work adjustment by 74.0%, while other factors influence the remaining 26%.

This finding supports the theory developed by Gary P. Latham known as "**An Integrated Model of Work Motivation.**" The variables in this model include: 1) Needs; 2) Values and personality; 3) Self-efficacy; 4) Incentives (Leadership and financial rewards); 5) Goal selection (Difficulty and specificity); 6) Goals and mechanisms (Direction, effort, persistence, and task strategies); 7) Performance and outcomes (Success and rewards); 8) Feedback, commitment, ability, and task complexity; 9) Satisfaction and dissatisfaction; 10) Job characteristics; 11) Organizational policies and procedures (distributive and procedural justice theory); 12) Job involvement; 13) Organizational commitment; and 14) Actions (Work attendance, protests, revenge, challenges, and work adjustment).⁸²

Additionally, according to Shamsir and Ismail, there are three main factors related to work adjustment: individual-related factors, job-related factors, and organizational-related factors. Furthermore, Leonard and Schimmel state that successful work adjustment occurs when there is alignment between individual values and needs with the reinforcements offered by the work

⁸⁰ <https://tafsirq.com/17-al-isra/ayat-19#tafsir-quraish-shihab>

⁸¹ <https://tafsirq.com/31-luqman/ayat-12#tafsir-quraish-shihab>.

⁸² Latham, Gary P., *Work Motivation: History, Theory, Research, and Practice*, 283.

environment, as well as a match between the individual's skills and the demands of the job.⁸³

9. Lecturer Commitment Toward Work Adjustment through Job Satisfaction as a Mediating Variable

Based on empirical analysis, this study illustrates that lecturer commitment indirectly affects their work adjustment through job satisfaction as an intervening or mediating variable.

The results of the path coefficient calculation indicate that the effect of commitment on lecturers' work adjustment through job satisfaction is $(p_{413}) = 0.511$ with a t-value of 5.107. At a significance level of $\alpha = 0.05$, the t-table value is 1.987. Since $t\text{-count} = 5.107 > t\text{-table} = 1.987$, the path coefficient is significant. The determination coefficient (R^2) value is 0.619, meaning that lecturer commitment indirectly and positively affects work adjustment through job satisfaction by 61.9%, while other factors account for 38.1%.

This finding aligns with the theory developed by Gary P. Latham known as the “**Integrated Model of Work Motivation.**” The model includes the following variables: 1) Needs; 2) Values and personality; 3) Self-efficacy; 4) Incentives (Leadership and financial rewards); 5) Goal selection (Difficulty and specificity); 6) Goals and mechanisms (Direction, effort, persistence, and task strategies); 7) Performance and outcomes (Success and rewards); 8) Feedback, commitment, ability, and task complexity; 9) Satisfaction and dissatisfaction; 10) Job characteristics; 11) Organizational policies and procedures (distributive and procedural justice theory); 12) Job involvement; 13) Organizational commitment; and 14) Actions (Work attendance, protests, revenge, challenges, and work adjustment).⁸⁴

Based on this explanation, it is clear that improving lecturers' work adjustment is influenced by various interconnected variables.

10. Lecturer Performance Toward Work Adjustment through Job Satisfaction as a Mediating Variable

Based on empirical findings, this study shows that lecturer performance indirectly affects work adjustment through job satisfaction as an intervening or mediating variable.

From the path coefficient calculation, the effect of lecturer performance on work adjustment through job satisfaction is $(p_{423}) = 0.318$, with a t-value of 1.653. At a significance level of $\alpha = 0.05$, the t-table value is 1.987. Since $t\text{-count} = 1.653 < t\text{-table} = 1.987$, the path coefficient is not significant. The determination coefficient shows an R^2 value of 0.409, indicating that performance contributes positively to work adjustment by 40.9%, while other factors account for the remaining 59.1%.

This finding aligns with the theory proposed by Gary P. Latham, known as the “**Integrated Model of Work Motivation.**” The model includes the following variables: 1) Needs; 2) Values and personality; 3) Self-efficacy; 4) Incentives (Leadership and financial rewards); 5) Goal selection (Difficulty and specificity); 6) Goals and mechanisms (Direction, effort, persistence, and task strategies); 7) Performance and outcomes (Success and rewards); 8) Feedback, commitment, ability, and task complexity; 9) Satisfaction and dissatisfaction; 10) Job characteristics; 11) Organizational

⁸³ Clur, Loraine, et. al, “Work Adjustment of Cancer Survivors: An Organisational Support Framework.” *SA Journal of Industrial Psychology*. 2017, 1-10.

⁸⁴ Latham, Gary P., *Work Motivation: History, Theory, Research, and Practice*, 283.

policies and procedures (distributive and procedural justice theory); 12) Job involvement; 13) Organizational commitment; and 14) Actions (Work attendance, protests, revenge, challenges, and work adjustment).⁸⁵

From the explanation above, it is evident that many variables influence lecturers' ability to adjust to their work environment. The significance of these influences varies—some are direct, while others are indirect. In this case, job satisfaction as a mediator shows an influence but is not statistically significant in mediating the relationship between performance and work adjustment.

The lack of significance may be due to the nature of job satisfaction, which is more affective or emotional, while work adjustment requires deeper cognitive and behavioral aspects. In other words, even if someone is satisfied, it does not necessarily mean they are well-adjusted, and vice versa. Moreover, performance is objective, whereas job satisfaction is highly subjective. A mismatch between perception and reality may lead to a non-significant relationship.

5. Conclusion

Several key conclusions can be drawn based on the empirical findings and analysis presented in the previous chapter. First, lecturers' commitment has a direct, positive, and significant effect on their work adjustment, indicating that higher levels of commitment lead to better adaptation in the workplace. Second, lecturers' performance also directly, positively, and significantly influences work adjustment, suggesting that improved performance enhances their ability to adapt. Third, when examined simultaneously, lecturers' commitment and performance jointly exert a significant and positive impact on work adjustment, meaning that both variables contribute meaningfully to adaptation in the professional environment. Additionally, the study finds that lecturers' commitment has a significant and positive direct effect on job satisfaction, implying that greater commitment results in higher satisfaction levels. Similarly, performance positively and significantly affects job satisfaction, indicating that improved performance correlates with enhanced satisfaction. When combined, commitment and performance also demonstrate a significant simultaneous effect on job satisfaction.

Furthermore, job satisfaction significantly and positively affects lecturers' work adjustment, highlighting its crucial role in workplace adaptation. The combination of commitment, performance, and job satisfaction is also shown to significantly and directly influence work adjustment. Moreover, lecturers' commitment exerts an indirect, yet significant, positive effect on work adjustment through the mediating role of job satisfaction. However, while performance does indirectly affect work adjustment via job satisfaction, this effect is not statistically significant, indicating that job satisfaction does not meaningfully mediate the relationship between performance and work adjustment.

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⁸⁵ Latham, Gary P., *Work Motivation: History, Theory, Research, and Practice*, 283.

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