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The Effect of Green Human Resource Management and Work Motivation on Lecturer Performance with Organizational Commitment as Mediating Variable

Kristian Romanto¹, Suprpto Suprpto²

¹Universitas Mercu Buana, Jakarta, Indonesia, email. kristian.romanto0912@gmail.com.

²Universitas Mercu Buana, Jakarta, Indonesia, email. suprpto@mercubuana.ac.id.

Corresponding Author: kristian.romanto0912@gmail.com¹

Abstract: This study aims to examine the effect of Green Human Resource Management (GHRM) and work motivation on lecturer performance, with organizational commitment as a mediating variable, in the context of lecturers at Pelita Harapan University. A quantitative approach with a survey method was employed, involving 215 respondents selected through probability sampling. Data were analyzed using Structural Equation Modeling (SEM) with Partial Least Squares (PLS) version 4.0. The study contributes to the field of human resource management in higher education by proposing a strategic empirical model supported by quantitative data, offering relevance for academic institutional performance improvement. This study uniquely integrates Green Human Resource Management (GHRM) and work motivation within a higher education context, highlighting organizational commitment as a mediator variable. The results reveal that GHRM and work motivation have a positive and significant effect on lecturer performance and organizational commitment. Moreover, organizational commitment significantly influences lecturer performance and fully mediates the relationship between both GHRM and work motivation with lecturer performance. These findings emphasize the importance of strengthening organizational commitment to optimize the impact of GHRM and work motivation on lecturer performance.

Keyword: Green Human Resource Management, Work Motivation, Organizational Commitment, Lecturer Performance

INTRODUCTION

In supporting the effective implementation of the roles of higher education institutions, one of the most critical components in producing high-quality human resources is the lecturer. The significance of lecturers in universities lies in their primary roles as educators, researchers, and community service providers. Lecturers are not only responsible for delivering instructional content to students but also play an essential role in mentoring, guiding research, and fostering the development of students' critical thinking and academic competencies.

In this context, lecturers at Pelita Harapan University play a particularly vital role in realizing the university's vision and mission, which focuses on holistic education grounded in

Christian values. According to Pelita Harapan University (2024), Pelita Harapan University is a private university established in 1994 under the auspices of the Higher Education Service Institution (LLDIKTI) Region III. As of today, Pelita Harapan University has been awarded the "Excellent Accreditation" status by the National Accreditation Board for Higher Education (BAN-PT).

Despite Pelita Harapan University’s well-established reputation for delivering high-quality education, certain aspects of lecturer performance related to the Tri Dharma of Higher Education—which includes teaching and learning, research, and community service, along with institutional support roles—still fall short of expectations and require improvement. Secondary data obtained from PEMUTU (Monitoring, Evaluation & Quality Assurance for Higher Education Programs) under the Ministry of Education, Culture, Research, and Technology show the performance results of lecturers at Pelita Harapan University, as presented in table 1 below:

Table 1. Metrics and Analytical Scores of Pelita Harapan University

No.	Indicator	Entity	Minimal	Value	Description
1	Community-Recognized and Implemented Works by DT	PKDT	PKDT ≥ 10	7.73 PKDT	The university has 7.73 Permanent Lecturers Equivalent (PKDT), with a total of 173 Intellectual Property Rights (IPR) obtained by all lecturers; therefore, it is declared not to meet this requirement.
2	The average percentage of research and community service outputs in the form of journal publications by permanent lecturers indexed in Scopus and SINTA 2 over the past three years as of the TS year.	PPPKM	PPPKM ≥ 10%	37.44%	The university achieved a score of 37.44%, based on data comprising 838 international publications indexed in Scopus Q1–Q4, non-Q journals, and SINTA 1–2 over the past three years. This indicates that the university meets the academic publication standards; however, further optimization is necessary by encouraging more faculty members to contribute.

Source: Processed data from <https://pemutu.kemdikbud.go.id/>, 2024.

Note: Data last updated on July 6, 2024, at 15:15 WIB.

The performance of lecturers at Pelita Harapan University in the indicator of Recognized/Applied Works by Permanent Lecturers in Society recorded a score of 7.73 PKDT (Publications by Permanent Lecturers), with a total of 173 Intellectual Property Rights (IPRs) obtained. This result does not meet the minimum requirement. Based on this first indicator, it can be concluded that lecturer performance remains suboptimal in terms of academic publication and intellectual property output. A ratio of 7.73 PKDT relative to the total number of permanent lecturers is considered relatively low. This may indicate that the average level of scholarly publication per lecturer does not meet the standards set by national education authorities such as BAN-PT (National Accreditation Board for Higher Education) or Kemenristekdikti (Ministry of Research, Technology, and Higher Education). Moreover, the total of 173 IPRs for all lecturers may also be viewed as low in terms of academic productivity or innovation when compared to national benchmarks.

To address this issue, permanent lecturers are encouraged to enhance their academic publication output, foster greater innovation and research activities, and promote increased

collaboration with industry partners to improve the number of IPRs obtained. Based on the information provided in the second point, it is evident that lecturer performance still requires improvement in the indicator of the average percentage of research and community service (PkM) outputs published in Scopus- and SINTA 2-indexed journals over the past three years prior to the accreditation year (TS). Although the university has met the minimum requirement with a score of 37.44%, this figure is based on 838 international publications (Scopus Q1–Q4, non-Q, and SINTA 1–2) produced by permanent lecturers within the last three years. This translates to an average of approximately 1.12 publications per lecturer during the period.

This ratio indicates a moderate level of lecturer engagement in high-quality research. With this data, Pelita Harapan University is on the right path in meeting the national standards for academic publication. However, further improvement is needed, particularly in enhancing publication quality by encouraging more lecturers to contribute to higher-tier journals (such as Scopus Q1 and Q2 or SINTA 1). Referring to the information on metrics and analytical scores above, the works of permanent lecturers recognized or applied by the community, as well as the quality of research and publications in reputable international (e.g., Scopus) and national (SINTA) journals, play a vital role in enhancing the academic reputation of study programs. This is in accordance with PerBAN-PT Decree No. 5 of 2024 concerning the Monitoring and Quality Evaluation Instrument for Higher Education Institutions used for the extension of accreditation status through an automated mechanism. These indicators are taken into consideration by accreditation bodies to assess the contribution of lecturers to the development of knowledge and innovation, which significantly influences study program accreditation and the overall improvement of higher education quality. This process is carried out in the form of self-evaluation reports (borang), compiled every five years by a team designated by the National Accreditation Board for Higher Education (BAN-PT, 2020).

Previous studies have shown that performance can be influenced by several variables. According to Sadewo & Chaerudin (2021), performance is affected by leadership, organizational culture, and employee motivation. Sabuhari et al. (2020) also state that leadership has a positive and significant impact on performance. Suprpto (2022) said that the effectiveness of a company can be seen from its human resources who are responsible for managing other resources within the company. Nurhasanah et al. (2022) found that performance is also influenced by job satisfaction, which refers to an individual's emotional state and attitudes toward their job based on the evaluation of their work environment. This suggests that higher job satisfaction tends to enhance employee performance.

In addition, organizational management systems that shape institutional policies also influence employee performance. Findings from Akbar et al. (2024) confirm that these variables have a positive and significant effect on performance. Other studies further highlight that organizational commitment has a significant impact on employee performance (Paramita et al., 2020). In addition, other variables influencing performance, as noted by Sitopu et al. (2021), include work discipline, which is essential for achieving high-quality performance. Employees with strong discipline tend to carry out their tasks to the best of their ability, resulting in better performance outcomes. Furthermore, work motivation has a direct and significant influence on performance (Pancasila et al., 2020). Other studies have also identified that the work environment significantly affects employee performance (Wijaya, 2023). On another note, research conducted by Yuliatia and Liana (2022) found that competence has a positive and significant impact on employee performance. Besides these two factors, it is also crucial to consider the role of institutional management systems in supporting lecturer performance.

In relation to management systems, growing environmental challenges must be given serious attention by all stakeholders, including the government, society, and the business sector. Climate change, pollution, and environmental degradation have led to increasing demands for organizations to demonstrate greater environmental responsibility. Within this

context, the concept of Green Human Resource Management (GHRM) has emerged as a strategic approach to integrating environmentally friendly policies into human resource management practices. According to Sule et al. (2020), GHRM represents an eco-friendly approach whereby human resource management activities help organizations reduce resource waste, cut costs, and enhance overall employee performance. This includes environmentally conscious recruitment, sustainability-oriented training, environmentally based performance appraisals, and the development of compensation systems that incorporate environmental considerations. As such, organizations implementing GHRM are expected to cultivate a workforce that is motivated to support the company's sustainability goals.

According to the UI Green Metric, Pelita Harapan University was ranked 23rd out of 66 national universities and 451st out of 719 universities worldwide in the 2018 UI Green Metric ranking (UPH, 2019). The UI Green Metric is an internationally recognized university ranking system based on environmental sustainability criteria. Its assessment includes several key indicators such as setting and infrastructure, which refers to the ratio and total area of green spaces on campus; energy and climate change, which measures the efficiency of energy use and the implementation of renewable energy sources; waste, which evaluates waste management practices; water, which assesses water conservation and treatment; transportation, which considers the availability of public transportation on campus and efforts to reduce vehicle pollution; and education and research, which looks at the number and proportion of environmental-related courses and student organizations involved in sustainability activities.

In light of these dimensions, the concept of environmentally friendly performance should be further promoted, including through the implementation of Green Human Resource Management (GHRM). Previous studies have explored the influence of various factors on employee performance in both the public and private sectors. One frequently examined variable is work motivation. A study by Basalamah et al. (2022) found that work motivation had a positive and significant effect on employee performance at the Investment, Energy and Mineral Resources, and Transmigration Office of Gorontalo Province. This finding supports established motivational theories, which suggest that both intrinsic and extrinsic motivations contribute to improved work productivity. However, contrasting results were reported by Grabowski et al. (2021), who, drawing on Self-Determination Theory, concluded that work motivation did not significantly affect performance. These differences may be attributed to contextual factors such as cultural background, work environment, or differences in the measurement instruments used in the respective studies.

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METHOD

Based on the relationships among all the variables, the conceptual framework of the study can be illustrated in the following diagram:

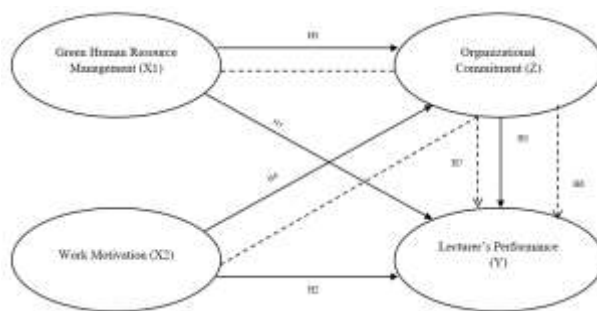


Figure 1. Research Conceptual Framework
 Source: Data Processed by The Author, 2024

The population in this study comprises all permanent lecturers at Pelita Harapan University. It is assumed that the total population consists of 460 active permanent lecturers currently employed by the university. The sampling technique used in this study is probability sampling, specifically stratified random sampling. This method involves dividing the population into several strata or smaller groups based on specific characteristics relevant to the study. Once the population is stratified, random samples are then drawn from each stratum. The primary objective of this sampling method is to ensure that each subgroup within the population is adequately represented in the sample, thereby increasing the accuracy and reliability of the research findings. The final sample size was determined using Slovin’s formula, with the calculation as follows:

$$n = \frac{N}{1 + N \cdot e^2}$$

Descriptions:

- n : Required sample size
- N : Population size
- e : Desired margin of error, expressed as a decimal (e.g., 0.05 for 5%)

Based on the formula, the resulting value was 213.9535, which was rounded up to 214. Therefore, the total sample in this study consists of 214 permanent lecturers holding academic ranks ranging from Assistant Lecturer, Lecturer, Senior Lecturer, to Professor at Pelita Harapan University. These academic ranks are used as the basis for stratification in this study. The percentage distribution of the sample across strata is presented in Table 2 below.

Table 2. Percentage Distribution of Research Sample

Levels of Academic Position	Percentage
Assistant Lecturer	56%
Lecturer	31%
Senior Lecturer	9%
Professor	4%
Total	100%

Source: Processed by the researcher, 2024

The data analysis method employed in this study was Structural Equation Modelling (SEM), a multivariate statistical technique that integrates factor analysis, structural models, and path analysis. SEM involves three simultaneous activities: testing the validity and reliability of research instruments, examining the model of relationships among variables, and deriving a predictive model (including structural model and regression analysis). Data

processing was carried out using SmartPLS version 4.0, a statistical software that offers a powerful solution compared to other SEM techniques

Partial Least Squares (PLS) was adopted as the main analytical approach, which is known for its robustness due to its minimal assumptions. Specifically, PLS does not require the data to follow a multivariate normal distribution, and it allows for the inclusion of various types of measurement scales—categorical, ordinal, interval, and ratio—within a single model. Consequently, SmartPLS is highly flexible, capable of testing both formative and reflective constructs, even with diverse measurement scales in one integrated model. As noted by Shahrani and Iqbal (2024), SmartPLS also performs well with relatively small sample sizes while maintaining reliable estimation results. This makes it particularly suitable for social science research, including studies focusing on lecturer performance evaluation. Prior to the main analysis, a pilot study was conducted to evaluate the validity and reliability of the constructs. Convergent validity was assessed through outer loadings, with a minimum acceptable value of 0.70. Of the 20 indicators used to measure Green Human Resource Management (GHRM), only 12 met the validity criteria. Meanwhile, all indicators related to work motivation, organizational commitment, and lecturer performance were found to be valid. Additionally, the Average Variance Extracted (AVE) values exceeding 0.50 and composite reliability values greater than 0.70 indicated that the constructs demonstrated both convergent validity and internal consistency reliability.

The measurement model (outer model) was evaluated based on both convergent and discriminant validity. Discriminant validity was assessed using the Heterotrait-Monotrait Ratio of Correlations (HTMT), with all constructs showing HTMT values below the threshold of 0.90. The structural model (inner model) was tested by examining the R-square, Q-square, and Goodness of Fit (GoF) values to determine the model's predictive power and overall fit. Finally, hypothesis testing was performed using the bootstrapping method. Hypotheses were considered statistically significant if the t-statistic exceeded 1.96 and the p-value was below 0.05. This test was employed to examine both direct and indirect effects among latent variables, with path coefficients interpreted within a range of -1 to +1.

RESULTS AND DISCUSSION

Sample characteristics and data collection this study involved 215 permanent lecturers, with data collected through an online questionnaire. The respondents consisted of 52.6% male and 47.4% female participants, with the majority aged between 30 and 50 years. Most held a Master's degree (60.9%), while the remaining 39.1% had earned a Doctorate. In terms of teaching experience, 74.9% of respondents had more than six years of service. Regarding academic rank, the majority were Assistant Experts (47.4%) and Lecturers (30.7%). This composition reflects an experienced academic workforce with strong potential for future career development. Partial Least Square Analysis Results

- **Convergent Validity:** All indicators for the GHRM, Work Motivation, Organizational Commitment, and Lecturer Performance variables met the criteria for convergent validity, with factor loading values greater than 0.70 and AVE values exceeding 0.50.
- **Discriminant Validity:** Discriminant validity was confirmed using the Fornell-Larcker criterion, cross-loadings, and HTMT values, all of which demonstrated adequate discriminant validity across constructs.
- **Reliability:** Cronbach's alpha and composite reliability values for each construct were above 0.70, indicating a high level of internal consistency.
- **Structural Model:** The Variance Inflation Factor (VIF) test results indicated no multicollinearity among the variables ($VIF < 5$). The coefficient of determination (R-square) showed that the independent variables were able to adequately explain the variance in the dependent variables.

Hypothesis Testing

The hypothesis testing was conducted using the bootstrapping procedure, a resampling technique that allows for estimating the accuracy of model parameters. The results were interpreted based on path coefficients, t-statistics, and p-values. The decision rule applied was as follows: if the t-statistic value exceeds 1.96 and the p-value is less than 0.05, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. Conversely, if the t-statistic is ≤ 1.96 and the p-value is ≥ 0.05 , the null hypothesis is accepted, and the alternative hypothesis is rejected. The results of the hypothesis testing are presented in the following section.

Table 3. Results of Hypothesis Testing

Variabel	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-statistics (O/STDEV)	P-values
GHRM → KD	0,290	0,295	0,071	4,113	0,000
MK → KD	0,210	0,210	0,091	2,299	0,022
GHRM → KO	0,255	0,257	0,059	4,292	0,000
MK → KO	0,498	0,499	0,062	7,983	0,000
KO → KD	0,306	0,304	0,081	3,770	0,000
GHRM → KO → KD	0,078	0,078	0,027	2,848	0,004
MK → KO → KD	0,152	0,152	0,045	3,381	0,001

Source: Data processed using SmartPLS version 4.0, 2025

This study aims to examine the effect of green human resource management and work motivation on lecturer performance, with organizational commitment serving as a mediating variable.

1. The Effect of Green Human Resource Management on Lecturer Performance

Based on the hypothesis testing results, the path coefficient value is 0.290, the t-statistic is 4.113 (> 1.96), and the p-value is 0.000 (< 0.05). These values indicate that H1 is accepted. Therefore, green human resource management (GHRM) has a positive and significant effect on lecturer performance. The positive influence found in this study suggests that improvements in the implementation of GHRM practices within universities will also lead to enhanced lecturer performance. The implementation of GHRM includes environmentally supportive human resource management practices such as green recruitment, environmentally-oriented training, and performance evaluations that consider ecological impact.

These findings reinforce the hypothesis that environmentally conscious HRM approaches contribute positively to individual performance within organizations. Theoretically, GHRM is developed based on a sustainability approach that emphasizes environmentally friendly HR practices as a strategic advantage for organizations. GHRM practices foster a healthier work environment, enhance environmental awareness, and strengthen organizational values, all of which contribute to increased motivation and productivity among employees. Lecturers working in institutions that adopt GHRM are more likely to be motivated to perform optimally, as they perceive themselves as part of a larger environmental mission. This also promotes greater job satisfaction and institutional loyalty. Therefore, GHRM not only supports sustainability goals but also has a tangible impact on the performance of academic personnel.

These findings reinforce the study by Renwick et al. (2023), which revealed that organizations with strong green human resource management (GHRM) practices experienced improvements in both employee performance and productivity. Similarly, Sule et al. (2020) emphasized that environmentally friendly green HR practices serve as strategic management activities that help organizations minimize resource waste, reduce operational costs, and enhance overall employee performance. The implementation of GHRM in higher education institutions in Indonesia holds significant potential for producing lecturers who are not only

competent but also environmentally conscious. This result provides further evidence that the successful application of GHRM contributes directly to the achievement of performance targets within educational institutions.

The SmartPLS bootstrapping analysis also indicated that the GHRM01 indicator, which states “My organization attracts and recruits candidates who possess knowledge, skills, attitudes, and behaviors that support environmental management,” had the highest loading factor of 55.012. This suggests that this indicator strongly represents the overall GHRM construct. Accordingly, if universities aim to enhance the effectiveness of their GHRM practices, it is essential to ensure that the recruitment process continues to prioritize candidates who demonstrate environmentally supportive competencies. Overall, these findings highlight the critical role of green human resource management as an organizational strategy to improve lecturer performance.

2. The Effect of Work Motivation on Lecturer Performance

Based on the analysis results, the path coefficient value was found to be 0.210, with a t-statistic of 2.299 (>1.96) and a p-value of 0.022 (<0.05). This indicates that H2 is accepted, suggesting that work motivation has a positive and significant effect on lecturer performance. In other words, lecturers with high levels of work motivation tend to demonstrate better performance in carrying out academic tasks and responsibilities. Strong work motivation encourages lecturers to be more active in teaching, research, community service, and other professional development activities. Therefore, strengthening work motivation becomes a critical factor in efforts to enhance the performance of academic staff in higher education institutions.

This finding aligns with the previous research by Paais and Pattiruhu (2020), which emphasized that work motivation is essential as it influences performance, job satisfaction, and overall success for both individuals and the organizations in which they work. The bootstrapping analysis using SmartPLS revealed that the MK09 indicator, which states “I always actively participate in every activity organized by the institution,” had the highest loading factor, reaching 68.717. Hence, university leadership should strive to create an environment that encourages active participation, provides engaging programs, and recognizes individual contributions to increase employee engagement. The effect of work motivation on performance is direct and more substantial than that of job satisfaction (Pancasila et al., 2020). Work motivation is both an internal and external driving force that compels individuals to behave and work diligently. A similar study conducted by Pramudyo and Mulyani (2021) concluded that lecturers with higher motivation tend to exhibit more optimal performance, particularly in terms of innovative teaching and research productivity. These studies reinforce the notion that motivation is a key variable in performance improvement, especially in the education sector, where emotional engagement and a spirit of service are highly demanded. Without strong motivation, it is difficult for lecturers to develop their performance to its fullest potential.

3. The Effect of Green Human Resource Management on Organizational Commitment

Based on the test results, the path coefficient value was 0.255, with a t-statistic of 4.292 (>1.96) and a p-value of 0.000 (<0.05). This indicates that H3 is accepted. The findings reveal that Green Human Resource Management (GHRM) has a positive and significant effect on organizational commitment. In other words, the stronger the implementation of GHRM within an institution, the higher the level of individual commitment to the organization. Lecturers tend to feel more engaged and develop a sense of ownership toward institutions that show concern for environmental and sustainability issues. This demonstrates that GHRM not only influences performance but also strengthens the psychological and emotional dimensions of the working relationship. Theoretically, organizational commitment refers to emotional attachment, trust,

and individuals' willingness to contribute optimally to the organization's advancement. In the context of GHRM, green practices offer added value to individuals by reflecting the organization's concern for the future of the environment and society. This aligns with the theory of affective commitment by Tri and Tran (2024), which suggests that commitment emerges when individuals perceive that their personal values align with those of the organization. Therefore, institutions that consistently implement GHRM are more likely to cultivate high loyalty among their members. Such practices help foster more meaningful relationships between individuals and the organization.

This finding is supported by Pham et al. (2020), who stated that GHRM positively affects organizational commitment in the educational sector in Pakistan. In their study, employees felt more engaged and motivated to continue contributing to institutions that adopt green principles. Similarly, Opatha and Arulrajah (2020) found that GHRM influences employee commitment by strengthening shared values and social responsibility within the organization. In other words, GHRM plays a crucial role in shaping lecturers' loyalty and attachment to their institutions. Thus, GHRM can be considered a strategic approach to reinforcing a values-based organizational culture.

4. The Effect of Work Motivation on Organizational Commitment

Based on the test results, the path coefficient was 0.498, with a t-statistic of 7.983 (>1.96) and a p-value of 0.000 (<0.05). These findings indicate that H4 is accepted, meaning that work motivation has a positive and significant effect on organizational commitment. This implies that the higher a lecturer's work motivation, the stronger their commitment to the organization. Lecturers who are motivated—whether intrinsically or extrinsically—tend to feel more attached to the institutions where they work. Motivation acts as both an emotional and psychological driver that enhances the sense of belonging and loyalty toward the organization. Therefore, work motivation can be considered a key factor in fostering sustainable organizational commitment.

This result aligns with the findings of Yusuf et al. (2022), who, in their study titled “Job Satisfaction and Work Motivation toward Employee Organizational Commitment,” concluded that motivation has a significant positive impact on organizational commitment. Their study emphasized that motivation plays an essential role in shaping individual commitment—employees with high levels of motivation are more likely to demonstrate greater commitment to their organizations. Similarly, a study conducted by Riyadi (2020) revealed that work motivation significantly affects organizational commitment among academic staff in private universities. Employees with higher levels of work motivation showed a stronger sense of engagement and organizational loyalty. These previous studies reinforce the current findings and underscore the importance of maintaining motivation as part of long-term organizational commitment strategies. The relationship between motivation and commitment thus serves as a fundamental basis in human resource management practices.

5. The Effect of Organizational Commitment on Lecturer Performance

Based on the test results, the path coefficient value was 0.306, with a t-statistic of 3.770 (>1.96), and a p-value of 0.000 (<0.05). These results indicate that H5 is accepted, meaning that organizational commitment has a positive and significant effect on lecturer performance. This affirms that lecturers' attachment to their institutions has a tangible impact on their performance. When lecturers possess a strong sense of loyalty and belonging, they are more likely to contribute at their highest capacity. This suggests that lecturer performance is not only influenced by technical skills but also by psychological factors, such as organizational commitment. Therefore, the hypothesis stating a positive relationship between organizational commitment and lecturer performance is accepted. Organizational commitment theory posits that individuals with high levels of commitment tend to display productive, enthusiastic, and

responsible work behavior.

These findings are consistent with a study by Erna et al. (2020) titled “The Influence of Organizational Culture and Organizational Commitment on Employee Performance and Job Satisfaction as a Moderating Variable at PT. Bank Mandiri (Persero), Tbk”, which revealed that organizational commitment has a significant impact on employee performance. Similarly, a study conducted by Çelik (2020) entitled “The Impact of Organizational Justice and Commitment on Employee Performance: A Foundation University Case” also found that organizational commitment positively and directly influences employee performance. These findings underscore the importance of emotional loyalty to institutions as a key asset in building sustainable performance. Consequently, educational institutions must invest time and resources in fostering lecturers’ organizational commitment.

The results of the SmartPLS bootstrapping analysis show that indicator KO09—represented by the statement “The loyalty values taught to me make me committed to staying with this institution”—had the highest loading factor at 75.449. Therefore, university leadership should consistently reinforce and communicate loyalty-related values to employees. This can be achieved through training, development programs, and institutional culture that emphasizes the importance of loyalty. Higher education institutions that successfully foster a positive emotional connection with their lecturers will benefit from their dedication and optimal contributions. This has the potential to impact institutional reputation, graduate quality, and the overall achievement of academic goals. Effectively managing organizational commitment can lead to sustained improvements in lecturer performance. Thus, commitment should not merely be viewed as a supporting factor but as a cornerstone in the pursuit of academic staff excellence.

6. The Effect of Green Human Resource Management on Lecturer Performance through the Mediation of Organizational Commitment

Based on the results of hypothesis testing, the path coefficient value is 0.078, the t-statistic value is 2.848 (>1.96), and the p-value is 0.004 (<0.05). These results indicate that hypothesis H6 is accepted. This finding shows that organizational commitment positively and significantly mediates the effect of Green Human Resource Management (GHRM) on lecturer performance. In other words, the impact of GHRM on lecturer performance is not entirely direct but occurs through the enhancement of organizational commitment first. A well-implemented GHRM strategy can foster a stronger sense of belonging and loyalty among lecturers, which ultimately contributes positively to their performance. The accepted hypothesis confirms the significant mediating role of organizational commitment in the relationship between GHRM and performance, underlining its strategic value.

This result aligns with the findings of Afriyeni and Tiarawati (2023), which indicated that GHRM positively influences employee performance at PT Semen Padang, with environmental sustainability as a key driving factor. Additionally, the study by Yusoff et al. (2019) supports this conclusion by demonstrating that GHRM contributes to job satisfaction and employee engagement, which in turn enhance their performance. The role of organizational commitment as a mediator is also highlighted by Iswanto and Irmawati (2024), who found that GHRM positively and significantly affects organizational commitment, which subsequently impacts environmental performance.

Theoretically, this mediation model is consistent with social exchange theory, which posits that mutually beneficial relationships between individuals and organizations strengthen commitment, thereby improving performance. When institutions adopt GHRM practices that support sustainability and employee well-being, lecturers perceive organizational support and added value. This sense of appreciation enhances affective commitment, which in turn motivates improved performance. This is also in line with the findings of Sudama (2022), who stated that organizational commitment can enhance employee engagement in environmentally

friendly practices. Proper implementation of GHRM not only boosts individual performance but also encourages engagement and job satisfaction, creating a more productive and sustainable work environment. Khan et al. (2021) emphasized that the success of GHRM implementation greatly depends on the extent to which employees feel bonded and committed to the organization. Their study found that without strong commitment, the positive effects of GHRM on performance may be diminished. This indicates that organizational commitment acts as a bridge that strengthens the impact of GHRM.

Overall, these findings support the view that the influence of GHRM on lecturer performance through the mediation of organizational commitment is more substantial than the direct effect alone. Thus, building organizational commitment should be a key focus in the implementation of GHRM programs.

7. The Effect of Work Motivation on Lecturer Performance through the Mediation of Organizational Commitment

Based on the hypothesis testing results, the path coefficient value is 0.152, the t-statistic value is 3.381 (>1.96), and the p-value is 0.001 (<0.05). These findings indicate that the hypothesis is accepted, and organizational commitment positively and significantly mediates the relationship between work motivation and lecturer performance. This means that high work motivation enhances organizational commitment, which subsequently has a positive impact on lecturer performance. In other words, organizational commitment functions as a bridge that strengthens the influence of motivation on job performance.

The acceptance of this hypothesis signifies that increasing motivation alone is not sufficient without the presence of emotional attachment to the institution. Therefore, the interaction between motivation and commitment becomes a crucial factor in determining lecturer performance outcomes. When lecturers feel motivated, they are more likely to develop a strong sense of responsibility and loyalty. This organizational commitment serves as a foundation for consistent and outstanding job performance. A study by Liana and Denjayanti (2022) supports this view, stating that motivation can be mediated by organizational commitment. Their research shows that organizational commitment plays an important role in mediating the relationship between motivation and employee performance in educational institutions. This also emphasizes the need for a balance between motivation and emotional attachment in improving performance. Work motivation significantly influences performance through increased organizational commitment, particularly in the academic sector.

These results reinforce the argument that organizational commitment is a key mediator that should be considered in human resource management. Without strong attachment, the drive provided by motivation may diminish or lose its effect on performance. Hence, organizations must design strategies that integrate motivational efforts with the reinforcement of commitment to achieve optimal outcomes. Practically, educational institutions should develop programs that not only motivate lecturers individually but also foster emotional and collective commitment to the institution. Reward systems, career development opportunities, and supportive, open communication channels can enhance both motivation and commitment simultaneously. With this holistic approach, lecturer performance can be improved to support the achievement of the institution's vision and mission. The combination of motivation and commitment thus emerges as an effective strategy for managing sustainable and high-quality academic personnel.

CONCLUSION

Based on the results of hypothesis testing and the discussions presented in the previous chapter, the following conclusions can be drawn:

1. Green Human Resource Management (GHRM) has a positive and significant effect on lecturer performance. This indicates that the increased implementation of

environmentally-based human resource practices can directly enhance lecturer performance in the higher education environment. Therefore, GHRM plays an important role in improving lecturer performance.

2. Work motivation has a positive and significant effect on lecturer performance. This shows that a stronger drive, both intrinsic and extrinsic motivation, will improve the lecturers' achievements and performance in carrying out their duties. Hence, work motivation is essential in enhancing lecturer performance.
3. Green Human Resource Management (GHRM) has a positive and significant effect on organizational commitment, meaning that increased implementation of GHRM enhances lecturers' emotional attachment and loyalty to the institution. Therefore, GHRM is crucial in fostering organizational commitment.
4. Work motivation also has a positive and significant effect on organizational commitment. It can be concluded that an increase in lecturers' motivation will strengthen their commitment to the institution where they work. Thus, work motivation plays a critical role in improving organizational commitment.
5. Organizational commitment has a positive and significant effect on lecturers' performance, indicating that higher levels of commitment lead to better and more productive performance. Consequently, organizational commitment is a key factor in enhancing lecturer performance.
6. Green Human Resource Management (GHRM) has a positive and significant effect on lecturer performance through organizational commitment. This means that the implementation of GHRM will be more effective in improving performance when accompanied by increased commitment from lecturers to the institution. This demonstrates that organizational commitment strengthens the positive impact of GHRM on performance.
7. Work motivation has a positive and significant effect on lecturer performance through organizational commitment, suggesting that improving lecturers' motivation will lead to better performance if it is supported by stronger organizational commitment. This confirms that organizational commitment serves as a key mediator in the relationship between work motivation and lecturer performance.

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