THE ROLE OF ORGANIZATIONAL SUPPORT AND HOLISTIC INTELLIGENCE ON LECTURER PERFORMANCE MEDIATED BY ORGANIZATIONAL COMMITMENT

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Purpose: The purpose of this study was to determine whether holistic intelligence and organizational support have an impact on organizational commitment, which affects lecturer performance.

Theoretical framework: The spiritual intelligence (SQ) denotes the ability to handle challenges and perceive one’s behavior and existence in a more comprehensive and significant framework. In simpler terms, it refers to the aptitude to assess the worth and significance of one’s actions or lifestyle.

Design/Methodology/Approach: This research was quantitative research with an explanatory research approach. 360 lecturers at state universities served as the sample, which represented the population of lecturers at state universities in Yogyakarta in 2021. The data analysis applied the Structural Equation Model (SEM) method with the assistance of AMOS 24.

Findings: According to the findings of the initial research, organizational assistance had a positive impact on the level of performance of teachers. According to the second finding, there was no evidence to protect the relationship between holistic intelligence and teaching. The third consequence was that institutional support had a positive impact on the entity’s commitment. The fourth discovery shows how holistic intelligence influenced organizational engagement.

Research, practical & social implications: Based on the analysis’s findings, organizational support has an impact on performance at state universities when it is mediated by commitment support. Furthermore, if commitment support at state universities serves as a mediator, holistic intelligence has an impact on performance.

Originality/Value: An individual who is provided with support will be encouraged to enhance their productivity as an act of loyalty. Additionally, if an employee has a strong sense of commitment, their work will improve because of their increased loyalty to the organization. Lecturers who have strong holistic intelligence will tend to have a strong commitment if the work environment participates in providing support.

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ABSTRACT

Keywords: Organizational Support; Holistic Intelligence; Organizational Commitment; Lecturer Performance.

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O PAPEL DO APOIO ORGANIZACIONAL E DA INTELIGÊNCIA HOLÍSTICA SOBRE O DESEMPENHO DO PROFESSOR MEDIADO PELO COMPROMISSO ORGANIZACIONAL

RESUMEN
Objetivo: El propósito de este estudio fue determinar si la inteligencia holística y el apoyo organizacional tienen un impacto en el desempeño docente, lo que afecta el desempeño del docente.
Estrutura teórica: La inteligencia espiritual (SQ) denota la capacidad de manejar desafíos y percibir el comportamiento y la existencia de uno en un marco más amplio y significativo. En términos más simples, se refiere a la aptitud para evaluar el valor y la importancia de las acciones o el estilo de vida de una persona.
 Diseño/Metodología/Enfoque: Esta investigación fue de tipo cuantitativo con enfoque de investigación explicativa. 360 profesores en universidades estatales sirvieron como muestra, lo que representó la población de profesores en universidades estatales en Yogyakarta en 2021. Para el análisis de los datos se aplicó el modelo de ecuaciones estructurales (SEM) con la ayuda de AMOS 24.

Hallazgos: De acuerdo con los hallazgos de la investigación inicial, la asistencia organizacional tuvo un impacto positivo en el nivel de desempeño de los docentes. Según el segundo hallazgo, no había evidencia que protegiera la relación entre la inteligencia holística y la enseñanza. La tercera consecuencia es que el apoyo institucional tiene un efecto positivo en el compromiso del docente. El cuarto descubrimiento muestra cómo la inteligencia holística influyó en el compromiso organizacional.

Investigación, implicaciones prácticas y sociales: Basado en los hallazgos del análisis, el apoyo organizacional tiene un impacto en el desempeño de las universidades estatales cuando está mediado por el apoyo del compromiso. Además, si el apoyo al compromiso en las universidades estatales sirve como mediador, la inteligencia holística tiene un impacto en el desempeño del docente.

Originalidad/Valor: Se alentará a una persona que recibe apoyo a aumentar su productividad como un acto de lealtad. Además, si un empleado tiene un fuerte sentido de compromiso, su trabajo mejorará debido a su mayor lealtad a la organización. Los profesores que tienen una fuerte inteligencia holística tenderán a tener un fuerte compromiso si el entorno laboral participa en la prestación de apoyo.

Palabras clave: Apoyo Organizacional, Inteligencia Holística, Compromiso Organizacional, Desempeño del Profesor.
INTRODUCTION

Lecturers are responsible for creating and disseminating knowledge, carrying out research, fostering the development of technology and the arts through instruction, and contributing to the community. Article 60 of RI Law No. 14 of 2005 Concerning Teachers and Lecturers states that lecturers must fulfill the following obligations as part of their professional responsibilities: (1) carry out education, research, and community service, (2) organize, implement learning processes, and assess as well as evaluate learning outcomes, (3) improve and develop academic qualifications and competencies sustainably in step with advancements in science, technology, and arts, (4) act impartially and without prejudice based on factors such as gender, religion, ethnicity, race, specific physical conditions, or the socioeconomic status of students in the learning process, (5) uphold statutory regulations, laws and codes of ethics, and religious and ethical values, and (6) preserve and promote national unity and integrity.

The success of higher education institutions largely depends on the performance of their lecturers. To improve the quality of education, qualified lecturers are essential for these institutions. To attain optimal results, the lecturer must receive support at the workplace. Lecturer performance is stipulated in the Decree of the Coordinating State Minister for Supervision of Development and Empowerment of State Apparatus No.30/KEP/MK-WASPAN/8/1999 concerning Functional Positions of Lecturers and Their Credit Scores. In the Ministerial Decree, it is stated that the main duties of lecturers are to carry out education and teaching in higher education, conduct research, and provide community service. The aspect of performance pertains to the elements of process inputs and outputs, or the results produced. Process inputs pertain to individuals involved, specifically lecturers; the process refers to the methods employed to attain objectives; while products relate to the outcomes achieved. Sukirno (2020) outlines the performance benchmarks as Teaching Performance, Research Performance, Publication Performance, and Public Engagement Performance, a process of work results as a manifestation of commitment to applying acquired knowledge for the betterment of the community.

According to field observations and research based on researchers’ experiences, the Tri Dharma of Higher Education that is, education, research, and community service is a major source of issues in the lecturer environment. The current situation in education indicates that lecturers are facing numerous constraints regarding the quantity and quality of their teaching. Private universities located in Yogyakarta are still struggling to effectively implement the two critical components of teaching, i.e., learning methods and learning materials. The reason...
behind this is the restricted count of lecturers taking part in the Instructional Skills Training program, the low motivation of lecturers in organizing the educational resources and methods used in teaching and learning, and the extremely restricted accessibility of media. In the realm of research, numerous lecturers have yet to engage in research, whether independently or collaboratively. This is driven by the limited capacity of lecturers to write research reports due to the multitude of duties and obligations they must fulfill apart from conducting research; the research’s significance does not align with the necessities of the community, resulting in its failure to address the issues in the community’s surroundings. Moreover, due to insufficient funding for research, many lecturers are postponing and hesitant to pursue further research. Moreover, the community service rendered by lecturers is exceedingly inadequate. Mainly because of the lack of designated funds, therefore, instructors are not incentivized to engage in community service endeavors.

Based on the findings above, it can be concluded that the performance of lecturers at state universities in Yogyakarta is still classified as unsatisfactory, where the responsibilities and obligations as educators are not very optimal and not in accordance with the Tri Dharma of Higher Education. Diverse factors both internal and external can impact the performance outcomes of lecturers while fulfilling their duties and responsibilities. According to a study conducted by Musafir (2021), the factors that contribute to the engagement of lecturers with a significant impact include the existence of perceived organizational backing (POB) and holistic intelligence. Organizational support (POS) as an external factor is provided by all stakeholders within the workplace, including equitable distribution of resources, leadership support, and recognition from universities. On the other hand, holistic intelligence is an internal factor that stems from the lecturer’s intellectual, emotional, and spiritual intelligence, which has a positive effect on the institution’s continuous success. In this research, the aim is to enhance lecturer performance by fostering engagement, which is directly influenced by organizational support (POS) and holistic intelligence. Therefore, the study will focus on developing these two factors to improve lecturer performance.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Rhoades and Eisenberger (2002) explain that POS denotes an organizational backing that gauges the degree of input, prioritizes welfare, heeds grievances, focuses on quality of life, and treats staff equitably, all of which are implemented by the organization. As per the organizational support theory, workers embody the organization and deduce the level of
appreciation for their efforts, concern for their welfare, and reciprocation of perceived support. This, in turn, results in enhanced commitment, loyalty, and performance. Apart from the organizational support, the enhancement of lecturer performance can be attributed to external factors, which include the presence of holistic intelligence. Comprehensive intelligence can be honed by adhering to the principles of holism, which are based on timeless philosophy. Holistic intelligence refers to the ability of employees to integrate the dimensions of intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ) in their activities to achieve company targets.

Musafir et al (2021) Intellectual intelligence (IQ) refers to the capacity of an employee to use logical thinking and sound judgement purposefully and systematically, enabling them to effectively resolve issues and attain desired outcomes. Emotional Intelligence (EQ) refers to the capacity of an individual to use their emotions productively to effectively manage themselves and establish positive relationships with others. On the other hand, spiritual intelligence (SQ) denotes the ability to handle challenges and perceive one’s behavior and existence in a more comprehensive and significant framework. In simpler terms, it refers to the aptitude to assess the worth and significance of one’s actions or lifestyle.

Conversely, the presence of organizational support (POS) and holistic intelligence may wield greater impact when coupled with internal dedication from the staff. This implies that an individual receiving assistance within their work domain will perceive a type of organizational recognition for their accomplished performance, thus fostering a profound sense of affiliation with the organization. With the assistance of organizational support and the intellect of lecturers, this advancement has the potential to enhance lecturer performance, as evidenced by their level of commitment to the university’s organizational structure. Based on previous studies and the background above, in this study, the researcher was interested in replicating the journal.

The research framework is as follows:
Based on the framework and research paradigm on the previous page, the researchers formulated the following hypotheses:

**Major Hypothesis**

H1 : There is an influence of organizational support on the performance level of lecturers at state universities.

H2: There is an influence of holistic intelligence on the performance level of lecturers at state universities.

H3 : There is an influence of organizational support on commitment support at State Universities.

H4 : There is an influence of holistic intelligence on commitment support at State Universities.

H5 : There is an influence of organizational support on the performance level of lecturers at state Universities.

**Minor Hypothesis**

Proof of the minor hypothesis involves intervening variables which are variables that act as intermediaries in the relationship between the explanatory variable and the dependent variable. Its nature is as a liaison ("bridge") between the explanatory variable and the dependent
variable (can be partial or complete mediation). The following is the alleged hypothesis of proving the intervening variable:

H6a: There is an influence of organizational support on performance if it is mediated by commitment support at State Universities.

H6b: There is an influence of holistic intelligence on performance if it is mediated by commitment support at State Universities.

RESEARCH METHODS

Research Design

The study was quantitative research with an explanatory research approach. Singarimbun and Effendi (2011) explain that explanatory research is research that explains the causal relationship between research variables through hypothesis testing. The data collection techniques in this research involved the use of surveys or questionnaires. A questionnaire was formulated for this investigation, which consisted of favorable statements related to the variables under consideration.

Samples and Sampling Techniques

The population in this study was lecturers at state universities in Yogyakarta in 2021. In Sugiyono (2017), determining the number of samples for each is calculated proportionally using the formula:

\[ s = \frac{n}{N} x S \]

Based on the above formula, a total sample of 360 was obtained with the number of each university as shown in the following table.

<table>
<thead>
<tr>
<th>University</th>
<th>Quantity</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesian Institute of the Arts Yogyakarta</td>
<td>309</td>
<td>35</td>
</tr>
<tr>
<td>Gadjah Mada University</td>
<td>907</td>
<td>103</td>
</tr>
<tr>
<td>Yogyakarta State University</td>
<td>1021</td>
<td>116</td>
</tr>
<tr>
<td>Veteran National Development University of Yogyakarta</td>
<td>447</td>
<td>51</td>
</tr>
<tr>
<td>Sunan Kalijaga State Islamic University Yogyakarta</td>
<td>492</td>
<td>56</td>
</tr>
</tbody>
</table>

Source: Prepared by the authors, (2023).
The questionnaire in data collection aimed to measure POS (Perceived Organizational Support), Holistic Intelligence, Organizational Commitment, and to measure Lecturer performance. The stages in data collection are as follows:

a. The first step is direct dissemination, where for some of the questionnaires the researcher gives directly to each lecturer at each of the sampled State Universities

b. The second step, dissemination using online media, namely through Google from to every lecturer who is far beyond the reach of researchers if given directly.

**Data Analysis Technique**

The data analysis technique in this research employed the Structural Equation Model (SEM) technique. According to Singgih’s (2012) theory, SEM analysis comprises two components, namely the measurement model (Confirmatory Factor Analysis) and Structural Model (SEM). The AMOS software version 24 was utilized to facilitate the analysis.

**RESEARCH FINDINGS**

**Measurement Model**

Confirmatory Factor Analysis (CFA); reliable and valid construction results were achieved using AMOS 24. The first CFA obtained goodness of fit criteria, where $\chi^2 = 156.680$ with a p-value = 0.088 (>0.05), CMIN/DF = 1.169 (<2.00), GFI = 0.957 (>0.90), RMR = 0.032 (<0.05), AGFI = 0.939 (>0.90), CFI = 0.988 (>0.90), RMSEA = 0.022 (<0.08). Therefore, it can be inferred that the CFA model was appropriate or feasible. Subsequently, the examination proceeded to scrutinize the loading coefficient (LC) of every construct for every variable. Based on the findings of the study, it was observed that three constructs had a value less than 0.5, specifically the construct concerning the variables of organizational commitment (KO1, KO2, and KO3). Meanwhile, all other constructs had variables with values above 0.5 that were considered both legitimate and attainable. Any construct deemed illegitimate will be excluded during the later phase of the examination, resulting in the CFA model being streamlined by removing invalid constructs.

The second CFA, after removing the invalid construct, obtained the goodness of fit criteria where $\chi^2 = 98.601$ with a p-value = 0.326 (>0.05), CMIN/DF = 1.060 (<2.00), GFI = 0.968 (>0.90), RMR = 0.027 (<0.05), AGFI = 0.953 (>0.90), CFI = 0.996 (>0.90), RMSEA = 0.013 (<0.08). Thus, it can be inferred that the CFA model was appropriate or feasible. Next,
the examination proceeded to scrutinize the loading coefficient (LC) of every construct for every variable.

Figure 2. The Second Confirmatory Factor Analysis (CFA)

In Figure 2, it can be observed that the LF score for every variable was >0.5, indicating that each construct within the variable was reliable and suitable for measuring the respective variable. The composite reliability (CR) value >0.6 was used to assess the reliability level of each construct. Based on the analysis, it was found that the CR score for the variable of organizational support (POS) was 0.762; holistic intelligence was 0.822; organizational commitment was 0.895; and lecturer performance was 0.841. Based on this analysis, it can be deduced that each construct in the variable is considered reliable to measure each variable.
Structural Model

The second stage in SEM analysis is the Structural Model, which is employed to measure the direction of influence and determine the causal effect of every exogenous latent variable on endogenous latent variables. In the Structural Model, prior to examining the connections between constructs, it is essential to meet the prerequisites of the assumption criteria. The initial assumption criterion is the assessment of multivariate outlier. Based on the analysis results, several observation numbers were acquired in which the values of P1 and P2 were ≥ 0.05. Hence, it can be concluded that most of these observation numbers were not identified as outliers. Observation numbers that contain outliers have a risk of being detected in the normality of the data. The sample of 360 shows that the model was not normally distributed in a multivariate manner (can be seen in sub-normality). Nonetheless, this study did not eliminate the outliers in the observation number. This is because the quantity of samples corresponds proportionally to each university’s sampling units. Ferdinand (2011) clarified that in case the identity or usefulness of the sample is significant for research purposes, the elimination of outliers is unnecessary. The second parameter for multivariate normal distribution produced a CR score of 5.290, which is beyond the range of ± 2.58. Thus, it can be inferred that the multivariate data obtained were not distributed normally. The reason behind this is the existence of outlier data in the model. The third criterion is the presence of multicollinearity and singularity, which is the assessment of multicollinearity by examining the statistical outcomes of the condition number (CN) of a covariance matrix. The CN value of 21.124 was derived from the analysis outcomes. Since the CN coefficient was <100, it indicates the absence of multicollinearity among the structural models of the variables. The fourth criterion obtained goodness of fit criteria where $\chi^2 = 108.960$ with a pvalue $= 0.173 (>0,05)$, CMIN/DF = 1.135 (<2,00), GFI = 0.964 (>0,90), RMR = 0.028 (<0,05), AGFI = 0.949 (>0,90), CFI = 0.991 (>0,90), RMSEA = 0.019 (<0,08), therefore, it can be inferred that the model is suitable.

The findings from testing the presumptions concluded that the structural model was deemed suitable and the correlation between the variables did not give rise to issues of multicollinearity, even though it did not meet the normal distribution both univariately and multivariate. Therefore, for the estimation method, SEM analysis uses ML bootstrapping estimation. The bootstrap method is a new method developed by Bradley Efron in 1979. As a concept, this method is very elegant but simple, where the working system is resampling.
Bootstrap can be employed to address multivariate non-normal assumptions in SEM, as bootstrap does not entail multivariate normal assumptions (Hubais et al., 2023).

Additionally, the process of hypothesis testing was conducted to determine whether the exogenous variables collectively have an impact on the endogenous variables. The ML bootstrap technique provides two approaches for testing estimations to confirm the hypotheses:

a. *Percentile Confidence Interval*. The estimation using the bootstrapping method is determined by the mean value divided by the SE value, so that a critical ratio or t-value is obtained. It is said to be significant if the t-value $\geq 0.05$ is obtained.

b. *Bias-Corrected Percentile-Corrected*. The significance value (p) in the bootstrapping method is seen from the results of the corrected percentile estimation. The results of testing the hypotheses with the ML bootstrapping method are as follows:

![Figure 3. Structural Model](source: Prepared by the authors, (2023).)
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Table 2. Statistical Test with the ML Bootstrapping Method

<table>
<thead>
<tr>
<th>Parameter</th>
<th>α</th>
<th>CR</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>organizational commitment</td>
<td>&lt;---</td>
<td>organizational support</td>
<td>0.158</td>
</tr>
<tr>
<td>organizational commitment &lt;--- holistic intelligence</td>
<td>0.173</td>
<td>3.346</td>
<td>0.004</td>
</tr>
<tr>
<td>performance lecture &lt;--- organizational support</td>
<td>0.283</td>
<td>2.304</td>
<td>0.017</td>
</tr>
<tr>
<td>performance lecture &lt;--- holistic intelligence</td>
<td>0.024</td>
<td>0.099</td>
<td>0.627</td>
</tr>
<tr>
<td>performance lecture &lt;--- organizational commitment</td>
<td>0.309</td>
<td>2.461</td>
<td>0.021</td>
</tr>
</tbody>
</table>

Source: Prepared by the authors, (2023).

Referring to table 2, the results and interpretation of the hypotheses are obtained. The results of the analysis identified that there was a positive influence of organizational support on the performance level of lecturers ($\alpha = 0.283; \ CR = 2.304; \ p <0.05$), thereby leading to the acceptance of H1. The second result states that it was not proven to influence holistic intelligence on the level of lecturer performance ($\alpha = 0.024; \ CR = 0.099; \ p>0.05$), thus, H2 was rejected. The third result shows that there was a positive effect of organizational support on organizational commitment ($\alpha = 0.158; \ CR = 2.078; \ p <0.05$), therefore, H3 was accepted. The fourth result shows that there was an influence of holistic intelligence on organizational commitment ($\alpha = 0.173; \ CR = 3.346; \ p <0.05$), thereby leading to the acceptance of H4. As for proving the hypothesis of mediating organizational commitment, is proven by Solimun’s theory. In proving Solimun’s theory, it needs to be proven first that organizational support does affect the level of lecturer performance ($\alpha = 0.309; \ CR = 2.461; \ p <0.05$), thus, H5 could be accepted. Based on the analysis findings, it can be inferred that organizational support has an impact on performance when it is facilitated by commitment support at state universities (H1 and H5 were accepted), hence confirming the mediation of H6a. Furthermore, there is an influence of holistic intelligence on performance if it is mediated by commitment support at State Universities (H2 and H5 were accepted), thus, H6b is proven to mediate.

DISCUSSION

The number of respondents who participated, as many as 361 lecturers, came from State Universities in Yogyakarta in 2021. Based on the results of data collection, the following describes the characteristics of the respondents according to age, gender, education, years of service and certification status. State University Lecturers in Yogyakarta in 2021 the majority are > 45 years old with 145 people or 40.17%, then with a range of 35-45 years there are 120 people or 33.24% and the rest are in the 23-35 year range. In terms of education, 193 people or 53.46% had an education equivalent to a master's degree, and there were 168 people who had graduated with a doctoral degree or 46.54%. Then in terms of gender the majority were women as many as 220 people or 60.84% and men as many as 141 people or 39.06%. This means that
the majority of Lecturers at State Universities in Yogyakarta have an age range of >45 years and are female with more levels of education equivalent to Masters. Therefore, it can be analyzed that the majority of Yogyakarta State University Lecturers half of their age have served and are loyal to the organization so that there are many forms of dedication and contribution to the advancement of education. Thus it is expected to be able to develop educational organizations to be able to form superior seeds that are useful and able to spread knowledge not only in education but in the life of the surrounding community.

Judging from the years of service, the majority of Lecturers of State Universities have served > 15 years as many as 127 people or 35.18%, then there are 10-15 years as many as 104 people or 28.81%, 0-5 years of service as many as 75 people or 20.78%. Based on the data above, it can be concluded that the majority of lecturers have served for a long time and have worked for more than half the age, with the term of office currently held by the majority being > 15 years. Tenure of service can increase evaluation in promotion, besides that achievements and experience and work have an impact on performance appraisal in the organization. The majority of lecturers' certification status already has more than 50% certification, meaning that each lecturer has passed this competency test carried out in the form of a portfolio assessment, which is an assessment of academic and professional experience using a lecturer's portfolio.

According to Yavas et al (2010), organizational support is highly efficient in distinguishing high and low worker productivity. Chang, Liu, Heish, and Chen’s (2020) report explains that perceived organizational support is a resource capable of positively influencing performance. In addition, Chen et al (2020) discover that organizational support can be categorized as either reinforcing support or inhibiting support. Strengthening organizational support has a positive effect on performance. Essentially, the more advanced an organization becomes, the more likely it is to establish an indirect reciprocal relationship. For instance, when universities offer adequate support to their lecturers, it results in their loyalty toward the organization, preventing them from seeking employment elsewhere. As a result, having organizational support is crucial to improving employee success and ensuring their loyalty to the organization.

The presence of holistic intelligence is one external factor that can be seen as enhancing lecturer performance in addition to organizational support. The view of holism, which is founded on a timeless philosophy, can be used to develop holistic intelligence. Every aspect of nature is thought to be interconnected and a component of a single, cohesive whole by timeless philosophy. Thus, by positioning the theory of IQ, EQ, and SQ as dimensions of holistic
intelligence, the construction of holistic intelligence as a preposition in research was explored from a theological perspective. To achieve the goals, holistic intelligence is a component of intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ). Emotional intelligence (EQ) is the ability to use emotions effectively in managing oneself and influencing relationships with others. Spiritual intelligence (SQ) is intelligence to deal with behavioral problems and their lives. Within a wider and more comprehensive context, spiritual intelligence functions to evaluate an individual’s conduct or manner of existence, to its value and meaning. According to Ravichandran et al. (2011), there is a weak but positive correlation between emotional intelligence and work performance. The findings of a study by Al Mazrouei and Pech (2015) revealed a significant positive relationship between emotional self-assessment, using emotions, and emotion regulation on employee participation in work productivity. According to Nilamartini et al. (2021), the ultimate objective of the three bits of intelligence IQ, EQ, and SQ is performance. However, an organization needs qualified human resources to support it to increase performance. Therefore, gaining a competitive advantage depends on the capacity of intellectual capital. The ability to integrate holistic intelligence possessed by lecturers serves to achieve higher educational goals. Thus, the abilities possessed by lecturers and their reasoning accompanied by rational and directed ideas can solve problems so that they can successfully achieve their goals (Yunita, et al., 2023).

Organizational support (POS) and holistic intelligence can have a stronger effect when accompanied by a commitment from within the employee. In other words, an individual who receives support in their job will experience a type of acknowledgment from the organization for the work they have accomplished, which results in a deep sense of belonging to the organization. The situation is similar when it comes to holistic intelligence. If lecturers have a strong holistic intelligence, they can develop themselves. In addition, they will tend to have a strong commitment if the work environment also provides support. The finding in this research is that organizational commitment exists and can be used as a mediator to further enhance employee performance. Previous studies by Nadhila et al. (2020) and Faidha (2021) describe the existence of organizational commitment made up of affective commitment, continuance commitment, and normative commitment; they claim that increased organizational commitment will enhance performance.
CONCLUSION

Based on the results of the analysis, it can be concluded that organizational support (POS) influences the level of lecturer performance. Organizational support can come from superiors, co-workers, and family and work environment. An individual who is provided with support will be encouraged to enhance their productivity as an act of loyalty. Additionally, if an employee has a strong sense of commitment, their work will improve because of their increased loyalty to the organization. However, the success of lecturers is not significantly impacted by holistic intelligence. An individual with a high degree of holistic intelligence may not always be devoted to their work. Workplace issues will arise if the three components of holistic intelligence intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ) cannot be correctly integrated. In contrast, if it is combined with the commitment that develops within the organization, it will typically work to enhance performance. Then, lecturers who have strong holistic intelligence will tend to have a strong commitment if the work environment participates in providing support.

SUGGESTIONS

Based on the findings from the study, the researcher offers several suggestions, including the need to assess lecturer performance to determine how much work has been accomplished over a period of time and what factors influence an improvement or decline in lecturer performance. This is an assessment method that aims to develop a strategy to enhance work ethics and productivity, resulting in improved performance. Lecturers face challenges in fulfilling their obligations due to the multitude of responsibilities they hold. Therefore, conducting an evaluation is crucial. Lecturers must possess values that align with their duties to uphold their responsibility towards the TRI DHARMA. By fostering a dedication towards higher education, a sense of mutual advantage can be established. This will consequently impact an individual's level of motivation to excel, depending on the nature of support received. Furthermore, existing expertise should be enhanced to serve as a roadmap for proficiently meeting the TRI DHARMA's requirements.
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