

Building Support Staff Loyalty through Work Morality and Higher Education Sustainability

Abbas Sofwan Matlail Fajar¹, Rafadi Khan Khayru², Jeje Abdul Rojak³

¹Universitas Islam Tribakti Lirboyo Kediri

²Universitas Sunan Giri Surabaya, Indonesia

³Universitas Islam Negeri Sunan Ampel Surabaya

ARTICLE INFO

Article history:

Received 24 December 2024

Revised 30 December 2024

Accepted 04 January 2025

Key words:

Organizational commitment,
Support staff,
Moral values,
Higher education,
Sustainability,
Ethical management,
Organizational culture.

ABSTRACT

Organizational commitment among higher education support staff is essential for maintaining service quality, institutional continuity, and long-term sustainability. This article examines how moral foundations and organizational management practices can strengthen staff commitment and how sustainability orientation can sustain that commitment over time. An integrative literature review synthesizes scholarship on organizational commitment, ethical leadership, organizational support, staff development, communication, quality culture, and sustainability in higher education. The findings indicate that moral commitment becomes constructive when responsibility, integrity, fairness, and service are supported by reciprocal organizational practices rather than demands for unconditional loyalty. Recognition, open communication, competence development, employee voice, well-being, and fair treatment strengthen affective and normative attachment. Sustainability further provides long-term meaning by connecting administrative and technical work with institutional resilience, responsible resource use, social value, and continuous improvement. Staff participation in sustainability planning, quality management, knowledge transfer, and performance evaluation can reinforce ownership of institutional goals. Sustainable organizational commitment therefore depends on aligning moral responsibility, supportive employment practices, and meaningful participation in the university's long-term development.

INTRODUCTION

Educational staff hold a strategic position in the continuity of higher education because various academic functions depend on administrative support, information technology, finance, libraries, laboratories, student services, facility management, and other institutional services. The quality of a university is therefore not solely determined by lecturers and academic leaders, but also by the ability of educational staff to maintain service continuity. Problems arise when the relationship between staff and the institution is built solely through employment contracts and economic rewards. Such relationships may generate compliance with duties, but do not necessarily form an attachment that makes employees willing to maintain quality, help colleagues, accept change, and safeguard the interests of the institution in the long term (Twomey, 2023). Organizational commitment becomes a

relevant factor because it describes the psychological relationship between employees and the organization, including the willingness to stay and direct energy toward the achievement of shared goals (Seema, 2022).

Meyer et al. (2002) distinguished affective, continuance, and normative commitment as forms of attachment that are interrelated but have different consequences. Their meta-analysis showed that affective commitment has the strongest and most favorable relationship with attendance, performance, and organizational citizenship behavior, while normative commitment is also related to positive outcomes, although with weaker strength. Continuance commitment, which is mainly based on the cost of leaving the organization, does not produce the same pattern of benefits. Affective attachment develops when employees have a positive psychological condition,

* Corresponding author, email address: rafadikhan.khayru@gmail.com

are able to manage work pressure, and feel satisfied with their experience in the organization (Darmawan & Mardikaningsih, 2022; Darmawan, 2024b). This framework gives universities a basis for distinguishing staff who stay because they feel attached to the institution, staff who feel a moral obligation, and staff who stay because other job options are limited. Efforts to strengthen sustainable commitment should be directed more toward affective and moral attachment than toward economic dependence alone.

Morality gives commitment a deeper dimension because it connects work with judgments about responsibility, honesty, fairness, service, and the common good (Melé, 2001). Among educational staff, the moral basis can be seen when service to students is not treated as an administrative procedure to be completed as quickly as possible, but as a responsibility that affects a person's educational experience. A similar orientation applies to the management of data, finances, facilities, academic information, and public services. Moral commitment differs from loyalty that demands obedience without criticism. Staff with moral responsibility need to be able to raise problems when procedures harm users or when organizational decisions deviate from stated values. Openness and accountability in resource management make employees more confident that moral responsibility is carried out in practice (Rojak & Issalillah, 2022). Opportunities to participate in decisions also give staff a legitimate space to voice objections (Rojak et al., 2021). Morality therefore needs to be built through fairness, role modeling, clear responsibilities, and opportunities to voice concerns, not through psychological pressure that makes employees feel guilty when they question policies.

Leadership plays a major role in shaping moral orientation because leaders' behavior becomes a source of social learning for organizational members (Lian et al., 2022). Brown et al. (2005) described ethical leadership as morally appropriate normative behavior and showed that such leadership is related to honesty, trust in the leader, interactional fairness, job satisfaction, dedication, and employees' willingness to report problems to management. For educational staff, a leader's moral message loses its force if policies on rewards, promotion, work distribution, or problem resolution are applied unfairly. Role modeling gains meaning when the values conveyed are reflected in organizational procedures (Rojak, 2024). Effective leadership, accompanied by discipline and sustained work

motivation, also influences employee performance (Saputra & Darmawan, 2023). Leaders who value integrity need to provide protection for staff who report mistakes, listen to professional objections, and treat differences in position with equal dignity. Equal treatment matters because discrimination and stigma reduce a person's psychological well-being and social engagement (Pakpahan et al., 2022).

Organizational support serves as a bridge between institutional values and employees' real experiences. Kurtessis et al. (2017), through a meta-analysis of hundreds of studies, explained that perceived organizational support forms when employees judge that the organization values their contributions and cares about their well-being. Such support is related to leadership, human resource practices, working conditions, employees' orientation toward the organization, performance, and well-being. For educational staff, calls for loyalty will struggle to gain legitimacy if development opportunities are low, workloads are disproportionate, contributions are rarely appreciated, or employees feel treated as an additional function compared with other academic elements. Unequal access to development can also widen the gap in opportunities among employees (Rojak & Khayru, 2022). Moral commitment requires reciprocity. The institution expects responsibility from staff, while staff need to experience that the organization fulfills its obligations properly (Irfan et al., 2024). Continuous service demands without adequate support can cause empathy fatigue among service employees (Khayru & Darmawan, 2023). This reciprocity allows commitment to develop from conscious choice rather than from dependence.

A focus on sustainability expands the meaning of commitment from willingness to stay to willingness to maintain the institution's ability to fulfill its mandate over the long term. A sustainable university requires continuity of human resources, operational efficiency, adaptive services, social justice, responsible use of resources, and the ability to face technological change and societal demands (Carungay et al., 2023). The ability to adapt to change is an important part of institutional resilience (Oluwatosin et al., 2023). The continuity of human resources also depends on maintaining the motivation and performance of experienced employees (Darmawan & Mardikaningsih, 2023). Universities also need to build awareness of social, economic, and environmental issues and prepare institutional members to face global challenges and contribute to sustainable solutions (Hariani &

Mardikaningsih 2022). Decisions that involve the views of many parties help the institution understand problems more fully (Darmawan, 2024a). Educational staff have a direct connection to these processes because they manage administrative systems, facilities, data, student services, and operational activities. A sustainability orientation can give additional meaning to their work by showing that orderly documents, energy saving, service digitalization, competency development, and inclusive services are part of the institution's continuity. Commitment then moves from loyalty to the work unit toward awareness of how one's work affects the future of the university.

This paper aims to explain the mechanism for strengthening organizational commitment among educational staff based on moral foundations and a sustainability orientation. The discussion focuses on ethical responsibility, fairness, organizational support, communication, competency development, relationship quality, quality culture, participation, and the translation of the sustainability agenda into the scope of daily work. Commitment is understood as a form of attachment that encourages staff to remain in the organization, contribute sincerely, maintain integrity, and simultaneously support the university's ability to face long-term changes. In line with this objective, this study highlights the role of moral values and human resource management practices in strengthening organizational commitment among educational staff in higher education environments, as well as how to integrate the sustainability orientation adopted by the university with efforts to strengthen such commitment in order to build sustainable organizational attachment that is resilient to future dynamics.

RESEARCH METHOD

This study uses an integrative literature review to synthesize studies regarding organizational commitment, work morale, employee-organization relationships, human resource management, and university sustainability. Torraco (2005) explains that an integrative literature review can be used to review and critique past knowledge while generating new frameworks of understanding through the combination of dispersed literature. Snyder (2019) positions the literature review as a research methodology that can be used when an issue requires the mapping of theories and findings from various research traditions. Sources were selected based on their relevance to staff, working relationships, organizational morale, or the sustainability of

educational institutions.

The processing of sources was carried out through searching, relevance appraisal, thematic grouping, comparison, and interpretative synthesis. Grant and Booth (2009) use the elements of Search, Appraisal, Synthesis, and Analysis to explain the primary activities in various forms of reviews. The selected materials were then grouped according to two research problems. The first group covers work morale, organizational support, social responsibility, communication, competence, interpersonal relationships, and managerial challenges. The second group covers quality culture, sustainability policies, institutional leadership, sustainable performance measurement, staff participation, and the balance of economic, social, and environmental goals. Literature originating from the business field is used conceptually when the principles discussed can explain employment relationships in higher education. The synthesis is not positioned as a meta-analysis because the sources have diverse designs and units of analysis.

RESULT AND DISCUSSION

Strengthening Organizational Commitment through Morale and the Management of Educational Staff

The commitment of educational staff must be built upon the experience that their work holds value for the institution and society. Administrative staff, librarians, technicians, information system managers, laboratory staff, financial personnel, and facility managers carry out activities that determine the smoothness of the educational process (Yildiz, 2017). A moral foundation emerges when employees understand the relationship between their daily tasks and the interests of service users. Student data accuracy, for example, does not stop as a matter of administrative order because errors can affect graduation or academic rights. Financial management relates to stewardship over institutional resources. Facility maintenance is connected to the safety and comfort of the academic community. Explanations of meaning like this help commitment grow through identification with institutional goals, rather than through abstract calls for loyalty. Organizations need to make the relationship between work and service value visible in communication, performance appraisal, and recognition.

Institutional social responsibility can strengthen employee attachment when staff see that the university implements values aligned with their

moral expectations. Asrar-ul-Haq, Kuchinke, and Iqbal (2017) found that the dimensions of social responsibility have a relationship with job satisfaction and organizational commitment in the higher education environment they studied. The authors also showed that involvement in social responsibility activities can support the development of employee commitment. For educational staff, attachment can increase when the university treats students, workers, society, and the environment responsibly. Pride in the institution provides an affective and moral basis for commitment. The implementation of social values within the organization needs to be accompanied by fair and inclusive practices, because stereotypes and discrimination can limit individual opportunities in education and employment as well as reinforce social inequality (Sajapong et al., 2022). Consistency between public identity and internal experience is therefore a prerequisite for institutional morale to strengthen, rather than weaken, staff trust.

Moral commitment also requires fairness in working relationships. Ethical obligations are not properly used to justify excessive workloads under the guise of dedication to education (Oludayo et al., 2018). Staff who are continually asked to sacrifice their time without support, appreciation, or clarity of priority may experience exhaustion and cynicism toward the values campaigned by the institution. Universities need to build morale as a reciprocal relationship: staff maintain integrity and service quality, while the organization provides fair procedures, protection, development, and recognition. The management of promotions, remuneration, training, task distribution, and evaluations needs to have understandable criteria. Healthy normative commitment develops from a sense of responsibility and a sense of receiving fair treatment. It differs from a sense of indebtedness deliberately created so that staff find it difficult to raise objections or leave the organization when working conditions are unhealthy.

Communication determines whether moral values transform into real working relationships. Gardi et al. (2021) position communication as a mechanism that shapes understanding, trust, dialogue, feedback, cohesion, and the quality of organizational relationships. They emphasize the importance of communication skills and feedback mechanisms for relationship sustainability in a changing environment. For educational staff, two-way communication reduces the distance between leadership and service units. Employees need to know the reasons behind procedural changes and

have the opportunity to convey operational risks that may not be visible at the leadership level. Listening to staff also has moral value because it recognizes them as professional subjects possessing knowledge. Commitment develops more easily when communication provides certainty, respects dignity, and allows differing opinions to be expressed without threat (Hubbart, 2022).

Relationship quality can be read through the principles of relational value. Alamin et al. (2021) discuss a relational value framework that positions sustainable relationships as the outcome of value creation, trust, communication, and the maintenance of attachment. Although this work originates from relational marketing discussions, its ideas can be used conceptually to interpret the relationship between staff and the university. Commitment is not formed by a single transaction such as the provision of salary or annual recognition. Relationships develop through a series of experiences regarding whether the institution keeps promises, listens to problems, provides support, and treats employees consistently. Every managerial decision can add to or diminish relational value. Universities that wish to retain committed staff need to manage relationship experiences over the long term, especially during times of change, conflict, and work pressure.

Competency development provides concrete evidence that the university views staff as part of its future. Sustainability competencies include critical thinking, collaboration, digital literacy, emotional intelligence, ethical leadership, responsibility, and adaptability. They also position transformative learning and capacity building as drivers of readiness to face future challenges. Training generates commitment benefits when staff see the connection between enhanced capabilities, opportunities to develop, and institutional needs. Investment in competencies signals that the organization does not treat employees as easily replaceable labor (Shirokolobova et al., 2022).

The ability to cope with uncertainty also affects commitment because change often raises concerns regarding work and the future (Liwak et al., 2023). Mardikaningsih and Darmawan (2021) highlight that regulatory uncertainty, low understanding, limited training, and weak communication can hinder organizational sustainability. They emphasize the need for adaptive strategies, sustainability education, as well as transparent measurement and reporting. Universities face technological changes, educational regulation shifts, accreditation systems, student needs, and efficiency demands that can alter

staff duties rapidly. Commitment will weaken if changes are perceived as threats that always arrive without preparation (Waller et al., 2020). Management can reduce such issues through pre-change training, communication regarding policy rationales, opportunities to adapt, and protection for staff requiring learning time.

Recognition of staff contributions is another element that strengthens the moral bond. Many educational support activities function well when they remain invisible, such as system maintenance, data verification, archive management, facility security, or support for academic activities. The success of such functions is often taken for granted, whereas errors immediately attract attention (Kezar & Elrod, 2020). This pattern of recognition can make staff feel that their contributions lack symbolic value. Universities need to build appreciation that is not always in the form of financial incentives. Positive feedback, development opportunities, involvement in decisions, recognition of service innovation, and clear career paths convey the message that educational work is a core component of institutional quality. Fair recognition helps staff connect their professional identity with the university's success.

Service identity can strengthen commitment without making staff passive toward organizational weaknesses. Universities should develop an understanding that moral service encompasses honesty, empathy, accuracy, responsibility, and the courage to improve procedures. Staff who discover inefficient processes need to have the space to propose improvements (Arifin et al., 2020). Loyalty to the institution can be demonstrated through criticism aimed at maintaining quality, rather than through acceptance of all decisions. A culture that values employee voice makes morale a source of improvement. The organization gains information about problems early on, while staff feel that their professional responsibility is valued. This relationship strengthens affective commitment because employees not only work within the system, but feel they help shape the system.

Staff welfare must also be part of moral strengthening. Institutions that demand ethical service have an obligation to create conditions that enable employees to practice these values. Uncontrolled workloads can reduce patience, accuracy, and communication quality. Job insecurity can drive staff to prioritize self-protection over collaborative improvement (Hebert, 2019). Unreasonable schedules and pressure without support can turn commitment into burnout. A moral

approach must therefore include respect for the health, time, dignity, and personal life of employees. Enduring commitment is more likely to develop when staff can contribute without constantly sacrificing their well-being.

Commitment management requires evaluations that distinguish physical presence from psychological attachment. Low turnover rates do not necessarily indicate high commitment because staff may stay due to limited employment choices. Universities need to monitor engagement, trust, perceptions of fairness, learning opportunities, willingness to provide input, and confidence in the institution's direction (Gani & Irfan, 2022). Data can be obtained through employee surveys, dialogue forums, exit interviews, unit evaluations, and competency development indicators. Such information should be used for improvement, rather than becoming a tool to identify staff deemed insufficiently loyal. The way an organization uses commitment data itself is a moral test. Trust will decline if surveys claimed to be anonymous are subsequently used to suppress criticism.

Moral values strengthen the commitment of educational staff when translated into fair, supportive, communicative organizational experiences that provide room for growth. Morale is not sufficiently stated through codes of ethics. It needs to be visible in the way leaders make decisions, the way the institution treats employees, the way conflicts are resolved, and the way contributions are appreciated. Support, relationship quality, competency development, welfare, and opportunities to voice opinions form the foundation for staff to internalize the university's goals. The resulting commitment is healthier because it stems from a sense of ownership and responsibility, rather than from the fear of losing a job or pressure to always obey. Morale ultimately functions as the basis for a reciprocal relationship between staff integrity and organizational integrity.

Sustainability Orientation and Long-Term Commitment of Educational Staff

A sustainability orientation broadens the scope of commitment as staff are directed to view their work as part of the university's ability to survive and provide benefits across generations. Institutional sustainability encompasses financial health, service continuity, community well-being, environmental management, knowledge maintenance, adaptability, and social legitimacy (Nudzor, 2020). Educational staff deal directly with these elements through procurement, energy use, data, facilities,

student services, digital systems, and administrative relations. The strengthening of commitment can be carried out by demonstrating the concrete relationship between each unit and the long-term agenda. Employees will find it easier to identify with sustainability when such objectives are translated into operational decisions that they can influence. Agendas that reside only in leadership documents struggle to generate a sense of ownership.

Lozano et al. (2013) show that university sustainability needs to enter the entire university system, including education, research, campus operations, public relations, assessment, reporting, collaboration, and institutional frameworks. They emphasize that leaders and staff need to be empowered as agents of change so that sustainability becomes the connecting thread of the entire university system. This view provides a clear position for educational staff. Sustainability cannot be placed solely in study centers or academic activities because campus operations are carried out through daily administrative and technical work. The involvement of staff in planning, implementation, and evaluation makes the agenda a source of work meaning. Commitment strengthens when employees know that the small decisions they make are part of the institution's longer goals.

Sustainability requires consistency over a long period. Ramísio et al. (2019) studied a nine-year journey of implementing a sustainability agenda in higher education institutions and emphasized transition approaches, a culture of sustainability, academic community engagement, and the use of performance indicators. These lessons show that change cannot depend on a single project or a single leadership period. For educational staff, continuity is crucial because they often serve as the keepers of operational memory when leaders or policies change. Staff who understand the reasons, indicators, and procedures of sustainability can ensure that the agenda continues across periods. Universities should integrate sustainability into work standards, competency development, and evaluation systems so that staff involvement does not depend on specific leadership figures.

Casarejos et al. (2017) offer a framework for universities to achieve sustainability goals through system strengthening, strategic action, and the measurement of commitment and institutional performance. This framework is relevant to staff management because commitment is not sufficiently measured through positive attitudes toward sustainability. Organizations need to know whether

staff have the resources, authority, and procedures to turn attitudes into actions. Administrative employees can support paper reduction if digital systems function well. Facility managers can improve energy efficiency if they possess data and investment support. Procurement units can select more responsible goods if policy criteria allow for it. Commitment becomes stronger when institutions eliminate contradictions between sustainability goals and working systems that actually make it difficult for staff to implement them.

A quality culture provides a mechanism to connect commitment and sustainability. Putra and Arifin (2022) position Total Quality Management as an approach that encourages continuous improvement, the involvement of all members, leadership, performance evaluation, and an organizational culture that is adaptive to change. They also note that the success of TQM depends on management involvement and the participation of organizational members. In higher education, the principle of continuous improvement can be applied to administrative services, response times, data accuracy, process efficiency, and student experience. Educational staff acquire an active role because they become the source of knowledge regarding operational details. When their improvement ideas are recognized and tested, commitment develops through the experience that the organization trusts employee competence.

Sustainability also needs to maintain a balance among economic, social, and environmental goals. Mardikaningsih and Hariani (2021) discuss sustainability through the need to build a balance among these three dimensions. This principle can be applied in universities by avoiding efficiency policies that solely pursue cost savings while diminishing service quality or staff welfare. Reducing resource use can become an environmental and economic value, but its design needs to consider workload and student access. Digital policies can increase efficiency, but need to provide support for staff who are adapting. Balanced sustainability provides moral legitimacy because staff see that the institution does not use a single indicator as an excuse to ignore other dimensions. This alignment strengthens trust in the long-term agenda.

Staff participation needs to begin at the formulation stage, rather than after a program has finished being designed. Educational staff possess knowledge regarding workflows, user needs, and technical constraints that may not be available at the leadership level (Nesset & Bible, 2018). Sustainability planning forums can include representatives from

administrative units, libraries, information technology, facilities, finance, student services, and laboratories. Such involvement has two benefits. The institution obtains more realistic policy designs, while employees obtain a sense of ownership over change. Participation also contains moral value because it recognizes work experience as a legitimate source of knowledge. When staff only receive instructions, commitment easily stops at procedural compliance. When they help shape decisions, attachment to the results becomes stronger.

Sustainable human resource management needs to consider competency continuity. Universities can experience a loss of knowledge when experienced staff retire or move without a transfer mechanism (Bano, 2020). Sustainable capacity development needs to be adjusted to institutional needs and supported by the competencies of implementers as well as the ability to adapt to the diverse needs of organizational members (Rojak et al., 2024). Senior staff gain recognition as a source of knowledge, while newer staff receive a clear learning pathway. This pattern also reduces the institution's dependence on specific individuals. Human resource sustainability means that the organization preserves collective capabilities even when the employee composition changes. Employees will see more meaningful development pathways when the learning system does not stop at momentary training, but relates to the ability to shoulder greater responsibilities.

A system of sustainability indicators can strengthen commitment if used fairly and comprehensibly. Each unit needs to know the goals it can influence, such as reducing service time, energy efficiency, reducing data errors, user satisfaction, waste management, or increasing digital access. Indicators should not make staff chase numbers while ignoring quality. Universities can combine quantitative data with evaluations of user experience and process learning (Hands & Anderson, 2018). Results need to be communicated back to staff so that they see the connection between their contributions and institutional change. Transparency makes sustainability feel real, while feedback provides a sense of achievement. Commitment will be difficult to sustain if employees are continually asked to make changes without ever knowing whether their efforts produce benefits.

Changes toward sustainability can generate resistance when staff anticipate additional work, loss of authority, or threats to existing competencies. Resistance does not always indicate a lack of commitment. It may contain information regarding design flaws or unaddressed concerns. Management

needs to distinguish opposition stemming from ambiguity from opposition arising from conflicting interests. Communication, limited trials, training, and evaluation spaces help staff understand changes and evaluate their results. Such an approach aligns more closely with moral commitment because employees are treated as partners in change. Forcing rapid acceptance can yield short-term compliance, but risks fostering a cynical attitude toward subsequent programs.

Institutional sustainability also requires governance that protects the long-term agenda from leadership changes. Policies need to be articulated into procedures, budgets, indicators, responsibility structures, and reporting mechanisms. Educational staff can function as guardians of continuity because they interact directly with operational systems over time. For this function to operate, the organization must provide sufficient access to information and authority. Employee commitment will be stronger when they see that the improvement work performed today is not lost every time leadership changes. Policy stability provides certainty that investments in capability, documentation, and habit modification have long-term value. Such institutionalization transforms sustainability from a project into an organizational character.

A sustainability orientation can strengthen the commitment of educational staff when it is translated into work, quality culture, participation, competency development, the balance of interests, and long-term governance. Staff need to understand the reasons behind the sustainability agenda, possess the ability to implement it, and be able to see the results of their contributions (Rojak, 2023). Universities must also ensure that the sustainability agenda is not built through additional burdens that ignore employee welfare. Enduring commitment is born when the long-term goals of the institution align with a fair and meaningful work experience. Morale provides direction on how change should be carried out, while sustainability provides a time horizon that allows commitment to transcend momentary interests.

CONCLUSION

The strengthening of organizational commitment among educational staff requires a connection between moral values and real organizational experiences. Morale shapes responsibility toward service, integrity, fairness, and institutional interests, whereas organizational support determines whether these values can be implemented without becoming demands for unilateral sacrifice. Commitment grows when staff are valued, receive open communication,

have learning opportunities, are treated fairly, and can express their professional voice. A sustainability orientation broadened this attachment by connecting daily work to the university's ability to survive and provide benefits in the long term. A culture of quality, participation, competency development, transparent indicators, welfare, and governance continuity helps sustain commitment. Universities ultimately need to build staff who stay because they feel they share a common purpose and are responsible for the future of the institution, rather than due to limited alternative employment options.

The organizational commitment of educational staff is more appropriately understood through the intersection of psychological attachment, organizational morale, and a sustainability orientation. Normative commitment becomes constructive when born from responsibility supported by fairness, rather than from guilt or pressure of loyalty. Affective commitment gains strength when staff feel that their contributions are meaningful and recognized. Sustainability can be used as a framework to expand the study of commitment from the issue of retention toward the ability to maintain institutional capacity across time. Managerially, universities need to connect human resource policies with the sustainability agenda, so that training, appraisal, communication, recognition, welfare, and staff participation move toward the same goal. Educational staff then acquire a position as drivers of institutional sustainability, rather than merely administrative support elements. For universities, commitment surveys should be accompanied by evaluations of fairness, welfare, learning opportunities, and a sense of ownership over the sustainability agenda. Staff development programs need to connect technical competencies with adaptability, service ethics, and sustainability thinking. Leaders also need to maintain policy continuity so that staff see that their involvement produces lasting institutional change.

REFERENCES

- Alamin, S. R. L., Nurmalasari, D., Darmawan, D., & Arifin, S. (2021). Comprehensive relational value marketing framework. *Journal of Social Science Studies*, 1(1), 299–304.
- Arifin, Y., Rusyani, E., & Kurniatun, T. C. (2020). The Implementation of Ethics Indexed to Realizing *Organizational Values on Higher Education*. 337–344.
- Asrar-ul-Haq, M., Kuchinke, K. P., & Iqbal, A. (2017). The Relationship Between Corporate Social Responsibility, Job Satisfaction, And Organizational Commitment: Case of Pakistani Higher Education. *Journal of Cleaner Production*, 142, 2352–2363.
- Bano, Y. (2020). The Critical Link Between Knowledge Management and Succession Management at Higher Education Institutions. *Social Science Research Network*.
- Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical Leadership: A Social Learning Perspective for Construct Development And Testing. *Organizational Behavior and Human Decision Processes*, 97(2), 117–134.
- Carungay, S. M., Lasian, L., Lopez, D. J. D., & Malit, R. M. (2023). A Proposed Framework for Sustainable and Impactful Higher Education Institutions. *ACE*.
- Casarejos, F., Frota, M. N., & Gustavson, L. M. (2017). Higher education institutions: A strategy towards sustainability. *International Journal of Sustainability in Higher Education*, 18(7), 995–1017.
- Darmawan, D. (2024). From Individual Minds to Collective Decisions: The Function and Contribution of Cognitive Mapping. *Journal of Social Science Studies*, 4(2), 467–476.
- Darmawan, D. (2024). The Influence of Emotional Intelligence, Academic Stress, and Teaching Methods on Student Learning Satisfaction. *Journal of Practice Learning and Educational Development*, 4(4), 406–416.
- Darmawan, D., & Mardikaningsih, R. (2022). The role of positive psychological factors in enhancing employee engagement and commitment to work tasks. *International Journal of Service Science, Management, Engineering, and Technology*, 1(2), 37–44.
- Darmawan, D., & Mardikaningsih, R. (2023). Measuring Motivation and Performance of Older Workers for Sustainable Organizational Contribution. *Studi Ilmu Sosial Indonesia*, 3(2), 167–196.
- Gani, A., & Irfan, M. (2022). The Perpetuation of a School Culture that Doesn't Support Collaboration on the Learning Opportunity Gap between Students. *Bulletin of Science, Technology and Society*, 1(3), 61–66.
- Gardi, B., Udjari, H., & Darmawan, D. (2021).

- Understanding The Function of Communication in Building and Sustaining Quality Relationships Across Organizational Boundaries. *Journal of Social Science Studies*, 1(2), 245–252.
- Grant, M. J., & Booth, A. (2009). A Typology of Reviews: An Analysis of 14 Review Types and Associated Methodologies. *Health Information & Libraries Journal*, 26(2), 91–108.
- Hands, V., & Anderson, R. (2018). Local Sustainability Indicators and Their Role In The Implementation of The Sustainable Development Goals In The HE Sector. 267–283.
- Hariani, M., & Mardikaningsih, R. (2022). The Social Education Role in Shaping Students' Global Awareness in Higher Education. *Journal of Social Science Studies*, 2(1), 55–60.
- Hebert, E. P. (2019). Faculty Morale: A Perspective for Academic Leaders. *Kinesiology Review*, 8(4), 305–311.
- Hubbart, J. A. (2022). Organizational Change: Considering Truth and Buy-In. *Administrative Sciences*, 13(1), 3–3.
- Irfan, M., Al-Hakim, Y. R., & Sigita, D. S. (2024). Personal Values and Job Satisfaction: A Qualitative Perspective on Employee Performance in the Education Sector. *Bulletin of Science, Technology and Society*, 3(3), 1–6.
- Kezar, A., & Elrod, S. L. (2020). Taken for Granted: Improving the Culture of Celebration, Appreciation, and Recognition in Higher Education. *Change: The Magazine of Higher Learning*, 52(5), 29–36.
- Khayru, R. K., & Darmawan, D. (2023). Collective Empathy Fatigue Governance in Public Service Care Workforces and Systems. *Studi Ilmu Sosial Indonesia*, 3(1), 237–268.
- Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2017). Perceived Organizational Support: A Meta-Analytic Evaluation of Organizational Support Theory. *Journal of Management*, 43(6), 1854–1884. d
- Lian, H., Huai, M., Farh, J. L., Huang, J. C., Lee, C., & Chao, M. M. (2022). Leader Unethical Pro-Organizational Behavior and Employee Unethical Conduct: Social Learning of Moral Disengagement as A Behavioral Principle. *Journal of Management*, 48(2), 350–379.
- Liwak, S., Darmawan, D., & El-Yunusi, M. Y. M. (2023). Adaptation Readiness and Resilience Building of Novice Teachers in Navigating the World of Education Professional Work. *Journal of Social Science Studies*, 3(1), 213–222.
- Lozano, R., Lukman, R., Lozano, F. J., Huisingh, D., & Lambrechts, W. (2013). Declarations For Sustainability in Higher Education: Becoming Better Leaders, Through Addressing the University System. *Journal of Cleaner Production*, 48, 10–19.
- Mardikaningsih, R., & Darmawan, D. (2021). Business Sustainability Strategies in The Facing of Regulatory Uncertainty and Managerial Challenges. *Journal of Social Science Studies*, 1(2), 111–118.
- Mardikaningsih, R., & Hariani, M. (2021). Realizing Sustainability in Public Policy: Building A Balance Between Economy, Social, and Environment. *Journal of Social Science Studies*, 1(1), 191–196.
- Melé, D. (2001). Loyalty in Business: Subversive Doctrine or Real Need? *Business Ethics Quarterly*, 11(1), 11–26.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, Continuance, And Normative Commitment to The Organization: A Meta-Analysis Of Antecedents, Correlates, And Consequences. *Journal of Vocational Behavior*, 61(1), 20–52.
- Nesset, V., & Bible, J. B. (2018). Building Understanding Between Users and Designers Through Participatory Design: The Bonded Design Approach. *International Conference on Information*, 515–520.
- Nudzor, H. P. (2020). Addressing Sustainability Planning in Higher Education Research. In *Education at the Intersection of Globalization and Technology*. IntechOpen.
- Oludayo, O. O., Akanbi, C. O., Falola, H. O., & Aluko, O. A. (2018). Data on perceived Excessive Workload on Faculty Members' Commitment. *Data in Brief*, 20, 986–990.
- Oluwatosin, A., Rojak, J. A., & Darmawan, D. (2023). The Dynamics of Adaptive Capacity and Transformation Processes in the Discourse of Social Resilience. *Studi Ilmu Sosial Indonesia*, 3(2), 119–142.

- Pakpahan, N. H., Darmawan, D., & Rojak, J. A. (2022). Racial Discrimination and How Psychological Wellbeing and Social Engagement Impacts: A Review of the Literature on Identity, Stigma, and Coping Strategies in Multicultural Societies. *Journal of Social Science Studies*, 2(1), 87-94.
- Putra, A. R., & Arifin, S. (2022). The Importance of Total Quality Management (TQM) In Building A Sustainable and Adaptive Organizational Culture To Change. *Journal of Social Science Studies*, 2(1), 67-72.
- Ramísio, P. J., Pinto, L. M. C., Gouveia, N., Costa, H., & Arezes, D. (2019). Sustainability Strategy in Higher Education Institutions: Lessons Learned from A Nine-Year Case Study. *Journal of Cleaner Production*, 222, 300-309.
- Rojak, J. A. (2023). Factors Affecting Lecturer Involvement in Academic Culture Development and How Academic Culture Implements Higher Education. *Journal of Social Science Studies*, 3(1), 29-34.
- Rojak, J. A. (2024). The Relationship of Transformational Leadership and Organizational Commitment in Higher Education. *Bulletin of Science, Technology and Society*, 3(1), 14-20
- Rojak, J. A., & Issalillah, F. (2022). Transparency Triumphs: Unraveling the Impact of Village Fund Management Accountability and Policies on Rural Prosperity. *Bulletin of Science, Technology and Society*, 1(3), 20-24.
- Rojak, J. A., & Khayru, R. K. (2022). Disparities in access to education in developing countries: Determinants, impacts, and solution strategies. *Journal of Social Science Studies*, 2(1), 31-38.
- Rojak, J. A., Fajar, A. S. M., & Darmawan, D. (2024). A Comprehensive Review of Counseling's Contribution to Student Character Development in University Education. *International Journal of Service Science, Management, Engineering, and Technology*, 6(1), 13-18.
- Rojak, J. A., Khayru, R. K., & Darmawan, D. (2021). Citizens' Political Participation in Electoral Democracy and the Dynamics of Civil Society Movements. *Studi Ilmu Sosial Indonesia*, 1(1), 161-176.
- Sajjapong, T., Darmawan, D., & Marsal, A. P. (2022). The Role of Social Stereotypes in Shaping Opportunities and Inequalities in Society: Their Impact on Education, Employment, and Intergroup Interactions. *Bulletin of Science, Technology and Society*, 1(1), 44-49.
- Saputra, R. T., & Darmawan, D. (2023). Improving teacher performance through effective leadership, work discipline, and work motivation. *Bulletin of Science, Technology and Society*, 2(2), 31-36.
- Seema, D. (2022). Relationship Between Organizational Policies and Organizational Commitment. *International Journal of Research in Human Resource Management*, 4(2), 121-123.
- Shirokolobova, A. G., Larionova, Y. S., Achkasova, O., & Shirokolobov, G. (2022). Pedagogical Staff and Digital Competencies: Professional Development in the Academic Digitalization. *Vestnik Kemerovskogo Gosudarstvennogo Universiteta. Seriâ: Gumanitarnye i Obshchestvennye Nauki*, 2022(3), 189-197.
- Snyder, H. (2019). Literature Review as A Research Methodology: An Overview and Guidelines. *Journal of Business Research*, 104, 333-339.
- Torraco, R. J. (2005). Writing Integrative Literature Reviews: Guidelines and Examples. *Human Resource Development Review*, 4(3), 356-367.
- Twomey, T. (2023). Quality In Higher Education: Navigating the Academic Business Nexus. In *Quality Control and Quality Assurance-Techniques and Applications*. IntechOpen.
- Waller, R. E., Lemoine, P. A., Garretson, C. J., & Richardson, M. D. (2020). Global Higher Education: Complexity and Uncertainty. *International Education and Research Journal*, 6(4).
- Yildiz, Y. (2017). Components of Commitment to the Teaching Profession. *International Journal of Social Sciences*, 4(2), 115-122.

