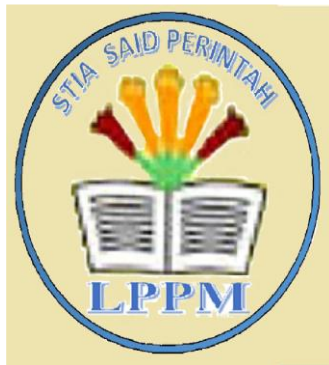

Public Policy: Jurnal Aplikasi Kebijakan Publik dan Bisnis



LPPM STIA Said Perintah

Volume 5, No. 2, September 2024

<https://stia-saidperintah.e-journal.id/ppi>

Received; 2024 - 09 - 07

Accepted; 2024 - 12 - 12

Published; 2024 - 12 - 16



The editorial board holds publication rights for articles under a CC BY SA license, allowing distribution without separate permission if credited. Published articles are openly accessible for research, with no liability for other copyright violations (<https://stia-saidperintah.e-journal.id/ppi/kebijakan/cjdr>).



Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

Does Organizational Commitment Affect the Relationship Between Personality and Publication Performance?

Eduard Yohannis Tamaela ¹⁾

Mohamad Amin ²⁾

Ria Stevany Timisela ³⁾

^{1,2,3} Universitas Dr. Djar Wattiheluw,
Maluku, Indonesia
riastevanytmsl@gmail.com

Abstract

Publication is a key obligation for lecturers, and while Indonesian lecturers have led ASEAN in publication volume, there was a decline in Scopus-indexed publications in 2022. This decline is attributed to personality factors and organizational commitment. The study, using an explanatory research approach, investigates how personality influences publication performance and the role of organizational commitment. It involves lecturers from L2Dikti Region XII, with data collected through questionnaires, interviews, and observations, analyzed using moderation regression. The results show that traits like openness and conscientiousness enhance publication performance, while organizational commitment does not significantly impact or mediate this relationship. However, the study's small sample size limits its generalizability, suggesting future research should involve larger samples, more institutions, and explore additional factors like intrinsic motivation and institutional support.

Keywords : *Personality, Organizational Commitment, Publication Performance*

Introduction

The quality of human resources (HR) remains a prominent topic of discussion and debate, particularly concerning the performance of academic staff in Indonesia. Lecturers, as key contributors to higher education, hold a pivotal role in organizational and societal development (Handoko, 2016). Recognizing this, the government has introduced various regulations and policies aimed at enhancing their performance, especially in the domain of research. A notable emphasis has been placed on encouraging scientific publications, reflecting efforts to elevate academic contributions and global competitiveness (Batilmurik, 2020).

In 2022, Indonesia recorded a total of 316,912 lecturers, reflecting a 1.69% increase from the 311,642 lecturers reported the previous year, according to data from the Central Bureau of Statistics (BPS) (<https://dataindonesia.id/>). This steady growth in the number of lecturers corresponds with a significant improvement in the country's scientific publication performance. Data from the Scival database reveals that Indonesia's publication output during the 2017-2021 period surged 5.5 times compared to the preceding period, positioning the nation as the leading contributor to publication volume within ASEAN (Badri Munir Sukoco, 2023; Ilham Pratama Putra, 2022).

However, in 2022, the performance of Indonesian lecturers' scientific publications indexed in Scopus declined. The number of scientific publications from Indonesia registered in Scopus-indexed journals reached 43,300 documents, a decrease of 16.9% from 52,079 documents the previous year. This marked the first decline since 2007, with Indonesia ranking 25th out of 243 countries based on the number of publications (Monavia Ayu Rizaty, 2023).

Several issues are thought to have contributed to this decline, particularly personality factors (Nursangadah and Endang Tjahjaningsih, 2017; Rusmalia Dewi, Sri Kandariyah Nawangsih, 2017; Hanif Pandu Suhito and Hasan Abdul Rozak, 2017; Bryan Geovanny, 2020; Rifqiati, 2022). These personality aspects fall within the scope of behavioral management, a field that has been studied since the 19th century to understand how individual behavior can align with and support organizational goals. Individual behavior is shaped by a complex interplay of factors, including interactions with the surrounding environment (Tyas Palupi & Dian Ratna Sawitri, 2017). Each individual brings unique

attributes—such as skills, beliefs, expectations, needs, and experiences—that collectively influence their personality and responses to environmental dynamics (Misha, Youshan, & Hassan, 2015).

McCrae and Costa's, (1983) Big Five Theory identifies five core dimensions of personality: neuroticism, extraversion, agreeableness, openness to new experiences, and conscientiousness (Abdullah, Rashid, & Omar, 2013). These traits are interrelated and significantly shape individual behaviors, including those of lecturers, influencing their work motivation, interpersonal skills, creativity, and resilience to pressure. Such attributes ultimately affect educational quality and academic productivity (Rhomiy Handican et al., 2023; Fauzi Abubakar, 2015; Muhamad Firstian P.A., 2023). Research in Indonesia has demonstrated both positive and mixed effects of personality on performance. For instance, studies by Mei Kristianti and Euis Soliha, (2015) and Hanif Pandu Suhito and Hasan Abdul Rozak, (2017) indicate a positive correlation, while others, such as those by Sri Langgeng Ratnasari and Mutia Septiani, (2020) and Ridolof W. Batilmurik, (2020) suggest that the impact of personality on performance is not always significant. These findings underscore the need for further exploration to better understand the nuanced role of personality in academic performance.

Empirical studies suggest that organizational commitment plays a pivotal role in enhancing performance, particularly research performance among lecturers. This commitment not only mediates the relationship between personality traits and performance but also amplifies individual productivity in various domains, including research output. Several studies support this view, highlighting the significant influence of organizational commitment in strengthening performance outcomes (Mei Kristianti & Euis Soliha, 2015; Hanif Pandu Suhito & Hasan Abdul Rozak, 2017; Rusmalia Dewi & Sri Kandariyah Nawangsih, 2017; Nursangadah & Endang Tjahjaningsih, 2017).

Organizational commitment serves as a key mediator between personality and performance due to several factors. First, emotional attachment to the organization fosters intrinsic motivation, encouraging individuals to make meaningful contributions that enhance their performance (Fatkhur Rohman et al., 2023). Second, cohesion and loyalty to organizational goals drive employees to work with focus and consistency, aligning their efforts with the organization's objectives (Ginting et al., 2023). Third, strong organizational

commitment reduces job-switching tendencies, enabling organizations to retain experienced and high-performing staff, which positively impacts overall productivity (Aulia Qurrotu Ayuni & Riza Noviana Khoirunnisa, 2023). Lastly, employees with strong attachment to their organization demonstrate resilience during challenges, maintaining commitment and contributing positively even in difficult circumstances (Qikki Ocktafian, 2021). Thus, organizational commitment is pivotal in connecting individual personality traits to employee behaviors and outcomes, including lecturers, ultimately influencing overall performance.

While organizational commitment is widely recognized as a mediator between personality and performance, research findings on its mediating role remain inconsistent, highlighting a notable research gap. Studies by Mei Kristianti and Euis Soliha, (2015) and Hanif Pandu Suhito and Hasan Abdul Rozak, (2017) support the mediating role of organizational commitment in this relationship. In contrast, research by Rusmalia Dewi and Sri Kandariyah Nawangsih, (2017) as well as Nursangadah and Endang Tjahjaningsih, (2017) suggests otherwise, finding no mediating effect. These conflicting results underscore the need for further investigation to explore the contextual factors and variables that may influence the role of organizational commitment in linking personality to performance.

The discussion on the scientific publication performance of Indonesian lecturers highlights an ambivalence in research findings regarding the relationship between personality and performance, as well as the mediating role of organizational commitment. This ambivalence, identified as a research gap by Agusty Ferdinand, (2014), arises from contradictory evidence. While some studies affirm that organizational commitment mediates the relationship between personality and performance (Mei Kristianti & Euis Soliha, 2015; Hanif Pandu Suhito & Hasan Abdul Rozak, 2017), others refute this mediating role (Rusmalia Dewi & Sri Kandariyah Nawangsih, 2017; Nursangadah & Endang Tjahjaningsih, 2017). These conflicting findings point to the need for further research to clarify this complex relationship.

To resolve the ambivalence in research findings, it is crucial to consider factors such as research methods and cultural contexts. Variations in sample sizes, data collection techniques, or institutional settings may explain the contradictory results observed in previous studies. By addressing these factors, future research can shed light on the reasons for these discrepancies and demonstrate how this study aims to bridge these gaps,

specifically by exploring how organizational commitment mediates the relationship between personality and publication performance. Further investigation is necessary to gain a deeper understanding of how organizational commitment influences the link between personality and lecturers' publication output. It is hoped that the findings from this research will provide valuable insights to enhance lecturers' publication performance and resolve inconsistencies in existing studies.

Literature Review

Lecturers' Publication Performance

The publication performance of lecturers encompasses achievements in teaching, research, and community service, which are assessed based on the quality and quantity of work outcomes in line with their responsibilities (Mangkunegara, 2017). Lecturers' scientific publications play a crucial role in enhancing the quality of education and advancing fields of study. For example, journals accredited by the Ministry of Education, Culture, Research, and Technology, as well as international journals listed in Scopus and Web of Science, serve as key indicators of the reputation and competence of lecturers (Iskandar Agung & Agus Santosa, 2017). Lecturers act as role models in higher education in Indonesia (Amrie Firmansyah, 2022).

The Minister of Education and Culture Regulation No. 3 of 2020 sets standards for research outcomes, researchers, and research funding (National Accreditation Board, 2019). This regulation emphasizes the importance of understanding and applying structured scientific principles in research. Therefore, lecturers' ability to comprehend, integrate, and evaluate information is crucial for their career development (A. Gilinsky, S. L. Forbes, and M. M. Reed, 2016).

Big Five Personality Traits Model

The "Big Five Personality Traits Model," proposed by Lewis Goldberg, includes five main dimensions: openness, conscientiousness, extraversion, agreeableness, and neuroticism, abbreviated as "OCEAN" (Tansen Simanullang, 2021). This model stems from factor analysis of adjectives and equivalent personality tests. According to Friedman & Schustack, (2008) this approach is more research-based than theoretical, with the term "Five Factor Model of Personality" commonly used to describe personality attitudes. The Big

Five Personality Traits include aspects such as neuroticism, which involves anxiety and tension, openness to experience, which reflects openness to new things, and extraversion, agreeableness, and conscientiousness, which represent interpersonal traits and goal achievement (Abdullah, Rashid, and Omar, 2013).

Empirical research in Indonesia shows that personality has a positive and significant impact on employee performance. Mei Kristianti and Euis Soliha, (2015) and Hanif Pandu Suhito and Hasan Abdul Rozak, (2017) found that personality positively contributes to performance. These findings are supported by other studies, such as those by Rusmalia Dewi and Sri Kandariyah Nawangsih, (2017), Nursangadah and Endang Tjahjaningsih, (2017), Bryan Geovanny (2020), and Rifqiati, (2022). Based on the theoretical framework and the support from empirical studies, the research hypothesis proposed for further testing is as follows:

H₁ ; Personality positively affects the scientific publication performance of lecturers.

H₂ ; Personality positively affects organizational commitment.

Organizational Commitment

Organizational commitment refers to the degree of an individual's involvement in and desire to remain within an organization. According to Luthans, (2012), organizational commitment is defined as a strong desire to remain a member of the organization, a high level of effort for the organization, and acceptance of the organization's values and goals. The dimensions of organizational commitment include a) Affective commitment, which refers to emotional attachment to the job and identification with the organization; b) Continuance commitment, which relates to the costs associated with leaving the job; and c) Normative commitment, which refers to a moral obligation to remain with the organization (Luthans, 2012).

Organizational commitment can serve as a link between personality and performance for several reasons. First, strong emotional attachment motivates employees more effectively (Fatkhur Rohman et al., 2023). Second, employee cohesion and loyalty enhance focus on organizational goals (Ginting et al., 2023). Third, high commitment reduces job turnover, retaining high-performing employees (Aulia Qurrotu Ayuni and Riza Noviana Khoirunnisa, 2023). Finally, employees who are committed to the organization are better

able to handle changes and remain dedicated to organizational goals during challenging situations (Qikki Ocktafian, 2021). Empirical studies support this view, with Mei Kristianti and Euis Soliha, (2015) as well as Hanif Pandu Suhito and Hasan Abdul Rozak, (2017) showing that organizational commitment mediates the influence of personality on employee performance. Based on the theoretical framework and empirical findings, the proposed research hypotheses for further testing are:

- H₃ ; Organizational commitment positively affects the scientific publication performance of lecturers.
- H₄ ; Organizational commitment mediates the impact of personality on the scientific publication performance of lecturers.

Method

This research adopts an explanatory approach to clarify the relationships between variables and test the formulated hypotheses (Sugiyono, 2014). Data were gathered through questionnaires, interviews, and observations, using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The study's population consists of lecturers in L2Dikti Region XII, specifically in Central Maluku Regency, Maluku Province. Samples were selected using cluster sampling and purposive sampling techniques. Cluster sampling targeted lecturers from Universitas Dr. Djar Wattiheluw, STIKIP Gotong Royong Masohi, and STISIP Kebangsaan Masohi, ensuring representation from various institutions. Purposive sampling was applied to focus on lecturers with at least three years of experience and a Sinta account ID, ensuring the sample's expertise and relevance. The minimum sample size is 35 respondents, in line with Roscoe's recommendation for multivariate analysis (Sugiyono, 2014). Data analysis uses moderated regression, with preliminary steps including testing the validity and reliability of the instruments, classical assumption testing, and hypothesis testing to ensure the accuracy and robustness of the results.

Research Findings

Respondent Profile

The profile of respondents in this study indicates that 62.86% are male and 37.14% are female, which may reflect the composition of lecturers in the institutions studied. This

gender disparity could influence organizational commitment and publication performance, as previous studies have highlighted differences in perceptions and work approaches between men and women. In terms of age, the majority of respondents are aged 36-40 years (34.29%) and 41-45 years (22.86%), suggesting that many are in mid-career stages with considerable work experience. This age range may affect their organizational commitment and publication productivity.

Regarding educational background, most respondents hold a Master's degree (91.43%), with only 8.57% holding a Doctoral degree. Higher levels of education are often associated with a stronger commitment to academic career development, including scientific publications. In terms of academic rank, 48.57% of respondents are Assistant Professors, 42.86% are Lecturers, and 8.57% are Senior Lecturers, with no respondents holding the rank of Professor. These functional positions could also impact organizational commitment and publication motivation, as higher ranks may entail greater responsibility for academic output.

Respondents' Responses on Research Variables

The personality variable in this study covers five key indicators based on McCrae and Costa's (1990) model: emotional stability, openness to experience, extraversion, agreeableness, and conscientiousness. Analysis results indicate that respondents scored highest on the conscientiousness indicator (4.23), particularly in statements about their high level of self-discipline. Conversely, emotional stability received the highest score in statements about controlling emotions well (4.31), but the lowest score in remaining calm under stressful situations (3.97). Openness to experience scored highest in statements about having a rich imagination (4.20) and lowest in the interest to try new things (3.91). Extraversion stood out with the highest score in social activity (4.46), while friendliness had the lowest score (3.91). Agreeableness showed the highest score in self-discipline (4.46) and the lowest in task completion (4.00). Overall, the average score for the personality variable was 4.14, indicating that respondents generally perceive themselves as having good personality traits.

The organizational commitment variable was measured using three indicators: affective, normative, and continuance, based on the model by Allen and Meyer (1990). The analysis revealed that normative commitment had the highest score (4.28), with

respondents feeling a strong moral responsibility to remain in the organization. The affective commitment indicator also scored high, with an average of 4.15, reflecting strong emotional attachment, particularly in the belief that the organization's issues are their own. Meanwhile, continuance commitment had an average score of 3.99, with the highest score indicating the difficulty of leaving the organization due to comparable job considerations. Although the lowest score for this indicator was 3.80, the overall average score for organizational commitment was 4.14, indicating a high level of commitment from respondents toward their organization.

The performance of lecturers' publications was measured through two main indicators: the quantity and quality of publications. The analysis showed that the quality indicator scored the highest average (4.28), with respondents showing great concern for ethical standards and scientific quality, especially in statements that published articles meet these standards (4.46). On the other hand, the quantity of publications had an average score of 4.14, with the highest score related to involvement in writing books or book chapters (4.31) and the lowest score in meeting annual publication targets (3.91). Overall, the lecturers' publication performance reflected high achievement in both quantity and quality, with quality being slightly more prominent than quantity. These findings suggest that lecturers focus not only on the number of publications but also on maintaining the quality and ethics of their work.

Results of Smart PLS Analysis

Measurement Model (Outer Model)

The measurement model, or outer model, defines the relationship between each indicator block and the relevant latent variables. The purpose of the measurement model is to assess the validity and reliability of the constructs, including convergent validity, discriminant validity, and composite reliability. Convergent and discriminant validity are evaluated based on reflective indicators for the personality variable (X), organizational commitment (M), and faculty publication performance (Y). Additionally, composite reliability is used to assess the internal consistency of these indicator blocks.

Convergent Validity

Convergent validity is measured based on the correlation between the item score or component score and the construct calculated using PLS. An indicator is considered to have high convergent validity if the correlation value exceeds 0.7. Conversely, values between 0.5 and 0.6 are considered sufficient for the early stages of scale development. The analysis results show that the outer loading values of all indicators are above 0.7, and the t-statistic values exceed the t-table values, indicating that the convergent validity of the measurement model meets the expected criteria. The complete results of the convergent validity test are presented below.

Result of Convergent Validity

Variable	Indicator	Outer Loading	Note
Personality (X)	Emotional Stability (X ₁)	0.904	Valid
	Openness to Experience (X ₂)	0.833	Valid
	Extraversion (X ₃)	0.903	Valid
	Agreeableness (X ₄)	0.611	Valid
	Conscientiousness (X ₅)	0.959	Valid
Organizational Commitment (M)	Affective (M ₁)	0.855	Valid
	Normative (M ₂)	0.843	Valid
	Continuance (M ₃)	0.910	Valid
Scientific Publication Performance of Lecturers (Y)	Quantity (Number of Publications) (Y ₁)	0.941	Valid
	Quality of Publications (Y ₂)	0.943	Valid

Source of data; Primary data, processed by the author, (2024)

Convergent validity measures how well the indicators reflect the latent constructs. An indicator is considered valid if it has a loading factor above 0.50. In this analysis, all indicators from the variables of personality, organizational commitment, and faculty publication performance show values above 0.50, indicating that all indicators are valid in reflecting the intended constructs.

Discriminant Validity

Another method to assess discriminant validity is by examining the AVE (average variance extracted) values for each construct. The AVE values are presented below.

AVE Value

Variable	AVE
Personality	0.724
Organizational Commitment	0.757
Lecturers' Publication Performance	0.887

Source of data; Primary data, processed by the author, (2024)

Referring to the results, it is evident that the AVE values for each variable exceed 0.50, thus it can be concluded that each variable used in this study is valid.

Composite Reliability

Composite reliability for a construct can be evaluated using two measures: internal consistency and Cronbach's Alpha (Ghozali, 2008). The results of composite reliability for this study are presented below.

Composite Reliability

Variable	Composite Reliability
Personality	0.928
Organizational Commitment	0.903
Lecturers' Publication Performance	0.940

Source of data; Primary data, processed by the author, (2024)

Next, the Cronbach's Alpha values were processed using PLS, and the results are presented in the following table.

Cronbachs Alpha

Variable	Cronbachs Alpha
Personality	0.900
Organizational Commitment	0.842
Lecturers' Publication Performance	0.872

Source of data; Primary data, processed by the author, (2024)

The results in the two tables above indicate that the variables in this study have composite reliability and Cronbach's Alpha values greater than 0.7. Therefore, all variables in this study are categorized as having good reliability.

Structural Model (Inner Model)

Structural model testing (inner model) is conducted by evaluating the R-Square (R²) values for the dependent variables and the Stone-Geisser Q-Square (Q²) to assess predictive relevance. Hypothesis testing is performed using t-tests and significance values of the

structural path coefficients through bootstrapping procedures. The R-Square (R^2) values for the dependent variables are shown below.

R-Square Value

Variable	R-Square (R^2)
Lecturers' Publication Performance	0,970
Organizational Commitment	0,771

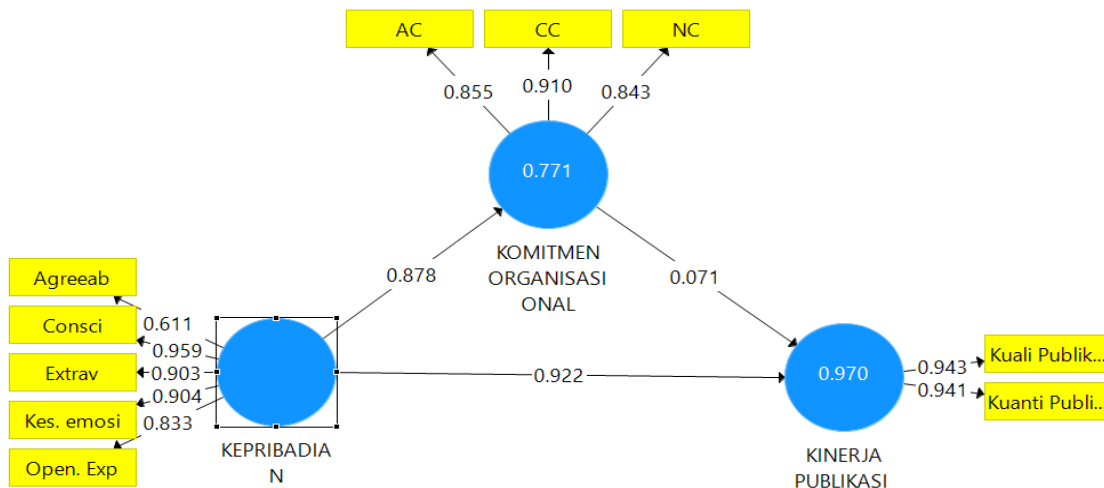
Source of data; Primary data, processed by the author, (2024)

The table above shows that the R-Square (R^2) value for the academic publication performance variable (Y) is 0.970, indicating that personality (X) contributes 97% to the performance of academic publications, while 3% is influenced by other variables. For the organizational commitment variable (M), the R-Square (R^2) value is 0.771, demonstrating that personality (X) accounts for 77.1% of organizational commitment, with 22.9% influenced by other variables.

Results of Hypothesis Testing for Direct and Indirect Effects

The results of hypothesis testing in this study are presented through two stages: direct effect testing and indirect effect testing. Details of both hypothesis testing models can be seen in the following figure.

Structural Model Path Diagram in PLS



Source of data; Primary data, processed by the author, (2024)

Hypothesis testing in SEM-PLS is conducted using t-tests. A hypothesis is accepted if the t-statistic value exceeds the t-table value (1.96) at a significance level of 0.05; conversely, the hypothesis is rejected if the t-statistic is less than the t-table value. The path coefficients and factor loadings for the relationships among the variables are presented in the following table.

Results of Direct and Indirect Effect Testing

Direct Effect					Indirect Effect			
Independent Variable	Dependent Variable	Path Coefficient	t - statistic	Note	Variable Relationships	Indirect Effect Coefficient	t - statistic	Note
Personality (X)	Lecturers' Publication Performance	0.984	186.591	Significant	Personality → Organizational Commitment →	0.063	0.908	Not Significant
Personality (X)	Organizational Commitment (M)	0.878	25.832	Significant				
Organizational Commitment (M)	Lecturers' Publication Performance	0.4071	0.929	Not Significant	Lecturers' Publication Performance			

Source of data; Primary data, processed by the author, (2024)

The analysis reveals that personality has a positive and significant impact on lecturers' publication performance, with a t-statistic of 186.591 and a path coefficient of 0.984, exceeding the t-table threshold of 1.96. This indicates that changes in lecturers' personality directly and significantly influence their publication performance. Additionally, the results show that lecturers' personality positively affects their organizational commitment, with a t-statistic of 125.832 and a path coefficient of 0.878, supporting the acceptance of the second hypothesis. However, the third hypothesis is not supported as the t-statistic of 0.929 and a path coefficient of 0.407 indicates that organizational commitment does not have a significant impact on lecturers' publication performance. Furthermore, the fourth hypothesis is also rejected because the indirect path coefficient of 0.063 and a t-statistic of 0.908 suggest that organizational commitment does not mediate the relationship between personality and publication performance.

Discussions

The Influence of Personality on Faculty Publication Performance

Research indicates that faculty personality significantly impacts scientific publication performance, with a path coefficient of 0.984 and a t-statistic of 186.591. Key personality traits, particularly openness to experience and conscientiousness, drive academic productivity. Individuals high in openness are more likely to engage in innovative research, while those with strong conscientiousness excel in tasks requiring persistence, such as publication writing. These findings align with Chamorro-Premuzic and Furnham, (2003), who found that openness and conscientiousness positively correlate with academic achievement, including publications. Similarly, De Vries, Roe, and Taillieu, (2002) showed that conscientious individuals are more likely to engage in productive research. Judge et al., (2002) also confirmed that these traits are consistently linked to job performance in academic settings. Organizational commitment, however, does not significantly influence publication performance, likely due to the dominant role of personality traits in driving intrinsic motivation.

The Influence of Personality on Organizational Commitment

Research indicates that faculty personality significantly impacts organizational commitment, with a path coefficient of 0.878 and a t-statistic of 25.832. Personality traits, particularly conscientiousness, agreeableness, and extraversion, play a crucial role in shaping organizational loyalty. Conscientious individuals are responsible and disciplined, contributing to a stronger commitment to their organization. Agreeable individuals build positive relationships with colleagues, enhancing their attachment to the organization, while extraverts foster social connections that strengthen organizational ties.

Meyer et al., (2002) found that conscientiousness and agreeableness positively correlate with organizational commitment. Similarly, Erdheim, Wang, and Zickar, (2006) showed that conscientious individuals are more likely to maintain long-term organizational commitment. Colquitt, LePine, and Wesson, (2011) also emphasized that conscientiousness and extraversion promote social involvement within the organization, reinforcing commitment. These findings suggest that personality traits significantly influence how strongly individuals feel attached and loyal to their organizations. Understanding and

leveraging these traits can help organizations foster greater employee commitment, leading to improved overall performance.

The Impact of Organizational Commitment on Faculty Publication Performance

Research shows that organizational commitment does not significantly impact faculty publication performance, with a path coefficient of 0.4071 and a t-statistic of 0.929. This indicates that, in this study, faculty commitment to their organization is not directly correlated with the quantity or quality of their publications. According to Allen and Meyer, (1990) organizational commitment consists of affective, continuance, and normative components, with affective commitment theoretically expected to have the strongest connection to work performance, including publications.

Some studies, like Meyer and Allen, (1997) suggest that affective commitment positively influences performance, while others, such as Mathieu and Zajac, (1990) found no significant relationship, especially in academic contexts. This study's results suggest that external factors, such as research opportunities and institutional support, may play a more dominant role in influencing publication performance. Therefore, institutions should focus on providing better research support and incentives to enhance faculty productivity in publications.

Mediating Role of Organizational Commitment between Personality and Faculty Publication Performance

The study found that personality significantly influences faculty publication performance, with a path coefficient of 0.984 and a t-statistic of 186.591, and also significantly affects organizational commitment (path coefficient 0.878, t-statistic 25.832). However, organizational commitment does not significantly affect publication performance (path coefficient 0.4071, t-statistic 0.929), nor does it mediate the relationship between personality and publication performance (indirect effect coefficient 0.063, t-statistic 6.908).

Personality traits like conscientiousness and openness to experience, as defined by McCrae and Costa, (1997) are linked to both higher organizational commitment and improved academic performance, including publications (Barrick & Mount, 1991). While organizational commitment is often seen as a mediator (Meyer & Herscovitch, 2001), this

study indicates that it does not significantly mediate the relationship between personality and faculty publication performance.

Previous research (Organ & Ryan, 1995) has shown mixed results regarding the mediating role of organizational commitment, with stronger mediation seen in more structured tasks. In contrast, in academic contexts requiring creativity and innovation, personality appears to have a more direct influence. Therefore, focusing on developing personality traits that enhance academic productivity may be more effective than relying on organizational commitment.

Conclusion

This study finds that lecturers' personality has a significant impact on their scholarly publication performance and organizational commitment. Personality dimensions such as openness to experience and conscientiousness enhance academic productivity and attachment to the institution. However, organizational commitment does not significantly affect publication performance and does not mediate the relationship between personality and publication performance, indicating that personality influences publication performance directly rather than through commitment to the institution.

To improve lecturers' publication performance, universities can organize training programs to enhance key personality traits such as openness and conscientiousness. They should provide more research opportunities, access to international journals, and foster an innovative environment that encourages creativity and scholarly collaboration. Additionally, considering personality traits during recruitment can help ensure that staff members have the right qualities to succeed in academic publishing. These initiatives can support both the quantity and quality of academic publications.

This study is limited by its small sample size, which restricts the generalizability of the findings. Future research should aim to expand the sample size and include a greater number of institutions. Subsequent studies could also explore additional variables such as intrinsic motivation and institutional support, as well as other mediation or moderation models, to gain a more comprehensive understanding of the relationship between personality and lecturers' publication performance.

References

- A. Gilinsky, S. L. Forbes, and M. M. Reed, (2016). Writing Cases to Advance Wine Business Research and Pedagogy: A Business Article by, *Wine Econ. Policy*, 5, (1), <https://www.sciencedirect.com/science/article/pii/S2212977416300011>
- Abdullah, I., Rashid, Y., and Omar, R., (2013). Effect of Personality on Job Performance of Employees: Empirical Evidence from Banking Sector of Pakistan. *Middle-East Journal of Scientific Research*, 17(12), 1735-1741, DOI: 10.5829/idosi.mejsr.2013.17.12.1552
- Agusty Ferdinand, (2016). *Metode Penelitian Manajemen; Pedoman Penelitian Untuk Penulisan Skripsi, Tesis Dan Disertasi Ilmu Manajemen* (Edisi Kedua). Semarang: Badan Penerbit Universitas Diponegoro.
- Amrie Firmansyah, (2022). Peran Publikasi Karya Ilmiah Dosen dalam Meningkatkan Kualitas Pendidikan di Indonesia, *Book Chapter; Akuntansi Kontemporer*, Lembaga Penelitian dan Publikasi Ilmiah Universitas Tarumanagara
- Aulia Qurrotu Ayuni dan Riza Noviana Khoirunnisa, (2023). Perbedaan Komitmen Organisasi ditinjau Berdasarkan Masa Kerja pada Karyawan, Character: *Jurnal Penelitian Psikologi*, 08,(01), <https://ejournal.unesa.ac.id/index.php/character/article/view/38496/34033>
- Badan Akreditasi Nasional, (2019). *Peraturan Badan Akreditasi Nasional Nomor 3 Tentang Instrumen Akreditasi Perguruan Tinggi*, <https://www.banpt.or.id/wp-content/uploads/2019/09/Peraturan-BAN-PT-No.-3-Tahun-2019-Instrumen-APT.pdf>
- Badri Munir Sukoco, (2023). *Publikasi Ilmiah Peneliti Kita*, <https://news.detik.com/kolom/d-6562296/publikasi-ilmiah-peneliti-kita>
- Bryan Geovanny, (2020). Pengaruh Kepribadian Terhadap Kinerja Karyawan dengan Kecerdasan Emosional sebagai Variabel Mediasi (Studi pada Kantor Perumda Air Minum Tirta Dhaha (PDAM) Kota Kediri), *Jurnal Ilmiah Mahasiswa FEB*, 8(2), <https://jimfeb.ub.ac.id/index.php/jimfeb/article/view/6861>
- Fatkur Rohman, Candra Wijaya, Mesiono, Rusydi Ananda, (2023). *Komitmen Organisasi (Analisis Faktor Trait Kepribadian, Iklim Organisasi dan Kepuasan Kerja)*, CV. Manhaji Medan dan Pascasarjana UIN-SU Medan, Oktober 2023, ISBN: 978-623-6763- 86-5,

<http://repository.uinsu.ac.id/22172/1/BUKU-Fatkhur%20Rohman-Komitmen%20Organisasi%20%282023%29.pdf>.

Fauzi Abubakar, (2015). Pengaruh Komunikasi Interpersonal antara Dosen dan Mahasiswa Terhadap Motivasi Belajar dan Prestasi Akademik Mahasiswa, *Jurnal Pekommas*, 18,(1), <https://media.neliti.com/media/publications/222386-none-8e1451e7.pdf>

Fred Luthans, (2012). Perilaku Organisasi. Edisi Sepuluh, Yogyakarta, PT. Andi

Friedman, H. S.& Schustack, M. W., (2008). *Kepribadian Teori Klasik dan Riset Modern Jilid 1*. Jakarta: Erlangga

Handoko, T. H., (2016). *Manajemen Personalia dan Sumberdaya Manusia*, Yogyakarta, BPFE.

Hanif Pandu Suhito dan Hasan Abdul Rozak, (2017). Pengaruh Person Organization Fit (P-O Fit) dan Kepribadian Terhadap Kinerja Pegawai dengan Mediasi Komitmen Organisasional (Studi Terhadap Pengelola Manajemen Informasi Kesehatan Dinas Kesehatan Kota Semarang), *Jurnal Telaah*,14,(2),

<https://www.unisbank.ac.id/ojs/index.php/fe5/article/view/7922>

<https://www.scimagojr.com/countryrank.php?year=2022>

Ice Trisnawati br Ginting, Fajar Pasaribu, Hazmanan Khair, Anwar Fadli, (2023). Pengaruh Work Engagement dan Organizational Commitment Terhadap Employee Performance yang dimediasi Organizational Citizenship Behavior pada Personel Aviation Security PT. Angkasa Pura Aviiasi Kualanamu, *Mutiara; Multidisciplinary Scientifict Journal*, 1,(9), <https://mutiara.al-makkipublisher.com/index.php/al/article/download/85/116/756>

Ilham Pratama Putra, (2022). *Lampau Malaysia dan Singapura, Jumlah Publikasi Ilmiah Indonesia Tertinggi di Asean*,

<https://www.medcom.id/pendidikan/news- pendidikan/0k8a2YOK-lampau-malaysia-dan-singapura-jumlah-publikasi-ilmiah- indonesia-tertinggi-di-asean>

Iskandar Agung & Agus Santosa, (2017). Dinamika LPTK Menuju Perguruan Tinggi Kelas Dunia (World Class University/WCU), *PERSPEKTIF Ilmu Pendidikan*, 31,(1), <https://journal.unj.ac.id/unj/index.php/pip/article/view/2646>

Mangkunegara, (2017). *Manajemen Sumber Daya Manusia*. Bandung: PT. Remaja Rosda Karya

- Mei Kristianti dan Euis Soliha, (2015). Pengaruh Kepribadian dan Quality Of Work Life Terhadap Kinerja dengan Mediasi Organizational Citizenship Behavior dan Komitmen Organisasional (Studi pada Kantor Sekretariat Provinsi Jawa Tengah), *Jurnal Telaah*, 12,(1), <https://www.unisbank.ac.id/ojs/index.php/fe5/article/view/7884>
- Misha, F., Youshan, B. B., and Hassan, Z., (2015). The Effect of Employees Personality on Organizational Performances: Study on Prudential Assurance Malaysia Berhad (PAMB). *International Journal of Accounting, Business, and Management*, 1(1), 187=196, <https://ftms.edu.my/journals/pdf/IJABM/Apr2015/187-196.pdf>.
- Monavia Ayu Rizaty, (2023). *Publikasi Ilmiah Terindeks Scopus asal Indonesia Turun pada 2022*, <https://dataindonesia.id/pendidikan/detail/publikasi-ilmiah-terindeks-scopus-asal-indonesia-turun-pada-2022>
- Muhamad Firstian P.A., (2023). *Apa itu IT Resilience? Strategi Penting dalam Bisnis di Era Digital*, <https://blog.wowrack.co.id/2023/10/06/apa-itu-it-resilience-strategi-penting-dalam-bisnis-di-era-digital/>
- Nursangadah dan Endang Tjahjaningsih, (2017). Pengaruh Kompetensi dan Kepribadian Terhadap Kinerja dengan Mediasi Komitmen Organisasional (Studi pada Balai Diklat Keagamaan Semarang), *Prosiding SENDI_U*, <https://www.unisbank.ac.id/ojs/index.php/sendiu/article/view/5063>
- Pervin, L.A., Cervone, D., & John, O.P. (2010). *Psikologi Kepribadian Teori dan Penelitian. (Edisi Kesembilan)*. Jakarta, Kencana.
- Qikki Ocktafian, (2021). Pengaruh Resiliensi Karyawan Terhadap Kinerja Karyawan Melalui Kepuasan Hidup, *Jurnal Ilmu Manajemen*, 9,(2), <https://journal.unesa.ac.id/index.php/jim/article/download/13627/pdf/45321>
- Rhomiy Handican, Ade Irma Suryani, Nurhizrah Gistituati, Rusdinal, (2023). Pengaruh Kepuasan dan Motivasi Kerja Melalui Variabel Intervening Kinerja Dosen Terhadap Prestasi Belajar Matematika Mahasiswa, *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 7,(3), <https://j-cup.org/index.php/cendekia/article/download/2649/973/>
- Ridolof W. Batilmurik, (2020). Pengaruh Kepribadian terhadap Kinerja Dimediasi Organizational Citizenship Behavior (Studi pada Dosen Politeknik Negeri Kupang),

- Jurnal Penelitian Manajemen Terapan (PENATARAN)*, 6,(2),
<https://journal.stieken.ac.id/index.php/penataran/article/view/552>
- Rifqiati, (2022). Pengaruh Kepribadian dan Disiplin Terhadap Kinerja ASN Melalui Kompetensi ASN Dinas Pariwisata Pemuda dan Olahraga, *Jurnal Ilmiah Bisnis dan Kewirausahaan*, 11,(3), <https://e-jurnal.nobel.ac.id/index.php/jbk/article/view/3097>
- Rusmalia Dewi, Sri Kandariyah Nawangsih, (2017). Big Five Personality Terhadap Kinerja dengan Komitmen Organisasi sebagai Variabel Moderator pada Karyawan CV. WJ, *Jurnal Inovasi Pembelajaran Karakter (JIPK)*, 2,(2), <http://i-rpp.com/index.php/jipk/article/viewFile/813/779>
- Sri Langgeng Ratnasari dan Mutia Septiani, (2020). Pengaruh Kepribadian, Orientasi Kerja, dan Penempatan Terhadap Kinerja Pegawai, *Journal of Global Business and Management Review*, 2,(1),
<https://journal.uib.ac.id/index.php/jgbmr/article/view/789>.
- Sugiyono, (2014). *Metode Penelitian Kuantitatif dan R & D*. Bandung: Alfabeta.
- Tansen Simanullang, (2021). Pengaruh Tipe Kepribadian The Big Five Model Personality Terhadap Kinerja Aparatur Sipil Negara (Kajian Studi Literatur Manajemen Keuangan), *Jurnal Manajemen Pendidikan dan Ilmu Sosial*,2,(2),
<https://doi.org/10.38035/jmpis.v2i2>
- Tyas Palupi dan Dian Ratna Sawitri, (2017). Hubungan antara Sikap dengan Perilaku Pro-Lingkungan Ditinjau dari Perspektif Theory of Planned Behavior, *Proceeding Biology Education Conference*, 14,(1),
<https://jurnal.uns.ac.id/prosbi/article/download/18936/15036>