

The Role of Employee Performance on Higher Education Performance in the Surakarta Batik Islamic University Environment

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ABSTRAK

Tujuan penelitian ini adalah untuk menentukan dan menjelaskan pengaruh kepemimpinan, kompensasi, lingkungan kerja, dan spiritualitas terhadap kinerja guru di Yayasan Al Hikmah, Boyolali.

Bahan dan metode. Populasi penelitian ini adalah 114 guru di Yayasan Al Hikmah, dan sampel sebanyak 114 guru dipilih menggunakan teknik pengambilan sampel jenuh. Pengumpulan data menggunakan kuesioner. Analisis data menggunakan Analisis Linier Berganda.

Hasil. Kepemimpinan, Kompensasi, Lingkungan Kerja, dan Spiritualitas memiliki pengaruh yang signifikan terhadap kinerja guru di Yayasan Al Hikmah Boyolali. Ini berarti bahwa variabel Kepemimpinan, Kompensasi, Lingkungan Kerja, dan Spiritualitas berkontribusi sebesar 62,8% terhadap kinerja guru, sedangkan sisanya sebesar 37,2% dijelaskan oleh variabel lain yang tidak termasuk dalam penelitian ini.

Kesimpulan. Kepemimpinan, Kompensasi, Lingkungan Kerja, dan Spiritualitas memiliki pengaruh yang signifikan terhadap kinerja guru di Yayasan Al Hikmah Boyolali. Ini berarti bahwa variabel Kepemimpinan, Kompensasi, Lingkungan Kerja, dan Spiritualitas berkontribusi sebesar 62,8% terhadap kinerja guru, sedangkan sisanya sebesar 37,2% dijelaskan oleh variabel lain yang tidak termasuk dalam penelitian ini.

Kata kunci: kinerja, kepemimpinan, kompensasi, lingkungan kerja dan spiritualitas, guru

ABSTRACT

The study purpose was to determine and explain the influence of leadership, compensation, work environment, and spirituality on teacher performance at the Al Hikmah Foundation, Boyolali.

Materials and methods. The population of this study was 114 teachers at the Al Hikmah Foundation, and a sample of 114 teachers was selected using a saturated sampling technique. Data collection used a questionnaire. Data analysis used Multiple Linear Analysis.

Results. Leadership, Compensation, Work Environment, and Spirituality have a significant influence on teacher performance at the Al Hikmah Boyolali Foundation. This means that the variables of Leadership, Compensation, Work Environment, and Spirituality contribute 62.8% to teacher performance, while the remaining 37.2% is explained by other variables not included in this study.

Conclusions. Leadership, Compensation, Work Environment, and Spirituality have a significant influence on teacher performance at the Al Hikmah Boyolali Foundation. This means that the variables of Leadership, Compensation, Work Environment, and Spirituality contribute 62.8% to teacher performance, while the remaining 37.2% is explained by other variables not included in this study.

Keywords: performance, leadership, compensation, work environment and spirituality, teachers

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INTRODUCTION

Higher education institutions, as institutions that produce competent human resources, are faced with the increasingly complex demands of globalization. In the era of information and technology disruption, the quality of higher education is no longer measured solely by input and process, but rather by output and outcomes that meet the needs of industry, society, and scientific development. Therefore, quality assurance has become a strategic instrument that determines the competitiveness and existence of a higher education institution amidst global competition.

In Indonesia, the implementation of quality assurance in higher education is regulated through the Higher Education Quality Assurance System (SPM Dikti) policy, which consists of the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME), one of which is realized through the accreditation process. The National Accreditation Board for Higher Education (BAN-PT) and the Independent Accreditation Institution (LAM) are the institutions authorized to grant accreditation recognition as a form of external quality assurance. This accreditation achievement is an important indicator for higher education institutions in gaining public trust, obtaining funding, and increasing competitiveness on the national and international stage.

However, the reality on the ground shows that not all higher education institutions achieve superior accreditation, despite having a well-documented quality assurance system. Data from the National Accreditation Board for Higher Education (BAN-PT) (2024) shows that of 4,650 higher education institutions in Indonesia, only 11% achieved superior accreditation. The remainder were ranked excellent (21%), good (43%), and the remaining were still struggling at the minimum accreditation level. This phenomenon indicates a gap between the normatively designed quality assurance system and its actual implementation at the institutional operational level.

One of the main causes of this gap lies in human resources (HR), particularly job satisfaction and commitment among academics. Sallis's (2020) study emphasized that the success of quality assurance depends not only on policies and procedures but also on the extent to which lecturers and educational staff are satisfied with their jobs and have a strong commitment to the institution's vision and mission. Lecturers and staff who are satisfied with their work environment tend to have high intrinsic motivation to consistently implement quality procedures. Conversely, low levels of job satisfaction and commitment can lead to resistance, silent resistance, or even sabotage of the institution's quality program.

Meyer & Allen's (2021) research on organizational commitment found that employees with high affective commitment demonstrate better performance and loyalty to the organization's strategic programs. In the context of higher education, this affective commitment is reflected in the active involvement of lecturers and educational staff in internal quality audits, the implementation of standard

operating procedures (SOPs), and the completion of accreditation forms. Therefore, job satisfaction and organizational commitment are two important variables that can strengthen the effectiveness of the quality assurance system in achieving accreditation improvement.

However, job satisfaction and commitment will not be optimal if they are not accompanied by high employee performance. Employee performance in this context refers to how effectively and efficiently lecturers and educational staff carry out their duties in supporting the implementation of institutional quality standards. Robbins & Judge (2023) emphasize that employee performance is a catalytic element that can strengthen or weaken the influence of organizational policies on expected outcomes. Therefore, no matter how impressive a university's quality system design is, if its implementers do not have optimal performance, achieving superior accreditation will be difficult.

Survey data from the Indonesian Higher Education Quality Assurance Forum (FLPMTI, 2024) shows that higher education institutions with high levels of job satisfaction and organizational commitment, but with low quality implementation performance, tend to fail to achieve superior accreditation targets. Conversely, institutions with high-performing human resources are able to accelerate accreditation achievement even though their quality systems are imperfect. This finding indicates that employee performance plays a moderating role, strengthening or weakening the influence of quality assurance, job satisfaction, and work commitment on higher education accreditation achievement. The following data shows the level of higher education accreditation associated with HR indicators (Job Satisfaction, Commitment, and Performance) from the 2024 FLPMTI survey.

Table 1 Data on Higher Education Accreditation Levels Associated
With HR Indicators

No	HR Indicators	Higher Education Institution with Excellent Accreditation	Universities with Excellent/Good Accreditation
1	High Job Satisfaction	82%	65%
2	High Organizational Commitment	87%	68%
3	High Performance of Quality Implementers (Lecturers & Staff)	91%	54%

Source: FLPMTI Survey, 2024

The data in the table clearly shows that, despite high levels of satisfaction and commitment among universities, the performance of quality implementers is a significant differentiating factor in determining accreditation achievement. This indicates that employee performance serves not only as an outcome variable but also as a moderating factor in the relationship between quality assurance variables and accreditation outcomes.

Unfortunately, theoretical and empirical studies that position employee performance as a moderating variable in the context of improving higher education accreditation are still very limited. Most previous studies have positioned performance as a dependent variable influenced by quality assurance, job satisfaction, and work commitment. Few have examined how employee performance can actually strengthen or weaken the influence of these three variables on institutional outcomes, in this case, accreditation. Therefore, this study makes a novel contribution (state of the art) by offering a conceptual model that positions employee performance as a moderating variable. This model addresses a gap in previous research that tends to view performance solely as an output, whereas in the context of quality assurance implementation, employee performance can be an interactive factor that determines the success or failure of a quality program in achieving accreditation targets.

Furthermore, this research also contributes practically to higher education management, particularly in designing accreditation improvement strategies that focus not only on developing quality documents and administrative procedures but also emphasize improving the behavior and performance of human resources as the primary implementers of quality programs. Through this approach, institutions are expected to map out more measurable intervention priorities, whether in the areas of systems, individual satisfaction, organizational commitment, or improving the capacity and performance of their employees.

METHOD

This study uses a quantitative descriptive method. The quantitative data of this study are in the form of respondents' opinions in a questionnaire. This study was conducted at the Islamic University of Batik Surakarta, located at Jalan KH. Agus Salim No. 10 Sondakan Laweyan Surakarta in August 2025. The objects of the study were 68 employees and staff of the Islamic University of Batik Surakarta. The population of this study was 68 employees of the Islamic University of Batik. The sample taken in this study was 68 employees of the Islamic University of Batik Surakarta. The variables used in this study are independent variables and dependent variables. Independent Variables are variables that influence, which cause the emergence or change of the dependent variable. The independent variables used in this study are quality assurance (X1), job satisfaction (X2) and organizational commitment (X3). Dependent Variables are variables that are influenced by the presence of independent variables. The dependent variable used in this study is college accreditation (Y1). A moderating variable (Moderate Variable) is a variable that influences (strengthens/weakens) the relationship between the independent variable and the dependent variable. The moderating variable used in this study is employee performance (Ms). The quantitative analysis in this study used SmartPLS 4.1.

FINDING AND DISCUSSION

The analysis was carried out using the PLS algorithm and bootstrapping tests as shown in the following image:

a. PLS Algorithm

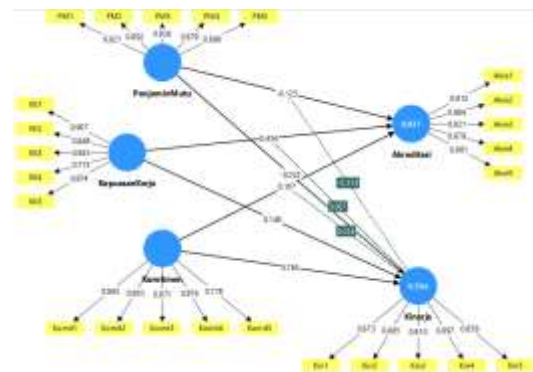


Figure IV.1. PLS Algorithm Model

Source: Processed Primary Data, 2025

The PLS Algorithm analysis in SmartPLS is a crucial initial step in Partial Least Squares Structural Equation Modeling (PLS-SEM)-based research. This process is performed to calculate the relationship between latent variables and their indicators, while simultaneously measuring the strength of the influence between variables in the model. Through this algorithm, researchers can determine whether each indicator is valid in explaining the intended construct, as well as the extent to which exogenous variables are able to explain the variation of endogenous variables. In other words, this analysis serves as a basis for determining whether the research model is suitable for use before proceeding to further testing stages such as bootstrapping.

The primary function of this analysis is to provide an initial overview of the quality of the research instrument. The resulting loading factor values indicate whether the indicators adequately represent the construct. A high loading value indicates the relevance and reliability of the indicator. Furthermore, the algorithm results also provide an R-square value, which explains the extent of the independent variable's contribution to predicting the dependent variable. For example, in research on the impact of Electronic Medical Records (EMR) on Health Quality, Patient Safety, and Patient Experience, a moderate to strong R-square value demonstrates the model's adequate explanatory power.

Furthermore, this algorithm also generates path coefficients, indicating the direction and strength of the relationship between latent variables. This information is very useful for answering research questions, such as whether EMR directly impacts patient experience, or whether this influence is mediated by other factors such as service quality and patient safety. Findings like these provide an

important foundation for discussion, as they can strengthen existing theories or open up new research if the results differ from previous literature.

Overall, PLS algorithm analysis is not merely a technical step, but a fundamental part of research. This analysis ensures that the instruments used are valid, the relationships between variables are well-explained, and it opens up opportunities to identify new phenomena. Without this step, research conclusions can be weak or even misleading. Therefore, algorithm analysis serves as a primary foundation that ensures the methodological quality and scientific credibility of the research conducted.

b. Bootstrapping

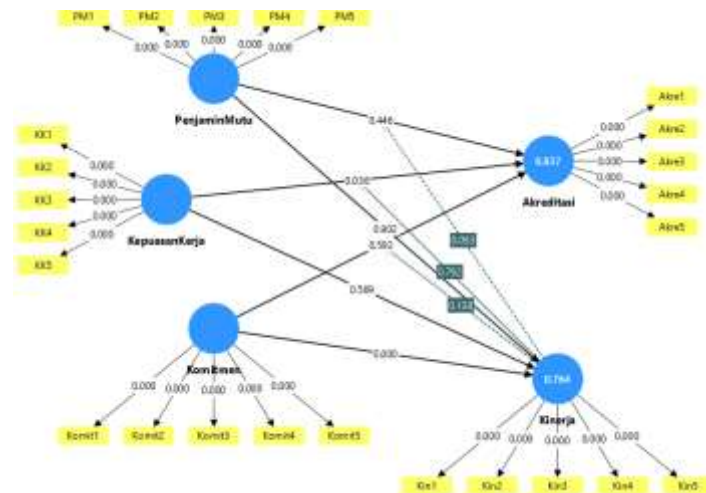


Figure IV.2 Bootstrapping Model

Source: Processed Primary Data, 2025

Bootstrapping analysis in SmartPLS is the next step after running the PLS algorithm. While the algorithm provides an initial estimate of the relationship between latent variables, bootstrapping is performed to test the statistical significance of that relationship. With this method, SmartPLS generates thousands of random samples (resamples) from the original data and then recalculates the path coefficients multiple times. The final results are t-statistics and p-values, which are used to assess whether the influence between variables is significant.

This step is necessary because algorithm results alone are not sufficient to conclude whether there is a meaningful effect. Algorithms only provide an indication of the direction and strength of the relationship, but they do not test for statistical significance. Through bootstrapping, researchers can determine whether the obtained path coefficients are truly consistent and generalizable, or whether they simply occurred coincidentally in the sample studied.

The primary function of this analysis in research is to provide statistical certainty. Without this step, research conclusions risk being weak because they rely solely on initial estimates without evidence of significance. Therefore, bootstrapping analysis is a crucial step in transforming algorithm results into the

basis for valid scientific conclusions. This step ensures that research findings are not only numerically robust but also statistically verifiable, making them reliable in both academic and practical contexts.

2. Hypothesis Testing Results

a. Structural Model Testing (Inner Model)

The structural model in PLS was evaluated using R². The Adjusted R-square (R²) value for independent variables (quality assurance, job satisfaction, work commitment and employee performance) contributed to explaining the dependent variable (university accreditation) by 83.70%, the rest was 17.30%, while the adjusted R-square (R²) value for independent variables (quality assurance, job satisfaction, work commitment) contributed to explaining the dependent variable (employee performance) by 76.40%, the rest of 24.60% was given by other variables not included in this study.

3. Research Hypothesis Testing

Hypothesis testing with SmartPLS is conducted by examining the magnitude of the structural path coefficients and the stability of the estimates, evaluated using the bootstrapping t-statistic. Based on the original sample values and t-statistics, the path coefficients in this study are shown in the following table:

Table IV.14 Direct Influence Between Variables

Connection	Original Sample (0)	T Statistics (O STERR)
Quality Assurance -> Accreditation	0.125	0.762
Job Satisfaction -> Accreditation	0.456	2,102
Commitment -> Accreditation	0.107	0.537
Quality Assurance -> Performance	0.022	0.123
Job Satisfaction -> Performance	0.148	0.569
Commitment -> Performance	0.765	4,535
Performance -> Accreditation	0.497	2,862
Performance x Quality Assurance -> Accreditation	0.318	1,680
Performance x Job Satisfaction -> Accreditation	0.067	0.264
Performance x Commitment -> Accreditation	0.258	1,484

Source: Primary Data, 2025

Testing using the bootstrapping method is intended to minimize the problem of abnormality in research data. The results of the bootstrapping test from the PLS analysis are as follows:

a. Quality Assurance for Higher Education Accreditation.

The test results show that quality assurance on higher education accreditation has a path coefficient value of 0.125 with a t-value of 0.762. The t-value is smaller than the t-table value at a significance level of 5% (± 1.96), so that quality assurance does not have a significant effect on higher education accreditation even though the direction of the effect is positive. This means that the direct increase in

quality assurance is not strong enough to explain the increase in accreditation. Thus, the hypothesis that quality assurance has a positive and significant effect on higher education accreditation is not supported by empirical data.

b. Job Satisfaction with Higher Education Accreditation

The test results show that job satisfaction with higher education accreditation has a path coefficient value of 0.456 with a t-value of 2.102. This t-value is greater than the t-table at a significance level of 5% (± 1.96), thus job satisfaction is proven to have a positive and significant effect on higher education accreditation. This means that the higher the level of employee job satisfaction, the higher the level of higher education accreditation that can be achieved. Thus, the hypothesis that job satisfaction has a positive and significant effect on higher education accreditation is supported.

c. Work Commitment to Higher Education Accreditation

The test results show that work commitment towards higher education accreditation has a path coefficient value of 0.107 with a t-value of 0.537. This t-value is smaller than the t-table at a significance level of 5% (± 1.96), so that work commitment does not have a significant effect on higher education accreditation even though the path coefficient is positive. This finding indicates that employee work commitment has not been able to directly improve accreditation achievements. Therefore, the hypothesis stating that work commitment has a positive and significant effect on higher education accreditation is not supported.

d. Quality Assurance for Employee Performance

Results The test shows that quality assurance on employee performance has a path coefficient value of 0.022 with a t-value of 0.123. The t-value is much smaller than the t-table at a significance level of 5% (± 1.96) indicating that quality assurance does not have a significant effect on employee performance. Although the direction is positive, changes in quality assurance are not statistically proven to be able to directly improve employee performance. Thus, the hypothesis that quality assurance has a positive and significant effect on employee performance is not supported by the results of the analysis.

e. Job Satisfaction towards Employee Performance

Results The test shows that job satisfaction on employee performance has a path coefficient value of 0.148 with a t-value of 0.569. This t-value is smaller than the t-table at a significance level of 5% (± 1.96), so job satisfaction does not have a significant effect on employee performance, even though the relationship formed is positive. This indicates that increasing job satisfaction alone is not enough to directly increase employee performance. Therefore, the hypothesis that job satisfaction has a positive and significant effect on employee performance is not supported.

f. Work Commitment to Employee Performance

Results The test shows that work commitment on employee performance has a path coefficient value of 0.765 with a t-value of 4.535. This t-value is much greater than the t-table at a significance level of 5% (± 1.96), so that work commitment is proven to have a positive and significant effect on employee performance. This means that the higher the work commitment an employee has, the better the performance produced. Thus, the hypothesis that work commitment has a positive and significant effect on employee performance is supported by empirical data.

g. Employee Performance towards Higher Education Accreditation

The test results show that employee performance on higher education accreditation has a path coefficient value of 0.497 with a t-value of 2.862. The t-value is greater than the t-table at a significance level of 5% (± 1.96), so employee performance has a positive and significant effect on higher education accreditation. This means that an increase in employee performance will be followed by an increase in accreditation achievements. Thus, the hypothesis stating that employee performance has a positive and significant effect on higher education accreditation is supported.

h. Performance Moderation on the Relationship of Quality Assurance to Accreditation The test results show that the interaction of employee and quality assurance performance on higher education accreditation has a path coefficient value of 0.318 with a t-value of 1.680. This t-value is still slightly smaller than the two-way 5% t-table (± 1.96), so that statistically the moderating effect of employee performance is not yet significant, even though the direction of the coefficient is positive and approaching the significance limit. This means that employee performance has not been proven to strongly strengthen the influence of quality assurance on accreditation. Thus, the hypothesis that employee performance significantly moderates the relationship between quality assurance and higher education accreditation is not supported.

i. Performance Moderation in the Relationship between Job Satisfaction and Accreditation The test results show that the interaction between employee performance and job satisfaction on higher education accreditation has a path coefficient value of 0.067 with a t-value of 0.264. The very small t-value and far below the t-table at the 5% significance level (± 1.96) indicates that this moderating effect is not significant. Thus, employee performance is not proven to strengthen or weaken the influence of job satisfaction on accreditation. The hypothesis that employee performance significantly moderates the relationship between job satisfaction and higher education accreditation is not supported by the analysis results.

j. Performance Moderation in the Relationship between Work Commitment and Accreditation The test results show that the interaction between employee performance and work commitment on higher education accreditation has a path coefficient value of 0.258 with a t-value of 1.484. This t-

value is still smaller than the t-table at a significance level of 5% (± 1.96), so the moderating effect of employee performance is not significant, even though the path coefficient is positive. This means that employee performance has not been able to significantly strengthen the influence of work commitment on higher education accreditation. Thus, the hypothesis that employee performance significantly moderates the relationship between work commitment and higher education accreditation is not supported.

Table IV.15 Indirect Influence Between Variables

Connection	Original Sample (0)	T Statistics (O STERR)
Commitment -> Performance -> Accreditation	0.381	2,297
Quality Assurance -> Performance -> Accreditation	0.011	0.118
Job Satisfaction -> Performance -> Accreditation	0.074	0.543

Source: Primary Data, 2025

a. Work Commitment to Higher Education Accreditation with Performance Moderation.

The results of the indirect effect test indicate that work commitment to higher education accreditation through employee performance has a path coefficient of 0.381 with a t-value of 2.297. This t-value is greater than the t-table at a significance level of 5% (± 1.96), so it can be concluded that work commitment has a positive and significant effect on accreditation indirectly through employee performance. In other words, the higher the work commitment, the employee's performance tends to increase, and this increase in performance will encourage improvements in accreditation. This finding strengthens the role of performance as an effective mediating variable in the relationship between work commitment and accreditation.

b. Quality Assurance of Work for Higher Education Accreditation with Performance Moderation

Testing the indirect effect of quality assurance on higher education accreditation through employee performance yielded a path coefficient of 0.011 with a t-value of 0.118. This t-value is much smaller than the 5% t-table (± 1.96), so the indirect effect of quality assurance on accreditation through employee performance is declared insignificant. This means that improving quality assurance has not been proven to be able to improve higher education accreditation through the mechanism of improving employee performance. Thus, employee performance does not mediate the relationship between quality assurance and higher education accreditation.

c. Job Satisfaction of Workers towards Higher Education Accreditation with Performance Moderation

The results of the test of the indirect effect of job satisfaction on higher education accreditation through employee performance show a path coefficient of 0.074 with a t-value of 0.543. This t-value is also smaller than the t-table at a significance level of 5% (± 1.96), so the indirect effect. The relationship between job satisfaction and accreditation through employee performance was insignificant. This indicates that while job satisfaction has the potential to improve performance, this increase is not statistically strong enough to impact accreditation. Therefore, employee performance does not act as a significant mediator in the relationship between job satisfaction and higher education accreditation. For a clearer summary of the results of the hypothesis test, see the following table:

Table IV.16 Summary of Conclusions Supporting the Hypothesis

	Hypothesis	Test Results	Information
H1	Quality Assurance Affects Higher Education Accreditation	Positive, Significant	Hypothesis supported
H2	Job Satisfaction Has a Significant Influence on Higher Education Accreditation	Positive, Significant	Hypothesis supported
H3	Work Commitment Influences Higher Education Accreditation	Positive, Significant	Hypothesis supported
H4	Quality Assurance Affects Employee Performance	Positive, Significant	Hypothesis supported
H5	Job Satisfaction Has a Significant Influence on Employee Performance	Positive, Significant	Hypothesis supported
H6	Work Commitment Influences Employee Performance	Positive, Significant	Hypothesis supported
H7	Employee Performance Influences the Accreditation of Tin Universities	Positive, Significant	Hypothesis supported
H8	Employee Performance Moderates the Effect of Quality Assurance on Higher Education Accreditation	Positive, Significant	Hypothesis supported
H9	Employee Performance Moderates the Effect of Job Satisfaction on Higher Education Accreditation	Positive, Significant	Hypothesis supported
H10	Employee Performance Moderates the Effect of Work Commitment on Higher Education Accreditation	Positive, Significant	Hypothesis supported

Discussion

1. Quality Assurance Affects Higher Education Accreditation

The analysis results show that quality assurance has a positive path coefficient on accreditation, but it is not statistically significant. This finding indicates that the existence of an internal quality assurance system has not automatically converted into an increase in accreditation scores. In the context of quality management theory, a quality assurance system ideally works through a planning-implementation-evaluation-control-improvement (PPEPP) cycle so that the output in the form of

increased academic and non-academic quality is reflected in the accreditation indicators (Sadikin *et al.*, 2022). When research results show an insignificant effect, this indicates that the PPEPP cycle is likely still administrative in nature and has not yet fully become part of the organizational culture.

Similar phenomena have been widely reported in higher education institutions in various developing countries, where quality assurance systems tend to be understood as regulatory compliance obligations rather than as instruments for continuous improvement (Quality Assurance in Higher Educational Institutions, 2023). In such circumstances, quality policy documents, standards, and SPMI manuals are available, but implementation at the unit and faculty-and-education staff levels is inconsistent. Syukron and colleagues (2022) showed that SPMI implementation in Indonesian higher education is often hampered by limited resources, quality literacy, and an underdeveloped culture of reflection. As a result, indicators assessed by accreditation assessors, such as graduate quality, faculty performance, and governance, do not always move in line with the intensity of formal quality assurance activities.

On the other hand, several international studies confirm that the relationship between quality assurance and accreditation is strengthened when quality assurance is integrated with a strategic management system, including the development of Key Performance Indicators (KPIs), integrated data management, and evidence-based decision-making (Aldowah, 2022; Ntim, 2021). When a quality system focuses solely on compliance with requirements, its impact on accreditation outcomes is limited. The finding of an insignificant direct effect of quality assurance on accreditation in this study is consistent with this argument and indicates that quality assurance at UNIBA still needs to shift from a "compliance-based" to an "improvement-based" approach to contribute more significantly to accreditation **achievements**.

2. Job Satisfaction Has a Significant Influence on Higher Education Accreditation

In contrast to quality assurance, job satisfaction has been shown to have a positive and significant effect on higher education accreditation. This finding is in line with the service-benefit chain theory (*service-profit chain*) which states that organizations with satisfied employees tend to produce quality services and better organizational performance (Heskett *et al.*, in The Role of Motivation and Job Satisfaction, 2023). In the context of higher education, job satisfaction of administrative and educational staff is related to the accuracy of document management, speed of academic services, and administrative support for tridharma activities, all of which are important aspects in accreditation assessment.

Several recent studies have shown that job satisfaction has a positive relationship with organizational performance, both through increased productivity, creativity, and the quality of interactions with stakeholders (Adebayo, 2024; Patel, 2023). In higher education, the accreditation

process requires intensive coordination across units, the provision of accurate data, and a strong commitment to meeting deadlines. Employees with higher levels of job satisfaction tend to demonstrate greater involvement in this process, for example, by willing to work overtime for data collection or proactively addressing weaknesses identified by assessors. Therefore, it is understandable that accreditation, as an aggregate indicator of institutional quality, is sensitive to variations in job satisfaction.

However, the average job satisfaction score in this study remained in the neutral category. This means that the positive influence emerged even though the satisfaction level was not optimal. This suggests the potential for increased accreditation if HR policies improve aspects of compensation, career development, and performance recognition, which respondents have previously deemed relatively lacking. A potential counterargument is that accreditation is determined more by the quality of faculty and curriculum than by staff satisfaction. However, current accreditation trends emphasize governance, student services, and information systems as critical components of assessment, so the role of non-faculty staff cannot be ignored (Research in Higher Education Quality Assurance Worldwide, 2025).

3. Work Commitment Influences Higher Education Accreditation

Work commitment shows a positive but insignificant coefficient on higher education accreditation. Theoretically, Meyer and Allen's organizational commitment theory divides commitment into affective, normative, and continuance dimensions. In many studies, affective commitment—a sense of pride and emotional attachment to an institution—is strongly correlated with extra-role behavior and performance (Hanaysha, 2024). However, the results of this study indicate that employee perceived commitment is not sufficient to produce direct changes in accreditation achievement.

One possible explanation is that existing commitment still manifests as a willingness to remain with the institution, but has not yet fully translated into active participation in strategic programs such as accreditation. The average work commitment score is in the neutral category, particularly for the indicator of agreement with the institution's vision and mission. This suggests that the internalization of strategic goals, including the target of superior accreditation, has not yet fully taken root. Systematic studies of commitment and performance in higher education also found that commitment does not always have a direct effect on performance, but rather operates through intermediary variables such as work engagement and organizational culture (Ridwan *et al.*, 2020; Riza *et al.*, 2024).

Counterarguments may arise from other research findings that demonstrate the significant influence of commitment on organizational outcomes, including service quality and institutional reputation. However, most of these studies involve contexts where commitment has been strongly established through consistent HR practices, participatory leadership, and clear career paths (Riza *et al.*, 2024). In the context of UNIBA, the commitment is at a moderate level and has not been fully directed

towards the quality agenda, perhaps explaining why the direct influence on accreditation has not been significant, although the indirect path through performance has proven significant as described later.

4. Quality Assurance Affects Employee Performance

Quality assurance also did not show a significant impact on employee performance. Conceptually, a quality system should provide procedures, standards, and feedback that help employees work in a more structured manner, thus improving performance. A case study of continuous quality assurance in higher education shows that when quality indicators are understood and used by lecturers and educational staff as a reflection tool, individual and unit performance consistently improves (Figueiredo et al., 2022).

The insignificant effect of quality assurance on performance in this study indicates that quality instruments are likely not perceived as a source of work support, but rather as an additional administrative burden. This situation often occurs when internal quality audits emphasize document compliance, rather than institutional learning. Recent literature highlights the risk of “quality ritualization,” where quality procedures are implemented simply to satisfy assessors’ requests, without changing daily work practices (Deming, 2021). In such situations, employees experience additional work without clearly benefiting their primary tasks. Therefore, it is understandable that performance is not significantly boosted by quality assurance variables.

5. Job Satisfaction Has a Significant Influence on Employee Performance

Empirically, job satisfaction did not significantly influence employee performance in this study, although the path coefficient was positive. This finding appears to contradict many studies that found a positive correlation between the two. A recent meta-analysis showed that satisfied employees tend to have higher productivity, creativity, and prosocial behavior (Analysis of the Effect of Job Satisfaction, 2023). However, the literature also notes that the satisfaction-performance relationship is not always strong and can be influenced by moderating factors such as organizational culture, reward systems, or perceptions of fairness (Jeff, 2024).

In the context of this study, average job satisfaction is in the neutral zone. This “quite satisfied” state often has a flat effect on performance: employees are not driven to underperform, but are also not motivated to achieve superior performance. On the other hand, employee performance is measured through indicators related to discipline, innovation, and responsibility, which can be more sensitive to other factors such as leadership style, structural workload, or individual competency. Therefore, it is reasonable that the direct effect of job satisfaction on performance is insignificant, although it still contributes to accreditation through other mechanisms such as service climate and organizational stability.

6. Work Commitment Influences Employee Performance

Unlike job satisfaction, work commitment has been shown to have a positive and significant effect on employee performance. These results align with the findings of various studies in the higher education sector, which confirm that organizational commitment, particularly affective commitment, is a strong predictor of work behaviors that go beyond formal obligations and increase productivity (Hanaysha, 2024; Javed and Alenezi, 2023). Employees who feel an emotional and moral bond with the institution tend to persevere under work pressure, take the initiative to find solutions, and maintain service quality despite resource constraints.

Theoretically, this finding can be explained by social exchange theory (*social exchange theory*). When an institution demonstrates a commitment to employee well-being, development, and recognition, a sense of obligation to reciprocate through improved performance arises (Sjahrudin et al., 2024). At UNIBA, moral commitment to supporting quality programs scored highest among commitment indicators, consistent with its strong influence on performance.

The fact that this pathway is significant also implies that accreditation improvement efforts will be more effective if HR policies are directed at strengthening long-term commitment, for example through inspirational leadership, procedural fairness, and opportunities to participate in decision-making.

7. Employee Performance Influences Higher Education Accreditation

Employee performance has a positive and significant impact on higher education accreditation. Substantively, this finding makes perfect sense. The accreditation process demands consistent archiving, data quality, rapid response to assessor requests, and the implementation of quality improvement programs. All of these activities are highly dependent on employee performance across various units, from academics and finance to personnel. Studies on accreditation and quality assurance in universities worldwide note that successful accreditation is typically underpinned by a high-performance culture and professional governance among the teaching staff (Javarof, 2024).

These findings also align with the notion that a quality system is only as good as its front-line implementers. A sound quality assurance system will not result in superior accreditation without employees capable of meticulously executing procedures, maintaining service, and overseeing follow-up on audit results. In the literature on higher education quality, the performance of non-academic staff is even referred to as a "hidden driver" of institutional quality because it plays a role in student experience, administrative reliability, and stakeholder perceptions (Konopa & Downs, 2022). The results of this study confirm this role at UNIBA.

8. Employee Performance Moderates the Effect of Quality Assurance on Higher Education Accreditation

Moderation analysis indicates that the interaction between employee performance and quality assurance on accreditation is insignificant, although the coefficient is positive. Conceptually, the moderation hypothesis assumes that the effect of quality assurance on accreditation will be stronger at higher levels of employee performance. However, empirical results indicate that even when performance increases, more intensive quality assurance has not consistently increased the impact on accreditation.

This condition can be interpreted as meaning that employee performance and quality assurance work relatively independently in influencing accreditation. In other words, high performance still drives accreditation even if the implementation of SPMI is not perfect, and conversely, strong quality assurance activities will not necessarily result in superior accreditation if employee performance at the operational level is still mediocre. The literature on higher education quality emphasizes that integration between systems and people is a prerequisite for synergy. Without such integration, a quality culture tends to be fragmented and does not create a reinforcing effect (Yasmin,*et al.*, 2023).

9. Employee Performance Moderates the Effect of Job Satisfaction on Higher Education Accreditation

The interaction between employee performance and job satisfaction on accreditation was also insignificant. However, it would be logical to assume that satisfied and high-performing employees would make the greatest contribution to accreditation success. This insignificance likely reflects that job satisfaction's role on accreditation is more direct—for example, through organizational stability and low turnover—rather than conditional on performance.

Theoretical studies suggest that the satisfaction-performance relationship is influenced by perceptions of fairness and the congruence between effort and reward (Judge *et al.*, 2024). If the work environment does not fully provide these conditions, the combination of satisfaction and performance is not strong enough to modify the impact on accreditation. In the context of UNIBA, the still neutral average job satisfaction and suboptimal perceptions of rewards may limit the potential for this moderating effect, although satisfaction still directly contributes to accreditation.

10. Employee Performance Moderates the Effect of Work Commitment on Higher Education Accreditation

Performance moderation in the relationship between work commitment and accreditation was also insignificant, although the indirect path from commitment → performance → accreditation proved positive and significant. This finding indicates that employee performance is more appropriately positioned as a mediating variable than a moderating variable. In other words, work commitment improves performance, and performance in turn improves accreditation, rather than performance changing the strength of the direct relationship between commitment and accreditation.

Methodologically, the combination of mediation and moderation on the same variable often creates interpretive complexity. Recent literature on mediation–moderation models in human resource management suggests a clear distinction: when process variables (such as performance) are in a clear causal chain, a mediation approach is more appropriate, while moderation is used when the variable changes the conditions of the relationship but is not on the main causal pathway (Sjahrudin *et al.*, 2024). In this study, the path significance pattern shows that performance acts as an intermediary bridging commitment and accreditation, not as a strengthener or weakener of the direct relationship.

CONCLUSION

Based on the results of the analysis and discussion carried out in the previous chapter, the conclusions that can be drawn are as follows:

1. Quality assurance has a positive but insignificant impact on higher education accreditation. The SPMI system is structurally present, but it is not yet strong enough to create a culture of quality capable of directly driving improvements in accreditation scores.
2. Job satisfaction has a positive and significant impact on accreditation. Improved work environment comfort, compensation, social relationships, and career opportunities are reflected in improved administrative support, significantly contributing to the successful fulfillment of accreditation instruments.
3. Work commitment showed a positive but insignificant effect on accreditation. The existing commitment was still moderate and more of a willingness to persevere than active involvement in the strategic quality agenda, so it did not directly increase accreditation achievement.
4. Quality assurance has a positive but insignificant effect on employee performance. Quality procedures and audits tend to be perceived as administrative obligations, not as work support that facilitates task execution, and thus fail to statistically boost performance.
5. Job satisfaction has a positive but insignificant effect on performance. A neutral level of satisfaction tends to lead to adequate performance, but is not yet driven to superior performance, so the relationship between satisfaction and performance is not yet strong.
6. Work commitment has a positive and significant impact on performance. Emotional attachment and moral responsibility to the institution encourage employees to demonstrate greater initiative, discipline, and responsibility, resulting in significantly improved performance.
7. Employee performance has a positive and significant impact on accreditation. Consistent task execution, adherence to procedures, and service innovation are key drivers of the availability of data, documents, and good practices, which are directly assessed in the accreditation process.

8. The interaction between employee performance and quality assurance did not significantly impact accreditation. High performance is not sufficient to strengthen the impact of quality assurance, which is still administrative in nature, so the synergistic effect between the system and its implementers has not been proven.
9. The interaction between performance and job satisfaction was not significant for accreditation. The effect of job satisfaction on accreditation is more directly apparent, while the combination of high satisfaction and high performance does not create specific conditions that statistically strengthen accreditation achievement.
10. The interaction between performance and work commitment does not significantly influence accreditation. Performance is more appropriately seen as a mediator, channeling the influence of commitment to accreditation, rather than as a factor that strengthens or weakens the direct commitment-accreditation relationship.

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