

Why Do They Stay? Analyzing Organizational Commitment of Non-Regular Participants in BEM FKIK Universitas Jambi

Amanda Eka Putri¹, Beny Rahim²

^{1,2}Universitas Jambi, Indonesia

Email: amandaeka71@gmail.com¹, beny.rahim@unja.ac.id²

Abstract

Student participation in organizational programs without formal membership raises an important question: why do participants remain engaged until completion? Such sustained involvement reflects organizational commitment, which can be understood through Meyer and Allen's three-component model: affective, normative, and continuance commitment. This study aims to analyze the organizational commitment profiles of non-regular participants in the School of BEM FKIK Universitas Jambi 2025. This study employed a quantitative descriptive approach with a cross-sectional design. Using total sampling, 76 students from Nursing, Psychology, Public Health, and Pharmacy who completed the program were included. Data were collected using the Organizational Commitment Questionnaire (OCQ) based on Meyer and Allen's (1991) framework and analyzed using descriptive statistics to identify dominant commitment types. The results showed that 33 participants (43.4%) demonstrated dominant affective commitment, followed by normative (34.2%), continuance (2.6%), and mixed profiles (19.7%). These findings indicate that sustained participation is primarily driven by emotional attachment, personal interest, and alignment with organizational values. Theoretically, this study extends the application of the three-component model to non-formal organizational contexts. Practically, and from a managerial perspective, understanding these commitment patterns enables BEM to design engagement strategies that strengthen emotional bonds, improve participant retention, and ensure organizational sustainability and leadership continuity..

Article info

Article history:

Received 16 November 2025

Received in revised form 25 Maret 2026

Accepted 31 Maret 2026

Available online 31 Maret 2026

Keywords: organizational commitment; student organization; affective commitment; continuance commitment; normative commitment; cadre development; executive board organization

How to Cite: Putri, A.E. & Rahim, B. (2026). Why Do They Stay? Analyzing Organizational Commitment of Non-Regular Participants in BEM FKIK Universitas Jambi. *Journal Ilmiah Manajemen dan Bisnis*, 12 (1), 1-17 .

INTRODUCTION

Student organizations serve as platforms for interaction and self-actualization, fostering individuals who are dynamic and wise in addressing various challenges. These organizations contribute significantly to students' experiences in broadening their insights, developing critical thinking, problem-solving, leadership, and organizational management skills (Pramono et al., 2020). Student organizations such as the Student Executive Board (BEM) play an important role as non-formal learning

environments that enable students to develop both personal and professional competencies (Waluyo & Repi, 2018).

To ensure the sustainability of student organizations, adaptive efforts are required that align with contemporary developments and the evolving needs of students in this era of globalization. Relevant organizations are those that promote diversity, creativity, and active participation, which can be achieved through improving program quality, fostering leadership innovation, and leveraging digital and technological advancements (Pratama et al., 2024).

The success and continuity of an organization are inseparable from the effectiveness and sustainability of its cadre development. Cadre formation functions as a strategic process to prepare future leaders who not only understand the organization's vision and mission but also possess the competence and integrity to lead the organization toward future challenges (Islah, 2022). Through a structured cadre system, organizations can ensure high-quality leadership regeneration, strengthen members' sense of belonging, and cultivate a healthy and adaptive organizational culture; without it, organizations risk leadership discontinuity, declining program quality, and weakened organizational identity (Syahputra & Darmansah, 2020).

Organizational commitment is a key factor influencing both the sustainability and effectiveness of an organization. According to Pratama et al. (2024), students' involvement and commitment to their organizations correlate with their intrinsic motivation to contribute and grow within academic and social environments. In the absence of strong commitment, program continuity, leadership regeneration, and innovation are likely to be disrupted. Organizational commitment thus serves as an essential indicator of successful cadre formation and internal organizational sustainability (Permatasari et al., 2024).

From a psychological perspective, organizational commitment reflects the strength of an individual's attachment to an organization and influences their decision to remain within it (Meyer & Allen, 1991). Meyer & Allen (1991) proposed a comprehensive framework consisting of three forms of organizational commitment, which provides a basis for understanding the motivational foundations of individual involvement. Affective commitment refers to emotional attachment, continuance commitment refers to the perceived costs or benefits of leaving, and normative commitment refers to a sense of obligation to remain.

Previous studies have shown that organizational commitment is closely associated with student engagement, intrinsic motivation, and leadership development outcomes. Strong commitment has been linked to higher academic engagement, psychological well-being, and organizational participation, whereas weak commitment may result in withdrawal behaviors, low participation, and internal organizational challenges (Safitri et al., 2023; Virdaus & Maryam, 2024; Alghamdi, 2024). These findings suggest that commitment plays a crucial role not only in sustaining participation but also in supporting long-term organizational performance and leadership continuity.

Student involvement in organizations can foster strong organizational commitment, particularly in the form of psychological attachment to organizational goals, values, and sustainability. This is evident in the School of BEM program of the Student Executive Board at the Faculty of Medicine and Health Sciences (FKIK), University of Jambi. Designed as a development platform, the program functions as a cadre system for prospective organizational leaders, where participants are assigned to departments and actively engaged in departmental activities and programs.

In recent years, student organizations have increasingly emphasized the importance of organizational commitment as a foundation for leadership development and collective performance. Within the Faculty of Medicine and Health Sciences (FKIK), the School of BEM program serves as a leadership training platform that involves students from various study programs, including Nursing, Psychology, Public Health, and Pharmacy. Understanding the forms of organizational commitment among participants is essential for evaluating the program's effectiveness. An analysis of participants' stated reasons for enrolling in the program, as indicated in the registration form, suggested three distinct forms of commitment; affective, continuance, and normative, consistent with Meyer and Allen's three-component model. These variations provide insights into the motivational dynamics underlying student engagement in organizational activities.

Among these three forms, affective commitment is considered the most ideal, as it reflects emotional attachment and personal identification with the organization's values, goals, and existence. This was evident among most 2025 participants, who expressed involvement based on personal interest, prior social experiences, and aspirations to contribute to society through the organization. One participant stated, "*Saya memilih Divisi Eksternal karena saya ingin mengembangkan potensi dalam bidang komunikasi dan kerja sama tim, sekaligus berkontribusi terhadap pengabdian masyarakat.*" Another shared, "*Saya tertarik bergabung di Departemen Eksternal karena kegiatan-kegiatannya yang bersifat sosial dan dapat meningkatkan koneksi antarlembaga, saya merasa nyaman bekerja dalam tim yang aktif dan dinamis.*" These statements illustrate affective commitment through alignment between personal values and organizational goals.

Such commitment not only reflects personal interest but also indicates the success of cadre processes in fostering a sense of belonging (Zulkefli et al., 2021). However, not all participation stems from affective factors. Some participants demonstrated continuance commitment, engaging in the organization primarily due to perceived instrumental benefits. As one participant expressed, "*Saya melihat BEM sebagai peluang untuk memperluas pengalaman organisasi dan membangun portofolio untuk masa depan karier saya.*" While this motivation is not emotionally driven, it remains relevant in organizational dynamics. Continuance commitment may evolve into deeper engagement when supported by positive experiences (Lee & Kim, 2023) and a supportive organizational environment (Lie et al., 2023).

In addition, some participants exhibited normative commitment, reflected in a moral sense of duty to be actively involved (Rahman et al., 2023). This motivation often emerges from past experiences or personal values that reinforce the belief that organizational participation is a student's responsibility (Abomeh & Agnas, 2024). As one participant remarked, "*Saya merasa ikut organisasi adalah kewajiban saya sebagai mahasiswa aktif, apalagi setelah sebelumnya pernah dipercaya memegang peran penting di organisasi sekolah.*" Such reasoning indicates internalized responsibility, beyond personal desire or career motives.

The School of BEM program thus functions not only as a recruitment medium but also as a platform for leadership development. However, challenges arise when participants' expectations do not align with organizational realities. Some students may join due to the organization's reputation but later experience demotivation because of unclear guidance or lack of mentoring structure. This highlights the importance of aligning personal and organizational values through intensive communication, tiered training, and regular evaluation of member satisfaction (Hamann, 2015; Oyelakin et al., 2022).

However, existing research has predominantly focused on formal organizational members, with limited attention given to non-regular participants involved in leadership development programs. This gap is significant, as such participants represent a potential pool of future leaders whose commitment patterns remain underexplored. Understanding their commitment profiles is therefore essential for designing effective cadre development strategies, aligning individual motivations with organizational goals, and preventing mismatches that may hinder program effectiveness.

The School of BEM program at the Faculty of Medicine and Health Sciences (FKIK), Universitas Jambi, represents a structured leadership development initiative involving students from various disciplines, including Nursing, Psychology, Public Health, and Pharmacy. Participants are actively engaged in departmental activities, making the program not only a recruitment pathway but also a practical environment for observing the formation of organizational commitment. Preliminary observations indicate the presence of diverse motivational patterns, reflecting affective, continuance, and normative orientations, which shape how participants engage with the organization.

Understanding these variations is particularly important, as affective commitment is often considered the most desirable form due to its association with intrinsic motivation and long-term engagement. At the same time, continuance and normative commitment also play meaningful roles in organizational dynamics, especially when supported by positive experiences and a conducive environment. These differing forms of commitment highlight the need for a more nuanced understanding of participant engagement within leadership development programs.

Therefore, this study aims to analyze the organizational commitment profiles of non-regular participants in the School of BEM FKIK Universitas Jambi. Theoretically, this study extends the application of Meyer and Allen's three-component model to non-formal organizational contexts.

Practically, the findings are expected to provide insights for designing more effective engagement and cadre development strategies. From a managerial perspective, understanding these commitment patterns can support the development of adaptive programs that enhance participant retention, strengthen organizational sustainability, and ensure continuous leadership regeneration within BEM FKIK.

METHOD

Study design and setting

This study employed a quantitative descriptive design with a cross-sectional approach to identify and describe the forms of organizational commitment among participants of the School of BEM FKIK Universitas Jambi 2025 program. A quantitative descriptive approach is used to describe the characteristics or phenomena of a specific population or sample numerically and objectively (Waruwu, 2025). The research focused on a single variable which is organizational commitment, which consists of three indicators: (1) affective commitment, (2) continuance commitment, and (3) normative commitment, as proposed by Meyer and Allen (1991) as proposed by Meyer and Allen (1991). This design was selected to obtain factual information about the psychological attachment of students to their organization.

Population, samples and sampling

The population of this study consisted of all students who participated in the School of BEM FKIK Universitas Jambi 2025 program. A total sampling technique was employed, in which all individuals who met the inclusion criteria were included as participants. Initially, 83 students enrolled in the program; however, only 76 participants completed the entire program and provided complete responses. Therefore, the final sample consisted of 76 participants representing the total accessible population. Participants were drawn from four study programs within the Faculty of Medicine and Health Sciences (FKIK), namely Nursing, Psychology, Public Health, and Pharmacy. The majority of participants were female students, reflecting the general demographic distribution within the faculty..

Table 1. Demographic Participants

Characteristic	Category	Frequency	Percentage (%)
Gender	Female	58	76.32
	Male	18	23.68
Study Program	Nursing	24	31.58
	Psychology	20	26.32
	Public Health	18	23.68
	Pharmacy	14	18.42

Instruments and criteria

Data were collected using the Organizational Commitment Questionnaire (OCQ) developed by Meyer and Allen (1991) and designated into Indonesian by Rahim et al. (2025). The OCQ measures the degree to which individuals identify with and are involved in their organization across three dimensions: affective, continuance, and normative commitment.

The Organizational Commitment Scale consisted of 17 items, including 14 favorable and 3 unfavorable statements. Each item was rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Content validity was evaluated through expert judgment involving psychologists with expertise in organizational behavior. The relevance and clarity of the items were assessed using Aiken's V , with values above 0.65 indicating acceptable content validity.

Procedure and data collection

Data collection was conducted after the completion of the School of BEM FKIK Universitas Jambi program. Participants who had successfully completed the entire program were invited to take part in the study, resulting in a total of 76 respondents. Data were gathered using the adapted Organizational Commitment Questionnaire (OCQ), which was distributed through an online form to ensure accessibility and convenience for all participants.

Before completing the questionnaire, participants were provided with an informed consent statement that explained the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. Only those who provided informed consent were included in the data analysis.

All collected responses were compiled, screened for completeness, and organized for descriptive statistical analysis. The analysis aimed to identify the dominant form of organizational commitment, whether affective, continuance, or normative, among the program participants. This process provided a comprehensive overview of how students' motivations and attachments to organizational roles varied after their participation in the leadership development program.

Statistical analysis

The data obtained from the completed questionnaires were compiled and analyzed quantitatively using descriptive statistical methods. The analysis aimed to identify the distribution and dominant form of organizational commitment among participants based on Meyer and Allen's (1991) three-component model, which includes affective, continuance, and normative commitment.

Data analysis was conducted using Microsoft Excel and JASP, which facilitated the calculation of frequency distributions, percentages, and mean scores for each component of organizational commitment. These descriptive statistics were used to present a comprehensive overview of participants' commitment profiles. Visual representations, such as tables and charts, were also

generated to support the interpretation of results. The entire data analysis process was performed by the researcher to ensure consistency, accuracy, and alignment with the research objectives.

Ethical considerations

This study was conducted in accordance with the ethical principles of the Declaration of Helsinki, particularly regarding voluntary participation, confidentiality, and the protection of participants' welfare. All participants were informed about the purpose of the study and provided their consent before participating. No identifying personal information was collected, and data were used solely for academic purposes. Ethical approval from an institutional review board was not required as the study posed minimal risk to participants and did not involve any medical or clinical intervention.

RESULTS AND DISCUSSION

Results

The study involved 76 participants who completed the School of BEM FKIK Universitas Jambi 2025 program. Descriptive statistical analysis was performed to identify the distribution and dominant form of organizational commitment based on Meyer and Allen's (1991) three-component model; affective, continuance, and normative commitment. Prior to the main analysis, the reliability and validity of the instrument were examined to ensure the accuracy and consistency of the measurement. The reliability analysis indicated that the instrument demonstrated good internal consistency, with a Cronbach's alpha coefficient of $\alpha = 0.860$ (95% CI = 0.794–0.907). This result suggests that the items consistently measured the construct of organizational commitment and that the reliability estimate was stable. In addition, the instrument showed acceptable validity, as all items met the minimum criteria for item-total correlation, indicating that each item contributed adequately to the overall construct.

Table 1 presents the descriptive statistics for each component of organizational commitment. Affective commitment showed the highest mean total score ($M = 24.37$, $SD = 3.43$), followed closely by normative commitment ($M = 24.13$, $SD = 3.27$), while continuance commitment had the lowest mean total score ($M = 17.92$, $SD = 2.58$). These findings indicate that participants demonstrated stronger emotional attachment and alignment with organizational values compared to commitment driven by obligation or perceived costs of leaving.

Table. 1 Descriptive Statistics of Organizational Commitment Components

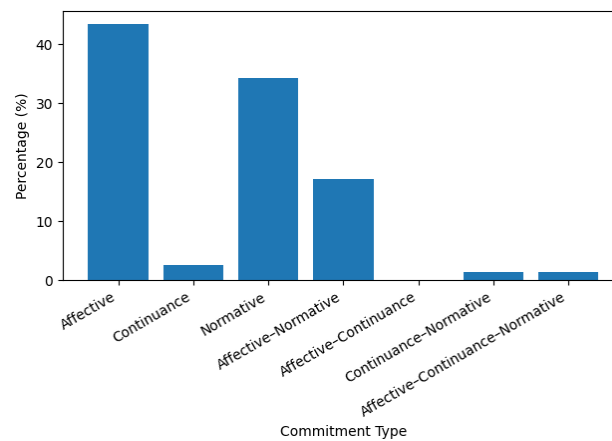
Component	Mean	SD	Min	Max
Affective Commitment	24.37	3.43	18	30
Continuance Commitment	17.92	2.58	11	23
Normative Commitment	24.13	3.27	17	30

Analyzed with JASP

The analysis of participants' dominant organizational commitment revealed that affective commitment was the most prevalent form among participants, as shown in Table 3. A total of 33 participants (43.42%) primarily demonstrated affective commitment, characterized by emotional attachment and identification with organizational values and goals. Meanwhile, 26 participants (34.21%) showed dominant normative commitment, reflecting a moral sense of obligation to contribute to the organization. Only two participants (2.63%) indicated continuance commitment as their primary form.

Interestingly, several participants exhibited overlapping commitment orientations, such as affective–normative (17.11%) and continuance–normative (1.32%), suggesting that multiple motivational factors might coexist in shaping their engagement. These findings suggest that the majority of students participated in the organization because of personal interest and shared values, rather than external obligations or instrumental needs.

Figure 1. Distribution of Organizational Commitment Types Among Participants



The distribution of organizational commitment types is also illustrated in Figure 1, which clearly shows the dominance of affective commitment among participants. To further illustrate the composition of participants' organizational commitment, the distribution was examined by gender and study program, as presented in Table 2. The results show that both male and female participants were predominantly characterized by affective and normative commitment. Affective commitment was slightly more frequent among female participants. Across study programs, students from Nursing and Psychology showed the highest frequency of affective commitment, while Public Health students demonstrated a more balanced distribution between affective and normative commitment. Participants from Pharmacy displayed a relatively even distribution across both types.

Table 2. Demographic Distribution of Participants Based on Gender & Study Program

Commitment Type	Gender		Study Program			
	Female	Male	Nursing	Psychology	Public Health	Pharmacy
Affective	25	8	11	7	8	7
Continuance	1	1	0	1	0	1
Normative	20	6	8	6	6	6
Affective-Normative	9	4	4	4	3	2
Affective-Continuance	0	0	0	0	0	0
Continuance-Normative	1	0	0	1	1	0
Affective-Continuance-Normative	2	0	1	1	0	0
Total	58	18	24	20	18	14

Discussion

This study explored the forms of organizational commitment among participants of the School of BEM program at the Faculty of Medicine and Health Sciences, Universitas Jambi. The results showed that affective commitment had the highest mean total score ($M = 24.37$, $SD = 3.43$), followed by normative commitment ($M = 24.13$, $SD = 3.27$), and continuance commitment ($M = 17.92$, $SD = 2.58$). Based on categorical distribution, 43.4% of participants were dominated by affective commitment, 34.2% by normative commitment, and 2.6% by continuance commitment. Additionally, 17.1% of participants exhibited a combination of affective and normative commitment, while a small proportion showed other mixed forms.

The predominance of affective commitment indicates that most participants developed a strong emotional attachment to the organization. According to Meyer and Allen's (1991) three-component model, affective commitment reflects an individual's emotional connection, identification, and involvement with an organization. Individuals with high affective commitment remain in an organization because they genuinely want to, whereas continuance commitment is based on the perceived cost of leaving, and normative commitment stems from a sense of moral obligation to stay (Khan et al., 2021). The dominance of affective and normative commitment in this study suggests that participants joined and remained involved not out of compulsion but out of emotional engagement and moral responsibility.

This finding aligns with prior studies conducted in educational and voluntary organizational contexts, which have shown that emotional and moral attachment are stronger drivers of engagement than instrumental motivations (Allen & Meyer, 1996; Riketta, 2002). Affective commitment is consistently associated with positive organizational outcomes, including motivation, performance, and satisfaction (Meyer et al., 2012). Within student organizations, affective commitment often arises from shared experiences, interpersonal connections, and collective values that foster identification with the group. Therefore, the *School of BEM* program plays a significant role in strengthening participants' emotional attachment and identification with the organization.

Conversely, the low level of continuance commitment suggests that only a small proportion of participants viewed their involvement in instrumental terms, such as personal benefit or career-related advantages. This is a favorable finding, as organizations characterized by high affective and normative commitment tend to exhibit stronger cohesion, intrinsic motivation, and resilience. Members who remain for emotional and moral reasons are more likely to engage deeply, collaborate effectively, and contribute beyond formal expectations (Azizollah et al., 2015). In contrast, continuance commitment has often been associated with lower satisfaction and limited engagement, as individuals remain primarily to avoid potential losses (Meyer et al., 2002).

The relatively high level of normative commitment observed in this study suggests that participants also perceived their involvement as a moral duty. In the context of student organizations, this tendency may be shaped by cultural and social expectations that student leaders act as role models who uphold responsibility and integrity (Hadi & Fatwa, 2020). The *School of BEM* program, framed as a leadership and community development platform, likely reinforces the notion that participation represents both an honor and a moral obligation. Participants may internalize the belief that contributing to the organization is part of their ethical duty as student leaders.

Conversely, the low level of continuance commitment suggests that only a few participants viewed their membership in instrumental terms, such as personal benefit, networking, or status. This is a favorable outcome, as organizations characterized by high affective and normative commitment typically exhibit stronger cohesion, internal motivation, and resilience. Members who remain for emotional and moral reasons tend to engage more deeply, collaborate effectively, and willingly contribute beyond formal expectations (Azizollah et al., 2015). In contrast, high continuance commitment has often been associated

with resistance to change and lower satisfaction, as individuals stay primarily to avoid loss rather than to contribute meaningfully (Meyer et al., 2002).

The presence of mixed commitment profiles, particularly the affective–normative combination (17.1%), provides further insight into the complexity of participants' motivations. This combination suggests that participants are not only emotionally attached to the organization but also feel a sense of moral responsibility toward it. Such dual commitment may strengthen long-term engagement, as both intrinsic motivation and internalized obligation reinforce continued participation. From an organizational perspective, this pattern is advantageous because it supports both active involvement and sustained loyalty, which are essential for leadership continuity and organizational sustainability.

From a developmental perspective, the dominance of affective and normative commitment offers important implications for designing and sustaining leadership programs such as the School of BEM. The findings suggest that participants' motivation is primarily intrinsic and value-driven. Therefore, program activities should continue to emphasize emotional connection, meaning-making, and shared purpose. Mentoring sessions, reflective discussions on organizational values, and community-based activities can be effective strategies for strengthening affective commitment (Hadi & Fatwa, 2020). In addition, fostering close interpersonal relationships between mentors and participants can help maintain emotional bonds with the organization.

The strong normative commitment observed suggests that participants value duty, loyalty, and responsibility. These qualities can be reinforced through recognition systems that highlight contributions, peer accountability mechanisms, and the cultivation of a service-oriented organizational culture (Perera & Kariyapperuma, 2021). Training modules focusing on ethical leadership, teamwork, and legacy-building may further internalize these values. When affective and normative commitment coexist, members are more likely to remain loyal, motivated, and committed to the organization's long-term sustainability (Asif et al., 2019).

While it reflects strong intrinsic motivation, it may also indicate that participants' attachment is less dependent on structural or instrumental factors. Consequently, participants may disengage if their emotional or moral connection weakens. To address this, organizations should maintain meaningful engagement opportunities, provide clear roles, and offer continuous development pathways. Sustained communication, post-program involvement,

and alumni networks may also help reinforce long-term commitment (Ajisasmito & Yusianto, 2022; Azizollah et al., 2015; Iswahyuni Rina Astuti et al., 2024).

Student organizations play a critical role in fostering leadership competencies, social responsibility, and professional identity formation. The findings of this study reinforce that effective student leadership programs should cultivate both affective and normative commitment. Emotional engagement enables students to identify personally with organizational goals, while normative commitment ensures that they act consistently with ethical and social responsibilities (Oh & Sawang, 2021; Saini, 2025). According to Meyer et al. (2012), affective commitment promotes adaptive and proactive behaviors, whereas normative commitment sustains organizational functioning through loyalty and moral stability (Meyer et al., 2012). Together, these forms of commitment provide the foundation for sustainable participation and leadership growth.

Within the Faculty of Medicine and Health Sciences, these findings hold significant implications. As future healthcare professionals, students are expected to embody empathy, accountability, and dedication to service. The predominance of affective and normative commitment suggests that the School of BEM program not only develops leadership competencies but also fosters essential professional values. Thus, the organization functions as both a leadership training platform and a value-based learning environment.

Despite its contributions, this study has several limitations. First, the descriptive, cross-sectional design restricts causal interpretation. The research provides a snapshot of participants' commitment at a single point in time, limiting the ability to examine developmental changes (Moreno-Menéndez et al., 2025; Papisabet et al., 2024; Stark et al., 2025). Future longitudinal research could clarify how affective and normative commitment evolve throughout the program's duration.

Second, the data were obtained through self-report questionnaires, which are susceptible to social desirability bias. Participants may have responded in ways that reflect positively on themselves or the program. Future research could combine quantitative and qualitative methods, such as interviews or focus groups, to capture a deeper understanding of participants' motivations and experiences.

Third, this study was conducted within a single institutional and cultural context. The unique characteristics of the FKIK environment may have influenced the results. Replicating the study in other faculties or universities would help assess the generalizability of the findings. Additionally, contextual variables such as leadership style, organizational climate,

and peer dynamics were not analyzed, although these factors likely influence organizational commitment.

Lastly, while the designated Organizational Commitment Questionnaire (OCQ) used in this study demonstrated good internal consistency ($\alpha = 0.860$), further validation is recommended for student organizational contexts. The instrument was originally developed for workplace settings that modified into academic organizational context and may not fully capture the nuances of commitment in voluntary or developmental organizations.

Future studies should investigate the antecedents and outcomes of different commitment types among student leaders. Variables such as perceived organizational support, leadership style, and value congruence may serve as potential predictors. Furthermore, assessing outcomes like engagement, satisfaction, and retention could help provide a clearer understanding on how affective and normative commitment contribute to both individual development and organizational effectiveness. Qualitative approaches, including focus group discussions, could provide richer insights into the emotional and moral dimensions of commitment.

Exploring the role of organizational culture, mentoring, and peer relationships in shaping commitment would also be beneficial. Programs that emphasize collaborative learning, reflective practice, and value-based leadership development may further enhance affective and normative commitment. Comparative analyses between various leadership development initiatives could identify effective strategies for cultivating sustainable commitment among students.

CONCLUSIONS

The findings of this study indicate that affective commitment is the dominant form of organizational commitment among participants of the School of BEM FKIK Universitas Jambi 2025. This suggests that students' sustained participation, even without formal membership, is primarily driven by emotional attachment and alignment with organizational values rather than obligation or instrumental considerations. Normative commitment also emerged at a substantial level, indicating the presence of moral responsibility in shaping engagement. These findings highlight the importance of intrinsic motivation and value congruence in sustaining participation within student leadership programs.

From a theoretical perspective, this study extends Meyer and Allen's three-component model to non-formal and developmental organizational contexts. Practically, the results suggest that BEM FKIK administrators and university stakeholders should design programs that strengthen emotional

attachment through mentoring, meaningful involvement, and supportive organizational environments. In addition, fostering a sense of responsibility and belonging can enhance long-term engagement and leadership continuity. Despite its contributions, this study is limited by its reliance on self-report data and a single institutional context. Future research is recommended to adopt longitudinal and comparative approaches to further examine the development of organizational commitment across diverse student populations.

ACKNOWLEDGMENT

The authors would like to express their sincere appreciation to the Board of the Faculty of Medicine and Health Sciences Student Executive Body (BEM FKIK Universitas Jambi) for their support and collaboration throughout the research process. We are also deeply grateful to all participants who generously shared their time and insights, making this study possible.

REFERENCES

- Abomeh, O. S., & Agnas, M. (2024). Organizational socialization influence and employees' commitment; a scientometric analysis. *Faculty of Social and Management Sciences, 1*(January), 113–125. <https://doi.org/10.5281/zenodo.14719365>
- Ajisasmito, M., & Yusianto, Y. (2022). Pengaruh Organizational Support dan Organizational Culture terhadap Affective Commitment dan Turnover Intention. *Jurnal Manajerial Dan Kewirausahaan, 4*(4), 1035–1044. <https://doi.org/10.24912/jmk.v4i4.20567>
- Allen, N. J., & Meyer, J. P. (1996). Affective, Continuance, and Normative Commitment to the Organization: An Examination of Construct Validity. *Journal of Vocational Behavior, 49*(3), 252–276. <https://doi.org/10.1006/jvbe.1996.0043>
- Asif, M., Qing, M., Hwang, J., & Shi, H. (2019). Ethical leadership, affective commitment, work engagement, and creativity: Testing a multiple mediation approach. *Sustainability (Switzerland), 11*(16). <https://doi.org/10.3390/su11164489>
- Azizollah, A., Abolghasem, F., & Mohammad Amin, D. (2015). The Relationship Between Organizational Culture and Organizational Commitment in Zahedan University of Medical Sciences. *Global journal of health science, 8*(7), 195–202. <https://doi.org/10.5539/gjhs.v8n7p195>
- Hadi, N., & Fatwa, T. (2020). Affective Commitment, Continuance Commitment and Normative Commitment in Reflecting Organizational Commitment. *American International Journal of Business Management (AIJBM), 3*(8), 148–156. <http://eprints.uad.ac.id/29275/>
- Hamann, R. T. D. J. (2015). Employee value congruence and job attitudes: The role of occupational status. *Personnel Review, 44*(4), 550–566. <https://doi.org/10.1108/PR-06-2013-0096>
- Islah, K. (2022). Proses Kaderisasi Pembentukan Generasi Milenial Cendekia Yang Berjiwa Agile

- Leadership Pada Organisasi Di Era 4.0. *Kebijakan: Jurnal Ilmu Administrasi*, 13(Vol. 13 No. 2, Juni 2022), 118–128. <https://doi.org/10.23969/kebijakan.v13i2.5276>
- Iswahyuni Rina Astuti, E., Nurmala Pangaribuan, & Elly Noer. (2024). The Influence of Compensation and Career Development on Employees' Organizational Commitment in Class III UPBU Offices in the Merauke Region. *Economit Journal: Scientific Journal of Accountancy, Management and Finance*, 4(1), 52–67. <https://doi.org/10.33258/economit.v4i1.1089>
- Khan, A. J., Bashir, F., Nasim, I., & Ahmad, R. (2021). Understanding Affective, Normative & Continuance Commitment through the Lens of Training & Development. *iRASD Journal of Management*, 3(2), 105–113. <https://doi.org/10.52131/jom.2021.0302.0030>
- Lee, M., & Kim, B. (2023). Effect of Employee Experience on Organizational Commitment: Case of South Korea. *Behavioral Sciences*, 13(7). <https://doi.org/10.3390/bs13070521>
- Lie, D., Saraswati, K. D. H., & Lie, D. S. (2023). Work Engagement Influences Affective Commitment: Psychological Capital and Perceived Organisation Support As Moderators. *Journal of Indonesian Economy and Business*, 38(2), 119–132. <https://doi.org/10.22146/jieb.v38i2.6821>
- Meyer, J. ., & Allen, N. J. (1991). A Three-Component Conceptualization of Organizational Commitment. *Human Resource and Management Review*, 1(1), 61–89. https://doi.org/10.1057/9780230501997_5
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, Continuance, and Normative Commitment to the Organization: A Meta-analysis of Antecedents, Correlates, and Consequences. *Journal of Vocational Behavior*, 61(1), 20–52. <https://doi.org/10.1006/jvbe.2001.1842>
- Meyer, J. P., Stanley, D. J., Jackson, T. A., McInnis, K. J., Maltin, E. R., & Sheppard, L. (2012). Affective, normative, and continuance commitment levels across cultures: A meta-analysis. *Journal of Vocational Behavior*, 80(2), 225–245. <https://doi.org/10.1016/j.jvb.2011.09.005>
- Moreno-Menéndez, F. M., Aguado-Riveros, U. I., Hadi-Mohamed, M. M., Tapia-Silguera, R. D., Silva-Infantes, M., Vía y Rada-Vittes, J. F., Huaynate-Espejo, L. Á., & González-Prida, V. (2025). Organizational Commitment and Administrative Management in Public Service Delivery: Evidence from an Emerging Governance Context. *Administrative Sciences*, 15(6), 1–26. <https://doi.org/10.3390/admsci15060231>
- Oh, H. S., & Sawang, S. (2021). Qualitative differences in the mindsets associated with dual nature of normative commitment. *PLoS ONE*, 16(6 June), 1–15. <https://doi.org/10.1371/journal.pone.0251193>
- Oyelakin, O., Shodeinde, A. D., & Arandong, I. J. (2022). Value Congruence and Organizational Commitment: Does Work Happiness Matter? *Business Perspective Review*, 3(2), 14–26. <https://doi.org/10.38157/businessperspectivereview.v3i2.348>

- Paparisabet, M., Jalalpour, A. H., Farahi, F., Gholami, Z., Shaygani, F., Jalili, N., Beigi, S. R., Ahmadi Marzaleh, M., & Elyaderani, H. D. (2024). Investigating the organizational commitment and its associated factors among the staff of the health sector: a cross-sectional research. *BMC Health Services Research, 24*(1), 1–11. <https://doi.org/10.1186/s12913-024-11893-1>
- Perera, T., & Kariyapperuma, S. (2021). Contribution of Mentoring on Organizational Commitment of Millennial Employees: A Case Study of Knowledge Process Outsourcing Organization. *Proceedings of International Conference on Business Management, 17*(December). <https://doi.org/10.31357/icbm.v17.5210>
- Permatasari, P. I., Setyorini, T. D., & Lekahena, F. (2024). Self-Leadership and Organizational Commitment: Correlation Study of Student Association Members. *Psikostudia : Jurnal Psikologi, 13*(1), 134. <https://doi.org/10.30872/psikostudia.v13i1.14831>
- Pramono, T., Suwarno, S., & Widodo, S. (2020). Strategi Badan Eksekutif Mahasiswa (Bem) Untuk Mencapai Program Kerja Organisasi Di Universitas Kadir. *Jurnal Mediasosian : Jurnal Ilmu Sosial dan Administrasi Negara, 4*(1), 30–50. <https://doi.org/10.30737/mediasosian.v4i1.818>
- Pratama, A. R., Rawati, M., Fajri, F., Oktaviany, K., & Messy, M. (2024). Dinamika Organisasi Mahasiswa: Pengembangan, Komitmen, dan Transformasi di Zaman Modern. *Jurnal Manajemen dan Budaya, 4*(2), 28–38. <https://doi.org/10.51700/manajemen.v4i2.627>
- Rahim, B., Fadzrul, Nofrianda, R., Periantalo, J., & Annisa, Verdiantika. (2025). How Psychological Well-Being Links to Organizational Commitment: Insights from Educational Personnel at Jambi University. *Side: Scientific Development Journal, 2*(4), 149–154. <https://doi.org/10.59613/ncgp0703>
- Rahman, S., Muharsih, L., Rahman Hakim, A., Studi Psikologi, P., Psikologi, F., Buana Perjuangan Karawang, U., & Info, A. (2023). Organizational Commitment Is Viewed From The Perception Of Organizational Support For Students Who Study While Working. *Jurnal Ilmiah Psikologi, 11*(4), 482–487. <http://dx.doi.org/10.30872/psikoborneo.v11i4>
- Riketta, M. (2002). Attitudinal organizational commitment and job performance: a meta-analysis. *Journal of Organizational Behavior, 23*(3), 257–266. <https://doi.org/10.1002/job.141>
- Saini, S. (2025). Employee engagement and organizational commitment: a bibliometric review. *International Journal of Productivity and Performance Management, 74*(7), 2314–2336. <https://doi.org/10.1108/IJPPM-05-2024-0345>
- Stark, H. P., Smith, R. W., & Carter, N. T. (2025). Organizational Commitment Profiles and Employee Well-Being: Exploratory and Confirmatory Latent Profile Analyses. *Occupational Health Science, 9*(3), 639–673. <https://doi.org/10.1007/s41542-025-00225-2>
- Syahputra, M. R., & Darmansah, T. (2020). Fungsi Kaderisasi Dalam Meningkatkan Kualitas Kepemimpinan. *Journal Of Education And Teaching Learning (JETL), 2*(3), 20–28.

<https://doi.org/10.51178/jetl.v2i3.6>

Waluyo, Y., & Repi, A. A. (2018). Kebahagiaan dan Komitmen Organisasi pada Organisasi Mahasiswa. *Jurnal Experientia*, 8(1), 39–46.

Zulkefli, S. A., Mustakim, S. S., Hassan, A., Abdullah, A., & Basri, R. (2021). Measuring Organizational Commitment and Distributed Leadership: A Study in Malaysian Secondary Schools. *International Journal of Academic Research in Business and Social Sciences*, 11(7).
<https://doi.org/10.6007/ijarbss/v11-i7/10416>