

The Influence of Brand Equity, Service Quality, and Organizational Commitment on Job Loyalty and Lecturer Performance

Haeruddin¹, Ibrahim², Asriati³ and Iqbal AR⁴

¹ Politeknik Lembaga Pendidikan dan Pengembangan Profesi Indonesia Makassar, Makassar, Indonesia

^{2,4} Sekolah Tinggi Ilmu Ekonomi YPUP, Makassar, Indonesia

³ Universitas Muhammadiyah Makassar, Makassar, Indonesia

Abstract

This study aims to examine the influence of brand equity, service quality, and organizational commitment on lecturer performance through job loyalty at Universitas Muhammadiyah Makassar. Employing a descriptive quantitative research approach, data were collected from 106 respondents via questionnaires. Hypotheses were tested using Path Analysis and Sobel Test methods. The research findings reveal that brand equity has a positive but non significant effect on job loyalty, while service quality and organizational commitment significantly influence job loyalty. Additionally, brand equity, service quality, organizational commitment, and job loyalty collectively have a positive and significant impact on lecturer performance. Interestingly, brand equity does not significantly affect lecturer performance through job loyalty; however, service quality and organizational commitment significantly influence lecturer performance through job loyalty. Based on these findings, recommendations are provided to the university management to develop holistic and integrated strategies aimed at enhancing service quality, reinforcing organizational commitment, and improving lecturer job loyalty. These strategies may include professional development programs, infrastructure and facility enhancements, fostering an inclusive organizational culture, and strengthening communication and relationships between management and lecturers. Furthermore, efforts to enhance institutional branding are suggested to bolster the university's image and reputation as a leading academic institution committed to quality education.

Keywords— Brand Equity; Service Quality; Organizational Commitment; Job Loyalty ; Lecturer Performance

Abstrak

Studi ini bertujuan untuk mengetahui pengaruh brand equity, kualitas layanan, komitmen organisasi terhadap kinerja dosen melalui loyalitas kerja dosen Universitas Muhammadiyah Makassar. Pendekatan penelitian yaitu deskriptif kuantitatif. Sumber data dari kuisioner sebanyak 106 orang. Pengujian hipotesis menggunakan metode Path Analysis dan Sobel Test. Hasil penelitian yaitu brand equity berpengaruh positif dan tidak signifikan terhadap loyalitas kerja, kualitas layanan dan komitmen organisasi berpengaruh positif dan signifikan terhadap loyalitas kerja, brand equity, kualitas layanan, komitmen organisasi dan loyalitas kerja dosen berpengaruh positif dan signifikan terhadap kinerja dosen dan brand equity tidak berpengaruh signifikan terhadap kinerja dosen melalui loyalitas kerja, kualitas kerja dan komitmen organisasi berpengaruh signifikan terhadap kinerja dosen melalui loyalitas kerja. Berdasarkan temuan tersebut, rekomendasi yang dapat diberikan kepada pimpinan perguruan tinggi adalah mengembangkan strategi yang holistik dan terintegrasi untuk meningkatkan kualitas layanan, memperkuat komitmen organisasi, dan meningkatkan loyalitas kerja dosen. Hal ini dapat dilakukan melalui program-program pengembangan profesional, peningkatan infrastruktur dan fasilitas, pembangunan budaya organisasi yang inklusif, dan peningkatan komunikasi dan hubungan antara pimpinan dan dosen. Selain itu, pimpinan perguruan tinggi dapat memperkuat upaya branding institusi untuk memperkuat citra dan reputasi perguruan tinggi sebagai lembaga akademik yang unggul dan berorientasi pada kualitas.

Kata kunci— Ekuitas Merek; Kualitas Pelayanan; Komitemen Organisasi; Loyalitas Kerja; Kinerja Dosen

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Corresponding haeruddindml@gmail.com

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I. INTRODUCTION

The orientation of higher education services has undergone a significant shift, transitioning from initially focusing on non-profit to profit-oriented. This change has emerged due to the increasing demand for quality higher education services. According to PDDikti (2020), there are 4,504 higher education institutions in Indonesia, consisting of 122 public universities (PTNs) and 3,136 private universities (PTS). In South Sulawesi alone, there are 209 PTS, which is 26 times more than PTNs. Republic of Indonesia Law No. 14 of 2005 describes lecturers as professional educators and scientists whose main duties are to transform, develop, and disseminate knowledge, technology, and the arts through education, research, and community service (Changgriawan, 2017).

The focal point in marketing planning is the basic asset of brand equity, where brand management that enhances customer loyalty serves as a primary marketing instrument (Pandiangan et al., 2021). Additionally, human resources are recognized as the most crucial factor in an organization's progress (Dirwan, 2016). To achieve this goal, the most important step to be taken is to enhance human resource performance (Suwanto, 2019). Several empirical studies on the relationship between brand equity and loyalty have also been conducted, such as the studies by Aswin et al. (2012), Khosy Rizki Siregar (2017), Syukri (2018), and Sari & Suyanto (2021), which indicate that brand equity significantly influences consumer loyalty.

The widely used model in service marketing research to measure service quality is the Servqual (Service Quality) model, developed by Zeithaml, which remains popular to this day. The Servqual model measures service quality based on five dimensions: tangibles, reliability, responsiveness, assurance, and empathy (Fikri Sirhan, Wiyani Wahyu, 2016). Conceptually, organizational commitment embodies three main characteristics. Firstly, it involves a strong belief and acceptance of the organization's goals and values. Secondly, it entails a drive to exert significant effort for the organization. Thirdly, it signifies a strong intention to remain a part of the organization (Akbar et al., 2017).

Organizational commitment encompasses a strong determination to maintain one's status as a member of a specific organization, a fervent effort aligned with the organization's objectives, and a conviction and acceptance of the organization's values and goals. Findings from Qomariah's research (2021) indicate that service quality has an impact on loyalty. The perspective of Robbins, as cited in the study by Syukriadi et al. (2019), also confirms this notion. The alignment of individuals towards achieving optimal performance, as highlighted by Syawalmi et al. (2018), becomes a highly important aspect to consider.

In the environment of private higher education institutions, there is a phenomenon where many lecturers decide to move to other educational institutions. The reasons for this relocation are not solely related to financial factors. Several factors contribute to the emergence of the desire to leave or relocate, including comfort in the work environment (both physical and social), lesser-known campus reputation, quality of services received by lecturers, institutional commitment to lecturers, provided facilities, and recognition from the university for the role of lecturers. There are various reasons why lecturers choose to move to other universities, as well as reasons that encourage individuals to remain in the institution. According to Kartika & Purba (2018) as cited in Pujiastri & Negoro (2023), "if employees, in this case lecturers, are to be retained by the institution, attention needs to be paid to the aspect of work that has the strongest connection, namely the intention of lecturers to change jobs. Job satisfaction is an aspect that tends to increase organizational identification and reduce turnover intentions"

The phenomenon described above is also observed at Universitas Muhammadiyah. Although from the brand equity perspective, Universitas Muhammadiyah is ranked 113 nationally in terms of brand equity assessment among private higher education institutions, it stands at the top regionally in South Sulawesi's brand equity assessment, surpassing other private institutions in the region. This achievement certainly contributes positively to the development efforts of Universitas Muhammadiyah towards becoming a superior campus. The institution needs to continuously maintain its brand equity. Previous studies have considered the factors of service quality and organizational commitment towards loyalty and Lecture performance. However, this study adds focus on the factor of brand equity and its impact on loyalty and Lecture performance, an aspect that remains relatively unexplored. This study aims to test whether brand equity, service quality, and organizational commitment influence loyalty, and whether brand equity, service quality, organizational commitment, and job loyalty influence Lecture performance. Additionally, the study seeks to investigate whether brand equity, service quality, and organizational commitment influence Lecture performance through the mediating factor of job loyalty at Universitas Muhammadiyah.

II. LITERATURE REVIEW

A. Brand Equity

The commonly used definition for brand equity is stated by Aaker, David, and Keller as cited in Tresna et al. (2021), which asserts that the brand equity of a product and service is formed by several factors such as brand image, perceived quality, brand associations, brand awareness, brand loyalty, and also country of origin. All of these factors can increase or decrease the value of a product or service. Brand equity is a collection of brand assets and liabilities along with their symbols that are expected to enhance the value provided by the company to the products and services they offer. Moreover, brand equity also contains emotional and practical elements. Brand equity building does not only occur through marketing functions alone (Syahwi & Pantawis, 2020). There are four dimensions of brand equity: 1) Brand Awareness, 2) Perceived Quality, 3) Brand Associations, and 4) Brand Loyalty (Pandiangan et al., 2021). The strength of a brand (brand equity) can be measured through seven indicators, namely: Leadership, Stability, Market, Internationality, Trends, Support, and Protection. Factors influencing Brand Equity (Nacanha, 2021). Factors influencing brand equity include brand elements, marketing programs and activities, brand associations (Syukri, 2018).

B. Service Quality

The theory commonly found by Syawalmi et al. (2018) states that members who possess service quality towards their organization are more likely to remain within the organization than those who do not have service quality towards the organization. Meyer & Allen as cited in Spector by Rahmadaningtyas (2016) interpret organizational service quality as the extent to which employees feel committed to their organization. Organizational service quality can be reflected in employees' emotional attachment, identification, and engagement in the organization. According to Kotler as cited in Puji Lestari (2018), service refers to activities that can be provided by one party to another without altering anyone's ownership rights. On the other hand, services are perceived as enjoyable or unpleasant experiences by the service recipient when receiving the service. Lovelock as cited in Syawalmi et al. (2018) defines quality as the expected level of excellence and the effort to control variation to achieve that excellence in order to meet consumer needs.

Factors influencing service quality according to Nadapdap (2017) include employees' work experience that affects the level of service quality in the organization, as well as other factors such as personal characteristics and job characteristics. The benefits of service quality according to Icha (2019) include employees' ability to demonstrate high service quality, which has the potential to increase engagement in the organization and willingness to contribute to organizational goals. Efforts to improve service quality have also been identified (Fikri Sirhan, Wiyani Wahyu, 2016), including minimizing the gap between management and service users, building mutual commitment to service process improvement, and providing opportunities for service users to express complaints. Service quality evaluation typically consists of five characteristic dimensions, namely reliability, responsiveness, assurance, empathy, and tangibles (Diputra & Yoga, 2020).

Several factors influencing the service quality of a provider as described by Mmutle and Shonhe (2017) in Iskandar & Sutanto (2022) include the strengths and weaknesses of competitors because quality assessment is based on excellence compared to competitor services. Based on the strengths and weaknesses of competitors, a provider strives to improve its service quality at least on par with competitor services.

C. Organizational Commitment

Organizational commitment indicates individuals' dedication to the organization they work for with the aim of ensuring organizational continuity and fostering harmony, as employees' expectations revolve around achieving satisfaction from the work they perform (Ramanto & Sitio, 2022). Organizational commitment refers to the level of desire and attachment an individual has to the organization where they work. This encompasses the level of loyalty, dedication, and emotional, normative, and instrumental engagement of individuals with the organization (Angela & Rojuaniah, 2022).

Factors influencing organizational commitment have also been identified. According to Sopiah (2008) as cited in Nadapdap (2017), there are four factors affecting employees' commitment to the organization, including: 1) personal factors such as age, gender, education, work experience, and personality, 2) job characteristics such as task scope, challenges, conflicts, roles, and task difficulty level, 3) organizational structure characteristics, and 4) work experience. Steers, cited in Sopiah (2018), mentioned three factors influencing an employee's commitment: personal characteristics, job characteristics, and work experience. Other factors influencing organizational commitment include personal factors, job characteristics, organizational structure characteristics, and work experience, as explained by Icha (2019): 1) Employees show high

commitment to an organization with potential for significant engagement in achieving the organization's goals, 2) Employees have a determination to continue working in the current organization and contribute to achieving the organization's goals, 3) Full engagement in work, as work becomes the primary tool and channel for individuals to contribute to achieving the organization's goals. Indicators of organizational commitment, as presented by Lincoln and Bashaw in Sopiah (2018), include three aspects: employees' willingness and loyalty to the organization.

D. Job Loyalty

Demonstrating loyalty to a job is reflected in employees' actions applying their skills and expertise, performing tasks responsibly, disciplinedly, and with integrity (Rasyidi, 2017). The employee's attitude as a core member of the company is loyalty; the higher the employee's loyalty within the organization, the easier it is for the organization to achieve the goals set by the organization's owner beforehand. According to Olson as mentioned in Mujahidin et al. (2018), job loyalty includes repeated actions to maintain customer loyalty to a company's products or services. Therefore, Lecture loyalty refers to ethical actions and the commitment of aLecture member in carrying out tasks and building relationships with colleagues, which is reflected in participation and awareness in performing work.

E. Lecture Performance

Performance holds significant importance for organizations, particularly in the context of Lecture contributions to achieving objectives. The quality of Lecture performance has a significant impact on the overall outcomes of the institution. According to Mathis & Jackson (2006) as cited in Siswanto et al., (2023), there are four dimensions of performance quality, namely output quality, input quantity, timeliness, and attendance. Performance plays a crucial role in the smooth operation of organizations. Efforts to enhance employee performance can drive organizational progress (Junaidi, 2021). Performance refers to a series ofLecture behaviors that influence organizational goal achievement outcomes, both positively and negatively. Ivancevich describes performance as the attainment of outcomes in line with organizational expectations, while Judith A. Hale in Kasmir (2019) defines it as "the meaningful execution of work in an efficient and effective manner." Dwi (2016) explains that individual performance is influenced by various factors, including abilities, commitment, feedback, task complexity, faced situations, challenges, goals, self-confidence, direction, effort, perseverance, and specific strategies in facing tasks.

F. Brand Equity and Job Loyalty

Brand equity has a positive effect by creating awareness of a college's brand that can foster strong loyalty to the college. Similar to organizations or companies offering products or services, to maintain good brand equity, they are willing to pay more to reap the benefits of brand equity, as it has been proven to increase the company's profits in the long run (Aswin et al., 2021). This finding is also reinforced by previous research (Ardyan et al., 2015), (Haeruddin et al., 2020), which yielded similar results that service quality plays a crucial role in influencing customer loyalty, includingLecture and students.

H1: Brand equity has an influence on Job loyalty.

G. Service Quality and Job Loyalty

Excellent service quality holds significant meaning for the continuity of an organization. Service quality creates feelings of satisfaction or dissatisfaction that arise when compared with individual work outcomes, achievements, and expectations. Previous research by Syamsul Alam et al. (2022) investigating service quality and its impact on customer satisfaction and loyalty at PT. Bank Mandiri indicates that high service quality factors influence customer loyalty at the bank. Similar findings are also revealed in research by Dwi Wahyuni (2017), which states that to maintain customer loyalty, organizations need to deliver optimal service quality.

H2: Service quality influences Job loyalty.

H. Organizational Commitment and Job Loyalty

Organizational commitment directly impacts Lecture performance, and when enriched with positive job loyalty, it affectsLecture performance as a whole. Previous research by Fithriani (2018) and Setiawan et al. (2022) show that organizational commitment, both directly and indirectly by utilizing job loyalty as a mediating variable, has an effect onLecture performance.

H3: Organizational commitment influences job loyalty.

I. Brand Equity andLecture

Brand equity is one of the factors with the potential to enhance employee, staff, teacher, and Lecture performance. Additionally, an individual's level of job loyalty also influences the enhancement of personal performance. With an increase in brand equity and job loyalty levels, it will have a direct or indirect impact on enhancing Lecture performance in the college environment. Previous research findings supporting this can be found in studies by Haeruddin et al. (2020) and Ni Putu Eka Rosi Febby Diana (2022), which show that both directly and indirectly, brand equity and job loyalty have an impact on employee or staff performance.

H4: Brand equity influences lecture performance

J. Service Quality and Lecture Performance

Service quality has an impact on Lecture performance, which can be interpreted as the quality of services provided by the University having an impact on Lecture performance within it. This is in line with several similar research findings, such as the studies by Sukriah et al. (2021) and Putu et al. (2022), which show that service quality impacts employee, staff, and Lecture performance in a college environment.

H5: Service quality influences lecture performance

K. Organizational Commitment and Lecture Performance

Strong organizational commitment has a direct impact on enhancing Lecture performance. Some previous research (Panjaitan, 2022), (Habibi, 2020), (Erlangga & Sos, 2021) discuss similar topics and present consistent research findings about the significance of organizational commitment in enhancing employee, staff, teacher, and Lecture performance.

H6: Organizational commitment influences lecture performance

L. Brand Equity and Lecture Performance Through Job Loyalty

Brand equity, as a result of added value to products and services as part of marketing activities, plays a crucial role in adding value to companies, organizations, and individuals associated within the organizational structure. Solid brand equity directly impacts employee performance and overall organizational performance (Alisa & Firmansyah, 2020). Brand equity also establishes trust, particularly among consumers and employees involved in the company. This trust adds value and ensures the company's operational continuity as well as performance improvement (Rohyani & Badrudin, 2022).

H7: Brand equity influences Lecture performance through the mechanism of job loyalty

M. Service Quality and Lecture Performance Through Job Loyalty

Service quality and job loyalty are two factors that support the enhancement of an individual's performance in carrying out tasks within an organization. Service quality, both directly and indirectly, has the potential to influence an individual's performance through strong work attachment (Sugroho & Nursaid, 2022). Research conducted by Dwi Wahyuni (2017) and Ahyani (2022) has shown that service quality and job loyalty, through both direct and indirect influences, have an impact on performance improvement.

H8: Service quality influences Lecture performance through the mechanism of job loyalty

N. Organizational Commitment and Lecture Performance Through Job Loyalty

Organizational commitment directly impacts Lecture performance, and if combined with positive job loyalty, it affects overall Lecture performance. Findings from previous research by Fithriani (2018) and Setiawan et al. (2022) demonstrate that organizational commitment, both directly and indirectly using job loyalty as a mediator, has an effect on Lecture performance.

H9: Organizational commitment influences Lecture performance through the mechanism of job loyalty

III. RESEARCH METODOLOGY

This research employs a survey research design, where data is obtained from a natural setting with treatments administered by the researcher, such as the use of questionnaires, tests, and structured interviews (Sugiyono, 2017). The survey research type was chosen in accordance with the research objective to test the influence of perceptions of brand equity, service quality, and organizational commitment on loyalty and performance of lecturers at Universitas Muhammadiyah. A quantitative descriptive approach is utilized to address research questions related to numerical and statistical data (Wahidmurni, 2017).

The population in this study encompasses the generalization area that includes objects/subjects with specific qualities and characteristics determined by the researcher for investigation and conclusion drawing (Sugiyono, 2017). Sampling is done using the Slovin method, which is a formula for determining the minimum sample size in a limited population survey.

The questionnaire method is used as a tool for data collection, where questionnaires are distributed to respondents (individuals who answer research questions), especially in survey research. Scores for the studied variables are obtained from the questionnaire. A Likert scale with five answer categories is used, namely Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The research instrument's validity and reliability are tested. Hypothesis testing is conducted using Path Analysis, also known as "path analysis."

The reason for using path analysis model is due to the presence of mediating effects between exogenous and endogenous variables. This study consists of three variables: exogenous variables (brand equity, service quality, and organizational commitment), intervening variable (job loyalty), while the endogenous variable is lecturer performance. According to Kerlinger (2002) as cited in Maria et al., (2020), a variable is considered an intervening variable if it also affects the relationship between exogenous and endogenous variables. Hypothesis testing for mediation can be conducted using procedures developed with Sobel test. This testing is performed by examining the indirect influence strength of exogenous variables (X) on endogenous variables (Z) through intervening variables.

IV. RESULT / FINDING

A. Respondent Profile Description

The collected data of 106 have met the requirements for analysis using path analysis. Respondent characteristics based on gender, as shown in Table 1, indicate that the respondents consist of 61 males or 58 percent, and 44 females or 42 percent. These findings indicate that the majority of the incoming data are from male respondents.

Table 1. Characteristics of Respondents by Gender

	Gender	frequency	percent	Valid Percent	Cumulative Percent
Valid	Man	62	58	58	58
	Woman	44	42	42	100
	Total	106	100	100	

Source: SPSS output:2022

The responses provided by the respondents based on age range are divided into several categories: for the age range of 20-30 years, there are 9 percent, the age range of 31 to 40 years consists of 38 individuals or 36 percent, the age range of 41 to 50 years comprises 20 individuals or 18 percent, the age range of 51 to 60 years includes 30 individuals or 28 percent, and the age range of 61 to 70 years covers 8 individuals or 7 percent.

Table 2. Characteristics of Respondents Based on Respondent's Age

	Age	frequency	percent	Valid Percent	Cumulative Percent
Valid	20-30	10	9	9	9
	31-40	38	36	36	45
	41-50	20	18	18	53
	51-60	30	28	28	91
	61-70	8	8	8	100
	Total	106	100	100	

Source : Output SPSS:2022

Based on the data shown in Table 3, it can be explained that the respondents' highest level of education consists of 63 individuals with a Master's degree (S2), which is 59 percent, and 43 individuals with a Doctoral degree (S3), contributing 41 percent. From this information, it is evident that the Master's degree (S2) education dominates among the respondents with a percentage of 59 percent.

Table 3. Characteristics of Respondents Based on Final Education

		frequency	percent	Valid Percent	Cumulative Percent
Valid	S2	63	59	59	59
	S3	43	41	41	100.0
	Total	106	100	100.0	

Source: SPSS output:2020

B. Research Instrument Test

The examination of research instruments involves validity testing and reliability testing, critical steps to ensure the accuracy and credibility of a study. Validity is a measure indicating whether the measured variables align with what the researcher intends to investigate. On the other hand, reliability refers to the consistency and accuracy of measurement. Reliability testing is conducted to assess the extent to which research outcomes remain consistent when repeated multiple times. The higher the level of reliability, the more dependable the research findings become. The results of the analysis using SPSS software indicate that all tested research variables meet the validity criteria.

Table 4 . Validity test

No.	Variable	N	Total Items	Test results
1	Brand Equity	106	4	Valid
2	Quality of Service	106	7	Valid
3	Organizational Commitment	106	4	Valid
4	Work Loyalty	106	6	Valid
5	Lecturer Performance	106	8	Valid

Source: Primary data processed: 2022

Reliability was tested using 30 questionnaire items, and the result of the Cronbach's Alpha value reached 0.949. Since the Cronbach's Alpha value of 0.949 is greater than 0.60, based on the decision-making principle in reliability testing, it can be concluded that all 30 questionnaire items are considered reliable, as shown in Table 5.

Table 5 . Statistical Reliability Test

Cronbach's Alpha	N of Items
,949	30

Source : Output SPSS:2022

C. Path Analysis

Several criteria that must be met in the application of path analysis include (1) the use of interval-scaled data, (2) the presence of exogenous independent variables for multiple regression models, as well as mediator variables for mediation and combination of mediation models, and complex regression models, (3) having a sample size that is adequate, ideally above 100 and optimally between 400-1000, (4) the pattern of relationships between variables is unidirectional, and there is no reciprocal relationship (reciprocal), (5) there is a theoretical basis linking cause-and-effect relationships between variables, with the assumption that these relationships exist in the variables under study (Maulid, 2021). In this research, the exogenous independent variables involve Brand Equity, Service Quality, Organizational Commitment Variable, and the mediator exogenous dependent variables are work loyalty and lecturer performance as the exogenous dependent variables, with a total of 106 data points. Based on the criteria outlined in the requirements for path analysis, a dataset of 106 has met the criteria for using path analysis. The results of this study, analyzed using IBM SPSS 24, can be depicted in the path analysis results as follows:

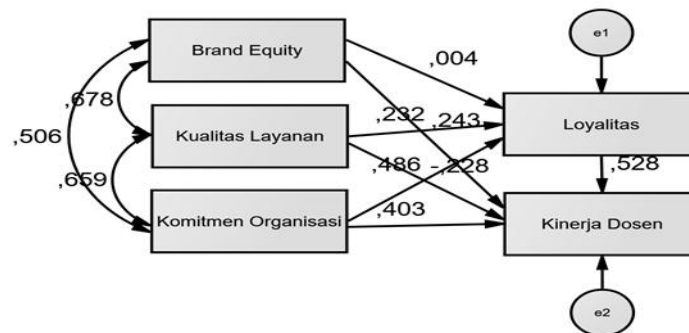


Figure 1. Path Diagram of the Effect of Brand Equity, Service Quality, Organizational Commitment on Lecturer Loyalty and Performance

From the illustration above, the results of the path analysis test are presented, depicting the impact of exogenous variables on endogenous variables, which can be found in the AMOS SPSS output through the table of normalized regression weights.

Table 6 . Standardized Regression Weights

Correlation Between Variables	Estimates
Brand Equity Against Loyalty	0.003
Service Quality Against Loyalty	0.231
Organizational Commitment To Loyalty	0.486
Brand Equity Against Performance	0.227
Service Quality on Performance	- 0.215
Organizational Commitment to Performance	0.384
Loyalty to Performance	0.525

Source: AMOS SPSS Output: 2022

Table 7 . Regression Weight

Correlation Between Variables	Estimates	SE	CR	P
Brand Equity Against Loyalty	0.005	0.138	0.033	0.974
Service Quality Against Loyalty	0.155	0.076	2.023	0.043
Organizational Commitment To Loyalty	0.681	0.137	4,986	0.000

Brand Equity Against Performance	0.399	0.135	2,946	0.003
Service Quality on Performance	-0.182	0.076	-2,378	0.017
Organizational Commitment to Performance	0.683	0.149	4,577	0.000
Loyalty to Performance	0.666	0.096	6,951	0.000

Source: AMOS SPSS output:2022

Table 8. Results of Statistical Test of the Direct Effect Hypothesis

Correlation Between Variables	Estimates	P	Information
Brand Equity Against Loyalty	0.003	0.974	Positive and not significant
Service Quality Against Loyalty	0.231	0.043	Positive and significant
Organizational Commitment To Loyalty	0.486	0.000	Positive and significant
Brand Equity Against Performance	0.227	0.003	Positive and significant
Service Quality on Performance	- 0.215	0.017	Negative and significant
Organizational Commitment to Performance	0.384	0.000	Positive and significant
Loyalty to Performance	0.525	0.000	Positive and significant

Source: Primary data processed: 2022

From the provided table, it can be observed that the influence of brand equity on lecturer loyalty has a value of 0.003. The influence of service quality on lecturer loyalty has a value of 0.241. The influence of organizational commitment on lecturer loyalty has a value of 0.486. The influence of brand equity on lecturer performance has a value of 0.727. The influence of service quality on lecturer performance has a value of - 0.215. The influence of organizational commitment on lecturer performance has a value of 0.384. Meanwhile, the influence of lecturer loyalty on lecturer performance has a value of 0.525.

Direct Indirect Influence (Mediation Test With Sobel Test)

The Sobel test is a method used to test whether the relationship between two variables is through an intermediary variable called a mediator. In this study, the Sobel test was used to evaluate the indirect effect of the mediator's role on the endogenous dependent variable. The Sobel test is implemented via an online calculator (www.danielsoper.com). To ensure that the role of the mediator has an indirect effect, a test is carried out by comparing the statistical value of the Sobel Test with the critical value of T Table which is 1.96 . If the results of the Sobel Test Statistics are greater than 1.96 , it can be concluded that the role of the mediator has an indirect effect.

Table 9. Statistical Test of Indirect Effect

Correlation Between Variables	Estimates	SE
Brand Equity to Loyalty	0.005	0.138
Quality of Service to Loyalty	0.155	0.076
Organizational Commitment to Loyalty	0.681	0.137
Brand Equity on Performance	0.399	0.135
Service Quality on Performance	- 0.182	0.076
Organizational Commitment to Performance	0.683	0.149
Loyalty to Performance	0.666	0.096

Source: Data processed: 2022

Indirect Effect of Brand Equity on Lecturer Performance Through Job Loyalty

The independent variable Exegonues Brand Equity shows an estimated value of 0.005 with a standard error of 0.138, while the intervening variable has an estimated value of 0.666 and a standard error of 0.096. Through testing using the Sobel test, the Sobel test results were 0.036, a one-tailed probability was 0.486, and a two-

tailed probability was 0.97 . From these data, it was revealed that the Sobel test statistical value of 0.036 exceeded 1.96 . This indicates that the exogenous variable Brand Equity, through Job Loyalty, does not indirectly have a significant impact on lecturer performance variables. Thus, it can be concluded that Job Loyalty does not have a role as a mediator (intermediary) in relation.

Indirect Effect of Service Quality Variables on Lecturer Performance Through Job Loyalty

Information is provided that the Independent Variable Exogenous Service Quality has an estimated value of 0.115 with a standard error of 0.076, while the value of the intervening variable shows an estimate of 0.666 and a standard error of 0.096. After undergoing the Sobel test, the Sobel test results were 1.96 , a one-tailed probability was 0.025, and a two-tailed probability was 0.05. These results indicate that the Sobel test statistical value of 1.96 is the same or greater than 1.96. This means that the Exogenous Variable of Service Quality, through Work Loyalty, has a significant indirect impact on Lecturer Performance Variables. Therefore, it can be suggested that work loyalty has a role as a mediator in this relationship.

Indirect Effect of Organizational Commitment Variable on Lecturer Performance Through Job Loyalty

It is known that the Independent Exogenous Variable Organizational Commitment has an estimated value of 0.681 and a standard error of 0.138, while the value of the intervening variable work loyalty shows an estimate of 0.666 and a standard error of 0.096. After going through the Sobel test, the results showed a Sobel test value of 4.021, a one-tailed probability of 0.138, and a two-tailed probability of 0.096. From these results, it can be seen that the Sobel test statistical value of 4.021 exceeds 1.96 . This has the implication that the Exogenous Variable Organizational Commitment, through Work Loyalty, has a significant indirect effect on the Lecturer Performance Variable. As a consequence, it can be suggested that Job Loyalty acts as a mediator in this relation.

V. DISCUSSION

Direct Influence of Brand Equity on Job Loyalty. Hypothesis testing results indicate that the exogenous independent variable, brand equity, has a non-significant positive influence on job loyalty. The normalized estimation value is 0.003, and the P-value is 0.974, which is greater than 0.05. This suggests that although there is a positive influence of brand equity on loyalty, this influence lacks significant significance. Nonetheless, brand equity holds value for the university as it can enhance brand image in the market and remind consumers of the brand. However, in the context of lecturer job loyalty, the influence of brand equity is not significant, particularly in Muhammadiyah University. This finding contrasts with several previous studies like (Syukri, 2018) and (Haeruddin et al., 2020), which showed a significant influence of brand equity on customer loyalty. This disparity might arise from the focus on different variables of job loyalty and customer loyalty across different studies.

Influence of Service Quality on Job Loyalty. Hypothesis testing results indicate that the exogenous independent variable, service quality, has a significant positive influence on job loyalty. The normalized estimation value is 0.231, and the P-value is 0.043, which is less than 0.05. This indicates that service quality has a significant positive influence on job loyalty. Variations in service quality changes have a significant impact on variations in job loyalty changes. This service quality reflects individuals' attitudes toward the institution and the achievement of organizational vision, mission, and goals. This finding aligns with prior research like (Syukri, 2018), which demonstrated the significant influence of service quality on customer loyalty. This result also supports theories linking service quality with organizational commitment and lecturer performance.

Influence of Organizational Commitment on Job Loyalty. Hypothesis testing results indicate that the exogenous independent variable, organizational commitment, has a significant positive influence on job loyalty. The normalized estimation value is 0.486, and the P-value is 0.000, which is less than 0.05. This indicates that organizational commitment has a significant positive influence on job loyalty. Variations in organizational commitment changes have a substantial impact on variations in job loyalty changes. This result aligns with findings from previous studies including (Fadhil & Ashoer, 2020), which demonstrated a significant positive influence of organizational commitment on lecturer performance.

Influence of Brand Equity on Lecturer Performance. Hypothesis testing results indicate that the exogenous independent variable, brand equity, has a significant positive influence on lecturer performance. The normalized estimation value is 0.227, and the P-value is 0.003, which is less than 0.05. This indicates that brand equity has a significant positive influence on lecturer performance. Variations in brand equity changes have a substantial impact on variations in lecturer performance changes.

Influence of Service Quality on Lecturer Performance Through Job Loyalty. The hypothesis testing results indicate that the Sobel test value is 0.036, which is less than 1.96. This implies that brand equity, through job loyalty, does not have a significant indirect influence on lecturer performance. Therefore, it can be concluded that job loyalty does not act as a mediator in the relationship between brand equity and lecturer performance. This finding is consistent with prior research by (Panjaitan, 2022) and (Alisa & Firmansyah, 2020), which also demonstrated that brand equity through job loyalty does not have a significant influence on lecturer performance.

Influence of Service Quality on Lecturer Performance Through Job Loyalty. The hypothesis testing results indicate that the Sobel test value is 1.96. Thus, it can be concluded that the indirect influence of the service quality variable on lecturer performance through job loyalty has a significant impact. In this case, job loyalty acts as a mediator in the relationship between service quality and lecturer performance. This finding supports previous research by (Sugroho & Nursaid, 2022), which also showed that service quality through job loyalty significantly influences lecturer performance.

Influence of Organizational Commitment on Lecturer Performance Through Job Loyalty. The hypothesis testing results indicate that the Sobel test value is 4.021, which is greater than 1.96. This indicates that the indirect influence of the organizational commitment variable on lecturer performance through job loyalty has a significant impact. In this case, job loyalty acts as a mediator in the relationship between organizational commitment and lecturer performance. However, this result contradicts the study by (Nongkeng et al., 2012), which showed that organizational commitment does not have a significant indirect influence on lecturer performance.

VI. CONCLUSION AND RECOMMENDATION

Based on the research findings and discussions, the first conclusion is that the direct influence of brand equity on job loyalty is positive, but not statistically significant. On the other hand, service quality and organizational commitment have a positive and significant impact on job loyalty. The second conclusion is that brand equity, service quality, organizational commitment, and lecturer job loyalty collectively have a positive and significant influence on lecturer performance. Furthermore, the third conclusion is that brand equity does not have a significant influence on lecturer performance through job loyalty, while service quality and organizational commitment have a significant influence on lecturer performance through job loyalty as a mediating variable.

Based on the findings of this study, here are several managerial recommendations that can be provided to university leaders, particularly at Universitas Muhammadiyah Makassar:

1. **Enhance Service Quality:** University leadership should focus on improving the quality of services provided to lecturers. This includes adequate infrastructure, efficient administrative support, professional training and development, and fair recognition of lecturer contributions.
2. **Strengthen Organizational Commitment:** University leadership should identify factors that can enhance lecturer organizational commitment, such as strengthening an inclusive organizational culture, providing opportunities for participation in decision-making, and ensuring job stability guarantees.
3. **Encourage Job Loyalty:** University leadership should create a supportive and motivating work environment for lecturers to remain committed and loyal to the institution. This can be done through recognition of achievements, clear career development paths, and providing appropriate support in handling job challenges.
4. **Optimize Lecturer Performance:** University leadership should evaluate strategies to enhance lecturer performance. This may include providing greater support for research and academic development, facilitating collaboration among lecturers, and ensuring that lecturer workloads are aligned with their capacities and qualifications.
5. **Monitor Brand Equity:** Despite findings indicating that brand equity does not have a direct significant influence on lecturer performance through job loyalty, it is important to monitor and strengthen the institution's image and reputation. This can be achieved by improving the quality of education and research, increasing institutional visibility, and strengthening relationships with stakeholders.
6. **Conduct Further Research:** University leadership can take steps to conduct further research to understand the factors that influence lecturer performance more deeply. This will help in developing more effective strategies to enhance teaching, research, and community service quality.

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