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Enhancing Lecturers' Performance through Social Capital, Interpersonal Trust and Organizational Commitment as Mediating Variables

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Abstract

This study examines how social capital and interpersonal trust affect lecturer performance through organizational commitment at Universitas Islam Malang. Using a quantitative approach and PLS-SEM, the study collected data from 204 lecturers selected through proportional sampling. The results show that social capital positively and significantly affects organizational commitment and lecturer performance, while interpersonal trust significantly affects organizational commitment but has no direct effect on lecturer performance. Organizational commitment significantly enhances lecturer performance and mediates the effects of both social capital and interpersonal trust on lecturer performance. The model explains 44.8% of lecturer performance and 34.1% of organizational commitment. These findings highlight the importance of strengthening social capital, interpersonal trust, and organizational commitment to improve lecturer performance.

Keywords social capital, interpersonal trust, organizational commitment, performance.

1. Introduction

The Tridharma of Higher Education which encompasses education and teaching, research and development, and community service forms the cornerstone of higher education in Indonesia. The successful implementation of the Tridharma is heavily influenced by the performance of lecturers, who are key actors in achieving institutional goals. Lecturers' performance is reflected not only in their teaching activities and academic publications, but also in their ability to build networks, collaborate, and foster working relationships based on trust. In this context, social capital and interpersonal trust are important factors that have the potential to strengthen organisational commitment and enhance lecturers' performance (Putnam et al., 1994; Hartini et al., 2023).

The Universitas Islam Malang (UNISMA) has institutional characteristics that emphasise the values of religiosity, solidarity and social interaction. These characteristics can foster an environment conducive to the formation of social networks, collaborative norms, and trust amongst members of the organisation. Theoretically, social capital—through networks, norms, and relationships based on mutual trust—can strengthen individuals' attachment to the organisation (Sanjoy, 2025; Pardiman, 2018). Similarly, interpersonal trust can foster a sense of security, loyalty and commitment to the organisation (Baek & Jung, 2014; Baştug et al., 2016). Organisational commitment, in turn, has the potential to act as a mechanism linking

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these factors to improved lecturer performance (Purba & Purba, 2023).

Although the relationship between social capital, interpersonal trust, organisational commitment and performance has been extensively studied, research that simultaneously examines the influence of social capital and interpersonal trust on lecturers' performance through organisational commitment remains relatively limited, particularly in higher education institutions based on religious values. This gap highlights the need for research that integrates all four variables into a single research model. Consequently, this study aims to analyse the role of social capital and interpersonal trust in enhancing lecturers' performance through organisational commitment within the context of the Universitas Islam Malang.

2. Literature Review

Grand Theory: Resource-Based View (RBV). The Resource-Based View (RBV) posits that an organisation's competitive advantage and performance can be built through the utilisation of internal resources of strategic value, particularly those that are valuable, rare, imperfectly imitable and non-substitutable (Grant, 1991; Barney et al., 2001). In the context of higher education, these resources include lecturers' competencies, social capital, academic culture, institutional reputation, and organisational knowledge. Intangible resources, such as religious values, social networks and institutional culture, hold strategic value because they are relatively difficult for other institutions to imitate. Consequently, lecturers are regarded as strategic assets possessing tacit knowledge and collaborative capabilities to support the achievement of performance and the sustainable excellence of higher education institutions.

Lecturer Performance. Lecturer performance reflects the results of their work and professional conduct in carrying out the Three Pillars of Higher Education, which encompass education and teaching, research, and community service (Aisyah, 2019; Alam, 2017). Performance is not only related to quantitative output achievements but also reflects competence, responsibility and academic integrity. The level of lecturer performance can be influenced by various factors, including individual ability, leadership, organisational culture, and institutional governance (Affandi & Hidayat, 2023). Thus, lecturer performance is a multidimensional construct that reflects both professional achievements and the quality of work behaviour in supporting the objectives of the higher education institution.

Social Capital. Social capital is a resource formed from social relationships and networks that can be utilised to achieve shared goals (Bourdieu, 2018; Coleman, 1995). Social capital encompasses networks, trust, norms and reciprocal relationships that support coordination and cooperation within organisations (Putnam et al., 1994; Fukuyama, 2000). Within a higher education setting, social capital is reflected through academic interactions, relationships between lecturers, cooperation, and a shared understanding of the institution's objectives. Strong social capital can reinforce organisational cohesion, enhance the effectiveness of collective work, and serve as a foundation for building commitment and improving lecturers' performance.

Interpersonal Trust. Interpersonal trust is a person's belief in the competence, integrity and good

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intentions of another party within a relationship (Deutsch, 1973; Simpson, 2007). Within organisations, trust can develop through consistent behaviour, openness, empathy and positive interactive experiences (Salija et al., 2018). Mayer et al. (1995) explain that trust comprises three main dimensions: ability, benevolence and integrity. A high level of interpersonal trust can create a supportive working environment, reduce uncertainty and encourage collaboration amongst lecturers. These conditions can ultimately strengthen organisational commitment and support improved performance.

Organisational Commitment (Z). Organisational commitment describes an individual's psychological attachment to an organisation, which drives the desire to maintain membership and contribute to the achievement of the organisation's goals (Robbins & Judge, 2024). Meyer and Allen (1991) divided organisational commitment into three dimensions: affective commitment, which relates to desire; continuance commitment, which is based on need; and normative commitment, which relates to moral obligation. Commitment can be influenced by work experience, leadership, organisational justice, and the alignment of individual values with institutional values (Balfour & Wechsler, 1996). In this study, organisational commitment is positioned as a mediating variable that explains how social capital and interpersonal trust can contribute to improved lecturer performance.

Research Framework

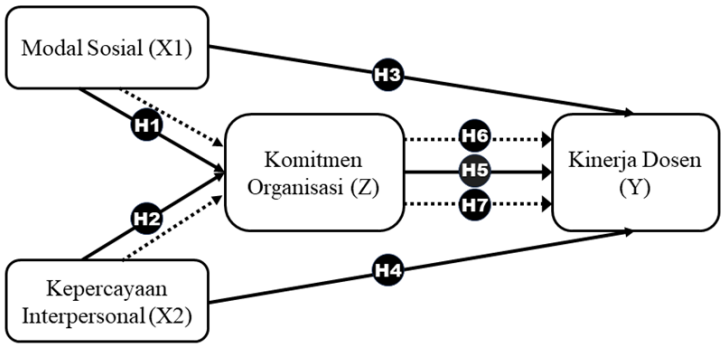

Image 1. Research Framework

Research Hypotheses

H1 : Social Capital (X1) on Organisational Commitment (Z)

H2 : Interpersonal Trust (X2) on Organisational Commitment (Z)

H3 : Social Capital (X1) on Lecturer Performance (Y)

H4 : Interpersonal Trust (X2) on Lecturer Performance (Y)

H5 : Organisational Commitment (Z) on Lecturer Performance (Y)

H6 : Organisational Commitment (Z) mediates the relationship between Social Capital (X1) and Lecturer Performance (Y)

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H7 : Organisational Commitment (Z) mediates the relationship between Interpersonal Trust (X2) and Lecturer Performance (Y)

3. Research Method

This study employs a quantitative approach with an explanatory causal design, which aims to test and explain the cause-and-effect relationship between the variables under investigation. The quantitative approach was chosen because the study is oriented towards the objective measurement of variables through numerical data, which is subsequently analysed using statistical methods and techniques. This approach is based on the positivist paradigm, which emphasises the testing of relationships between variables based on empirical and measurable data.

Specifically, this study aims to analyse the influence of social capital and interpersonal trust on lecturers' performance, both directly and indirectly via organisational commitment as a mediating variable. Thus, the study not only examines the influence of each independent variable on lecturers' performance, but also identifies the role of organisational commitment in mediating the relationship between social capital and interpersonal trust and lecturers' performance.

The population in this study comprised 380 permanent lecturers with NIDN numbers at the Islamic University of Malang, spread across 10 faculties. Given that the population was spread across several faculties, sampling was carried out using a probability sampling approach via the technique of proportionate stratified random sampling. This technique was used to ensure that each faculty was proportionally represented in the sample, in accordance with the number of lecturers in each faculty.

The sample size was determined using the Slovin formula with a margin of error of 5 per cent. Based on these calculations, the study obtained a sample size which was subsequently used as the research respondents. From the data collection process, a total of 204 questionnaires were collected and could be used as research respondents. The data obtained from these respondents then formed the basis for conducting an empirical test of the relationship between social capital, interpersonal trust, organisational commitment, and lecturer performance, as shown in Table 1.

Table 1. Data on Respondents' Responses

No.	Nama Fakultas	Program Studi Terkait	Populasi Dosen (N_i)	Sampel (n_i)	Responden
1	Fakultas Agama Islam (FAI)	PAI, HKI, PGMI, PIAUD, PBA	58	30	32
2	Fakultas Hukum (FH)	Ilmu Hukum, Kenotariatan	26	13	13
3	Fakultas Pertanian (FP)	Agribisnis, Agroteknologi	24	12	12
4	Fakultas Peternakan	Peternakan	16	8	9

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No.	Nama Fakultas	Program Studi Terkait	Populasi Dosen (N_i)	Sampel (n_i)	Responden
	(Fapet)				
5	Fakultas Teknik (FT)	T. Sipil, T. Mesin, T. Elektro, Informatika	40	21	21
6	Fakultas MIPA (FMIPA)	Biologi	12	6	8
7	FKIP	Pend. B.Indo, B.Inggris, Matematika, PPG	53	27	27
8	Fakultas Ekonomi & Bisnis (FEB)	Manajemen, Akuntansi, Perbankan Syariah	67	34	37
9	Fakultas Ilmu Administrasi (FIA)	Adm. Publik, Adm. Bisnis	32	17	17
10	Fakultas Kedokteran (FK)	Pend. Dokter, Profesi, Farmasi, Adm. RS	52	27	28
	Total		380	195	204

Source: 2026 Research Questionnaire Data

4. Finding and Discussion

Convergent Validity Test

Table 2. Results of the Convergent Validity Test

Variabel	Instrumen	Outer Loading	Average variance extracted (AVE)	Keterangan
Kinerja Dosen	KD3	0,792	0,595	Valid
	KD4	0,785		Valid
	KD5	0,789		Valid
	KD6	0,718		Valid
Modal Sosial	MS1	0,788	0,682	Valid
	MS2	0,850		Valid
	MS3	0,838		Valid
Kepercayaan Interpersonal	KI1	0,785	0,708	Valid
	KI2	0,826		Valid
	KI3	0,847		Valid
	KI4	0,866		Valid
	KI5	0,870		Valid

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Variabel	Instrumen	Outer Loading	Average variance extracted (AVE)	Keterangan
	KI6	0,851		Valid
Komitmen Organisasi	KO1	0,851	0,766	Valid
	KO2	0,857		Valid
	KO3	0,880		Valid
	KO4	0,907		Valid
	KO5	0,878		Valid

Source: Data processed using SmartPLS (2026)

Based on the results of the convergent validity test, all indicators used to measure each construct met the required criteria. This is demonstrated by the outer loading values for each indicator being above 0.70. These values indicate that each indicator is adequately capable of representing the latent construct being measured. For the Lecturer Performance construct, the outer loading values ranged from 0.718 to 0.792, whilst the Average Variance Extracted (AVE) reached 0.595. These results indicate that the construct is able to explain more than 50 per cent of the variance present in its indicators. Furthermore, the 'Social Capital' construct has outer loading values ranging from 0.788 to 0.850, with an AVE of 0.682. Meanwhile, the 'Interpersonal Trust' construct shows outer loading values ranging from 0.785 to 0.870 and an AVE of 0.708. The Organisational Commitment construct exhibited the relatively highest outer loading values compared to the other constructs, ranging from 0.851 to 0.907. This construct also had an AVE value of 0.766. Overall, the AVE values for all constructs were above the minimum threshold of 0.50. These findings indicate that each construct was able to explain the majority of the variance in the indicators used in their measurement. Consequently, the results of the convergent validity test show that all indicators and constructs in the research instrument have met the established validity criteria. Therefore, the instrument is deemed valid and meets the criteria for measurement reliability, and can thus be used for the subsequent analysis stage.

Discriminant Validity Test

Table 3. Results of the Fornell–Larcker Discriminant Validity Test

Variabel	Kepercayaan Interpersonal	Kinerja Dosen	Komitmen Organisasi	Modal Sosial	Keteran gan
Kepercayaan Interpersonal	0,841				Valid
Kinerja Dosen	0,232	0,772			Valid
Komitmen Organisasi	0,452	0,449	0,875		Valid
Modal Sosial	0,301	0,652	0,489	0,826	Valid

Source: Data processed using SmartPLS (2026)

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The results of the discriminant validity test using the Fornell–Larcker Criterion approach indicate that each construct in the research model is sufficiently able to distinguish itself from the other constructs. This can be seen from the square root of the Average Variance Extracted (AVE) values listed on the diagonal of the matrix, which are greater than the correlation coefficients between the construct in question and the other constructs. Based on the analysis results, the square root of AVE for the Interpersonal Trust construct was 0.841, for Lecturer Performance 0.772, for Organisational Commitment 0.875, and for Social Capital 0.826. Each of these values was higher than the correlation coefficient between the respective construct and the other constructs in the model. These findings indicate that each construct has sufficiently distinct measurement characteristics and do not show any excessive conceptual overlap between variables. Thus, based on the Fornell–Larcker criteria, all constructs in this study have met the requirements for discriminant validity. This means that the instrument used is capable of accurately measuring different constructs and can be deemed suitable for use in model analysis using SmartPLS.

Outer Model Reliability Test

Table 4. Results of Cronbach's Alpha and Composite Reliability

Variabel	Cronbach's alpha	Composite reliability	Keterangan
Kepercayaan Interpersonal	0,918	0,936	Reliabel
Kinerja Dosen	0,773	0,855	Reliabel
Komitmen Organisasi	0,923	0,942	Reliabel
Modal Sosial	0,769	0,865	Reliabel

Source: Data processed using SmartPLS (2026)

The results of the construct reliability testing on the outer model, using Cronbach's Alpha (CA) and Composite Reliability (CR) as indicators, showed that all research variables met the established reliability criteria. The Interpersonal Trust construct achieved a Cronbach's Alpha value of 0.918 and a Composite Reliability of 0.936. Furthermore, Lecturer Performance had values of 0.773 and 0.855 respectively, whilst Organisational Commitment showed a value of 0.923 for Cronbach's Alpha and 0.942 for Composite Reliability. As for Social Capital, it obtained a Cronbach's Alpha value of 0.769 and a Composite Reliability value of 0.865. All Cronbach's Alpha and Composite Reliability values for each construct were above the minimum threshold of 0.70. These results indicate that the indicators used in each construct possess good internal consistency, meaning the research instrument can be deemed reliable. Consequently, all constructs used have met the reliability requirements and can proceed to the structural equation modelling (SEM) stage.

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Model Test Results (R^2 and Q^2)

Table 5. Results of the Coefficient of Determination (R^2) and Predictive Relevance (Q^2) Tests

Variabel dependen	R-square	R-square adjusted	Q^2predict	Keterangan
Kinerja Dosen	0,448	0,440	0,320	fit
Komitmen Organisasi	0,341	0,335	0,410	fit

Source: Data processed using SmartPLS (2026)

The results of the coefficient of determination (R^2) test show that Lecturer Performance has an R^2 value of 0.448 and an adjusted R^2 of 0.440. This means that 44.8 per cent of the variation in Lecturer Performance can be explained by the constructs in the model, whilst the remainder is influenced by other factors outside the scope of the study. Meanwhile, Organisational Commitment has an R^2 of 0.341 and an adjusted R^2 of 0.335, meaning that 34.1 per cent of its variation can be explained by the predictor variables. Both values fall within the moderate category. The results of the predictive relevance test (Q^2) also showed positive values, namely 0.32 for Lecturer Performance and 0.41 for Organisational Commitment. Thus, the model possesses predictive relevance and is reasonably effective in explaining and predicting the variables under investigation.

Results of the Direct Effect Test within the Inner Model

Table 6. Results of the Bootstrapping Path Coefficients for Direct Effects

Koefisien Jalur	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Keterangan
Kepercayaan Interpersonal → Kinerja Dosen	-0,020	-0,019	0,067	0,300	0,382	Tidak Terbukti
Kepercayaan Interpersonal → Komitmen Organisasi	0,335	0,337	0,067	5,022	0,000	Terbukti
Komitmen Organisasi → Kinerja Dosen	0,179	0,177	0,077	2,321	0,010	Terbukti
Modal Sosial → Kinerja Dosen	0,571	0,573	0,055	10,391	0,000	Terbukti
Modal Sosial → Komitmen Organisasi	0,388	0,387	0,072	5,407	0,000	Terbukti

Source: Data processed using SmartPLS (2026)

The results of the path coefficient analysis indicate that the direct relationships between variables in the model are not all statistically significant. Interpersonal Trust was not found to have a significant effect on Lecturer Performance, with a coefficient of -0.020, a t-statistic of 0.300, and a p-value of 0.382. Conversely, Interpersonal Trust has a positive and significant

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effect on Organisational Commitment, with a coefficient of 0.335, a t-statistic of 5.022, and a p-value of 0.000. Furthermore, Organisational Commitment was found to have a positive and significant effect on Lecturer Performance, with a coefficient of 0.179, a t-statistic of 2.321, and a p-value of 0.010. Meanwhile, Social Capital demonstrated a positive and significant effect on both Lecturer Performance and Organisational Commitment, with coefficients of 0.571 and 0.388 respectively. Consequently, Social Capital is the variable with the greatest direct influence on Lecturer Performance whilst also contributing to the strengthening of Organisational Commitment.

5. Conclusion

Based on the results of the data analysis and the discussion, this study has yielded several key findings. Firstly, social capital was found to have a positive and significant effect on lecturers' organisational commitment at the Islamic University of Malang, indicating that strong social networks, shared norms and collaborative working patterns can enhance lecturers' loyalty and attachment to the institution. Secondly, interpersonal trust also has a positive and significant effect on organisational commitment, showing that working relationships based on mutual trust create a psychological climate that supports the strengthening of emotional commitment. Thirdly, social capital has a positive and significant influence on lecturers' performance, and is even a relatively dominant factor through increased academic collaboration, knowledge exchange, and professional support in the implementation of the three pillars of higher education. Fourthly, interpersonal trust does not show a significant direct influence on lecturers' performance; therefore, mediating mechanisms are required for this influence to be realised in work behaviour. Fifthly, organisational commitment was found to mediate the influence of social capital on lecturers' performance, both directly and indirectly. Sixthly, organisational commitment also acts as a full mediator in the relationship between interpersonal trust and lecturers' performance. Overall, these findings underscore the strategic importance of organisational commitment. Based on the findings and limitations of this study, it is recommended that the Islamic University of Malang strengthen lecturers' social capital and interpersonal trust through academic collaboration, scientific forums and research networks. Lecturers are encouraged to be more active in collaborative activities and to build trust and professional cooperation in order to enhance their commitment and performance. Future researchers may expand the scope of their research to include higher education institutions with different characteristics, incorporate variables such as organisational culture, leadership and job satisfaction, and employ a longitudinal design to gain a deeper understanding of the relationships between variables.

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