

The Effect of Job Rewards and Organizational Commitment on Organizational Citizenship Behavior through Mediation of Perceived Organizational Support and Work Engagement in Private Higher Education Lecturers: A Conceptual Framework

Muhammad Risal Tawil

DIM STIE Amkop Makassar, Indonesia
risaltawil@gmail.com

Abstract

This paper is motivated by the fact that there are still many lecturers at private universities who do not have the sincerity in pursuing a career even though there are many opportunities and government regulations in favor of lecturer development efforts. The existence of lecturers in universities is very vital, considering that the dharma of universities as a whole is carried out by lecturers. Besides, the performance measure of a university is also largely determined by the quality of the lecturers at the university. But in reality there are still many lecturers who are not serious in pursuing a career in higher education, especially in private universities. This paper will review what factors can encourage the improvement of organizational citizenship behavior of lecturers at private universities. Based on these problems, the authors attempted to elaborate and analyze the effect of job rewards and organizational commitment on organizational citizenship behavior by strengthening perceived organizational support and work engagement. It is hoped that this paper can provide information about the factors that can encourage the improvement of organizational citizenship behavior, especially for lecturers at private universities.

Keywords

job reward; organizational commitment; perceived organizational support; work engagement; organizational citizenship behavior



I. Introduction

Higher education has a very important role in creating the nation's intellectual cadre in addition to developing science, technology, and art (Nursanjaya, 2019; Setiono, 2019; Suryana, 2018). In carrying out its role, both public and private universities are required to meet the quality standards that have been set (Djuwita, 2017). This quality standard is the minimum limit for the quality of governance and resources that must be owned by a university (Abdi, 2019; Elfian et al., 2017). One of the vital resources that determine the quality of higher education is human resources, in this case lecturers (Setyowati, 2020). Lecturers in higher education are the implementers of all higher education dharmas (Arisman & Supardi, 2019; Patras & Hidayat, 2020). Therefore, attention to the continuity of a lecturer's career will determine the future of a university (Christianingsih, 2017; Ninla Elmawati Falabiba, 2021). In terms of ranking and clustering carried out by the government, the quality of lecturers gets the highest weight out of all the weights of higher education performance assessments (Ninla Elmawati Falabiba, 2021; Patras & Hidayat, 2020). Thus, the loss and departure of lecturers is a big loss for universities, especially for private universities (Bunga & Perdana, 2018; Patras & Hidayat, 2020).

This paper attempts to elaborate and analyze the factors that can encourage the improvement of organizational citizenship behavior in lecturers at private universities, namely the presence of job rewards and organizational commitment which is supported by the strengthening of perceived organizational support and work engagement. The study in this paper looks at the perspective of the social cognitive paradigm which emphasizes that changes in a person's behavior are influenced by the learning process they do (Mischel & Shoda, 1995). The social cognitive view states that the learning process is basically through observational learning or the process of learning by observing (Budd & Hill, 2013; Chen & Chen, 2019; Liepelt et al., 2012; Pepitone, 1986). Through this a person will develop expectations about what will happen if he performs the same behavior as what he has observed (Robinson et al., 2019). Good practices in an organization can be an example as well as a positive modeling process for employees. (Agus Nurchaliqu, 2018; Taufiq, 2019). Through the view of this social cognitive paradigm, it is understood that lecturers can have positive behaviors such as organizational citizenship behavior through the process of imitating and observing (Chen & Chen, 2019).

II. Research Methods

This paper was prepared with a library research approach based on theoretical studies, references, and scientific literature (Bruce & Hughes, 2010; Partridge et al., 2010; Sari & Asmendri, 2011) using the Google Scholar application (Green, 2010). This study examines the concepts of job reward, organizational commitment, perceived organizational support, and work engagement and their relationship to organizational citizenship behavior. The study begins with finding the desired concept, building relationships between concepts, then selecting various related journals, then the researcher selects various journals that are considered relevant to the concept being studied. Researchers set 8 (eight) journals on each concept to be studied. The next stage is a content analysis of the selected references by observing, exploring meaning, and writing narratives and arguments related to study concepts from the point of view and perspectives of researchers (Egmir et al., 2017; Kassarijan, 1977; Luqman, 2019; Majhi et al. 2016; Vaismoradi et al., 2016; White & Marsh, 2006), including: job rewards, organizational commitment, work engagement, perceived organizational support, and organizational citizenship behavior.

III. Discussion

3.1 Job Reward

Job rewards in various studies have broad and varied meanings, but in this study job rewards are non-financial rewards (Hofmans et al., 2013; Widodo, 2014). The job reward indicators in this study consist of: 1) Interpersonal rewards, 2) promotion, 3) task completion, 4) autonomy and 5) personal growth. The indicator was modified by the researcher from view (Hofmans et al., 2013). A good job reward can bring satisfaction and encourage a lecturer to work more creatively so as to make a positive contribution to higher education (Morelli et al., 2021; Oriarewo et al., 2013). In addition, a good job reward means that the organization provides the widest possible space for lecturers to grow and develop as well as get creative opportunities in higher education development (Cockburn & Holroyd, 2018; Marsithah, 2016). Job rewards are also awards given personally. This award is something that touches a person's personal side so that it has a deep psychological effect and has a special place on a lecturer's personality (Basmantra, 2018; Jehanzeb et al., 2012). This will encourage the birth

of good perceived organizational support and in turn create high organizational citizenship behavior (Donald et al., 2016; Pattnaik et al., 2020).

3.2 Organizational Commitment

One of the determinants of organizational success is how much to instill and strengthen organizational commitment in employees in the organization (Cao et al., 2019; Ristianawati & Kurniawan, 2019). One factor that is considered to affect employee performance is organizational Commitment (Edward, 2020). Affective commitment came from emotional or psychological attachment with the organization (Syakur, 2020). Lecturers who have organizational commitment are more likely to stay in college than lecturers who do not have organizational commitment (Imamoglu et al., 2019; Wahyunanti et al., 2018). A lecturer with high organizational commitment will tend to show good attitudes and behaviors so that they can improve their performance (Fernández-Mesa et al., 2020). Organizational commitment of lecturers in higher education does not appear instantly, but through a process of creation and maintenance that involves many factors (Kirimanop et al., 2020; Musabah et al., 2017; Ngaliman, 2019). Organizational commitment in this study is measured by indicators: 1) employee willingness, 2) employee loyalty, 3) employee pride, 4) intention to stay, and 5) employee indebtedness. This indicator was modified by the researcher based on the view (Allen & Meyer, 1996). Lecturers who have high organizational commitment will have closeness to the organization. This closeness can develop into a form of engagement. Therefore, in this study, researchers believe that good organizational commitment will encourage improvement in work engagement and ultimately improve organizational citizenship behavior.

3.3 Work Engagement

Work engagement in this study is a physical and psychological form of a lecturer's attachment to higher education institutions (Guan et al., 2020; Moreira-Fontán et al., 2019; Radic et al., 2020). Work engagement is a unique and deep relationship between lecturers as employees and universities as their organizations (Bakker & Oerlemans, 2019; Teo et al., 2020). High work engagement shows the closer the relationship between lecturers and universities (Dai et al., 2021). With good work engagement, a university will be able to mobilize all the potential inherent in lecturers so that they can improve the performance of their universities (Katou et al., 2021; Nazari et al., 2020). Work engagement in this study was measured by indicators: 1) vigor, 2) dedication, 3) absorption, 4) more effort, and 5) very interested. This indicator was modified by researchers based on the view (Jonge & Schaufeli, 1998; Nikolova et al., 2019; WB Schaufeli & Bakker, 2004; Wilmar B. Schaufeli et al., 2006) Well-maintained work engagement of lecturers is a sign that the university is in the best situation to achieve optimal performance (Tensay & Singh, 2020). Several studies indicate that work engagement can encourage the presence of organizational citizenship behavior (Babcock-Roberson & Strickland, 2010; Marić et al., 2019). Thus, it can be stated that the higher the work engagement, the higher the organizational citizenship behavior (Gupta et al., 2021; Krishnan et al., 2013; Pastor Lvarez et al., 2019).

3.4 Perceived Organizational Support

Perceived organizational support in this study is an assessment of the college's concern for lecturers (Amirah et al., 2021; Reynolds & Helfers, 2018). Higher education support for lecturers will create good optimism and trust. So that in this condition all the energy possessed by lecturers can be elaborated and mobilized to improve higher education performance (Côté et al., 2020; Maan et al., 2020). Perceived organizational support also plays an important role in creating a harmonious and balanced relationship between lecturers

as employees and universities as organizations (Ming-Chu & Meng-Hsiu, 2015). Perceived organizational support also means contributive justice between lecturers and universities (Ekrot et al., 2018). The fairer the college's contribution to the lecturers, the better the perceived organizational support will be. The perceived organizational support in this study is measured by the indicators: 1) fairness, 2) job conditions, 3) supervisory support, 4) recognize achievements, 5) giving help. This indicator is a modification of the researcher based on the view of (Rhoades & Eisenberger, 2002). Various previous empirical studies have stated that perceived organizational support plays an important role in increasing organizational citizenship behavior (Aguiar-Quintana et al., 2020; Celep & Yilmazturk, 2012; Lee et al., 2020). That is, the higher the perceived organizational support, the higher the organizational citizenship behavior (Hirschi & Spurk, 2021; Kim et al., 2021). In addition, the results of another study reported that perceived organizational support can encourage the presence of work engagement, meaning that the better the perceived organizational support, the better the work engagement (Mufarrikhah et al., 2020; Stefanidis & Strogilos, 2021).

3.5 Organizational Citizenship Behavior

One of the positive behaviors that are needed by dynamic organizations such as universities is the concern of a lecturer for the management of higher education (Sabahi & Sanai Dashti, 2016; Thufailah & Abdurrahman, 2020). This concern covers various aspects, both strategic and operational and technical (Anglim et al., 2018; López-Cabarcos et al., 2020; Yildirim, 2014). In general, this kind of concern does not have a direct relationship with the main tasks and functions of a lecturer (Akturan & ekmecelioğlu, 2016). This kind of concern is called organizational citizenship behavior (Anwar et al., 2020; Lim & Loosemore, 2017; zdemir & Ergun, 2015; Pham et al., 2019). Indicators of organizational citizenship behavior in this study include: 1) altruism, 2) conscientiousness, 3) sportsmanship, 4) courtesy, and 5) civic virtue. All of the above indicators were adopted from the perspective (Organ et al., 2006). Organizational citizenship behavior that grows well in a university environment can create a psychological bond that creates a sense of belonging to the organization (Brito Duarte, 2015; Qiu et al., 2019; Tefera & Hunsaker, 2020). It is this sense of belonging that can bring the fighting power and optimal energy outpouring for organizational growth (Malinowska & Tokarz, 2020). Lecturers with high organizational citizenship behavior will always care, participate actively, and involve themselves totally in every college activity. Positive behavior like this can lead universities to achieve their best performance (Jung et al., 2021).

Based on the relationships described above, the conceptual framework is formulated as follows:

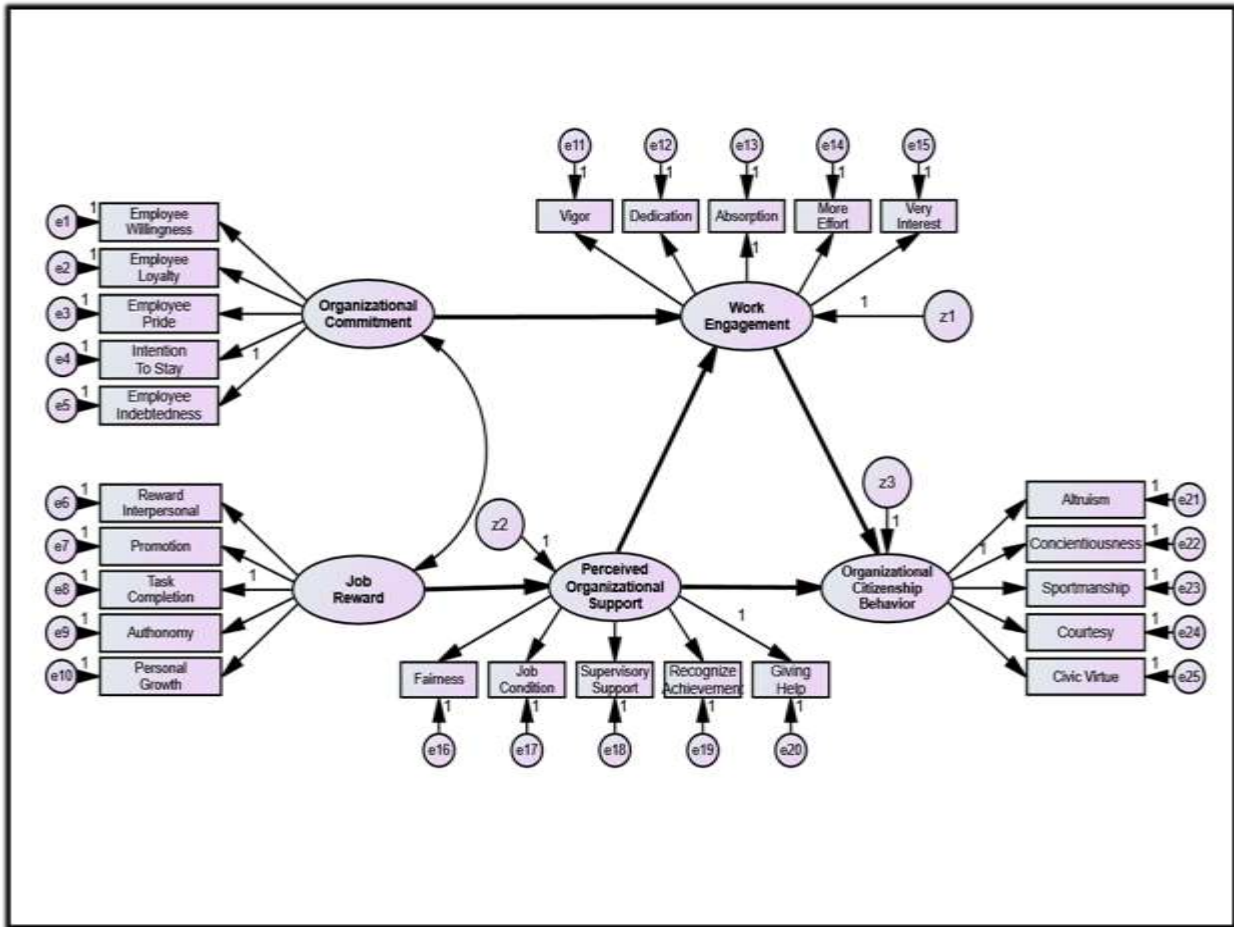


Figure 1. Conceptual Framework

Based on the conceptual framework above, it can be stated that organizational citizenship behavior will be present in a lecturer if there is a good job reward and organizational commitment, and it is strengthened by perceived organizational support and adequate work engagement. Therefore, a logical connection is formulated that a good job reward can encourage the creation of good perceived organizational support so as to improve organizational citizenship behavior. Furthermore, good organizational commitment can encourage the creation of good work engagement so as to present good organizational citizenship behavior as well. On another aspect, perceived good organizational support also has an important role in increasing work engagement so that it has an impact on increasing organizational citizenship behavior.

IV. Conclusion

Based on the results of the library research conducted, it can be concluded that in an effort to create organizational citizenship behavior, a good job reward and organizational commitment must first be presented. A good job reward will encourage an increase in perceived organizational support so that it has an impact on the presence of high organizational citizenship behavior. On the other hand, the path of creating organizational citizenship behavior comes from organizational commitment, where good organizational commitment will encourage the presence of work engagement which in turn creates good organizational citizenship behavior. On the other hand, perceived good organizational support also has an important role in increasing work engagement so that it has an impact on

increasing organizational citizenship behavior. The combination of good organizational job rewards and organizational commitment and supported by the presence of perceived organizational support and work engagement is what is able to present and encourage the improvement of organizational citizenship behavior. The presence of organizational citizenship behavior in a lecturer is a valuable and high value capital for private universities, therefore this behavior must be maintained, maintained, and maintained. The presence of organizational citizenship behavior will be able to encourage personal lecturers to provide the best service, develop higher education organizations, and try to bring universities to their peak performance. The results of this concept study can be continued with empirical research in order to obtain real and objective results.

References

- Abdi, A. W. (2019). Peran Perguruan Tinggi Dalam Membangun Karakter Generasi Muda. *Jurnal Pendidikan Geosfer*, 1(2), 35–44.
- Abdullah Alam. (2011). Evaluation of Allen and Meyer's Organizational Commitment Scale : A Cross - Cultural Application in Pakistan. *Journal of Education and Vocational Research*, 1(3).
- Aguiar-Quintana, T., Araujo-Cabrera, Y., & Park, S. (2020). The sequential relationships of hotel employees' perceived justice, commitment, and organizational citizenship behaviour in a high unemployment context. *Tourism Management Perspectives*, 35(December 2018). <https://doi.org/10.1016/j.tmp.2020.100676>
- Agus Nurchaliq. (2018). Paradigma pendidikan tinggi dan tuntutan terhadap profesionalitas civitas akademika. *Cendana News*, December. <https://www.cendananews.com/2018/09/paradigma-pendidikan-di-indonesia-alami-perubahan.html>
- Akturan, A., & Çekmecelioğlu, H. G. (2016). The Effects of Knowledge Sharing and Organizational Citizenship Behaviors on Creative Behaviors in Educational Institutions. *Procedia - Social and Behavioral Sciences*, 235(October), 342–350. <https://doi.org/10.1016/j.sbspro.2016.11.042>
- Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior*, 49(3). <https://doi.org/10.1006/jvbe.1996.0043>
- Amirah, A., Junaedi, S., Pasinringi, S. A., Masyarakat, F. K., & Hasanuddin, U. (2021). Pengaruh Perceived Organizational Support Terhadap Kinerja Dokter Melalui Work Engagement di RSUD Kelas B di Kota Makassar. *Ilmiah Ecosystem Journal*, 21(April), 158–167.
- Anglim, J., Lievens, F., Everton, L., Grant, S. L., & Marty, A. (2018). Personality predicts counterproductive work behavior and organizational citizenship behavior in low-stakes and job applicant contexts. *Journal of Research in Personality*, 77, 11–20. <https://doi.org/10.1016/j.jrp.2018.09.003>
- Anwar, N., Nik Mahmood, N. H., Yusliza, M. Y., Ramayah, T., Noor Faezah, J., & Khalid, W. (2020). Green Human Resource Management for organisational citizenship behaviour towards the environment and environmental performance on a university campus. *Journal of Cleaner Production*, 256, 120401. <https://doi.org/10.1016/j.jclepro.2020.120401>
- Arisman, R., & Supardi, L. O. (2019). Profile of lecturer competence in teaching Listening Comprehension. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 4(2), 54–62. <https://doi.org/10.26905/enjourme.v4i2.3609>

- Babcock-Roberson, M. E., & Strickland, O. J. (2010). Leadership, Work Engagement, and Organizational Citizenship Behaviors. *The Journal of Psychology*, 144(3).
- Bakker, A. B., & Oerlemans, W. G. M. (2019). Daily job crafting and momentary work engagement: A self-determination and self-regulation perspective. *Journal of Vocational Behavior*, 112, 417–430. <https://doi.org/10.1016/j.jvb.2018.12.005>
- Basmantra, I. N. (2018). The Effect of Non-Financial Reward and Punishment on Job Loyalty through Job Satisfaction. *Jurnal Ilmiah Manajemen & Bisnis*, 3(1), 60–74. <http://journal.undiknas.ac.id/index.php/manajemen>
- Brito Duarte, M. (2015). Organisational and professional commitments: The influence in nurses' organisational citizenship behaviours. *Tékhne*, 13(1), 2–11. <https://doi.org/10.1016/j.tekhne.2015.03.001>
- Bruce, C., & Hughes, H. (2010). Informed learning: A pedagogical construct attending simultaneously to information use and learning. *Library and Information Science Research*, 32(4), A2–A8. <https://doi.org/10.1016/j.lisr.2010.07.013>
- Budd, J. M., & Hill, H. (2013). The Cognitive and Social Lives of Paradigms in Information Science. *Proceedings of the Annual Conference of CAIS / Actes Du Congrès Annuel de l'ACSI*, January. <https://doi.org/10.29173/cais207>
- Bungai, J., & Perdana, I. (2018). Evaluation of Performance Lecturer on Implementing Tridharma College. *Indonesian Journal of Educational Review*, 5(1), 174–182. <http://journal.unj.ac.id/unj/index.php/ijer>
- Cao, Y., Liu, J., Liu, K., Yang, M., & Liu, Y. (2019). The mediating role of organizational commitment between calling and work engagement of nurses: A cross-sectional study. *International Journal of Nursing Sciences*, 6(3), 309–314. <https://doi.org/10.1016/j.ijnss.2019.05.004>
- Celep, C., & Yilmazturk, O. E. (2012). The Relationship among Organizational Trust, Multidimensional Organizational Commitment and Perceived Organizational Support in Educational Organizations. *Procedia - Social and Behavioral Sciences*, 46, 5763–5776. <https://doi.org/10.1016/j.sbspro.2012.06.512>
- Chen, X., & Chen, D. G. (2019). Cognitive theories, paradigm of quantum behavior change, and cusp catastrophe modeling in social behavioral research. *Journal of the Society for Social Work and Research*, 10(1), 127–159. <https://doi.org/10.1086/701837>
- Christianingsih, E. (2017). Kepemimpinan Visioner, Kinerja Dosen, dan Mutu Perguruan Tinggi. *UNB Management Journal*, 1(2), 1–15. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.88.5042&rep=rep1&type=pdf>
<https://www.ideals.illinois.edu/handle/2142/73673>
<http://www.scopus.com/inward/record.url?eid=2-s2.0-33646678859&partnerID=40&md5=3ee39b50a5df02627b70c1bdac4a60ba>
- Cockburn, J., & Holroyd, C. B. (2018). Feedback information and the reward positivity. *International Journal of Psychophysiology*, 132(July), 243–251. <https://doi.org/10.1016/j.ijpsycho.2017.11.017>
- Côté, K., Lauzier, M., & Stinglhamber, F. (2020). The relationship between presenteeism and job satisfaction: A mediated moderation model using work engagement and perceived organizational support. *European Management Journal*, xxxx. <https://doi.org/10.1016/j.emj.2020.09.001>
- Dai, Y. De, Altinay, L., Zhuang, W. L., & Chen, K. T. (2021). Work engagement and job burnout? Roles of regulatory foci, supervisors' organizational embodiment and psychological ownership. *Journal of Hospitality and Tourism Management*, 46(1018), 114–122. <https://doi.org/10.1016/j.jhtm.2020.12.001>

- Djuwita, T. M. (2017). Strategi Pengembangan Dosen Perguruan Tinggi Kaitannya Dengan Profil Dosen Yang Produktif. *UNB Management Journal*, 2(2), 49–58.
- Donald, M. F., Hlanganipai, N., & Richard, S. (2016). The relationship between perceived organizational support and organizational commitment among academics: The mediating effect of job satisfaction. *Investment Management and Financial Innovations*, 13(3), 267–273. [https://doi.org/10.21511/imfi.13\(3-1\).2016.13](https://doi.org/10.21511/imfi.13(3-1).2016.13)
- Edward, Y.R., and Purba, K. (2020). The Effect Analysis of Emotional Intelligence and Work Environment on Employee Performance with Organizational Commitment as Intervening Variables in PT Berkas Bima Sentana. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 3 (3): 1552-1563.*
- Egmir, E., Erdem, C., & Kocyigit, M. (2017). Trends in Educational Research : A Content Analysis of the Studies. *International Journal of Instruction*, 10(3), 277–294.
- Ekrot, B., Rank, J., Kock, A., & Gemünden, H. G. (2018). Retaining and satisfying project managers – antecedents and outcomes of project managers’ perceived organizational support. *International Journal of Human Resource Management*, 29(12), 1950–1971. <https://doi.org/10.1080/09585192.2016.1255903>
- Elfian, Ariwibowo, P., & Johan, R. S. (2017). Peran Pendidikan Tinggi Dalam Meningkatkan Minat Masyarakat Untuk Produktivitas Pendidikan. *E-Journal Universitas Indraprasta PGRI*, 9(3), 200–216.
- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative Content Analysis. *SAGE Open*, 4(1), 215824401452263. <https://doi.org/10.1177/2158244014522633>
- Fernández-Mesa, A., Llopis, O., García-Granero, A., & Olmos-Peñuela, J. (2020). Enhancing organisational commitment through task significance: the moderating role of openness to experience. *European Management Journal*, 38(4), 602–612. <https://doi.org/10.1016/j.emj.2019.12.010>
- Green, K. (2010). *Conducting Research Literature Reviews: From the Internet to Paper* (3rd ed.) By Arlene Fink. *Library and Information Science Research*, 32(4), 290–291. <https://doi.org/10.1016/j.lisr.2010.07.003>
- Guan, X., Yeh, S. S., Chiang, T. Y., & Huan, T. C. (T C.). (2020). Does organizational inducement foster work engagement in hospitality industry? Perspectives from a moderated mediation model. *Journal of Hospitality and Tourism Management*, 43(May), 259–268. <https://doi.org/10.1016/j.jhtm.2020.04.010>
- Gupta, S., Bhasin, J., & Mushtaq, S. (2021). Employer brand experience and organizational citizenship behavior: mediating role of employee engagement. *Asia-Pacific Journal of Business Administration*, 13(3). <https://doi.org/10.1108/APJBA-08-2020-0287>
- Hirschi, A., & Spurk, D. (2021). Ambitious employees: Why and when ambition relates to performance and organizational commitment. *Journal of Vocational Behavior*, 127(December 2020), 103576. <https://doi.org/10.1016/j.jvb.2021.103576>
- Hofmans, J., De Gieter, S., & Pepermans, R. (2013). Individual differences in the relationship between satisfaction with job rewards and job satisfaction. *Journal of Vocational Behavior*, 82(1), 1–9. <https://doi.org/10.1016/j.jvb.2012.06.007>
- Imamoglu, S. Z., Ince, H., Turkcan, H., & Atakay, B. (2019). The Effect of Organizational Justice and Organizational Commitment on Knowledge Sharing and Firm Performance. *Procedia Computer Science*, 158, 899–906. <https://doi.org/10.1016/j.procs.2019.09.129>
- Islam, T., Khan, S. ur R., Ungku Ahmad, U. N. B., Ali, G., Ahmed, I., & Bowra, Z. A. (2013). Turnover Intentions: The Influence of Perceived Organizational Support and Organizational Commitment. *Procedia - Social and Behavioral Sciences*, 103, 1238–1242. <https://doi.org/10.1016/j.sbspro.2013.10.452>

- Jehanzeb, K., Rasheed, M. F., Rasheed, A., & Aamir, A. (2012). Impact of rewards and motivation on job satisfaction in banking sector of Saudi Arabia. *International Journal of Business and Social Science*, 3(21), 272–278.
- Jonge, J. A. N. D. E., & Schaufeli, W. B. (1998). and employee well-being: Job characteristics a test of Warr ' s Vitamin Model in health care workers using structural equation modelling. *Journal of Organizational Behavior*, 19(4), 387–407.
- Jung, H. S., Song, M. K., & Yoon, H. H. (2021). The effects of workplace loneliness on work engagement and organizational commitment: Moderating roles of leader-member exchange and coworker exchange. *Sustainability (Switzerland)*, 13(2), 1–15. <https://doi.org/10.3390/su13020948>
- Kassarjian, H. H. (1977). Content Analysis in Consumer Research. *Journal of Consumer Research*, 4(1), 8. <https://doi.org/10.1086/208674>
- Katou, A. A., Budhwar, P. S., & Patel, C. (2021). A trilogy of organizational ambidexterity: Leader's social intelligence, employee work engagement and environmental changes. *Journal of Business Research*, 128(January), 688–700. <https://doi.org/10.1016/j.jbusres.2020.01.043>
- Kim, J. (Sunny), Milliman, J. F., & Lucas, A. F. (2021). Effects of CSR on affective organizational commitment via organizational justice and organization-based self-esteem. *International Journal of Hospitality Management*, 92(September 2020), 102691. <https://doi.org/10.1016/j.ijhm.2020.102691>
- Kirimanop, M., Pahlevi, C., Umar, F., & Balele, B. (2020). The Influence of Organizational Culture on Organizational Commitment and Job Satisfaction to Improve the Officer Performance Assigned In Boven Digoel Regency. *Hasanuddin Journal of Business Strategy*, 2(4), 26–34. <https://doi.org/10.26487/hjbs.v2i4.363>
- Krishnan, R., Ismail, I. R., Samuel, R., & Kanchymalay, K. (2013). The Mediating Role of Work Engagement in the Relationship between Job Autonomy and Citizenship Performance. *World Journal of Social Sciences*, 3(3).
- Lee, A. N., Nie, Y., & Bai, B. (2020). Perceived principal's learning support and its relationships with psychological needs satisfaction, organisational commitment and change-oriented work behaviour: A Self-Determination Theory's perspective. *Teaching and Teacher Education*, 93(xxxx), 103076. <https://doi.org/10.1016/j.tate.2020.103076>
- Liepelt, R., Stenzel, A., & Lappe, M. (2012). Specifying social cognitive processes with a social dual-task paradigm. *Frontiers in Human Neuroscience*, 6(APRIL 2012), 1–8. <https://doi.org/10.3389/fnhum.2012.00086>
- Lim, B. T. H., & Loosemore, M. (2017). The effect of inter-organizational justice perceptions on organizational citizenship behaviors in construction projects. *International Journal of Project Management*, 35(2), 95–106. <https://doi.org/10.1016/j.ijproman.2016.10.016>
- López-Cabarcos, M. Á., Vázquez-Rodríguez, P., Piñeiro-Chousa, J., & Caby, J. (2020). The role of bullying in the development of organizational citizenship behaviors. *Journal of Business Research*, 115(June), 272–280. <https://doi.org/10.1016/j.jbusres.2019.10.025>
- Luqman, Y. (2019). Content Analysis on Energy Issue in Kompas Daily. *Komunikator*, 11(1). <https://doi.org/10.18196/jkm.111020>
- Maan, A. T., Abid, G., Butt, T. H., Ashfaq, F., & Ahmed, S. (2020). Perceived organizational support and job satisfaction: a moderated mediation model of proactive personality and psychological empowerment. *Future Business Journal*, 6(1), 1–10. <https://doi.org/10.1186/s43093-020-00027-8>
- Majhi, S., Jal, C., & Maharana, B. (2016). Content analysis of journal articles on wiki in science direct database. *Library Philosophy and Practice*, 2016(1).

- Malinowska, D., & Tokarz, A. (2020). The moderating role of Self Determination Theory's general causality orientations in the relationship between the job resources and work engagement of outsourcing sector employees. *Personality and Individual Differences*, 153(August 2019), 109638. <https://doi.org/10.1016/j.paid.2019.109638>
- Marić, M., Hernaus, T., Tadić Vujčić, M., & Černe, M. (2019). Job characteristics and organizational citizenship behavior: A multisource study on the role of work engagement. *Drustvena Istrazivanja*, 28(1). <https://doi.org/10.5559/di.28.1.02>
- Marsithah, I. (2016). The Effect of Organizational Culture, Rewards, Job Satisfaction and Job Stress on Lecturer's Performance. *Jurnal Administrasi Pendidikan UPI*, 60, 685–691.
- Ming-Chu, Y., & Meng-Hsiu, L. (2015). Unlocking the black box: Exploring the link between perceived organizational support and resistance to change. *Asia Pacific Management Review*, 20(3), 177–183. <https://doi.org/10.1016/j.apmr.2014.10.003>
- Mischel, W., & Shoda, Y. (1995). A Cognitive-Affective System Theory of Personality: Reconceptualizing Situations, Dispositions, Dynamics, and Invariance in Personality Structure. *Psychological Review*, 102(2), 246–268. <https://doi.org/10.1037/0033-295X.102.2.246>
- Mohd Fitri, M., Nafisah Saidah, B., & Bibi Noraini, M. Y. (2012). The effect of rewards towards job performance among chemical-based employees. *International Journal of Business and Management Tomorrow*, 2(12), 1–11.
- Moreira-Fontán, E., García-Señorán, M., Conde-Rodríguez, Á., & González, A. (2019). Teachers' ICT-related self-efficacy, job resources, and positive emotions: Their structural relations with autonomous motivation and work engagement. *Computers and Education*, 134(May 2018), 63–77. <https://doi.org/10.1016/j.compedu.2019.02.007>
- Morelli, N. M., Liuzzi, M. T., Duong, J. B., Kryza-Lacombe, M., Chad-Friedman, E., Villodas, M. T., Dougherty, L. R., & Wiggins, J. L. (2021). Reward-related neural correlates of early life stress in school-aged children. *Developmental Cognitive Neuroscience*, 49(May), 100963. <https://doi.org/10.1016/j.dcn.2021.100963>
- Mufarrihah, J. L., Yuniardi, M. S., & Syakarofath, N. A. (2020). Peran Perceived Organizational Support terhadap Work Engagement Karyawan. *Gadjah Mada Journal of Psychology (GamaJoP)*, 6(2). <https://doi.org/10.22146/gamajop.56396>
- Musabah, S., Al, B., Mohamad, N. A., & Affairs, R. C. (2017). The Influence of Organizational Commitment on Omani Public Employees' Work Performance. *International Review of Management and Marketing*, 7(2), 151–160.
- Nazari, M., Dastoorpoor, M., Ghasemzadeh, R., & Moradi, N. (2020). Relationship Between Work Engagement and Voice Complaints Among Elementary School Teachers. *Journal of Voice*, 02(11), 1–5. <https://doi.org/10.1016/j.jvoice.2019.12.001>
- Ngaliman. (2019). The Influence of Spiritual Motivation, Organizational Commitment, Job Satisfaction on Performance in the University of Batam. *Opcion*, 35(22), 1–27.
- Nikolova, I., Schaufeli, W., & Notelaers, G. (2019). Engaging leader – Engaged employees? A cross-lagged study on employee engagement. *European Management Journal*, 37(6), 772–783. <https://doi.org/10.1016/j.emj.2019.02.004>
- Ninla Elmawati Falabiba. (2021). Pengembangan Model Quality Improvement Program (QIP) Untuk Meningkatkan Kinerja Dosen Pada Perguruan Tinggi Swasta. *Jurnal Administrasi Bisnis (Jubis)*, 1(3), 11–17.
- Nursanjaya. (2019). Eksistensi Pendidikan Tinggi di Indonesia: Idealisme atau Bisnis. *Negotium, Jurnal Ilmu Administrasi Bisnis*, 148(1), 148–162.
- Organ, D. W., Podsakoff, P. M., & MacKenzie, S. B. (2006). Organizational citizenship behavior: Its nature, antecedents, and consequences. In *Organizational Citizenship Behavior: Its Nature, Antecedents, and Consequences*. <https://doi.org/10.4135/9781452231082>

- Oriarewo, G. O., Agbim, K. C., & Owutuamor, Z. B. (2013). Job rewards as correlates of job satisfaction : Empirical evidence from the Nigerian banking sector. *The International Journal Of Engineering And Science (IJES)*, 2(8), 62–68.
- Özdemir, Y., & Ergun, S. (2015). The Relationship between Organizational Socialization and Organizational Citizenship Behavior: The Mediating Role of Person-Environment Fit. *Procedia - Social and Behavioral Sciences*, 207, 432–443. <https://doi.org/10.1016/j.sbspro.2015.10.113>
- Panaccio, A., & Vandenberghe, C. (2009). Perceived organizational support, organizational commitment and psychological well-being: A longitudinal study. *Journal of Vocational Behavior*, 75(2), 224–236. <https://doi.org/10.1016/j.jvb.2009.06.002>
- Partridge, H., Menzies, V., Lee, J., & Munro, C. (2010). The contemporary librarian: Skills, knowledge and attributes required in a world of emerging technologies. *Library and Information Science Research*, 32(4), 265–271. <https://doi.org/10.1016/j.lisr.2010.07.001>
- Pastor Álvarez, A., Molero Alonso, F., Bardera Mora, M. del P., & Moriano León, J. A. (2019). Authentic leadership and its relationships with work engagement and organizational citizenship behaviors in military units: The role of identification as a mediating variable. *Military Psychology*, 31(5). <https://doi.org/10.1080/08995605.2019.1646078>
- Patras, Y. E., & Hidayat, R. (2020). The Effect of Lecturer Service Quality on Students' Satisfaction in Private Universities. *Jurnal Manajemen*, 11(2), 223. <https://doi.org/10.32832/jm-uika.v11i2.3382>
- Pattnaik, L., Mishra, S., & Tripathy, S. K. (2020). Perceived Organizational Support and Organizational Commitment: Moderating Role of Person–Organization Fit. *Global Business Review*. <https://doi.org/10.1177/0972150920920776>
- Pepitone, A. (1986). Culture and the cognitive paradigm in social psychology. *Australian Journal of Psychology*, 38(3), 245–256. <https://doi.org/10.1080/00049538608259012>
- Pham, N. T., Tučková, Z., & Chiappetta Jabbour, C. J. (2019). Greening the hospitality industry: How do green human resource management practices influence organizational citizenship behavior in hotels? A mixed-methods study. *Tourism Management*, 72(December 2018), 386–399. <https://doi.org/10.1016/j.tourman.2018.12.008>
- Qiu, S., Alizadeh, A., Dooley, L. M., & Zhang, R. (2019). The effects of authentic leadership on trust in leaders, organizational citizenship behavior, and service quality in the Chinese hospitality industry. *Journal of Hospitality and Tourism Management*, 40(February), 77–87. <https://doi.org/10.1016/j.jhtm.2019.06.004>
- Radic, A., Arjona-Fuentes, J. M., Ariza-Montes, A., Han, H., & Law, R. (2020). Job demands–job resources (JD-R) model, work engagement, and well-being of cruise ship employees. *International Journal of Hospitality Management*, 88(March), 102518. <https://doi.org/10.1016/j.ijhm.2020.102518>
- Reynolds, P. D., & Helfers, R. C. (2018). Job characteristics and perceived organizational support among police officers. *Criminology, Criminal Justice, Law and Society*, 19(1), 46–59.
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698–714. <https://doi.org/10.1037/0021-9010.87.4.698>
- Ristianawati, Y., & Kurniawan, B. (2019). Effect of Organizational Commitment, Organizational Climate, and Work Safety on Turnover Intention and Job Satisfaction As Intervening Variables At Pt. Karya Mitra Nugraha Semarang. *Economics and*

- Business Solutions Journal, 2(1), 23–34.
<http://journals.usm.ac.id/index.php/ebsj/article/view/1180/770>
- Robinson, M. D., Klein, R. J., & Persich, M. R. (2019). Personality traits in action: A cognitive behavioral version of the social cognitive paradigm. *Personality and Individual Differences*, 147(May), 214–222. <https://doi.org/10.1016/j.paid.2019.04.041>
- Sabahi, A. H., & Sanai Dashti, N. (2016). The effect of emotional intelligence and job satisfaction on organizational citizenship behavior. *Management Science Letters*, 64(2003), 475–480. <https://doi.org/10.5267/j.msl.2016.6.001>
- Sari, M., & Asmendri. (2011). Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA. *Natural Science Journal*, 2(1), 41–53. <https://ejournal.uinib.ac.id/jurnal/index.php/naturalscience/article/view/1555/1159>
- Schaufeli, W. B., & Bakker, A. B. (2004). Utrecht work engagement scale Preliminary Manual Version 1.1. Occupational Health Psychology Unit Utrecht University, December, 1–60. <https://doi.org/10.1037/t01350-000>
- Schaufeli, Wilmar B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire: A cross-national study. *Educational and Psychological Measurement*, 66 (4), 701–716. <https://doi.org/10.1177/0013164405282471>
- Setiono. (2019). Analisis Respon Mahasiswa dalam Pembelajaran Online Berbasis Aktifitas di Perguruan Tinggi. *Jurnal Pendidikan*, 9(2), 15–23.
- Setyowati, L. (2020). Determinan Yang Mempengaruhi Kinerja Dosen Dalam Pelaksanaan Tri Dharma Perguruan Tinggi. *Bongaya Journal for Research in Management (BJRM)*, 3(2), 28–32. <https://doi.org/10.37888/bjrm.v3i2.119>
- Stefanidis, A., & Strogilos, V. (2021). Perceived organizational support and work engagement of employees with children with disabilities. *Personnel Review*, 50(1), 186–206. <https://doi.org/10.1108/PR-02-2019-0057>
- Suryana, S. (2018). Peran perguruan tinggi dalam pemberdayaan masyarakat. *Jurnal Pendidikan Islam Rabbani*, 2 (2), 368–379. <https://journal.unsika.ac.id/index.php/rabbani/article/view/1443>
- Syakur, A., et.al. (2020). Sustainability of Communication, Organizational Culture, Cooperation, Trust and Leadership Style for Lecturer Commitments in Higher Education. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 3 (2): 1325-1335*.
- Taufiq, A. (2019). Paradigma Baru Pendidikan Tinggi dan Makna Kuliah Bagi Mahasiswa. *Madani Jurnal Politik Dan Sosial Kemasyarakatan*, 10(1), 34–52.
- Tefera, C. A., & Hunsaker, W. D. (2020). Intangible assets and organizational citizenship behavior: A conceptual model. *Heliyon*, 6(7), e04497. <https://doi.org/10.1016/j.heliyon.2020.e04497>
- Tensay, A. T., & Singh, M. (2020). The nexus between HRM, employee engagement and organizational performance of federal public service organizations in Ethiopia. *Heliyon*, 6(6), e04094. <https://doi.org/10.1016/j.heliyon.2020.e04094>
- Teo, S. T. T., Bentley, T., & Nguyen, D. (2020). Psychosocial work environment, work engagement, and employee commitment: A moderated, mediation model. *International Journal of Hospitality Management*, 88(November 2019), 102415. <https://doi.org/10.1016/j.ijhm.2019.102415>
- Thufailah, D. Q., & Abdurrahman, D. (2020). Pengaruh Employee Engagement terhadap Organizational Citizenship Behavior serta dampaknya terhadap Turnover Intention pada karyawan PT. PLN Pusharliis (Persero). *Jurnal Manajemen Dan Bisnis UIB*, 12(2), 1039–1049.

- Vaismoradi, M., Jones, J., Turunen, H., & Snelgrove, S. (2016). Theme development in qualitative content analysis and thematic analysis. *Journal of Nursing Education and Practice*, 6(5). <https://doi.org/10.5430/jnep.v6n5p100>
- Wahyunanti, T., Ardiana, D. K. R., & Ridwan, M. S. (2018). The Effect of Individual Characteristics, Employees Commitment, Job Stress on job satisfaction and employees performance in PT. Timbul Persada in Turban East Java.
- White, M. D., & Marsh, E. E. (2006). Content analysis: A flexible methodology. *Library Trends*, 55(1), 22–45. <https://doi.org/10.1353/lib.2006.0053>
- Widodo, C. W. (2014). Pengaruh Total Reward Terhadap Job Engagement Serta Dampaknya Terhadap Kinerja Pegawai. *MIX : Jurnal Ilmiah Manajemen*, 4(3), 334–347.
- Yildirim, O. (2014). The Impact of Organizational Communication on Organizational Citizenship Behavior: Research Findings. *Procedia - Social and Behavioral Sciences*, 150, 1095–1100. <https://doi.org/10.1016/j.sbspro.2014.09.124>
- Zurnali, M. C. (2010). Dimensi Komitmen Organisasional Menurut Allen & Meyer. *Dimensi Komitmen Organisasional*.