



The Influence Of Organizational Culture And Organizational Commitment On Employee Engagement And Its Implications On Doctor Performance

(Study on Clinical Educator Doctors at the Teaching Hospital, Faculty of Medicine, Swadaya University Gunung Jati)

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Abstract

Background. Education at the professional stage provides the opportunity to practice several important skills, such as anamnesis, physical examination, clinical reasoning, decision-making, empathy, and professionalism, in an integrated manner. This aims to improve student competence by participating directly in the health service process, such as interacting with patients, observing doctors, understanding cases, and independent learning

Aims. This study aims to examine the impact of organizational culture and commitment on employee engagement and its effects on the performance of clinical educators at the teaching hospitals of the Faculty of Medicine, Swadaya Gunung Jati University.

Methods. The research method employed is a quantitative descriptive approach with an explanatory research design. Data were collected using a questionnaire employing a Likert scale, involving 92 respondents selected using the Slovin formula. Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) in SmartPLS 3.

Result. The study's findings indicate that corporate culture and organizational commitment positively and significantly influence employee engagement. Moreover, company culture, organizational commitment, and employee engagement exert a favorable and significant influence on the effectiveness of clinician educators. Employee engagement has been shown to mediate the relationship between organizational culture and organizational commitment and to partially enhance the impact of these factors on the performance of clinicians and educators.

Conclusion. The findings suggest that enhancing organizational culture and bolstering organizational commitment can foster clinician-educator physicians' engagement, thereby positively influencing performance in education, service, research, and community outreach. This research aims to provide a foundation for teaching hospital management and for developing sustainable human resource management techniques.

Keywords: organizational culture, organizational commitment, employee engagement, performance, clinician educators.



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INTRODUCTION

Medical education is a professional discipline designed to cultivate physicians proficient in knowledge, skills, attitudes, and behaviors. The objective of learning in medical education is to impart knowledge and simulate conditions akin to those encountered in medical practice. Basic medical education comprises two phases: the Bachelor of Medicine stage (pre-clinical phase) and the doctorate stage (clinical phase). (Indonesian Medical Council, 2012) . Anisah et al., 2022) (Khaira et al., 2023)

Academic or pre-clinical medical education is highly regimented; students adhere to the same curriculum, engage with identical content, and undertake the same assessments. Academic education primarily focuses on theoretical learning, encompassing fundamental medical disciplines such as biochemistry, physiology, and anatomy. Medical education during the professional or clinical phase is a requisite stage that medical students must complete to attain the status of a doctor. The educational, intellectual, and professional stages of a doctor exhibit considerable disparities. (Maulina, 2019)

During the professional or clinical phase, students are permitted to engage in health services under the leadership and supervision of clinical educator physicians. Clinical educators significantly enhance patient health and facilitate medical students' knowledge acquisition throughout the clinical phase. To prevent suboptimal performance, one method is to implement clinical supervision by a clinician educator. Clinical supervision entails the oversight, guidance, and evaluation of medical students' personal, professional, and educational development. Oversight of clinical educators aims to enhance students' proficiency in clinical skills. (*Law of the Republic of Indonesia Number 20 of 2013 concerning Medical Education*, 2013) (Puspitasari et al., 2018) (Shafira & Syauqy, 2019)

State of the Art

Extensive research has examined the interplay among organizational culture, organizational commitment, employee engagement, and performance across sectors such as education and healthcare.

1. **Organizational Culture and Performance.** Research indicates that a robust and affirmative organizational culture substantially influences employee performance. A culture that prioritizes professionalism, collaboration, and a focus on quality has demonstrated improvements in productivity and job quality, particularly in the health and education sectors.

2. **Organizational Commitment and Performance.** Prior research has demonstrated that organizational commitment, especially affective and normative commitments, significantly enhances employee loyalty, responsibility, and dedication. Employees with a high degree of devotion typically demonstrate superior and consistent performance.
3. **Employee Engagement as a Strategic Element.** Employee engagement is a psychological construct that motivates employees to participate physically, emotionally, and cognitively in their work. Numerous studies indicate that employee involvement directly influences performance and job happiness.
4. **The Function of Employee Engagement as a Mediator.** Recent studies have started to investigate employee engagement as a mediating variable between organizational variables, such as culture and commitment, and performance. The study's results indicate that involvement enhances the link between these variables, leading to improved performance.
5. **Context of Medical Education.** Research within teaching hospitals and among clinical educators remains comparatively scarce. The majority of research emphasizes general medical performance, patient care quality, or clinical competence, rather than managerial and psychological factors such as culture, dedication, and involvement.

Previous study has established a positive correlation among organizational culture, organizational commitment, employee engagement, and performance. Nonetheless, research that concurrently incorporates these three elements in clinical teaching remains limited.

LITERATURE REVIEW

Organizational Culture

In a robust organizational culture, personnel possess a collective comprehension of the company's objectives and espouse values such as collaboration, innovation, and integrity. An effective organizational culture significantly influences a company's potential for long-term success, making it a crucial element of management. This is an elucidation of corporate culture as defined by experts:

Abduraimi et al. (2023) define organizational culture as a system comprehended by employees to maintain corporate cohesion, foster employee commitment, and enhance performance. It elucidates that organizational culture is a multifaceted and hierarchical construct that embodies the fundamental norms, values, beliefs, viewpoints, assumptions, and psychological sentiments of employees regarding the work environment and standards within a corporation.

Organizational culture is defined as a system of labor that is embraced both individually and collectively, applicable to specific groups and timeframes. Organizational culture comprises the norms, values, beliefs, regulations, and behaviors that shape how an organization functions and interacts with its members and environment. It embodies the organization's distinct identity and shapes members' behavior. Tyagi (2021); Bhardwaj & Kalia (2021)

Jamali et al. (2022) describe organizational culture as the collective attitudes of individuals, both within and outside the organization, that distinguish them from one another. Organizational culture is defined as the fundamental philosophy of an organization, encompassing the beliefs, rules, and shared values that characterize its operational practices. Rizaldi (2019) and Soares (2022) assert that an organization can be comprehended as a collective value system centered on significant matters and a belief regarding its operational dynamics. Thus, organizational culture establishes a framework that structures and coordinates members' conduct within the organization. Based on the articulated perspectives, it can be inferred that organizational culture constitutes a framework encompassing the work environment, values, and conventions recognized and embraced by employees within an organization.

Organizational Commitment

Organizational commitment refers to the profound loyalty and dedication of individuals to the organization's objectives, values, and culture. This commitment entails active participation, fidelity, and endeavors to realize the organization's vision and mission with fervor. When organizational members exhibit a high degree of commitment, they are inclined to contribute more significantly, endure challenging circumstances, and reinforce the connection between individuals and the company, so fostering sustained growth and success. This is a definition of organizational commitment provided by many specialists. Sani & Maharani (2020) define organizational commitment as employees' sustained engagement and use of their abilities for the organization's benefit, coupled with a strong desire to remain members of the organization. Commitment is a manifestation of determination towards a perceived belief; thus, it may be asserted that effective policy emerges from commitment. Edison et al. (2021) and Muis et al. (2018) argue that organizational commitment is a shared belief among all personnel within an organization regarding the guidelines, execution, and objectives to be collectively achieved in the future. Organizational commitment

refers to the degree of involvement, identity, and loyalty an individual has towards their workplace.

Darmawan (2020) elucidates that organizational commitment represents the manifestation of emotional bonds experienced by employees, characterized by robust trust and belief in the organization. This includes the acceptance and enactment of organizational values, leading to voluntary engagement in diligent work and efforts to fulfill the organization's interests while preserving their status as organizational members. Pranata et al. (2020) asserted that organizational commitment reflects the degree of trust and acceptance the workforce has towards the organization's objectives, along with the inclination to remain within the organization. Squirt and Yunianto (2022) define organizational commitment as an attitude in which individuals align themselves with the organization's goals and expectations, striving to maintain their membership to achieve these objectives.

Based on the aforementioned perspectives, it can be inferred that organizational commitment reflects an employee's attitude toward identifying with the organization, engaging in its activities, and adhering to its objectives to achieve organizational goals.

Employee Engagement

Imam et al. (2022) assert that employee engagement, as defined by Nienaber and Martins (2020), is a behavioral construct centered on job performance and encompasses the readiness to invest physical, cognitive, and emotional resources in one's work. Employee engagement is characterized by employees' voluntary and comprehensive contributions—physical, cognitive, and emotional—to their work, emphasizing task prioritization, personal presence, and active performance. Employee engagement is characterized by a psychological attachment, whereby emotionally invested employees cultivate positive relationships, exhibit empathy toward line managers and colleagues, and, for those who are cognitively engaged, understand their true mission and roles within the work environment. Ariawaty - Stuart O'Neill (2019) posits that employee engagement reflects the degree to which employees feel emotionally connected to their work and the organization, as well as their sense of ownership regarding the organization's performance outcomes.

Simanjuntak & Sitio (2021) assert that employee engagement, as noted by Erwina & Amri (2020), constitutes robust involvement characterized by passion for attaining organizational objectives, strong work performance, and a profound appreciation of responsibilities within the workplace. It elucidates that employee engagement is a state,

disposition, or affirmative conduct of a person towards their work and organization, aimed at attaining organizational objectives and success. Witjaksono (2019) contends that employee engagement reflects the positive or negative emotional connection to their work, colleagues, and organization, influencing their willingness to learn and overall performance. Based on the aforementioned beliefs, it can be inferred that employee engagement is an attitude characterized by an employee's enthusiastic involvement and optimal contribution to their work, aimed at achieving the company's objectives.

Execution

Human resources serve as the essential backbone of an organization's success. The research on organizations indicates that competitive advantage can be enhanced or sustained through effective human resource management. Through strategic HR management, firms can optimally attain and utilize resources, thereby steering the organization towards sustainable and effective outcomes. Every organization can attain its objectives by optimally employing its resources through effective human resource management. Performance evaluation is an activity undertaken by management or appraisal supervisors to assess employee performance by comparing actual performance against job descriptions over a specified period, typically at the end of each year. Mangkuprawira (2015:153). Performance is characterized by the quality and amount of work produced by an individual in fulfilling his assigned obligations. Furthermore, performance may be understood as the outcome and expression of an individual, contingent on their capabilities and actions within specific contexts, according to Mangkunegara (2015). Employee performance is influenced by organizational objectives. The firm may achieve its objectives only if its employees demonstrate high performance. Girdwichai and Sriviboon, 2020. Consequently, performance is defined as work achievement, understood as the outcome of work executed within a specific timeframe, reflecting the employee's attainment relative to predetermined objectives and the criteria imposed on them. To ascertain the employee's accomplishments and results, a performance evaluation is essential, which involves comparing actual performance against established standards.

In the running of a company's activities, employee performance is important because the company can assess employees' work processes from the results they produce, which in turn affects the company. Explains that employee performance is defined as the ability of an employee to complete his or her mission based on organizational expectations, which is a measure of the extent to which work tasks are performed. (Arubayi Eromafuru & Egbule , 2020)

According to Wirawan (2019:55), performance is the degree of success in executing activities and the capacity to attain established objectives. Performance is deemed satisfactory and successful when the intended objectives are attained. Furthermore, salesperson performance is a critical determinant of sales organizational efficacy and necessitates evaluating sales personnel's conduct in relation to their contributions to the organization's objectives. Performance, as elucidated by Benet-Zepf, Marin-Garcia, and Küster (2018) and Kartono et al. (2017), refers to the outcomes achieved by an employee or organization against applicable criteria within a specified timeframe. This indicates that if an individual or organization's activities yield outcomes that meet the established requirements, it is considered to perform effectively; conversely, failure to meet these standards signifies inadequate performance. Performance is defined as a quantitative and/or qualitative metric that indicates the extent of achievement of a predetermined objective. Performance is determined by motivation and the capacity to execute tasks, necessitating a requisite level of willingness and ability. (Sedarmayanti, 2010; Rivai et al., 2015)

Employee performance is determined by the quantity and quality of work executed in accordance with established regulations, while adhering to ethical standards, in pursuit of an organization's objectives within a specified timeframe. Considering the significance of employee performance in facilitating agency operations, executives must enhance their employees' performance. Enhancements in employee performance can be achieved through education and training, as well as recognition of exemplary personnel.

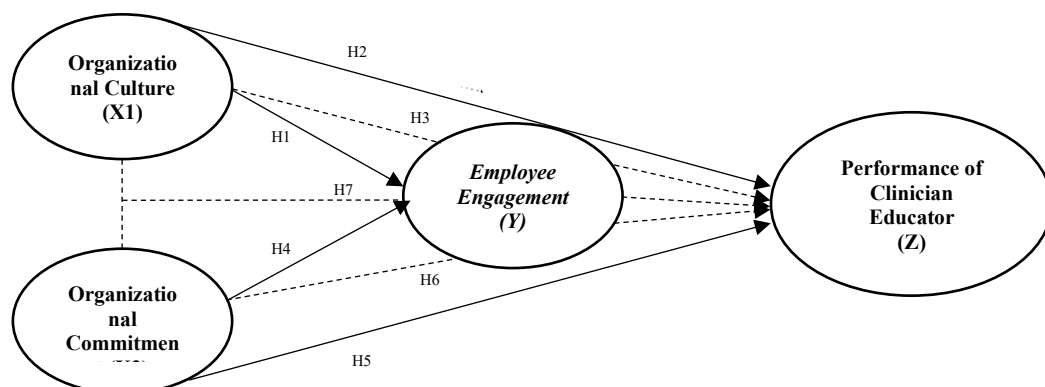


Figure 1. Paradigm of Frame of Thought

Hypothesis

Based on the framework of thought described above, the hypothesis in this study will undergo statistical testing, including partial and simultaneous tests of the independent variables. The author proposes the following research hypothesis:

- H1 : Organizational culture has a positive effect on *employee engagement*
- H2 : Organizational culture has a positive effect on the performance of clinicians and educators.
- H3 : *Employee engagement* mediates the influence of organizational culture on the performance of clinician educators
- H4 : Organizational commitment has a positive effect on *employee engagement*
- H5 : Organizational commitment has a positive effect on the performance of clinician educators
- H6 : *Employee engagement* mediates the influence of organizational commitment on the performance of clinician educators
- H7 : *Employee engagement* mediates the influence of organizational culture and organizational commitment on the performance of clinicians and educators.

Research Gap

According to the literature review and prior research findings, many research gaps exist as follows:

1. **Limitations of the Research Context.** Most previous research has focused on the industrial, banking, or private enterprise sectors, rarely researching teaching hospitals and clinician educators specifically. **Gap:** Lack of research in the context of medical education and teaching hospitals.
2. **Separate Research Models.** Previous research has generally examined Organizational culture, Organizational commitment, and Engagement with performance separately. **Gap:** The lack of research that examines all three variables within a single integrated model.
3. **The Role of Mediation That Is Not Optimal.** Many studies test only direct relationships, without examining mediation mechanisms in depth. **Gap:** Limited research examining employee engagement as a mediator in cultural relations, commitment, and performance of clinician-educators.

4. **Absence of Empirical Evidence in Indonesia.** Empirical research employing SEM in medical education in Indonesia remains scarce. Deficiency: Absence of localized empirical data pertinent to the status of teaching hospitals in Indonesia.
5. **Insufficient Emphasis on the Dual Function of Physician Educators.** Physician educators have dual duties as physicians and educators; however, prior research has not investigated the simultaneous impact of organizational factors on these functions. Research on the impact of organizational factors on the multifaceted performance of clinical educators has been limited.
6. **Synthesis of Research Gap. Research Contributions.** Given the existing gap, this research is presented to address the lack of Empirical Evidence in Indonesia. Empirical research employing SEM in medical education in Indonesia is limited. Deficiency: Lack of localized factual data regarding the condition of teaching hospitals in Indonesia.

METHODS

The research methodology will be quantitative descriptive, involving testing a research hypothesis through statistical analysis. The researcher employed an explanatory research approach to ascertain the relationships among independent variables, dependent variables, and mediating variables. This study employs a data-processing technique using Partial Least Squares (PLS) via SmartPLS 3. Smart PLS 3 is a software application designed to streamline data processing and calculations in research. This research was conducted at the Teaching Hospital, which serves as an educational facility for professional-level students in the Faculty of Medicine, Swadaya Gunung Jati University. This study's population comprises staff from Waled Hospital, Gunung Jati Hospital, 45 Kuningan Hospital, Bhayangkara Semarang Hospital, and Amino Gondohutomo Psychiatric Hospital in Semarang, with the subsequent details:

Table 1. Research Population

No.	Hospitals	Number Of Doctors
1.	Waled Hospital	57
2.	Gunung Jati Hospital	13
3.	RSUD 45 Kuningan	24
4.	Bhayangkara Hospital Semarang	8
5.	Amino Gondohutomo Psychiatric Hospital	7
Quantity		110

Source: Staffing/HR Department of Each Hospital

Research Instruments

To evaluate the suggested hypothesis, the variables under examination include Independent Variables (X), Mediating Variables (Z), and Dependent Variables (Y), necessitating the identification of indicators. Sugiyono (2018) asserted that independent variables (X) are factors that influence or precipitate changes in dependent (bound) variables. The mediating variable influences the relationship between the independent and dependent variables, producing an indirect effect that is neither observed nor measured. The dependent variable is the variable that is influenced by, or depends on, the presence of an independent variable.

The assessment of these factors uses a Likert scale with weights ranging from 1 to 5 as outlined below:

Grade 5: The Strongly Agree response indicates that the respondent fully concurs with the statement.

Grade 4: A Yes response indicates that the respondent concurs with the statement.

Grade 3: The response Quite Agree indicates that the respondent somewhat concurs with the statement.

Grade 2: A No Agree response indicates that the responder disagrees with the statement.

Grade 1: To strongly disagree indicates that the respondent is in complete opposition to the statement.

Table 2. Research Instruments and Their Measurement Scale

Variable	Dimensions	Indicator
Organizational Culture (X1) Abduraimi, et al. (2023)	Autonomy	1. Freedom to act in accordance with my duties. 2. Freedom to determine Decisions and ways of working. 3. Flexibility in completing Work Planning 4. Freedom of decision-making within the scope of my work.
	External Orientation	5. Employee performance evaluated Performance 6. Collaborate with the work team. 7. Coordination and communication between work units 8. The relationship between Superiors and Subordinates is open and supportive.

	HR Orientation	9. The company provides handling of young employees in the career 10. Employees are given training 11. Recruitment Process within the company
Organizational Commitment Sani & Maharani Ekowati (2020)	Affective Commitment	1. A sense of desire to be part of the company 2. Sense of Belonging to the Company 3. Pride in the company
	Continuance Commitment	4. Hope to make a profit when surviving 5. Consideration to Exit or plans to leave this organization. 6. Sense of Weight is no reason to leave the organization
	Normative Commitment	7. Guilt if you leave the organization. 8. Consideration of Others to Survive 9. The Desire to Stay in Organization 10. Moral responsibility to the organization.
Employee Engagement (Imam et al., 2022)	Physical Component	1. Working at a high intensity every day. 2. Strive to give your best 3. Enthusiasm and not giving up easily at work.
	Emotional Component	4. Have a positive attitude towards my work. 5. Motivation to give the best performance. 6. Satisfied with the appreciation for my work.
	Cognitive Component	7. Have enough knowledge to work. 8. Have the skills my job needs. 9. Perseverance in completing every job. 10. Discipline completes tasks according to deadlines.
Performance of Clinical Educator Doctors (Z) (Rules Minister of State Apparatus Empowerment on the Functional Position of Clinical Educator Doctors and Their Credit Scores, 2008)Düssel .	Education	1. Education that supports competence as an educator. 2. Functional Education and Training in the Field of Certified Health 3. Pre-service education and training
	Specialist Services	4. Performing Specialist Medical Services 5. Performing Specialist Medical Procedures 6. Providing Specialist Consultation 7. Forensic Medicine Services
	Community Service	8. Implementation of Health Assistance/Participation Activities 9. Implementing PKM regularly 10. Community Social Activities
	Educational Services	11. Lecture/Tutorial Implementation and Guidance 12. Guidance and Assessment of Seminars/Case Discussions without Patients

		13. Guidance and Assessment of Seminars/Case Discussions with Patients 14. Guidance and Participation in Guidance and Testing in Producing 15. Testing on Final Exams 16. Coaching Student Activities 17. Lecture Program Development and Preparation of Teaching Materials 18. Participation in the Assessment Committee (Assessor) of Teaching Materials/Curriculum 19. Delivery of Scientific Oration
	Research	20. Producing Scientific Papers in the Field of Medical Services and Education 21. Making Medical Technology Designs and Works 22. Producing Monumental Designs and Works 23. Presentation of the Development of Education and Research Results
	Supporting Duties of Clinical Educator Doctors	24. Teacher/Trainer in the Field of Medical/Health Education 25. Participation in Seminars/Workshops in the Field of Health Education 26. Membership in the Clinical Educator Physician Organization 27. Membership in the Clinical Educator Physician Functional Position Assessment Team 28. Award/Token of Service

Data Analysis Methods

This study employs PLS SEM (Partial Least Squares Structural Equation Modeling) for data analysis, using SmartPLS 3 for data processing. PLS SEM can elucidate correlations among variables and can conduct analyses in a single test. PLS-SEM is a methodology employed to analyze the relational patterns of latent variables in data, without requiring an extensive understanding of the interconnections among variables. The PLS-SEM method can elucidate latent variables, which are not directly observable, through indicators. The objective of PLS-SEM is to assist researchers in validating theories and elucidating the presence or lack of correlations among latent variables. The researcher used PLS-SEM because to the study's latent variable, which can be quantified by its indicators, enabling precise and comprehensive analysis. Hair et al. (2014); Ghazali (2014)

DISCUSSION

Hypothesis testing was conducted by examining both direct and indirect effects. Influence directly examines the impact of independent variables on dependent and intermediary variables. Indirect influence assesses the impact of independent variables on dependent variables through mediating variables. The resulting output of the model is as follows:

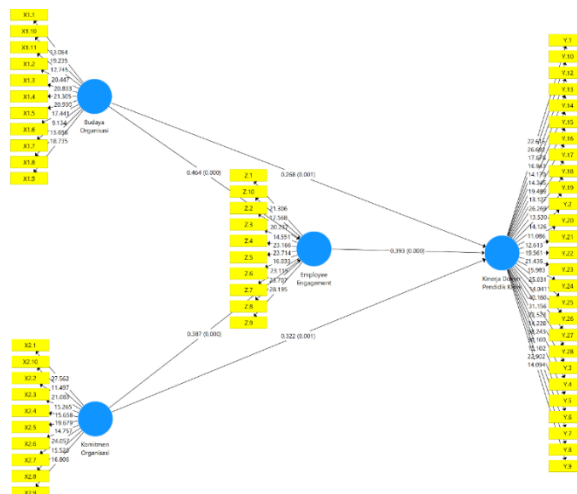


Figure 2. Hypothesis Testing

All independent variables influence the dependent variables, either directly or indirectly, as indicated by p-values < 0.05. The mediating variable influences the dependent variable, as indicated by a p-value < 0.05.

Table 3. Test Hypothesis Model

Hypothesis		Path Coefficient	t-value	p-value	Verdict
Direct Effect	H 1 : Organizational Culture Affects <i>Employee Engagement</i>	0,464	6,049	0,000	Accepted
	H 2 : Organizational Commitment Affects <i>Employee Engagement</i>	0,387	4,512	0,000	Accepted
	H 3 : the Performance of Clinical Educators	0,268	3,372	0,001	Accepted
	H 4 : Affects the Performance of Clinical Educators	0,322	3,489	0,001	Accepted
	H 5 : <i>Employee Engagement</i> affects the Performance of Clinical Educators.	0,393	4,229	0,000	Accepted
Indirect Effect	H 6 : The Influence of Organizational Culture on <i>Employee Engagement</i> has implications for the Performance of Clinical Educators.	0,183	3,608	0,000	Accepted

	H 7	The Influence of Organizational Commitment on <i>Employee Engagement</i> has implications for the Performance of Clinical Educators.	0,152	3,021	0,003	Accepted
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The significance of direct and indirect effects. The data processing results indicate that Organizational Culture positively influences Employee Engagement. The p-value is 0.000, which is less than 0.05, and the t-value is 6.049, above 1.66 (t-table), whereas the path coefficient or original sample value is 0.464. Organizational Commitment positively influences Employee Engagement, evidenced by a p-value of 0.000 (< 0.05), a t-value of 4.512 (> 1.66), and a path coefficient of 0.387. Organizational Culture positively impacts the Performance of Clinical Educators, as evidenced by a p-value of 0.001 ($p < 0.05$), a t-value of 3.372 ($t > 1.66$), and a path coefficient of 0.268. Similarly, Organizational Commitment positively impacts the Performance of Clinical Educators. The path coefficient value is 0.322, with a p-value of 0.001 (less than 0.05) and a t-value of 3.489 (greater than 1.66). Employee engagement positively influences the performance of clinical educators, evidenced by a p-value of 0.000 (less than 0.05), a t-value of 4.229 (more than 1.66), and a path coefficient of 0.393.

Employee engagement may moderate the impact of organizational culture and organizational commitment on the performance of clinical educators, representing an indirect effect. The table above reports a p-value of 0.000 ($p < 0.05$), a t-value of 3.608, and a path coefficient of 0.183, indicating that Employee Engagement positively mediates the effect of Organizational Culture on the Performance of Clinical Educators. Consequently, it can be inferred that Employee Engagement mediates the effect of Organizational Culture on the Performance of Clinical Educators, specifically exhibiting a partial mediation pattern characterized as complementary partial mediation. The substantial impact of Organizational Culture factors on the Performance of Clinical Educators is mediated by Employee Engagement, either directly or indirectly. The Employee Engagement variable, as a mediator, can enhance the link between Organizational Culture and Clinical Educator Performance.

Employee engagement may moderate the relationship between organizational commitment and the performance of clinical educators. The path coefficient value is 0.152, with a p-value of 0.003 (less than 0.05) and a t-value of 3.021. Consequently, it can be argued that Employee Engagement partially mediates the effect of Organizational Commitment on the Performance of Clinical Educators, specifically as a complement to partial mediation. The substantial impact of Organizational Commitment factors on Clinical Educators' Performance

is both direct and indirect, mediated by Employee Engagement. The Employee Engagement variable, as a mediator, can enhance the association between the Organizational Commitment variable and the Clinical Educator Performance variable.

The Influence of Organizational Culture on Employee Engagement in Clinical Educators at Teaching Hospitals, Faculty of Medicine, Swadaya University Gunung Jati

The data processing results indicate that Organizational Culture positively and significantly affects employee engagement. If organizational culture improves, employee engagement will also grow. If organizational culture deteriorates, employee engagement declines as well. An effective organizational culture will foster a supportive, cohesive, and purposeful work environment. In hospitals and medical education institutions, organizational culture is manifested through principles such as professionalism, teamwork among healthcare professionals, service ethics, and dedication to the quality of education and patient care. Consistent implementation of this culture will enhance the perceived worth of Clinical Educators, instill organizational pride, and motivate them to fully engage in their responsibilities. Organizations with a favorable corporate culture can foster employee engagement, which, in turn, influences employee performance. Employees having a strong sense of participation or engagement with the organization will deliver optimal performance that benefits the company. To sustain and enhance employee engagement, organizations must cultivate and refine their corporate culture. Certain research have indicated that organizational culture affects employee attachment. (Abduraimi et al., 2023; Fanggidae et al., 2020; Parent and Lovelace, 2018; Putri et al., 2021)

A robust and affirmative culture has been demonstrated to foster highly motivated and dedicated employees. A detrimental or feeble culture might dissuade even the most proficient specialists, diminishing the significance of their contributions. The ties are reciprocal; elevated employee involvement also enhances and fortifies the business culture. (Febrian & Solihin, 2024; Haryanto & Setiawan, 2023; Kumar Samanta, 2021) This aligns with research indicating that a corporate culture conducive to employee support fosters a comfortable work environment, enabling people to perform efficiently without obligations or distractions.

Similarly, the research conducted by Mac-Ozigbo & Ogohi Daniel (2021) and Abduraimi et al. (2023) revealed that an organizational culture emphasizing fairness and employee expectations influences dimensions of employee attachment, including work ethic

and dedication. Putri et al. (2021) elucidate that a robust organizational culture can enhance employee engagement in their work. A robust corporate culture fosters a supportive work environment, wherein people feel esteemed, empowered, and presented with possibilities for growth. A deficient organizational culture can diminish employee engagement, as individuals may feel undervalued or deprived of growth chances.

The Effect of Organizational Commitment on Employee Engagement in Clinical Educators at the Teaching Hospital, Faculty of Medicine, Swadaya University Gunung Jati

The data processing results indicated that corporate commitment positively and significantly affects employee engagement. If the organization's commitment improves, employee engagement will likewise increase. Similarly, a decline in the organization's commitment results in a corresponding fall in employee engagement. When individuals experience emotional, affective, and normative attachment to their organization, they exhibit increased work engagement. Organizational commitment denotes the degree to which personnel, especially Clinical Educators, has trust in the organization's vision, mission, and objectives, as well as their readiness to exert additional effort for the organization's success. In the realm of education and healthcare, highly committed physicians typically exhibit proactive conduct, demonstrate a readiness to engage in the educational development of medical students, and uphold the quality of patient care. This dedication fosters a sense of responsibility, loyalty, and belonging to the institution. Consequently, physicians exhibit heightened enthusiasm, vigor, and a commitment to optimal performance, shown in enhanced staff engagement.

Organizational commitment, defined as the psychological link and emotional attachment of an employee to their institution, significantly influences the engagement of doctors. For physicians in academic medical centers, this dedication is evident in a profound alignment with the organization's objectives and principles, motivating them to strive for the institution's benefit. Elevated commitment, especially affective (emotional attachment) and normative (sense of moral obligation) commitments, correlates directly with an intensified level of attachment, wherein clinicians feel compelled to be thoroughly engaged, enthusiastic, and devoted to their dual roles as clinicians and educators. This attachment ultimately enhances the hospital's overall performance, evidenced by increased productivity, improved quality of patient service, and reduced turnover intention among staff. Job satisfaction and perceptions of

organizational support, facilitated by appropriate resources, have been shown to enhance commitment, thereby establishing a foundation for genuine and enduring work attachment among clinical educators. Narmatha and Thangamalai (2023); Beukes and Botha (2013); Rodríguez-Fernández et al. (2021); Marwanto (2022)

An organization's commitment refers to an individual's degree of attachment to their workplace, encompassing their readiness to contribute and maintain loyalty to the institution. Educators with a strong commitment typically exhibit dedication, loyalty, and a strong work ethic. They will exhibit heightened motivation to enhance teaching quality, contribute to institutional development, and uphold the prestige of medical education. Consistent with numerous prior studies, organizational commitment affects employee performance. (Asbari et al., 2019; Eliyana et al., 2019; Manery et al., 2018; Muis et al., 2018a; Supaman et al., 2019; Vipraprastha et al., 2018)

The Influence of *Organizational Culture* on the Performance of Clinical Educators at the Teaching Hospital, Faculty of Medicine, Gunung Jati Swadaya University

Organizational culture has a substantial positive impact on the performance of clinical educators. This suggests that an enhancement in organizational culture will subsequently lead to improved performance among Clinical Educators. If organizational culture deteriorates, Clinical Educators' performance similarly declines. Organizational culture provides a framework for behavior, values, and work norms within hospital settings and medical education institutions. When corporate culture prioritizes professionalism, ethics, collaboration, dedication to service excellence, and commitment to continuous learning, Clinical Educators will be motivated to perform more effectively, efficiently, and responsibly. An affirmative culture fosters a cohesive work environment, promotes transparent communication, and enhances collaboration between healthcare professionals and educators. This not only enhances job satisfaction but also offers a motivational impetus to excel in both clinical responsibilities and educational roles for medical students. Consequently, the efficacy of Clinical Educators will increase when they align with organizational values, demonstrate ethical obligation, and focus on achieving shared objectives.

The research by Squirrels (2020) indicates that a cohesive organizational culture, characterized by shared values, norms, attitudes, and work ethics, serves as a foundation for regulating employee behavior, thought processes, collaboration, and environmental interaction. A positive organizational culture enhances employee performance and contributes to the

company's success. Soomro & Shah (2019) argue that organizational culture shapes employee behaviors and attitudes, fostering a supportive work environment that, in turn, enhances employee performance. Research by Kharisma et al. (2019) indicated that organizational culture, particularly its encouragement of innovation, has the greatest impact on enhancing employee performance.

Organizational culture encompasses the beliefs, attitudes, and practices prevalent in the workplace and serves as a code of conduct for all organizational members, including doctors and educators. An affirmative corporate culture fosters a friendly, collaborative, and quality-driven work environment, thereby empowering educators to perform their responsibilities effectively. This aligns with numerous prior studies indicating that company culture influences employee performance. Baihaqi & Saifudin, 2021; Muis et al., 2018b; C. T. Setyorini et al., 2012.

The Effect of Organizational Commitment on the Performance of Clinical Educators at the Teaching Hospital, Faculty of Medicine, Gunung Jati Swadaya University.

Organizational commitment has a positive and substantial impact on the effectiveness of clinician educators. This suggests that strong organizational commitment will enhance clinician educators' performance. If organizational commitment is inadequate, the performance of clinician educators diminishes correspondingly. A physician's emotional, affective, and normative commitment to their institution will influence the extent of effort, dedication, and loyalty they exhibit in performing their responsibilities. Clinical Educators with a strong dedication fulfill formal responsibilities while also endeavoring to enhance health services, student learning experiences, and institutional advancement. The organization's dedication enhances the sense of belonging, thereby motivating physicians to assume full responsibility, uphold professionalism, and elevate service quality. When physicians have confidence in the organization's vision, mission, and objectives, they exhibit greater motivation to excel in their performance. This is evident in the commitment to educating medical students, adherence to clinical practice standards, and engagement in research and service initiatives. Organizational commitment exerts a substantial and favorable influence on the performance of a Clinical Educator (DPK), encompassing both clinical and academic dimensions. Clinically, high commitment is directly correlated with enhanced productivity, attendance rates, and quality of patient care, which ultimately supports the overall performance of the hospital. From an academic perspective, commitment is a crucial component of teaching efficacy, motivating

DPK to deliver exceptional instruction and uphold accountability for student achievement. The primary mechanism of this influence is affective commitment (emotional attachment), which compels physicians to invest greater effort on behalf of the institution, enhance the culture of patient safety, and demonstrate dedication. Shu (2022); Heryanto (2019) Numerous further studies have demonstrated that organizational commitment affects employee performance. (Asbari et al., 2019; Eliyana et al., 2019; Manery et al., 2018; Muis et al., 2018a; Supaman et al., 2019; Vipraprastha et al., 2018).

Employee Engagement Affects the Performance of Clinical Educators at the Teaching Hospital, Faculty of Medicine, Swadaya University, Gunung Jati.

The hypothesis test results indicate that employee engagement has a positive and significant direct effect on clinician educators' performance. If employee engagement rises, the performance of clinician educators also improves. Conversely, a decline in employee involvement is associated with diminished performance among clinician educators. In his research, he noted that, according to Stephani (2018), poor employee engagement within a company can lead to boredom, reduced focus, work-related fatigue, and even a desire to resign. Research by Ismail et al. (2019) indicates that employees exhibiting high levels of engagement demonstrate excitement and energy in their work, with perseverance and concentration, which positively influences employee performance. Risley (2020) found that employees with higher work engagement tend to exhibit superior performance. This engagement can be improved through stronger communication and regular meetings between management and staff. When the majority of employees perceive greater value and engagement in their work, their performance consequently improves. Employee engagement levels. Elevation is thought to directly influence the effectiveness of clinical instructors. Performance in this context encompasses all facets of the execution of responsibilities as a teacher and supervisor, including the dissemination of instructional materials, the facilitation of clinical skills, the establishment of effective communication with students, and the administration of equitable and objective evaluations. Physician educators who are emotionally and professionally engaged will exhibit enhanced concentration, enthusiasm, and performance in mentoring students toward professional physician competency. Prior research indicates that employee engagement serves as a mediating variable linking the effects of organizational competence and commitment on employee performance. In this sense, employee engagement can be perceived as the mechanism by which organizational abilities and commitments are converted into tangible

work behavior and performance. Physician educators with high competence and strong organizational commitment are more likely to experience professional fulfillment and emotional engagement. This engagement subsequently motivates them to deliver exceptional instruction, dedicate time and effort to students, and actively contribute to the institution's advancement. This aligns with other research indicating that employee engagement influences performance. Aminuddin et al. (2021); Andrew Patrick and Mukherjee (2018); Bakertzis and Myloni (2021); Tannady et al. (2019).

Employee Engagement Mediates the Influence of Organizational Culture on the Performance of Clinical Educators at Teaching Hospitals, Faculty of Medicine, Swadaya Gunung Jati University.

The hypothesis test results indicated that employee engagement moderated the effect of organizational culture on clinical performance. An effective corporate culture fosters a work environment that is supportive, structured, and aligned with established values and conventions. Among clinical educators, favorable organizational cultures characterized by collaboration, professionalism, and innovation will affect their work and the provision of educational and health services. A well-implemented organizational culture enhances clinical educators' sense of value and motivation to optimally contribute to the institution. The impact of organizational culture on performance is not direct; it is mediated by employee engagement levels. Work attachment enhances clinician educators' enthusiasm, dedication, and focus in fulfilling their responsibilities as both educators and medical professionals. A high level of engagement facilitates the internalization and enactment of a positive organizational culture in daily work behavior.

Parent and Lovelace (2018) discovered that organizations with a favorable culture might foster a sense of engagement, ultimately influencing employee performance. Organizational culture encompasses the shared values and standards within an organization, thereby influencing employees' attitudes and behaviors. An robust and affirmative organizational culture typically fosters employee engagement. Employee engagement mediates the impact of organizational culture on performance. A nurturing cultural atmosphere will enhance the physician-educator's commitment to their responsibilities at the clinic. Organizational culture significantly influences performance and employee engagement, with engagement capable of enhancing employee performance (Candra, 2023). From this viewpoint, work engagement serves as a conduit between corporate culture and work output, indicating

that a favorable culture fosters engagement, which in turn enhances performance. The organizational culture of a hospital or medical educational institution primarily influences its performance, depending on the extent of its engagement in its work. A supportive culture theoretically fosters physicians' commitment to their roles as clinical educators, enhancing their productivity and innovation. Numerous studies have demonstrated that organizational culture significantly impacts employee engagement (Abdullahi et al., 2021b; Liu & Hussain, 2025), which in turn affects employee performance. Abdullahi et al. (2021a), Arifin and Johanes Lo (2020), Hanafi (2020), Hasan et al. (2020), Suwandana (2017), Zecharias (2022)

Employee Engagement mediates the Influence of Organizational Commitment on the Performance of Clinical Educators at Teaching Hospitals, Faculty of Medicine, Swadaya Gunung Jati University

The hypothesis test results indicated that employee engagement mediated the effect of organizational commitment on clinician educators' performance. Organizational commitment reflects the degree to which a clinical educator feels emotionally, normatively, and sustainably connected to their institution. Strong dedication leads them to perceive their career not merely as an obligation, but also as a moral duty and an expression of loyalty. This commitment will enhance clinical educators' alignment with the organization's vision and objectives. Nonetheless, organizational commitment does not inherently enhance performance without complete individual engagement. Employee engagement serves as a conduit that connects these ties. Clinically dedicated educators who demonstrate robust engagement will exhibit greater enthusiasm, persistence, and productivity in fulfilling educational and health service responsibilities. Engagement is the catalyst that transforms commitment into concrete, performance-driven action. Employee engagement serves as a vital intermediary between organizational commitment and enhanced performance among Clinical Educators. In this relationship, organizational commitments, particularly affective commitments (emotional attachment), do not directly influence performance but instead act as a precursor that enhances job attachment. This attachment is a psychological condition in which the doctor actively exerts their physical, cognitive, and emotional energy, feels enthusiastic, and is fully absorbed in their dual role. This state of connection immediately fosters improvements in performance, both in patient service quality and in teaching efficacy. Employee engagement functions as a psychological conduit; robust commitment constitutes the foundation, while attachment acts as a dynamic mechanism that converts loyalty into concrete actions and enhanced performance in

clinical and academic environments. Prior research has indicated that employee engagement may buffer the relationship between organizational commitment and performance (Yalabik et al., 2013). Aboramadan et al. (2020); Jiatong et al. (2022); Park et al. (2022)

Novelty (Research Novelty)

The main novelty of this research lies in the following aspects:

1. **Particular Context of the Research.** This study focused on clinical educators in teaching hospitals, who serve dual functions as medical professionals and instructors. This setting has seldom been the primary emphasis in prior research.
2. **Integrated Model.** This research formulates a conceptual model that unifies organizational culture, organizational commitment, employee engagement, and clinical educator performance into a singular structural framework.
3. **The Function of Employee Engagement as a Mediator.** This study demonstrates that employee engagement serves as a partial mediator (complementary partial mediation) in the relationships between organizational culture and performance, as well as organizational commitment and performance. This method enhances comprehension of the psychological mechanisms that enhance clinician educators' performance.
4. **Methodological Framework.** The application of PLS-SEM in Indonesian teaching hospitals makes a methodological contribution, particularly in examining relationships among complex latent variables.
5. **Practical Contribution.** This research provides strategic recommendations for teaching hospital management on human resource management, emphasizing culture, commitment, and work attachment.

This study is among the first to thoroughly investigate the impact of culture and commitment on the performance of clinical educators, with employee engagement as a mediator, within the context of teaching hospitals in Indonesia.

CONCLUSION

Organizational culture positively and significantly influences employee engagement. This implies that a superior organizational culture in teaching hospitals is associated with greater employee engagement among clinician educators. Organizational commitment positively and significantly influences employee engagement. This implies that an

enhancement in the commitment of the organization towards clinical educators correlates with improved employee engagement among clinical educators, and vice versa. Organizational culture exerts a favorable and substantial influence on the effectiveness of clinician educators. This implies that an improved organizational culture at the teaching hospital correlates with enhanced performance of the clinic's educators, and conversely. Organizational commitment exerts a positive and considerable influence on the effectiveness of clinician educators. This implies that an improvement in the organization's dedication correlates with enhanced performance of the clinic's instructors, and vice versa. Employee involvement has a substantial positive influence on the performance of clinician educators. Improved employee engagement correlates with enhanced clinician educator performance, and vice versa. Employee involvement may also moderate the impact of organizational culture on clinician educators' performance. A more favorable business culture enhances employee engagement, thereby improving the work of clinician educators, and vice versa. Employee engagement may also moderate the effect of organizational commitment on clinician educators' performance. When the organization's commitment improves, staff engagement will enhance, ultimately leading to superior performance among clinician educators, and vice versa.

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