

# Organizational Happiness Character On Lecturer Performance: Mediating Organizational Commitment

*Happiness,  
Performance and  
Commitment*

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## ABSTRACT

Improving the performance of lecturers is a crucial element in enhancing the competitiveness and ranking of higher education institutions. One of the key factors assumed to influence lecturer performance is the Organizational Happiness Character (OHC). This study aims to examine the impact of OHC on lecturer performance with organizational commitment (OC) as a mediating variable. The research involved 307 lecturers from 21 private universities in the Greater Bandung area, selected through proportionate stratified random sampling. Data were collected using a semantic differential scale questionnaire and analyzed using Structural Equation Modeling (SEM) with the AMOS software. The findings indicate that OHC has a significant positive effect on both organizational commitment and lecturer performance. Additionally, organizational commitment significantly mediates the relationship between OHC and lecturer performance, indicating a partial mediation effect. These results suggest that fostering a positive and character-driven organizational environment can enhance lecturer commitment and performance in higher education institutions.

**Keywords:** Organizational Happiness Character (OHC), organizational commitment, lecturer performance, private universities, SEM-AMOS

## INTRODUCTION

Private Universities in Indonesia, which is one of the choices for improving the quality of human resources, with a fairly high number reaching 3,820 (BPS, 2023), shows that the level of competition between private universities is quite high. Lecturers play an important role in improving the quality of a higher education institution (Ristekdikti, 2019). The various ideas produced in the community in higher education, both staff and lecturers, are very important in preparing future professionals, making sustainable development a success, especially in higher education institutions. Higher education, especially private universities, is required to have quality lecturers. One indicator in assessing lecturers can be seen from their performance. The better the lecturer's performance can influence the quality of the higher education institution which will affect the competitive ability of the higher education institution both at home and abroad ([www.ristekbrin.go.id](http://www.ristekbrin.go.id)).

One important aspect in improving a higher education's ranking is the institutional or organizational conditions of higher education, where these conditions are very influential in improving lecturer performance. From an organizational perspective, this is related to how an organization studies the factors and processes that make employees happy or unhappy at work (Agustina Granite, 2023). Organizational happiness can provide an overview of what organizational leaders need to do to attract, motivate and retain people who view work as more than just the salary they receive. (Happiness et al., nd 2018). This concept originates from Seligman's positive psychology theory, which refers to working conditions that facilitate the development of workers' skills (Seligman, 2010; Van Zyl, LE, 2013). The concept of organizational happiness must also be supported by the nature or

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character of an organization in supporting the decision-making process in organizational development. The organizational character that will be seen is a reflection of the attitudes and behavior of organizational members which will then become the organization's identity or organizational reputation (King & Actors, 2015). Organizational Happiness Character (OHC) in this research is a concept of organizational happiness with character which is capable of forming a happy and characterful organization which will reflect and reflect the condition of the human resources within it so that in relation to the reputation and quality of the organization in the context of this research the quality of higher education will influencing various things such as decision making, individual performance and organizational development, especially private universities (Agustina Granite, 2023). Organizational happiness in relation to improving the quality of employee work life has tangible and intangible benefits in terms of satisfaction, motivation and organizational commitment (Singh et al., 2018). Organizational commitment shows the level of employee trust and acceptance of the goals and values that develop within the organization. From the explanation above, it can be seen that there is a relationship between organizational happiness character, organizational commitment and lecturer performance, so the aim of this research is to find out how the influence of organizational happiness character regarding the performance of lecturers is mediated by organizational commitment.

The performance of lecturers in an educational institution is an interesting factor to research for five reasons: First, lecturers are the spearhead for the success of the teaching and learning process. Second, lecturers not only play a role and transfer knowledge to students but provide examples of attitudes, speech, and personality behavior. Third, the quality of lecturers' performance is not final and cannot be improved because as humans, lecturers always grow and change. Fourth, if the lecturer's performance is not supported by professional competence and work motivation, then the teaching and learning process cannot run smoothly as expected. Therefore, lecturers can improve as expected. Fifth, teachers and lecturers have academic qualifications, competence, educational certificates, are healthy and spiritual and have the ability to realize national education goals (article 8, UUGD 14/2005).

Lecturers' scope of work covers the fields of education, research and community service, but lecturers can also be involved in academic and professional development, as well as participate in institutional governance. In carrying out the Tridharma of Higher Education, lecturers have a role as: 1. Facilitator and resource person in student learning; 2. Researchers and experts in their respective fields of knowledge for the development of science, technology, culture and arts; 3. Community servants/servants with efforts/ways to apply their expertise for the welfare of society and the progress of humanity.

Lecturer performance is a display of the work results of a lecturer both in quality and quantity which includes professional abilities, social abilities and personal abilities in carrying out their duties in accordance with the responsibilities given to them in accordance with the Tridharma of Higher Education, namely Education and Teaching, Research and Development and Community Service (Agustina et al., 2022; Granit Agustina, 2023).

Today, organizational happiness is considered a research discipline that can influence many facets of organizational life. Organizational happiness is aimed at the organization's ability to form and facilitate work process situations and conditions that are conducive to growing individual and group strengths (Munar et al., 2020). Healthy and happy employees will show better productivity, increased performance and better, one-way communication in the long term, this is a positive effect because employees have low stress levels as a result of positive experiences of joy within themselves even in difficult conditions. Unprofitable work. They show better productivity and performance compared to other employees in less good situations (Vaseghi & Ahmadlou, 2019).

The concept of organizational happiness uses the PERMA Model which consists of: Positive movement, meaning, reliable relationships, engagement, achievement and recognition, professional and personal development (M. Seligman, 2018) which is then

complemented by professional and personal development (Fernández, 2015) and refined again using the character concept to become organizational happiness character (OHC) (Agustina et al., 2022).

Organizational Happiness Character (OHC) is organizational happiness with character, where a happy organizational environment has a different and unique character for each organization which will be displayed in the behavior and attitudes of its organizational members. (Agustina et al., 2022; Granit Agustina, 2023). An organization that has an organizational happiness character will reflect the characteristics possessed by members of the organization, both leaders and staff, which will be related to decision making, individual and group performance and also organizational performance, where organizational conditions will continue to change, which are heavily influenced by external and internal factors. (Agustina Granit, 2023).



Figure 2. Models of *Organizational Happiness Character (OHC)*

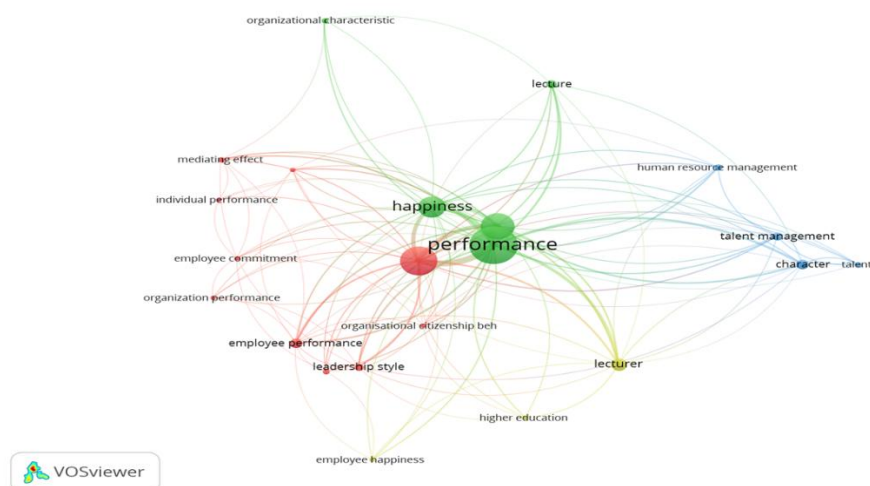


Figure 3. Bibliometric Analysis of the research

According to the image above, there has been no research on Organizational Happiness Character (OHC), Organizational Commitment, and Lecturer Performance, so this study is new and is expected to contribute to improving lecturer performance in the PTS environment.

Good organizational happiness character conditions, especially in higher education organizations, will be associated with lecturer performance which will have implications for organizational performance, organizational quality, especially in higher education organizations. (Agustina et al., 2022; Granit Agustina, 2023). From the explanation above, a hypothesis can be developed as follows: H1: Organizational Happiness Character (OHC) influences lecturer performance.

Organizational happiness is one aspect that can influence employee commitment and performance where happiness is a vital factor in creating organizational relationships between employees, which ultimately develops employee organizational commitment. (Nouri et al., nd, 2019). Organizations must always strive to increase organizational happiness, employee morale, desire to depend on the organization and commitment to improving employee performance which has implications for

organizational performance (Boroujeni & Hematian (2014). From this explanation a hypothesis can be developed as follows: H2: Organizational Happiness Character (OHC) influences Organizational Commitment

Organizational commitment is a part of human resource management and is also grouped in the field of organizational behavior studies. In analyzing organizational commitment we will be able to see the behavior of individuals in the organization so that we can know the strength and involvement of individuals in an organization. A high level of commitment to the organization can influence employees' desire to affiliate with the organization and their willingness to work hard for the progress of the organization, influenced by various factors. Organizational commitment is the employee's desire to try as much as possible to contribute to the institution, the desire to remain in the organization and accept its main goals and values (Herrera & De Las Heras-Rosas, 2021).

(Burr & Girardi, 2002; Meyer & Allen, 1996) defines organizational commitment as a psychological state related to an employee's relationship with their organization which influences the employee's desire to remain in the organization. Three important components related to organizational commitment are: (1) Affective commitment emphasizes the extent to which employees know and involve themselves in achieving organizational goals, the emotional and psychological involvement of individuals through feelings of loyalty, affection and love for the organization. (2) Continuance/Rational Commitment (Continuance commitment), namely the part of Organizational Commitment where employees will stay or leave the organization because they see rational considerations, namely the benefits of remaining with the organization. Continuance commitment is a feeling of love for the organization because employees appreciate the large costs that will be sacrificed if they leave the organization. (3) Normative Commitment is a part of organizational commitment where employees stay in the organization because of moral factors. Normative commitment is a reflection of feelings of obligation and responsibility to the employing organization.

Organizational commitment can be the best predictor in assessing performance and also has a major contribution to the human capital of an organization (Obedgiu et al., 2017). Organizational commitment is the employee's desire to try their best for the success of the organization and the employee's willingness to remain in the organization. Organizational Commitment is a relationship between employees and the organization where employees have a strong desire to remain with the organization and are willing to participate in developing the organization (Agustina Granite, 2023). From the explanation above, a research hypothesis can be created as follows: H3: OC influences lecturer performance

Every individual who provides positive suggestions for their environment will be able to improve their performance both individually and in the organizational environment, therefore the organizational happiness factor must be positioned appropriately so that it can support increased performance (Anchor, 2010). Organizational happiness refers to a positive situation in the workplace where employees are happy while working, their productivity will increase, so they can achieve planned goals, both individual and organizational goals. (Özen, 2018). *Organizational Happiness Character* (OHC) which is organizational happiness with character, where a happy organizational environment has a different and unique character for each organization which will be displayed in the behavior and attitudes of its organizational members. (Agustina et al., 2022; Granit Agustina, 2023). An organization that has good OHC will reflect the characteristics possessed by members of the organization, both leaders and staff, which will be related to decision making, individual and group performance and also organizational performance, where organizational conditions will continue to change, which are heavily influenced by external and internal factors. (Agustina Granit, 2023). Organizational Commitment is a relationship between employees and the organization where employees have a strong desire to remain with the organization and are willing to participate in developing the organization (Agustina Granite, 2023). With high organizational commitment in employees, employees will be able to form and improve organizational happiness

character (OHC) which will have an impact on employee performance, especially lecturers in this research.(Agustina Granite, 2023).

This study offers a significant contribution in terms of novelty compared to previous research. Most earlier studies have focused on the direct relationship between job happiness or positive work environments and employee performance in general (Boroujeni & Hematian, 2014; Özen, 2018). Other research has primarily examined the influence of organizational commitment on individual performance without considering the role of organizational culture or character (Asiedu et al., 2014; Hendri, 2019). This study specifically introduces the concept of **Organizational Happiness Character (OHC)**—a construct that integrates organizational happiness with the unique character embedded in each institution—an approach that remains underexplored in the context of higher education.

Furthermore, the use of **OHC as an independent variable mediated by organizational commitment in influencing lecturer performance** is rarely found in academic literature, both locally and internationally. Therefore, this research provides a new perspective in the field of human resource management in higher education, particularly in how character-building and a happy organizational climate can strengthen employee commitment and positively impact lecturer performance. The focus on lecturers at private universities in Greater Bandung also enriches the empirical literature in the Indonesian higher education context, which is still relatively limited. Based on the explanation above, a hypothesis can be formed as follows: H4: organizational commitment mediates organizational happiness character (OHC) regarding the performance of lecturers .

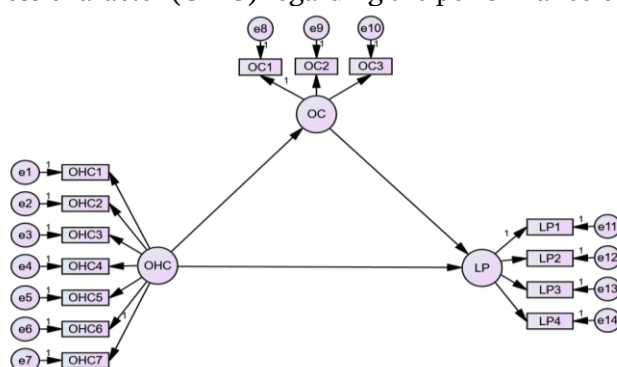


Figure 1. Research Model

## LITERATURE REVIEW

### Organizational character

The conduct of many employees that is consistent over an extended period of time is linked to organizational character, and it can be used to define and describe a company (Levinson, 1997). According to Chun and Davies (2006), each company's basic evolution shapes its traits, which set it apart from other organizations. Organizational character is a unique and distinctive quality that an organization possesses. It is created by the consistent actions of individuals or groups over an extended period of time and can be used to identify the organization as an identity that influences decision-making, enhances performance on both an individual and organizational level, and is also associated with the organization's reputation (Granit Agustina, 2023).

### Organizational Happiness Character (OHC)

Organizational Happiness Character(OHC) which is organizational happiness with character, where a happy organizational environment has a different and unique character for each organization which will be displayed in the behavior and attitudes of its organizational members.(Agustina et al., 2022; Granit Agustina, 2023)

### **Organizational commitment**

Organizational commitment we will be able to see the behavior of individuals in the organization so that we can know the strength and involvement of individuals in an organization. Organizational commitment is the employee's desire to try as much as possible to contribute to the institution, the desire to remain in the organization and accept its main goals and values (Herrera & De Las Heras-Rosas, 2021).

(Burr & Girardi, 2002; Meyer & Allen, 1996) defines organizational commitment as a psychological state related to an employee's relationship with their organization which influences the employee's desire to remain in the organization. Three important components related to organizational commitment are: (1) Affective commitment (2) Continuance/Rational Commitment (Continuance commitment), (3) Normative Commitment. Organizational commitment can be the best predictor in assessing performance and also has a major contribution to the human capital of an organization (Obedgiu et al., 2017).

### **Lecturer performance**

The performance of a lecturer is a manifestation of a lecturer's performance, both in terms of quality and quantity, which encompasses professional, social, and personal competencies in carrying out their duties with full responsibility in accordance with the tridharma of higher education, namely education and teaching, research and development, and community service (Granit Agustina, 2023).

## **METHODS**

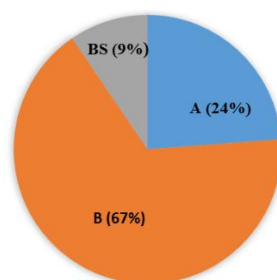
The research method used is quantitative, namely testing the theory on several variables which are measured with numbers and analyzed using statistical methods to ensure the truth of the theory (Sugiyono, 2017). The research time horizon is cross sectional. The type of research used is explanatory research which is used to test the proposed hypothesis, so it is hoped that it can explain the relationship and influence between the independent variables and the dependent variable in the hypothesis. The number of universities used is 21 private universities with a total of 5,475 lecturers. The sampling technique applied was Proportionate Stratified Random Sampling with a total sample of 307 respondents who were permanent lecturers. Research data was obtained by distributing questionnaires to permanent lecturers in private universities throughout Bandung Raya. The measurement scale in this study uses differential semantics which can measure effective attitudes (Rosario et al., 2004). Data analysis techniques and hypothesis testing were carried out using Structural Equation Model (SEM) analysis using SEM-AMOS Software. This research was conducted to determine the influence of OHC regarding the performance of lecturers mediated by organizational commitment in the environment of private university lecturers throughout Greater Bandung. The research variable used is organizational happiness character (OHC) with the dimensions used: Positive movement, meaning, reliable relationship, engagement, achievement and recognition, professional and personal development and character (Agustina et al., 2022). The organizational commitment variables with dimensions used are Affective commitment, Continuance commitment and normative commitment (Burr & Girardi, 2002; Pitaloka & Putri, 2021) while the lecturer performance variable with dimensions used: teaching, research, community service and support (Ministry of Research, Technology and Higher Education, 2010; Waddel, 1981).

## **RESULTS AND DISCUSSION**

### **College Profile**

The profile of private universities in Greater Bandung used is based on 21 private universities studied with a total of 5,434 lecturers. A summary of PTS profiles in Greater Bandung based on accreditation ranking is presented in the Figure 3. The figure 3 shows that 5 PTS from figure 1 can be seen that the number of PTS accredited A is 5 (five) PTS (24%), accredited B is 14 (fourteen) PTS (67%) and accredited BS is 2 (two) PTS (9%), so it can be said that the majority of PTS in Greater Bandung are dominated by PTS

with "Good" accreditation and it can be said that these PTS have met the quality and suitability set by BAN-PT so that they are able to provide protection for the community from the administration of higher education institutions that do not meet criteria.



**Figure 3.** Profile of PTS throughout Greater Bandung

### Descriptive Analysis

One of the aims of this research is to describe implementation conditions Organizational Happiness Character (OHC) in private universities throughout Bandung Raya with its dimensions: (OHC), including: Positive Motion, Meaning, Reliable Relationship, Engagement, Achievement and Recognition and Professional and Personal Development and Characteristic. Organizational Commitment with its dimensions: Affective, Normative and Continuous.

**Table 1.** Recapitulation of Organizational Happiness Character Data

No	Item	Ideal Score	Total Score	% Score
1.	Have a positive attitude in facing problems	1505	1276	84,8
2.	Motivated to work hard	1505	1292	85,8
3.	You can control yourself	1505	1247	82,9
4.	Willing to work together to achieve goals	1505	1296	86,1
5.	My work is meaningful	1505	1274	84,7
6.	Interested in learning new things	1505	1290	85,7
7.	Willing to support coworkers	1505	1230	81,7
8.	Participate in work teams and social networks	1505	1248	82,9
9.	Able to resolve conflicts in achieving common goals	1505	1216	80,8
10.	Feel proud to be part of the university's academic community...	1505	1206	80,1
11.	Work as an inspiration	1505	1258	83,6
12.	Be proud of the results achieved	1505	1240	82,4
13.	Get institutional support in carrying out activities related to the campus environment	1505	1148	76,3
14.	Institutional attention is paid to the efforts and achievements made	1505	1107	73,6
15.	There are promotions based on achievements	1505	1053	70,0
16.	Training in supporting career development	1505	1120	74,4
17.	There is feedback on what is being done	1505	1092	72,6
18.	The opportunity to express opinions	1505	1161	77,1
19.	Think creatively to find new things in research	1505	1027	68,2
20.	Adapt to dynamic situations and environmental conditions	1505	1120	74,4
<b>TOTAL</b>		<b>30100</b>	<b>23901</b>	<b>79,4</b>

The results of the recapitulation calculation show that the organizational happiness character has been implemented in private universities throughout Bandung Raya well, as evidenced by the recapitulation results of 23,901 or around 79.4% of the ideal score. This illustrates that the application of organizational happiness character in universities throughout Greater Bandung can be understood and implemented well.

**Table 2.** Recapitulation of Organizational Commitment Data

No	Item	Ideal Score	Total Score	% Score
1.	Happy to have a career at the university....	1505	1126	74,8
2.	Believe in the vision and mission of the university	1505	1096	72,8
3.	Have pride in being part of the academic community	1505	1150	76,4
4.	There is a sense of worry if leaving the University...	1505	902	59,9
5.	Loss if leaving the university	1505	949	63,1
6.	Commitment is important to me	1505	1192	79,2
7.	Obey the regulations that apply in the University environment	1505	1186	78,8
TOTAL		10535	7601	72,1

The results of data recapitulation calculations in table 2 above show that the implementation of organizational commitment in private universities throughout Bandung Raya is in the good category with a value of 7,601 or 72.1% of the ideal score. This illustrates that the implementation of organizational commitment in private universities throughout Bandung Raya can be understood and implemented well.

**Table 3.** Recapitulation of Lecturer Performance Data

No	Item	Ideal Score	Total Score	% Score
1.	Giving specific lectures, lectures on time and updating teaching materials	1505	1079	71,7
2.	Compiling and developing exam materials	1505	1062	70,6
3.	Participating in designing and conducting research both in groups and independently	1505	1012	67,2
4.	Making and presenting scientific reports	1505	1011	67,2
5.	Writing scientific books and conducting research studies	1505	927	61,6
6.	Providing training, counseling to the community	1505	960	63,8
7.	Actively solving problems faced by the community and the environment	1505	937	62,3
8.	Producing community service works	1505	952	63,3
9.	Becoming a committee or administrator in community activities	1505	965	64,1
10.	Participating in professional organizations	1505	1009	67,0
11.	Participating in a committee in a university	1505	1081	71,8
TOTAL		10535		

The results of the recapitulation of lecturer performance data in table 3 above show that overall the performance of lecturers at PTS lecturers throughout Greater Bandung is in the quite good category with a score of 10,995 or 66.4%, this illustrates that the application and understanding of the performance of lecturers at PTS throughout - Bandung Raya can now be understood.

**Validity test**

Validity tests are carried out to measure what should be measured for each research variable(Sugiono, 2016). Validity tests were carried out on 3 research variables, namely organizational happiness character, organizational commitment and lecturer performance. The validity of organizational commitment is known from obtaining a standardized loading factor value for each indicator of more than 0.5 (Ghozali, 2015), so it can be said that all indicators have good validity in measuring the variables organizational happiness character, organizational commitment and lecturer performance. The following are the results of the validity of the research instrument:

**Table 4** Instrument Validity

	Load Factor	
ohc1	0.735	
ohc2	0.749	
ohc3	0.700	
ohc4	0.635	
ohc4	0.689	
ohc6	0.708	
ohc7	0.731	
OC1		0.706
OC2		0.756
OC3		0.872
LP1		0.650
LP2		0.872
LP3		0.728
LP4		0.686

**Reliability Test**

Each measuring instrument should have the ability to provide relatively consistent measurement results over time (Hair et al., 2014). Reliability Test is used to determine the level of consistency and stability of a score (measurement scale) which includes measure stability and measure consistency. A research instrument is said to be reliable if it has a Construct Reliability value  $\geq 0.70$  (Hair et al., 2014) and an average AVE value  $\geq 0.5$  (Ghozali. 2014).

**Table 5.** Instrument Reliability

	CR	AVE
OHC	0.935	0.935
O.C	0.927	0.927
L.P	0.928	0.995

**Table 6.** Research Hypothesis

Hypothesis	Variable	CR	P values	Information
H1	OHC→Lecturer Performance	2,294	0.015	Accepted
H2	OHC→Organizational Commitment	2,574	0,000	Accepted
H3	O.C→Lecturer Performance	2,446	0,000	Accepted

**Table 6** shows the results of hypothesis testing obtained that valueCR (Critical Ratio) has a value of 2,294 which is above the t table value for the 0.05 level, namely 1.960 and the probability value (p-value) of 0.000 is less than 0.05 ( $\alpha=5\%$ ), so it can be concluded that all hypotheses are accepted.

**Table 7** Direct and indirect effects

	T-Table	T- Count	Conclusion
OHC-KO-KD	1,969	4,819	Significant

**Table 7** shows that the valueThe calculated t value is 4.819 which is above the t-table value for the 0.05 level, namely 1.960, so it is concludedOHCsignificant effect onlecturer performance.

**Table 8** Mediation

Hypothesis	Track	Direct Influence	Indirect Influence	Total Influence	VAF	The Role of Mediation
H4	OHC-KO-KD	0.351	0.098	0.449	0.781	Partial Mediation

**Table 8** shows the mediating role of organizational commitment dith a VAF value of 0.781, which means that organizational commitment partially mediates the influence of OHC regarding the performance of lecturers . This indicates that the influence of OHC will increase regarding the performance of lecturers if it is mediated by organizational commitment.

### **The Influence of Organizational Happiness Character regarding the performance of lecturers**

Organizational happiness character has a positive and significant effect regarding the performance of lecturers (hypothesis 1 is accepted). This is in line with research conducted by Agustina et al., 2022; Granit Agustina, 2023, who stated that there is a significant positive influence of organizational happiness character regarding the performance of lecturers . Organizational Happiness Character (OHC) is an organizational happiness character where a happy organizational environment and unique character will be displayed in the behavior of members of the organization. An organization that has good OHC will reflect the characteristics possessed by members of the organization, both leaders and staff, which will be related to decision making, individual and group performance and also organizational performance, where organizational conditions will continue to change, which are heavily influenced by external and internal factors. (Agustina et al., 2022; Granit Agustina, 2023). Good OHC owned by an organization will be associated with employee performance which will have implications for organizational performance, specifically in higher education organizations.

### **The influence of Organizational Happiness Character (OHC) on organizational commitment**

Organizational Happiness Character has a significant positive effect on organizational commitment (Hypothesis 2 is accepted). OHC is organizational happiness whose character further strengthens the influence on organizational commitment, character which is the nature of the organization adopted from individual characteristics will be reflected in the attitudes and behavior of employees in facing dynamic organizational situations and conditions which will influence various types of decision making and improvement. The performance of its employees in developing the organization so that it becomes its own identity for the organization. This research proves that OHC has a positive and significant effect on organizational commitment in future organizational development. OHC has an important role in organizational commitment, where a happy organization and character will be reflected in the attitudes and behavior of its employees which will carry the identity of the organization. An organization that has a good reputation and identity in the eyes of the community will have a positive impact on employee commitment to the organization which will have implications for organizational development and performance.(Agustina Granit, 2023).

### **The influence of organizational commitment regarding the performance of lecturers**

Organizational commitment has a positive and significant effect regarding the performance of lecturers (Hypothesis 3 is accepted). This is in line with research conducted previously by(Agustina et al., 2022; Asiedu et al., 2014; Hendri, 2019)which also states that organizational commitment has an important positive and significant role in improving lecturer performance. Organizational commitment is a statement of a person's belief in the organization he or she works for. The higher organizational commitment, the higher of performance. The higher organizational commitment, more confident he or she is with the organization in providing a sense of security at work (Granit Agustina, 2023).

### **The influence of Organizational Happiness Character regarding the performance of lecturers is mediated by organizational commitment**

Organizational Happiness Character has a positive and significant effect regarding the performance of lecturers , mediated by organizational commitment (Hypothesis 4 is accepted). These results are in line with research conducted previously by(Agustina Granite, 2023)that statethat the application of OHC in organizations is very important where the role of OHC in an organization will increase and have a positive and significant influence on employee performance, especially the performance of lecturers in this research if mediated by organizational commitment which will have implications for the quality of the organization(Agustina Granite, 2023).

## CONCLUSION

This study concludes that the **Organizational Happiness Character (OHC)** has a significant positive influence on both **lecturer performance** and **organizational commitment**. Additionally, **organizational commitment** itself has a significant impact on improving lecturer performance. The mediating analysis further reveals that organizational commitment **partially mediates** the relationship between OHC and lecturer performance, indicating that a character-driven and positive organizational climate can enhance employee commitment, which in turn contributes to better performance outcomes.

These findings provide empirical support for the role of OHC as a strategic component in higher education institutions, especially in private universities. The presence of a happy and values-based organizational environment encourages affective commitment and motivation among lecturers, which are critical for achieving institutional goals related to teaching, research, and community engagement.

The results of this study offer two key implications. **First**, for academic leaders, fostering a character-based organizational happiness culture can be an effective approach to enhance lecturer engagement and productivity. **Second**, for researchers, this study extends the literature by introducing OHC as a unique construct that integrates positive psychology and organizational character, especially within the context of Indonesian higher education.

For future research, it is recommended to explore the role of other mediating or moderating variables such as **leadership style**, **talent management**, or **digital transformation**, and to expand the scope beyond the Greater Bandung area to enhance the generalizability of the findings.

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