



Higher-Order Organizational Commitment Instrument Integrating Spiritual and Islamic Educational Values: Development and CVA-Based Analysis

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Abstract: This study aims to develop and validate a higher-order organizational commitment instrument integrating spiritual dimensions and Islamic educational values, grounded in the three-dimensional model proposed by John P. Meyer and Natalie J. Allen (Affective, Continuance, and Normative Commitment), with the addition of a spiritual-value dimension reflecting Islamic educational principles. A quantitative research design was employed involving 100 lecturers at Universitas Pamulang selected through simple random sampling. The initial instrument consisted of 24 items proportionally distributed across three dimensions, with a balanced composition of favorable and unfavorable statements. Data were analyzed using Second-Order Confirmatory Factor Analysis (CFA) with SmartPLS 4, alongside Content Validity Analysis (CVA) to ensure item relevance and representativeness. The findings indicate that the higher-order construct demonstrated satisfactory convergent validity, with factor loadings exceeding 0.50 and Average Variance Extracted (AVE) values above 0.50 across dimensions. Affective Commitment demonstrated the strongest contribution to the higher-order construct, followed by Continuance Commitment and Normative Commitment. Reliability analysis confirmed strong internal consistency, with Cronbach's alpha and Composite Reliability exceeding recommended thresholds. The developed instrument is empirically valid and reliable for assessing organizational commitment among lecturers in value-based higher education settings and contributes to the advancement of psychometric measurement by integrating organizational theory with spiritual and Islamic educational values.

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Introduction

Universities currently face increasing pressures for rapid transformation, including digitalization, accreditation requirements, global competition, and growing academic workloads. This change requires the existence of lecturers who have a strong organizational commitment to be able to maintain the quality of teaching, research, and service in a sustainable manner. Studies have shown that organizational commitment has a significant effect on academic retention, work motivation, and institutional performance in the long term (Meyer & Allen, 2016; Kim & Kim, 2020). In the context of Islamic values-based universities, organizational commitments are not only administrative and professional, but also related to moral and spiritual responsibilities. Lecturers perform not only academic functions, but also the mandate of Islamic educational values and ethics. When organizational commitment is weakened, universities are at risk of facing decreased loyalty, increased turnover intention, and weakened academic integrity (Hanaysha, 2022). Therefore, developing valid and context-



sensitive organizational commitment instruments is essential, particularly those integrating spiritual dimensions and Islamic educational values.

Organizational commitment has traditionally been conceptualized as a multidimensional construct consisting of affective commitment, continuance commitment, and normative commitment, as formulated by John P. Meyer and Natalie J. Allen (2013). This Three-Component Model (TCM) has been widely applied across various organizational sectors and has demonstrated strong conceptual validity and substantial empirical support in explaining individuals' attachment to their organizations. Subsequent studies have indicated that the dynamics of modern work environments—including administrative pressures, publication demands, and changes in university governance—may affect the three dimensions of commitment in different ways (Sharma & Taneja, 2018). These developments underscore the dynamic and contextual nature of organizational commitment, thereby allowing for conceptual enrichment when applied to organizational settings characterized by specific value orientations.

Many higher education studies adopt the scale developed by John P. Meyer and Natalie J. Allen without sufficient contextual adaptation. Although the Three-Component Model (TCM) explains affective, continuance, and normative commitment in secular organizational settings, it does not explicitly incorporate vocation-based intention or transcendental accountability. This omission reflects a form of contextual blindness toward the spiritual–professional nexus and may limit the scale's ability to capture the deeper motivational and spiritual foundations of organizational commitment. As a result, the instruments may include items that insufficiently represent lecturers' professional experiences, particularly in institutions that prioritize Islamic values. Adaptation studies indicate the presence of misfitting items when generic scales are applied in academic contexts with distinct organizational cultures (Jain, Giga, & Cooper, 2021). In addition, cross-cultural research reveals that the three-dimensional structure of organizational commitment can show relative variation in contributions in various contexts (Wasti, 2020). In Islamic education, attachment to institutions is not only driven by professional emotional and normative considerations, but also by the values of trust, sincerity, and spiritual responsibility. This indicates the need for a redesigned instrument to be more sensitive to the value of Islamic education. Thus, this study proposes a conceptual reconstruction of the organizational commitment instrument while retaining its core theoretical foundations.

Within the context of Islamic higher education, lecturers' organizational commitment is shaped not only by emotional attachment, cost considerations, or formal moral obligation, but also by spiritual orientation, moral calling, and the value of *amanah* (trust and moral responsibility) embedded in the profession as part of academic da'wah and character formation. However, most studies on lecturers' organizational commitment continue to employ generic scales that do not explicitly incorporate Islamic educational values. Research in work psychology suggests that faith-based work values can strengthen individuals' affective and normative commitment to their organizations (Kim, 2020). The alignment between personal values and institutional values has been shown to foster more stable and meaningful attachment. Therefore, measuring organizational commitment within Islamic higher education institutions necessitates the integration of a spiritual dimension as a conceptual reinforcement—not to replace the model proposed by John P. Meyer and Natalie J. Allen, but to enrich and contextualize it in accordance with the distinctive realities of Islamic academic settings.

Prior research conceptualizes organizational commitment as a higher-order construct—a second-level latent variable reflected by interrelated dimensions (Aydin et al., 2013; Kim & Kim, 2020). In this study, it is modeled as higher-order because affective, continuance, and



normative components are theoretically distinct yet jointly represent a unified psychological bond with the organization. This approach captures their shared variance under a single overarching construct, providing a more parsimonious and coherent explanation of organizational commitment. The higher-order approach allows for a more comprehensive understanding of how the affective, continuance, and normative dimensions shape overall commitment. In this study, the higher-order model is maintained as the main framework, but enriched by the integration of the spiritual values of Islamic education. This structure allows for the analysis of the relative contribution of each dimension to the overall commitment of the lecturer. With this approach, it can be known whether the affective dimension or spiritual value has a dominant role in shaping lecturers' attachment to the institution. This model provides a deeper understanding than testing dimensions separately. Therefore, the use of second-order CFA became relevant in this study.

In the context of Indonesian higher education, the development of organizational commitment instruments based on conceptual and empirical validation is still relatively limited. Numerous studies employ adapted scales without conducting rigorous assessments of their cultural and institutional relevance (Ridwan & Anik, 2020). In fact, universities in Indonesia, including Pamulang University, have unique organizational characteristics. The integration of Islamic values in education management is one of the characteristics that distinguishes this institution from business organizations. Therefore, the development of Content Validity Analysis (CVA)-based instruments is an important step to ensure the suitability of content and item representativeness. The CVA allows for a systematic evaluation of the relevance of an item to the theoretical construct and value context of Islamic education. With this approach, the resulting instrument has better conceptual and empirical strength.

The commitment of lecturer organizations is closely related to job satisfaction, academic leadership, and institutional support (Hanaysha, 2022). In Islamic education, commitment is also related to the awareness of professional trust and moral responsibility. Therefore, this study aims to develop and validate a higher-order organizational commitment instrument that integrates professional and spiritual dimensions within a unified measurement framework. The novelty of this research lies in the incorporation of spiritual values into the higher-order structure of organizational commitment, moving beyond the conventional use of generic scales. By constructing and empirically testing this integrated model, the study provides a more context-sensitive measurement tool, enabling more accurate analysis of the relationship between organizational commitment and other organizational variables. Beyond its methodological contribution, this instrument also offers practical implications for the development of lecturer management policies grounded in both professional and value-based considerations.

This study contributes both theoretically and practically by developing a higher-order organizational commitment instrument that integrates spiritual and Islamic educational values within the higher education context. This study builds upon Allen and Meyer's theoretical framework while extending it through the integration of spiritual and Islamic educational values. This approach allows for a more contextual and meaningful measurement of commitment for Islamic Religious Education lecturers. With CVA-based validation and second-order CFA analysis, the resulting instrument is expected to have strong validity and reliability. In addition to strengthening the academic literature, this research also provides an empirical basis for human resource management policy making in universities based on Islamic values. Therefore, this study contributes to the advancement of research on organizational commitment within the context of Islamic higher education.



Research Method

This study employed an instrument development design to construct a higher-order organizational commitment measurement model integrating spiritual and Islamic educational values within higher education. The conceptual framework was grounded in the three-dimensional theory of organizational commitment proposed by Meyer and Allen (2013)—affective, continuance, and normative commitment—and enriched with spiritual indicators such as trust, moral responsibility, sincerity, and commitment to the educational mission as a form of worship. The research was conducted in three main stages: (1) construct formulation and item development based on Islamic theory and values, (2) content validity testing using the Content Validity Analysis (CVA) approach, and (3) construct validity testing through Confirmatory Factor Analysis (CFA) at both first-order and higher-order levels.

The target population consisted of approximately 3,000 active lecturers at Pamulang University, representing a higher education context with complex organizational dynamics. Using simple random sampling, 100 lecturers were selected for the preliminary validation phase, meeting the minimum requirements for CFA in instrument development research. The instrument was designed as a non-test questionnaire employing a five-point Likert scale and developed based on the three primary dimensions of organizational commitment. Spiritual and Islamic educational values were integrated at the indicator level while preserving the original theoretical structure. The initial item pool comprised 24 items proportionally distributed across three dimensions—Affective (8 items), Continuance (8 items), and Normative Commitment (8 items)—developed through a blueprint process with balanced favorable and unfavorable statements to ensure content representativeness and minimize response bias.

Content validity was evaluated through expert judgment involving specialists in Islamic education management, psychometrics, and university human resource management, using Aiken's *V* index with a threshold of ≥ 0.80 . Construct validity and reliability were assessed using variance-based SEM with SmartPLS 4. The higher-order construct was modeled using the two-stage approach, in which latent variable scores from the first-order dimensions were used to estimate the second-order construct, ensuring more stable parameter estimation and avoiding indicator redundancy. Convergent validity was determined by factor loadings ≥ 0.70 and AVE ≥ 0.50 , while discriminant validity was tested using the Fornell–Larcker criterion and HTMT ratio. Reliability was confirmed through Cronbach's Alpha and Composite Reliability values ≥ 0.70 . Overall, the instrument demonstrated adequate substantive validity, construct validity, and internal consistency reliability for measuring lecturers' organizational commitment within an integrated spiritual–Islamic higher education framework.

Results and Discussion

Results

Based on the development of the organizational commitment instrument adapted from the dimensions proposed by Allen and Meyer (2013), this study generated a total of 24 items representing three primary dimensions: Affective Commitment, Continuance Commitment, and Normative Commitment. Each dimension consists of eight items, evenly divided into four favorable and four unfavorable items, thereby enabling the instrument to capture variations in lecturers' responses to both positively and negatively worded statements. The items were constructed based on three indicators within each dimension, namely identity attachment, shared values, and personal involvement (affective dimension); magnitude of organizational investment and perceived loss (continuance dimension); and internalization of norms, loyalty, and perceived organizational benefits–obligations (normative dimension). All items employed

in this study were subsequently verified within a blueprint presented in Table 1 to ensure the alignment of indicators and the structural balance of the items.

The instrument was then administered to 100 lecturers at Pamulang University as part of a pilot study to examine its feasibility and psychometric quality. With this sample size, all items were subjected to construct validity and reliability testing through confirmatory factor analysis (CFA) within a higher-order organizational commitment model. The balanced distribution of items across dimensions provided a robust foundation for obtaining a proportional representation of lecturers' levels of organizational commitment. Furthermore, the inclusion of both favorable and unfavorable items helped minimize response bias and enhance the sensitivity of the instrument in capturing variations in lecturers' attitudes toward the organization. Preliminary analysis indicated that the overall indicator structure and item composition were adequate to serve as a basis for further analysis aimed at testing internal consistency and the validity of the organizational commitment measurement model within the academic population at Pamulang University. The blueprint of the organizational commitment scale is presented in Table 1

Table 1. Organizational Commitment Scale Blueprint

Dimensions	Indicator	Favorable Item (F)	Unfavorable Item (UF)	Number of Items per Dimension
Affective Commitment	Identity Linkage (alignment of self-value with the institution's vision and academic mandate)	1	8	8
	Values of Togetherness (academic ukhuwah collegiality, and a sense of belonging)	6, 7	5	
	Personal Involvement (devotion, active participation in the Tri Dharma)	4	2, 3	
Continuance Commitment	Amount of Organizational Investment (time energy, academic reputation, scientific contributions)	13, 14	15, 16	8
	Perceptions of Losses (professional consequences and career sustainability)	11, 12	9, 10	
Normative Commitment	Internalization of Norms (trust, moral responsibility as an educator)	17	18, 23	8
	Organizational Loyalty (loyalty to Islamic educational institutions and missions)	19, 20	24	
	Benefits and Obligations to the Organization (mutual relationships and professional ethics)	21	22	
Total		12	12	24

The outer model analysis using SmartPLS 4 confirmed that the measurement structure aligns with the three-dimensional framework—*affective*, *continuance*, and *normative* commitment—modeled as first-order constructs forming a higher-order Organizational Commitment construct. These results support the feasibility of the higher-order approach in representing lecturers' organizational commitment within value-integrated higher education contexts.

In the *Affective Commitment* dimension, the three selected items (AF1, AF4, and AF6) showed *high factor loadings* of 0.807, 0.883, and 0.823, respectively. The *Average Variance Extracted* (AVE) value in this dimension reaches 0.829, which exceeds the minimum limit of 0.50, indicating excellent convergent validity. In addition, the contribution of the *Affective Commitment* dimension to the Organizational Commitment *construct* as the second level construct is the strongest, with a path coefficient of 0.911. These findings indicate that the emotional attachment, sense of belonging, and personal involvement of lecturers—enriched by

spiritual values and devotion in Islamic education—are the main foundations of the organization's commitment.

The *Continuance Commitment* dimension also showed adequate measurement quality, with the *loading factor* values of items C12, C13, and C14 of 0.771; 0.808; and 0.763, respectively. The AVE value in this dimension is 0.786, which indicates that the variance of the indicator can be explained substantially by a latent construct. The contribution of *Continuance Commitment* to the construct of organizational commitment was recorded at 0.886, showing that the rational consideration of lecturers related to professional investment, career sustainability, and academic and spiritual consequences when leaving the institution remains an important factor in forming organizational commitment.

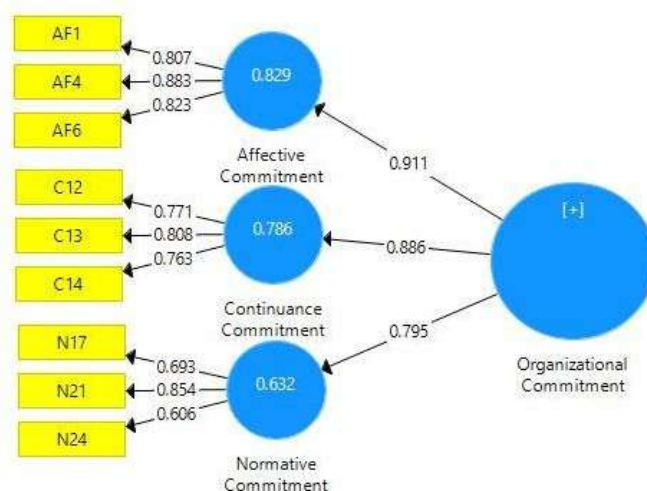


Figure 1. Output of Outer Test Model Construct Organizational Commitment

Meanwhile, the *Normative Commitment* dimension showed a relatively lower loading factor value compared to the other two dimensions, but remained within the acceptance limit, namely 0.693 (N17), 0.854 (N21), and 0.606 (N24). The AVE value in this dimension is 0.632, which still meets the criteria of convergent validity. The coefficient of the path from *Normative Commitment* to the *Organizational Commitment* construct of 0.795 indicates that norms, loyalty, and a sense of moral and ethical obligation—including the value of trust and responsibility as a Muslim educator—contribute significantly to shaping the organizational commitment of lecturers, although not as strong as the affective and continuance dimensions.

Overall, the results of the *outer model* show that of the 24 initial items compiled based on the blueprint in Table 1, only nine items had the highest factor loading and met all psychometric criteria to be maintained in the final model. The elimination process of the item is carried out in stages based on the value of the loading factor, AVE, and theoretical consistency, so as to produce a more parsimonious measurement model without reducing the meaning of the construct. This final model reflects the structure of valid, reliable, and contextual organizational commitment instruments for university lecturers with a background in Islamic spiritual values and education.

Validity Test

In developing the higher-order organizational commitment model, validity testing was conducted to ensure that each indicator accurately reflected its theoretical construct. Using Partial Least Squares (PLS), convergent validity was assessed through standardized factor loadings. Following Hair et al. (2014), loadings above 0.50 indicate acceptable validity, while values above 0.70 reflect strong convergence. The results from 100 lecturers at Pamulang University showed that all indicators met the minimum criteria, confirming that Affective,

Continuance, and Normative Commitment were suitable for further analysis within the second-order measurement model. Detailed loading values are presented in Table 2.

Table 2. Second-Order Factor Loadings

Dimentions	Loading factor	Remarks
AF	0,911	Valid
C	0,886	Valid
N	0,795	Valid

Based on data from 100 lecturers at Pamulang University, each dimension contributed differently to the second-order construct of organizational commitment. Affective Commitment showed the highest loading (0.911), indicating that emotional attachment and sense of belonging are the strongest determinants of commitment. Continuance Commitment followed (0.886), suggesting that cost–benefit considerations remain important, though less dominant. Normative Commitment recorded the lowest loading (0.795), indicating a comparatively weaker role of moral obligation. Overall, Affective Commitment emerged as the primary dimension shaping organizational commitment in this context.

Table 3. Loading factor (dimension-aitem)

Item	Loading factor	Remarks
AF1	0,807	Valid
AF4	0,883	Valid
AF6	0,823	Valid
C12	0,771	Valid
C13	0,808	Valid
C14	0,763	Valid
N17	0,693	Valid
N21	0,854	Valid
N24	0,606	Valid

Further analysis shows that each organizational commitment dimension is represented by three valid items with varying loading strengths. In Affective Commitment, AF4 had the highest loading (0.883), while AF1 was the lowest (0.807). For Continuance Commitment, C13 was the strongest indicator (0.808) and C14 the lowest (0.763). In Normative Commitment, N21 showed the highest loading (0.854), whereas N24 was the lowest (0.606). Although all items met validity criteria, their contributions differed across dimensions. Additionally, all AVE values exceeded 0.50, confirming adequate convergent validity (see Table 4).

Table 4. Average Variance Extracted (AVE)

Dimentions	AVE	Remarks
<i>Affective Commitment</i>	0,703	Valid
<i>Continuity Commitment</i>	0,610	Valid
<i>Normative Commitment</i>	0,526	Valid

The results of the discriminant validity test showed that the root value of *the Average Variance Extracted* (AVE) in each dimension was higher than the root value of *the Average Variance Extracted* (AVE) in the other dimensions, so that the discriminant validity was fulfilled and can be seen in table 5.

Table 5. Square Root of AVE for Organizational Commitment Constructs

Dimentions	AF	C	N
AF	0,838	0,680	0,625
C	0,680	0,781	0,706
N	0,625	0,706	0,722

Reliability Test

Reliability in Partial Least Squares (PLS) to analyze the Organizational Commitment construct is to look at Cronbach's alpha and Composite reliability values. Cronbach's alpha is used to measure the lower limit of the reliability value of a construct, while Composite reliability is used to show the consistency value of each item in measuring latent variables or measuring the true value of the reliability of a construct. Cronbach's alpha value can be expected >0.7 and composite reliability value >0.7 but reliability between 0.6 and 0.7 is still acceptable, provided that indicators of the validity of other constructs are good (Hair Jr et al., 2014) and can be seen in table 6.

Table 6. Composite Reliability and Cronbach's Alpha

Construct	Cronbach Alpha	Composite Reliability	Remarks
Organizational Commitment	0,863	0,893	Reliable

The results of the validity and reliability testing of the measurement model show that only some items have a strong ability to represent the construct of Organizational Commitment. Items that meet the criteria and are proven to make a significant contribution to the formation of latent constructs include numbers 1, 4, 6, 12, 13, 14, 17, 21, and 24. Meanwhile, a number of other items—such as numbers 2, 3, 5, 7, 8, 9, 10, 11, 15, 16, 18, 19, 20, 22, and 23—show low loading, so they cannot be maintained in the final model. Using the *Second-Order Confirmatory Factor Analysis* (CFA) approach, the measurement structure formed is still declared feasible because the remaining dimensions are able to explain the variables of the Organization's Commitment consistently. These findings confirm that the proposed measurement model is acceptable as a valid representation of the developed theoretical construct.

Discussion

The results indicate that Affective Commitment is the most dominant dimension in forming the Higher-Order Organizational Commitment construct among lecturers at Pamulang University, while Normative Commitment shows the lowest coefficient (0.795). Although normative commitment—representing moral obligation—is often expected to be strongest in religious-oriented institutions, this finding suggests a different pattern. It is possible that lecturers prioritize emotional attachment and intrinsic identification with their work over formalized feelings of duty. Moreover, the increasing administrative pressures and performance demands highlighted in the introduction may inadvertently weaken the salience of moral obligation, shifting commitment toward affective attachment rather than normative compliance. This pattern contrasts with several studies in religious institutions where normative commitment tends to be more prominent, yet aligns with findings in some secular universities where affective commitment consistently emerges as the strongest predictor of organizational attachment. These results imply that lecturers' commitment may be driven more by internalized passion and value congruence than by institutionalized moral obligation.

The AF4 indicator which has the *highest loading factor* shows that the emotional involvement of lecturers is the most representative component in forming an overall commitment. This is in line with the view of Meyer and Parfyonova (2010) who affirm that affective commitment is strengthened when there is a value match between individuals and organizations. The integration of spiritual values in this instrument reinforces these findings, as lecturers not only work on the basis of formal contracts, but also on the basis of moral values and worship orientation in carrying out the Tri Dharma. In an academic environment that has a culture of collegiality and togetherness, the affective dimension is the main foundation of the loyalty and sustainability of lecturers' contributions to the institution.



The *Continuance Commitment* dimension shows significant contribution even though it is below affective commitment. The high value of the path coefficient shows that rational considerations still play a role in shaping lecturer commitment. Theoretically, this is in line with the concept of *side-bets* from Howard S. Becker (1960), who explains that individuals maintain organizational membership because of embedded investments, such as time, effort, academic reputation, and professional networking. In the context of higher education that is integrated with Islamic values, the sustainability dimension can also be interpreted as the responsibility to maintain the continuity of scientific contributions and academic da'wah. However, the variation in the strength of the indicators shows that lecturers do not simply survive because of the consequences of losses if they leave, but rather because of a combination of professional considerations and internal values.

Meanwhile, *Normative Commitment* is the dimension with the lowest contribution compared to the other two dimensions, although it still meets the validity criteria. These findings show that a sense of moral obligation and normative loyalty is indeed present, but it is not a dominant factor in shaping the commitment of lecturer organizations. Theoretically, normative commitment develops through the internalization of values and a sense of responsibility towards the organization. In the context of Islamic education, this dimension is related to the value of trust, professional ethics, and moral awareness as an educator. The *varying loading factor* values in normative indicators indicate that the level of internalization of moral obligations can be influenced by work experience, staffing status, and organizational dynamics. In other words, moral obligations remain relevant, but serve more as a reinforcement of commitment than as a primary mover.

Overall, the results support the higher-order structure of organizational commitment as formulated by John P. Meyer and Natalie J. Allen (2013). However, when compared with studies conducted in secular universities using the standard Allen and Meyer scale—where affective commitment typically emerges as dominant but normative commitment often shows relatively comparable strength—the present findings demonstrate a distinct structural emphasis. The comparatively lower normative coefficient and the strengthened affective dimension suggest that the spiritually integrated scale captures additional motivational nuances beyond the conventional framework. This indicates incremental validity, as the integrated instrument not only confirms the original theoretical structure but also reveals context-sensitive variations in the pattern of organizational commitment. The strong convergent validity, reliability, and structural clarity further support its feasibility as a psychometric tool in value-based higher education contexts.

Conclusion

This study successfully developed and validated a higher-order Organizational Commitment instrument integrated with Islamic spiritual and educational values, grounded in the three-dimensional model of John P. Meyer and Natalie J. Allen. The 24-item instrument, developed through a conceptual blueprint and content validity procedures, demonstrated a stable higher-order structure based on variance-based CFA analysis.

- 1) The instrument showed satisfactory construct validity and reliability, confirming its suitability for measuring lecturers' organizational commitment within a value-based higher education context.
- 2) Affective Commitment emerged as the most dominant dimension, followed by Continuance and Normative Commitment, indicating that emotional attachment and value alignment are central to lecturers' organizational commitment.



- 3) Adequate AVE, Composite Reliability, and Cronbach's Alpha values confirmed strong internal consistency and measurement stability.
- 4) The higher-order measurement model provides a solid foundation for future research on lecturer organizational behavior and for strengthening value-based human resource management policies in higher education.

Recommendation

Senior management in higher education institutions should strengthen the integration of spiritual and Islamic values into policies, HR practices, and organizational culture, while reassessing administrative pressures that may weaken normative commitment. Lecturers are encouraged to reinforce their *niyyah*, service orientation, and the value of *amanah* so that commitment is grounded not only in emotional attachment but also in moral and transcendental responsibility. Future studies should validate this higher-order instrument across diverse institutional contexts and examine its relationship with performance, job satisfaction, and retention to extend its empirical and theoretical contributions.

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