



The influence of mindful leadership and organizational culture on organizational commitment with self-efficacy as an intervening variable

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Abstract: The study aims to determine the effect of mindful leadership, organizational culture on organizational commitment with self-efficacy as an intervening variable. The total sample in the study was 266 respondents, the analytical tool used to test the hypothesis was Path Analysis. Based on the results of the study from the responses given by East Priangan region private university lecturers, it is known that mindful leadership and organizational culture indirectly influence organizational commitment through self-efficacy.

Abstrak: Penelitian bertujuan untuk mengetahui pengaruh *mindful leadership*, budaya organisasi terhadap komitmen organisasi dengan *self-efficacy* sebagai variabel intervening. Total sampel dalam penelitian 266 responden, alat analisis yang digunakan untuk menguji hipotesis yaitu analisis jalur. Berdasarkan hasil penelitian dari tanggapan yang diberikan oleh dosen perguruan tinggi swasta wilayah Priangan Timur diketahui bahwa *mindful leadership* dan budaya organisasi secara tidak langsung mempengaruhi komitmen organisasi melalui efikasi diri.

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Introduction

Education in Indonesia has a long and complex history, formed from various cultural and political influences throughout its history. Since the Dutch colonial era, education in Indonesia was designed to meet colonial administrative and economic needs. Indonesia's education system still faces various challenges, such as inequality of education quality between regions, limited access to higher education, and the need to increase the need for educators. East Priangan, a region in West Java, Indonesia, has developed into an important educational center in the region. The region is known for the existence of various higher education institutions, which include universities, high schools, and polytechnics.

Lecturers also act as facilitators in the teaching and learning process. They must be able to create a conducive learning atmosphere and manage interactions between students in order to create a safe, comfortable, and supportive environment for learning (Hikmah, 2022). The existence of lecturers is very important in educational institutions to create an effective and quality learning environment (Putra & Sinambela, 2021). In creating quality graduates, a strong commitment from lecturers is the main foundation (Yusuf, 2020). This commitment creates an immersive learning environment and has a positive impact on student development (Chesnut & Burley, 2015). Effective leadership in educational institutions has a central role in shaping the commitment of lecturers (Putra & Sinambela, 2021).

The commitment of the lecturer organization is the main foundation that strengthens the sustainability and excellence of a higher education institution (Adhan et al., 2020). It encompasses several interrelated dimensions, which together form the core of the lecturer's role in achieving institutional goals. First, in the academic context, the commitment of lecturers includes the delivery of learning materials effectively and innovatively, the development of relevant curricula, and supervision of student academic progress. Lecturers are also expected to act as mentors and mentors, assisting students in developing skills and deep understanding in their fields of study (Nuryanti et al., 2020). Afshari (2020) said that the thing that can affect organizational commitment is leadership style. Leadership plays an important role in fostering organizational commitment among employees. Various studies have explored the relationship between leadership style and organizational commitment, but there is still little research on mindful leadership style (Donkor et al., 2021). Despite the growing interest in mindful leadership, there are limitations to research on the subject (Kersemaekers et al., 2020). While few studies have explored the potential effects of mindful leadership on leader abilities, such as attention regulation and emotion regulation, the existing literature is still limited (Rupprecht et al., 2019).

Attentive leadership, as argued by (Burmansah et al., 2020) can be defined as a leader's ability to build close relationships with others. This approach emphasizes the importance of building a solid community and establishing strong relationships. Research consistently shows a strong link between attentive leadership and organizational culture. (Asadi, 2019; Hunsaker, 2017) both found that leadership style was significantly correlated with organizational culture. Organizational culture determines organizational members' perceptions of time, the nature of human activity, and horizontal and vertical relationships at various levels in the organization (Joseph & Kibera, 2019). In a supportive organizational culture, lecturers tend to feel more confident in carrying out their duties. Lecturer self-efficacy has been one of the most frequently examined factors believed to influence commitment, student achievement, and willingness to innovate (Chesnut & Burley, 2015). A culture that encourages collaboration, open communication, and individual empowerment provides opportunities for team members to strengthen their belief in personal

abilities (Roy & Uekusa, 2020). However, there is controversy over the results of previous research on leadership that is attentive to faculty commitment. However, in the context of lecturers in educational institutions, there are indications of problems in terms of organizational commitment. Phenomena such as high turnover of teaching staff, decreased loyalty, as well as low levels of job satisfaction and lecturer involvement in institutional activities are signs that their commitment to the organization is not optimal (Setiawan & Supriadi, 2024). This can have a negative impact on the overall performance of the institution, given the importance of the role of lecturers in achieving educational goals. Research conducted by (Yeap et al., 2021) said that mindful leadership does not affect the commitment of lecturer organizations, while from the results of other studies according to Burmansah et al. (2020) that mindful leadership affects individual commitment to their organizations. The controversy over research results about the relationship between mindful leadership and organizational commitment is an opportunity to conduct further research.

Mindful Leadership and Organizational Commitment

Mindful leadership is seen as a state or quality of mind that pays attention to experience by giving full and precise attention to presence, context, and purpose. This definition emphasizes attention to experience and contrasts it with the absence of thought to situations and goals, but still opens space for discussion and debate about the nature of presence, context, and purpose and what is meant by mindfulness and appropriateness (King & Badham, 2020). Mindful leadership is a leadership style that focuses on presence, open-mindedness, and compassion in interacting with others, as well as applying these qualities to oneself. This style involves developing traits such as calmness, compassion, focus, clarity, creativity, and compassion towards oneself, along with the practice of inclusivity, narrative awareness, patience, and gratitude. This approach increases leader effectiveness, positively impacting employee well-being, engagement, and overall organizational performance (Chaskalson et al., 2020; Gerpott et al., 2020). Mindful leadership, which emphasizes recognition of individual contributions and concern for the well-being of members, has a strong positive impact on the commitment of the faculty organization. In line with the results of previous research which stated that lecturer commitment is influenced by leadership (Cahyono et al., 2020).

H1. Mindful Leadership has an influence on organizational commitment

Organizational Culture and Organizational Commitment

Organizational culture plays an important role in shaping the identity and commitment of a lecturer to his institution. Through the values, norms, and practices that dominate the work environment, organizational culture creates the foundation that guides shared behavior and expectations. A lecturer who feels a fit between his personal values and the values applied by his organization tends to have a strong

identity as part of the institution. This formed identity becomes an important determining factor in the level of commitment of lecturers to the organization, because lecturers feel emotionally and intellectually involved with the goals and values of the organization. Reinforced again by several previous studies that said that organizational culture affects lecturer commitment (Akanji et al., 2020; Rusdi & Wibowo, 2022; Syakur et al., 2020). An organizational culture that encourages collaboration and individual growth creates an environment that supports faculty's commitment to their institution. A culture that provides space for the exchange of ideas, innovation, and mutual support can increase the motivation of lecturers to make a positive contribution to the development of the institution. When lecturers feel supported in their professional and personal development, they tend to be more motivated to engage in academic, research, and community service activities. In accordance with previous research which states that organizational culture has a positive and significant effect on lecturer commitment (Rahmawati, 2020).

H₂. Organizational Culture has an influence on organizational commitment

Self-Efficacy and Organizational Commitment

Self-efficacy significantly influences the commitment of faculty members. When educators believe in their capabilities to teach effectively and manage their academic responsibilities, they are more likely to demonstrate a strong commitment to their roles (Almutairi, 2020). This belief in their own competence motivates them to invest greater effort in their teaching, engage actively in professional development, and contribute positively to the academic community (Kaqinari et al., 2022). High self-efficacy fosters resilience, allowing faculty members to persevere through challenges and setbacks, which further enhances their dedication and commitment to their institutions (Adamovic et al., 2022).

Moreover, self-efficacy affects how faculty members approach their goals and interact with students and colleagues. Those with high self-efficacy are more likely to set ambitious goals, seek innovative teaching methods, and collaborate effectively with peers (Azila-Gbettor & Abiemo, 2020). This proactive attitude not only boosts their own performance but also inspires and uplifts the entire academic environment. Consequently, a strong sense of self-efficacy among faculty can lead to higher job satisfaction, lower turnover rates, and a more vibrant and committed educational community (Adamovic et al., 2022).

H₃. Self-efficacy has an influence on organizational commitment

Self-Efficacy as Mediation Between Mindful Leadership and Organizational Culture

Self-efficacy plays a central role in mediating the relationship between mindful leadership and organizational culture to organizational commitment. Mindful leadership, which emphasizes awareness, current presence, and sensitivity to individual needs, can provide the foundation for a healthy organizational culture.

When individuals understand and are confident in their own abilities, self-efficacy serves as a catalyst that reinforces the influence of mindful leadership and organizational culture on faculty commitment. In this case, self-efficacy can amplify the positive effects of caring leadership and a supportive culture on faculty commitment, creating an environment that fosters engagement and dedication. Self-efficacy also plays an important role in helping lecturers overcome challenges that may arise in a work environment influenced by mindful leadership and organizational culture. Reinforced by previous research stating that lecturers who have a high level of self-efficacy are more likely to see challenges as opportunities to grow and develop, not as insurmountable obstacles (Azila-Gbettor & Abiemo, 2020; Petitta & Martínez-Córcoles, 2023).

H4. Self-efficacy as mediation Between Mindful Leadership and Organizational Culture

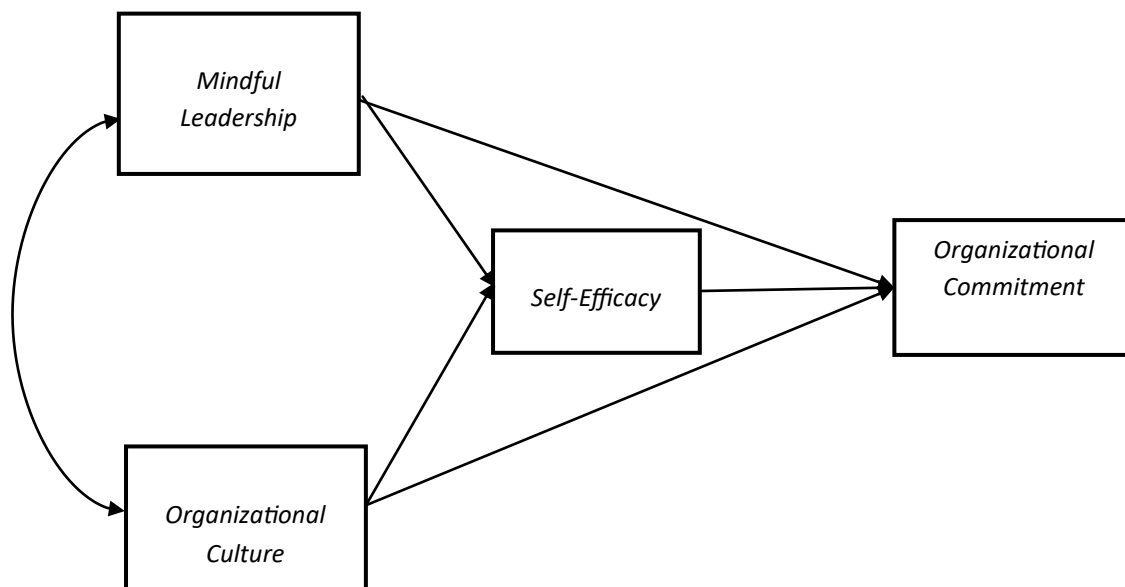


Figure 1. Conceptual Framework

Method

This study uses explanatory survey research, which is a survey used to explain the relationship between two or more variables through hypothesis testing. The survey is conducted by taking the population, using questionnaires as a data collection tool. The methods used in this study are descriptive and verifiative methods. Data collection techniques in this study, namely questionnaires, are several written statements given to respondents to obtain information in the sense of reports that concern matters regarding responses to the variables studied. Data collection techniques in this study, namely questionnaires, are a few written statements given to respondents to obtain information in the sense of reports that concern matters

regarding responses to the variables studied. To determine the sample size to be taken to represent the entire population, the Slovin formula is used. A population (N) of 1,100 permanent lecturers obtained from 4 (four) Private Universities of the East Priangan Region, with the desired critical value (e) of 5%, the sample size used are 266 respondents. The sampling technique used is purposive sampling technique, which is a sampling technique of data sources with certain considerations.

In this research, there is mindful leadership as independent variable using measurement of three dimensions namely awareness, attention, and acceptance (Brown & Ryan, 2003). Organizational culture as independent variable using measurement of seven dimensions namely innovation and risk taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and stability (Zu et al., 2010). Self-efficacy as mediating variable using measurement of three dimensions namely level, strenght, and generality (Bandura & Wessels, 1994). Organizational commitment as devendent variable using measurement of three dimensions namely affective, continuance, and normative (Amin, 2022). The results of data collection will be processed with the help of the SPSS application. Data processing was tested by validity test, reliable test, and path analysis for hypotesis testing.

Result

Path Analysis is carried out through two stages or two analysis models, the first model Regression Analysis between mindful leadership and organizational culture on self-efficacy, and the second model Regression Analysis between mindful leadership, organizational culture and self-efficacy on organizational commitment. Based on the results of the first regression analysis model (Table 1), the results of mindful leadership have a significant effect on self-efficacy (sig. 0.000 < 0.05) with the regression coefficient showing a positive direction, meaning that there is a significant positive influence of mindful leadership on self-efficacy. Based on the results of the first regression analysis model (Table 1), organizational culture results have a significant effect on self-efficacy (sig. 0.000 < 0.05) with the regression coefficient showing a positive direction, meaning that there is a significant positive influence of organizational culture on self-efficacy.

Table 1. Regression Analysis Model 1

Path	Beta	t	Sig.
Mindful Leadership – Self Efficacy	0.294	4.972	0.000
Organizational Culture – Self Efficacy	0.518	8.773	0.000

Sumber: Research analysis, 2024

Table 2. Regression Analysis Model 2

Path	Beta	t	Sig.
Mindful Leadership – Organizational Commitment	0.104	2.167	0.031
Organizational Culture – Organizational Commitment	0.360	6.926	0.000
Self Efficacy – Organizational Commitment	0.462	10.110	0.000

Sumber: Research analysis, 2024

Based on the results of the second Regression model analysis (Table 2), it was obtained that mindful leadership had a significant effect on organizational commitment (sig. 0.031 < 0.05) with the regression coefficient showing positive, meaning that there was a significant positive influence of mindful leadership on organizational commitment, then H1 was accepted.

Similarly, on the results of the second Regression model analysis (Table 2), organizational culture has a significant effect on organizational commitment (sig. 0.000 < 0.05) with the regression coefficient showing positive, meaning that there is a significant positive influence of organizational culture on organizational commitment, then H2 is accepted.

Additionally, the results of the second regression analysis model (Table 2), self-efficacy has a significant effect on organizational commitment (sig. 0.000 < 0.05) with the regression coefficient showing positive, meaning that there is a significant positive influence of self-efficacy on organizational commitment, then H3 is accepted. Based on the results of the second regression analysis model (Table 2), self-efficacy has a significant effect on organizational commitment (sig. 0.000 < 0.05) with the regression coefficient showing positive, meaning that there is a significant positive influence of self-efficacy on organizational commitment, then H3 is accepted.

Mediation Evaluation

Hypothesis testing can be done using a method known as the Sobel test (Sobel test). The results of the Sobel test in table 3 obtained a Sobel value of 4.430 with a P value of 0.000 < 0.05. Based on the results of the mediation test analysis, self-efficacy acts as a mediation between mindful leadership and organizational commitment. The results of the Sobel test in table 3 obtained a Sobel value of 6,627 with a P value of

Table 3. Mediation Evaluation

Test Name	Variable	Variable	Test Statistics	P Value
Sobel Test	ML -> OCom	ML -> OCom	4.430	0.000
	OCul -> Ocom	OCul -> Ocom	6.627	0.000

Sumber: Research analysis, 2024

0.000 < 0.05. Based on the results of the mediation test analysis, self-efficacy acts as a mediation between organizational culture and organizational commitment.

Discussion

The Effect of Mindful Leadership and Organizational Commitment

Mindful leadership has a significant impact on organizational commitment among university faculty members. By fostering an environment of awareness, compassion, and intentionality, mindful leaders help create a supportive and positive workplace culture. This approach encourages faculty members to feel more connected to their institution's mission and values, enhancing their emotional attachment and sense of belonging (Rusdi & Wibowo, 2022). Additionally, mindful leadership practices promote better communication, reduce stress, and increase job satisfaction, which collectively contribute to a stronger commitment to the organization (Rupprecht et al., 2019). Consequently, faculty members are more likely to be engaged, motivated, and dedicated to their roles, leading to improved performance and long-term retention. Moreover, mindful leadership equips faculty members with the tools to manage their own stress and workloads more effectively. Leaders who practice mindfulness are better attuned to the needs and well-being of their staff, which helps in identifying and addressing potential issues before they escalate (Aryani & Widodo, 2020). This proactive approach not only enhances individual well-being but also fosters a collaborative and resilient work environment. When faculty members feel that their leaders are genuinely concerned about their personal and professional growth, it strengthens their loyalty and commitment to the organization. The sense of trust and mutual respect that arises from mindful leadership practices creates a foundation for a stable and cohesive academic community, where faculty members are more inclined to invest in their roles and contribute positively to the institution's success (Awang et al., 2010).

The Effect of Organizational Culture and Organizational Commitment

Organizational culture plays a pivotal role in influencing the organizational commitment of university faculty members. A positive and inclusive culture fosters a sense of belonging and alignment with the institution's values and goals. When faculty members perceive that the organizational culture supports their professional development, recognizes their contributions, and promotes collaboration, they are more likely to develop a strong emotional attachment to the institution. This alignment not only enhances their job satisfaction but also their willingness to go above and beyond in their roles, leading to higher levels of commitment and reduced turnover rates (Yusuf, 2020).

Additionally, a strong organizational culture that emphasizes shared vision, transparency, and open communication can significantly bolster faculty members'

trust in the institution's leadership and its long-term objectives. When faculty feel that their voices are heard and their opinions are valued, it creates a sense of empowerment and mutual respect. This positive environment encourages faculty to invest more in their work and remain loyal to the institution, even in the face of challenges. As a result, a well-cultivated organizational culture not only enhances individual commitment but also contributes to the overall stability and growth of the academic institution (Syakur et al., 2020).

The Effect of Self-efficacy and Organizational Commitment

Self-efficacy significantly influences the organizational commitment of university faculty members. When faculty members possess a strong belief in their own abilities to perform their tasks effectively, they are more likely to feel confident and motivated in their roles (Zheng et al., 2022). This confidence translates into higher levels of job satisfaction and a greater sense of accomplishment, which in turn strengthens their emotional attachment to the institution. Faculty members who believe in their own capabilities are more inclined to take initiative, pursue innovative teaching and research opportunities, and contribute positively to the academic community, thereby enhancing their commitment to the organization (Almutairi, 2020).

Furthermore, high self-efficacy can lead to greater resilience and persistence in the face of challenges. Faculty members with strong self-efficacy are better equipped to cope with the demands and pressures of their roles, reducing the likelihood of burnout and job dissatisfaction. This resilience fosters a more positive outlook on their work and the institution, reinforcing their loyalty and dedication. As faculty members feel more capable and supported in achieving their professional goals, their commitment to the organization is strengthened. Ultimately, promoting self-efficacy among faculty members through professional development and supportive leadership can lead to a more committed, engaged, and productive academic workforce (Burmansah et al., 2020; Zheng et al., 2022).

Self-efficacy as mediation Between Mindful Leadership and Organizational Culture

Self-efficacy serves as a crucial mediator between mindful leadership and organizational culture, enhancing the overall impact of these factors on faculty commitment. Mindful leadership, characterized by awareness, compassion, and intentionality, directly influences faculty members' self-efficacy by creating a supportive environment that fosters personal and professional growth. When leaders practice mindfulness, they are better equipped to understand and address the individual needs and challenges of faculty members, thereby boosting their confidence in their abilities. This increased self-efficacy enables faculty members to

engage more effectively with the positive aspects of the organizational culture, such as collaboration, innovation, and shared values (Zheng et al., 2022).

Simultaneously, a strong organizational culture that promotes mutual respect, open communication, and continuous development reinforces the self-efficacy nurtured by mindful leadership. As faculty members feel more competent and supported within this conducive cultural framework, their belief in their own capabilities is further strengthened. This enhanced self-efficacy not only improves their job performance and satisfaction but also amplifies their commitment to the institution. Therefore, the interplay between mindful leadership and organizational culture, mediated by self-efficacy, creates a synergistic effect that significantly boosts faculty members' dedication and loyalty to the organization, leading to a more cohesive and thriving academic community (Ihme & Sundstrom, 2021).

Conclusion

The interplay between mindful leadership, organizational culture, and self-efficacy significantly impacts the organizational commitment of university faculty members. Mindful leadership fosters an environment of support and awareness, directly enhancing faculty self-efficacy by addressing individual needs and promoting personal growth. A strong organizational culture further reinforces this self-efficacy by providing a collaborative and empowering environment. Together, these factors create a synergistic effect that strengthens faculty members' confidence in their abilities, leading to greater job satisfaction and emotional attachment to the institution. As a result, faculty members become more engaged, motivated, and dedicated, contributing positively to the overall stability and success of the academic community. Promoting mindful leadership and cultivating a positive organizational culture are thus essential strategies for enhancing faculty commitment and fostering a thriving educational environment. In conclusion, integrating mindful leadership and fostering a supportive organizational culture significantly enhances faculty self-efficacy and organizational commitment. Practically, institutions should train leaders in mindfulness and cultivate an inclusive, collaborative environment to boost faculty engagement and dedication. This study has some limitations, such as a limited sample of lecturers from private universities in East Priangan, so the results may not be generalizable to a broader context. In addition, this study only used a few variables such as *mindful leadership*, organizational culture, and self-efficacy, while other factors that may be relevant were not used as a focus. The survey research design used also only provides an overview of the correlation, not a deeper causal relationship. For future research, it is recommended to expand the sample, add other variables that affect organizational commitment, and use a longitudinal or qualitative approach to understand the long-term impact and experience of the subject in more

depth. Research in other sectors or regions can also provide a new perspective on the influence of mindful leadership on organizational commitment.

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