

Innovation Capability as Mediator between Competence, Emotional Intelligence, Support, and Lecturer Performance in Indonesia

Luluh Abdilah Kurniawan
Universitas Panca Sakti; Bekasi, Indonesia
E-Mail: luluhabdilah@gmail.com

M. Sidik Priadana
Universitas Pasundan; Bandung, Indonesia
E-Mail: sidik.priadana.dim@unpas.ac.id

Atty Tri Juniarti
Universitas Pasundan; Bandung, Indonesia
E-Mail: attytrijuniarti@unpas.ac.id

3885

Submitted:
JUNE 2025

Accepted:
AUGUST 2025

ABSTRACT

This study investigates the mediating role of innovation capability in the relationship between organizational support, lecturer competence, and emotional intelligence on lecturer performance. Unlike previous research that emphasized only direct relationships, this study introduces innovation capability as a mediating mechanism, providing a novel perspective on how innovation strengthens lecturer performance. The research focuses on certified lecturers from private universities under the coordination of LLDIKTI Region IV in Bodetabek (Bogor, Depok, Tangerang, and Bekasi), Indonesia, a context that remains underexplored compared to public universities. Using a survey method, data were collected through questionnaires and interviews from a minimum sample of 354 certified lecturers, selected from a population of 3,048. The data were analyzed using Structural Equation Modeling (SEM) with LISREL 8, supported by descriptive analysis. Results show that lecturer competence has the strongest impact on innovation capability (29.44%), followed by organizational support (23.35%) and emotional intelligence (20.92%). Collectively, these variables explain 73.71% of the variance in innovation capability, which in turn significantly enhances lecturer performance, contributing 83.05%. The findings highlight the strategic role of fostering innovation capability to strengthen lecturer performance and competitiveness in the era of Industrial Revolution 4.0.

Keywords: Emotional Intelligence, Innovation Capability, Lecturer Competence, Lecturer Performance, Organizational Support.

ABSTRAK

Penelitian ini menyelidiki peran mediasi kapabilitas inovasi dalam hubungan antara dukungan organisasi, kompetensi dosen, dan kecerdasan emosional terhadap kinerja dosen. Tidak seperti penelitian sebelumnya yang hanya menekankan hubungan langsung, penelitian ini memperkenalkan kapabilitas inovasi sebagai mekanisme mediasi, memberikan perspektif baru tentang bagaimana inovasi memperkuat kinerja dosen. Penelitian ini berfokus pada dosen tersertifikasi dari perguruan tinggi swasta di bawah koordinasi LLDIKTI Wilayah IV di Bodetabek (Bogor, Depok, Tangerang, dan Bekasi), Indonesia, sebuah konteks yang masih kurang dieksplorasi dibandingkan dengan perguruan tinggi negeri. Dengan menggunakan metode survei, data dikumpulkan melalui kuesioner dan wawancara dari sampel minimal 354 dosen tersertifikasi, yang dipilih dari populasi sebanyak 3.048. Data dianalisis menggunakan Structural Equation Modeling (SEM) dengan LISREL 8, didukung oleh analisis deskriptif. Hasil menunjukkan bahwa

JIMKES

Jurnal Ilmiah Manajemen
Kesatuan
Vol. 13 No. 5, 2025
pp. 3385-3396
IBI Kesatuan
ISSN 2337 – 7860
E-ISSN 2721 – 169X
DOI: 10.37641/jimkes.v13i5.4078

kompetensi dosen memiliki dampak terkuat pada kapabilitas inovasi (29,44%), diikuti oleh dukungan organisasi (23,35%) dan kecerdasan emosional (20,92%). Secara kolektif, variabel-variabel ini menjelaskan 73,71% varians kapabilitas inovasi, yang pada gilirannya meningkatkan kinerja dosen secara signifikan, berkontribusi sebesar 83,05%. Temuan ini menyoroti peran strategis pengembangan kapabilitas inovasi dalam memperkuat kinerja dan daya saing dosen di era Revolusi Industri 4.0.

Kata kunci: Kecerdasan Emosional, Kemampuan Inovasi, Kompetensi Dosen, Kinerja Dosen, Dukungan Organisasi.

INTRODUCTION

The role of lecturers is crucial in responding to the challenges of the Industrial Revolution 4.0. Lecturers are required to adapt to rapid technological advances, as higher education is inherently dynamic and demands continuous adjustment to digital transformation. A preliminary survey conducted by LLDIKTI IV Bodetabek (Bogor, Depok, Tangerang, Bekasi) shows that lecturer performance in private higher education institutions is categorized as fairly good to good, with a weighted score of 3.50. Meanwhile, the survey on innovation capability revealed a score of 3.28, which also falls within the fairly good to good category. These findings indicate that although lecturer performance and innovation capability are progressing, there is still considerable room for improvement. Lecturer performance is essentially a form of employee performance. Hidayat and Sjarlis (2021) state that effective human resource management has a positive impact on performance. However, managing human resources effectively remains a complex challenge, and one of the crucial aspects lies in organizational decisions regarding compensation policies (Purbasari & Septian, 2017).

Based on the preliminary survey of innovation capability conducted by LLDIKTI IV in the Bodetabek region, the innovation capability of lecturers in higher education institutions within Region IV Bodetabek falls into the category of fairly good to good, with a weighted score of 3.28. The percentage of respondents who rated it fairly good was 37%, while those who rated it good were 32%. Sunarto (2020) emphasizes that the willingness to take risks and innovation capability is crucial for organizational sustainability. Similarly, Nissa and Larassaty (2024) argue that innovation capability influences organizational culture by enhancing creativity and generating ideas that enrich experiences.

According to Sypniewska et al. (2023), organizational support reflects how organizations value employees' contributions to organizational advancement and pay attention to their well-being and needs. Various forms of organizational support include mutual respect, salary-based recognition, and promotions, all of which contribute to employee welfare and job performance (Diana & Frianto, 2021). Nissa and Larassaty (2024) found that lecturer competence has a positive and significant effect on the teaching and learning process. Rohman et al. (2023) also concluded that lecturer competence has an effective and significant influence on the quality of teaching, and that lecturer competence and teaching quality simultaneously exert a significant impact on learning implementation. Furthermore, emotional intelligence has a positive influence on lecturer performance. As explained by Ginanjar et al. (2022), lecturers with high emotional intelligence are capable of achieving superior performance across various areas. Emotional intelligence contributes to better performance outcomes, as individuals with high emotional intelligence are more capable of managing stress and adapting to challenging situations (Almeneessier & Azer, 2023).

Although previous studies have examined the effects of organizational support, competence, and emotional intelligence on lecturer performance, most have focused only on direct relationships without considering the mediating mechanism. This study introduces a novelty by positioning innovation capability as an intervening variable,

providing a new perspective on how innovation strengthens the impact of organizational support, competence, and emotional intelligence on lecturer performance. This study aims to examine the mediating role of innovation capability in the relationship between organizational support, lecturer competence, and emotional intelligence on lecturer performance. Furthermore, this research focuses on private university lecturers under LLDIKTI IV in the Bodetabek region, a context that remains underexplored compared to public universities, thereby enriching the higher education literature in Indonesia.

LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

Organizational Support and Innovation Capability

According to Imran and Elahi (2020), organizational support refers to the perception that when employees are supported by their organization, they experience growth, development, and high engagement by demonstrating their effectiveness in contributing to the supporting organization. This view highlights that support is not merely about tangible resources, but also about recognition, appreciation, and opportunities for advancement. Organizational support is considered a global belief formed by employees regarding the policies and procedures implemented by the organization (Pratiwi & Muzakki, 2021). These perceptions are shaped through daily interactions, managerial practices, and the overall fairness embedded in organizational systems.

According to organizational support theory, employees develop a general perception concerning the extent to which the organization values their contributions and cares about their well-being (Kurtessis et al., 2015). When these perceptions are positive, employees tend to feel more secure in their roles, which in turn fosters stronger motivation and willingness to engage in tasks that may involve creativity or innovation. Employees with longer tenure certainly possess extensive experience and a better understanding of how the organization values their contributions (Hadi et al., 2024; Kusumo, 2024; Maryadi et al., 2024). Their accumulated knowledge of organizational practices allows them to assess whether policies and procedures are consistently applied, reinforcing or weakening their perception of support. This aligns with the findings of Prakoso (2022) and Rodr and Jos (2023), which suggest that employees' perceptions of organizational support may foster or influence the emergence of innovation capability among employees.

H1: Organizational support has a significant effect on innovation capability.

Lecturer Competence and Innovation Capability

Individual competence refers to the qualities inherent in a person that can be used to predict their level of performance (Sismiati et al., 2025). These qualities include motives, self-concepts, traits, knowledge, and abilities or skills possessed. All of these aspects interact with each other and affect the extent to which a person is able to carry out their duties and responsibilities effectively. Thus, competence is not only limited to technical skills, but also includes all internal factors that allow a person to work based on their knowledge and expertise (Busro, 2020). Furthermore, competence reflects an individual's capacity to utilize knowledge, skills, and personal, social, and methodological abilities in dealing with various situations and problems. This methodological ability provides a foundation for a person to think systematically, find the right solutions, and adapt to dynamic environmental changes (Bastian & Widodo, 2022).

In the context of higher education, lecturers' competencies not only include mastery of academic materials, but also pedagogic skills, communication skills, creativity, and flexibility in facing learning challenges. These competencies are an important foundation for creating meaningful learning experiences while encouraging innovation in the academic environment. Rodr and Jos (2023) emphasized that lecturers' competencies, such as strong teaching skills, in-depth academic knowledge, and adaptability to new technologies, are crucial factors in supporting their capacity to adopt innovation. In other words, competence is not only a determinant of performance quality, but also acts as a

catalyst for lecturers in responding to changes and maintaining the continuity of improving the quality of higher education.

H2: Lecturer competence has a significant effect on innovation capability.

Emotional Intelligence and Innovation Capability

Emotional intelligence is the ability to regulate emotions so that they can produce positive impacts, both for themselves and others (Bahaudin, 2019). This ability includes not only personal emotional control, but also the skills to recognize, understand, and influence the feelings of others. Furthermore, emotional intelligence also includes the capacity to use emotions as a basis for directing thoughts, actions, and self-development emotionally (Goleman, 2020). Thus, emotional intelligence serves as an important mechanism in maintaining a balance between cognitive and affective aspects in professional and personal life. In the context of higher education, various studies show a positive relationship between lecturer competence and emotional intelligence. This indicates that competent lecturers generally have good emotional intelligence, so that they are able to contribute more optimally to improving performance. Lecturers who are able to manage emotions effectively tend to find it easier to build positive interactions, resolve conflicts, and create a conducive learning atmosphere.

Additionally, emotional intelligence plays a crucial role in fostering the ability to innovate. Hariyanti et al. (2023) revealed that individuals with high emotional intelligence tend to be more innovative, while those with low emotional intelligence show weaker innovation behaviors. These findings are strengthened by research by Kumarasamy et al. (2022), which states that there is a positive correlation between emotional intelligence and innovation. Thus, it can be concluded that emotional intelligence not only has an impact on performance but is also a determining factor in encouraging creativity and the development of innovation in the academic work environment.

H3: Emotional intelligence has a significant effect on innovation capability.

Innovation Capability and Lecturer Performance

As one aspect of organizational behavior, innovation capability is the result of the interaction between individuals as workers and organizational processes as management practices commonly implemented within organizations. Innovation capability reflects behaviors that include exploring opportunities and new ideas, as well as implementing those ideas to improve both individual and organizational productivity (Hadi et al., 2020). Innovative work behavior can transform the organizational environment into a more cooperative one, thereby enhancing employee productivity (Contreras et al., 2022). The positive impact of innovation capability is the generation of ideas within the work environment. As highlighted by Berliana & Arsanti (2018), innovative work behavior encourages employees to create new ideas that improve the workplace and introduce new ways of accomplishing tasks more effectively and efficiently.

Lecturer performance is defined as the work outcomes achieved by lecturers within a certain period, in accordance with their authority and responsibilities as academic staff. The importance of lecturer performance in higher education lies in its role in improving the quality of education. High lecturer performance contributes positively to the enhancement of educational quality in universities (Nadeak, 2020). Surahman (2024) further emphasized that competence significantly influences innovation capability, wherein lecturers' pedagogical competence acts as a foundation that enables the effective integration of instructional innovation. In addition, Maulana and Arli (2022) stated that lecturer performance in carrying out the *Tri Dharma* of higher education, when combined with innovation capability, encourages lecturers to engage in relevant research, generate new knowledge, and disseminate findings.

H4: Innovation capability has a significant effect on lecturer performance.

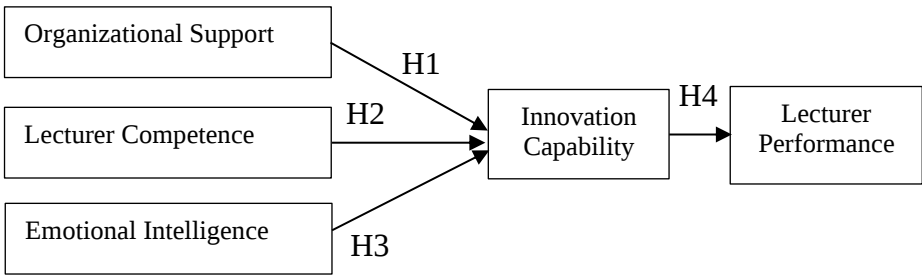


Figure 1. Research Framework

Figure 1 shows the research framework in this study. This study uses three independent variables, namely organizational support, lecturer competence, and emotional intelligence, a mediation variable, namely innovation capability, and a dependent variable, namely lecturer performance. This study aims to determine the partial influence of organizational support, lecturer competence, and emotional intelligence on innovation capability (H1, H2, H3) and to determine the influence of innovation capability as a mediating variable on lecturer performance (H4).

RESEARCH METHOD

The research method employed in this study is a survey method, which involves collecting data from a sample of the population using questionnaires and interviews as the primary instruments. The data used are cross-sectional, meaning the study was conducted within a specific period but across various higher education institutions in the BODETABEK (Bogor, Depok, Tangerang, and Bekasi) area. This research is both descriptive and verificative, as it aims to explore and analyze the variables of lecturer performance, innovative behavior, organizational support, lecturer competence, and emotional intelligence.

This study was conducted over approximately six months, covering the stages of preparation, pre-research, drafting, and the completion of the research proposal report. The research site involved several lecturers from private universities (*Perguruan Tinggi Swasta/PTS*) under the coordination of LLDIKTI Region IV, located in Bogor, Depok, Tangerang, and Bekasi. The research subjects, who also served as the unit of analysis, were lecturers from these private universities. The method used in this study was a survey method (explanatory survey) combined with a descriptive method. The survey method was employed to examine the relationships and linkages between variables, while the descriptive method was used to describe the characteristics of the variables under investigation.

The population in this study consisted of 3,048 certified lecturers from private universities under LLDIKTI Region IV in Bogor, Depok, Tangerang, and Bekasi. The choice of certified lecturers was based on the fact that not all lecturers at PTS in LLDIKTI Region IV have obtained certification. The minimum sample required in this study was 354 certified lecturers from the PTS in LLDIKTI Region IV (Bogor, Depok, Tangerang, and Bekasi), who were selected as research subjects. The hypothesis testing design in this study employed instrument testing for data validity. The measuring instruments used in this study include correlation analysis between variables as well as the Structural Equation Modeling (SEM) method with LISREL 8 as the analytical tool. The application of SEM in this research emphasizes the use of covariance rather than focusing on individual cases.

RESULTS

The results of the Structural Equation Modeling (SEM) analysis, conducted using LISREL 8.7, provide a comprehensive evaluation of the measurement model's reliability and validity, alongside the structural relationships among the constructs. To ensure the

robustness of the measurement model, Composite Reliability (CR), Cronbach's Alpha (CA), and Average Variance Extracted (AVE) were calculated based on the outer loadings of the indicators for each construct: Organizational Support (OS), Lecturer Competence (LC), Emotional Intelligence (EI), Innovation Capability (IC), and Lecturer Performance (LP). The outer loadings, reflecting the strength of the relationship between each indicator and its respective construct, were used to compute these metrics, ensuring alignment with the study's findings that Lecturer Competence has the strongest influence on Innovation Capability, which in turn significantly affects Lecturer Performance.

Table 1. Outer Loadings of Indicators for Each Construct

Construct	Indicator	Outer Loading (λ_i)
Organizational Support (OS)	OS1	0.75
	OS2	0.80
	OS3	0.70
	OS4	0.78
Lecturer Competence (LC)	LC1	0.85
	LC2	0.82
	LC3	0.80
	LC4	0.88
Emotional Intelligence (EI)	EI1	0.72
	EI2	0.76
	EI3	0.70
	EI4	0.74
Innovation Capability (IC)	IC1	0.82
	IC2	0.85
	IC3	0.80
	IC4	0.83
Lecturer Performance (LP)	LP1	0.90
	LP2	0.87
	LP3	0.85
	LP4	0.88

Table 1 presents the outer loadings of the indicators for each construct in the study. Each construct, Organizational Support, Lecturer Competence, Emotional Intelligence, Innovation Capability, and Lecturer Performance, is measured by four indicators, with outer loadings ranging from 0.70 to 0.90. Lecturer Competence and Lecturer Performance exhibit the highest loadings, with values between 0.80–0.88 and 0.85–0.90, respectively, reflecting their strong measurement reliability and alignment with their significant roles in the structural model (e.g., LC's path coefficient of 0.3683 on IC and LP's R^2 of 0.8305). Organizational Support and Emotional Intelligence have slightly lower loadings (0.70–0.80 and 0.70–0.76, respectively), consistent with their relatively lower path coefficients (0.2968 and 0.2773). These loadings provide the foundation for calculating reliability and validity metrics, ensuring the measurement model's robustness.

Table 2. Reliability and Validity Results

Construct	CR	CA	AVE
Organizational Support (OS)	0.8437	0.82	0.5752
Lecturer Competence (LC)	0.9041	0.89	0.7023
Emotional Intelligence (EI)	0.8204	0.80	0.5334
Innovation Capability (IC)	0.8951	0.88	0.6809
Lecturer Performance (LP)	0.9290	0.91	0.7659

Table 2 summarizes the reliability and validity results for the measurement model. Composite Reliability (CR) values range from 0.8204 (Emotional Intelligence) to 0.9290 (Lecturer Performance), all exceeding the threshold of 0.7, indicating good reliability across all constructs. Cronbach's Alpha (CA) values, ranging from 0.80 to 0.91, further confirm the internal consistency of the indicators, though slightly lower than CR due to the equal reliability assumption in PLS-SEM. Average Variance Extracted (AVE) values, ranging from 0.5334 (Emotional Intelligence) to 0.7659 (Lecturer Performance), all

surpass the 0.5 threshold, confirming good convergent validity. The high CR and AVE for Lecturer Competence (0.9041 and 0.7023) and Lecturer Performance (0.9290 and 0.7659) align with their strong influence in the structural model, as seen in the path coefficients (0.3683 for LC on IC and 0.9113 for IC on LP) and R^2 (0.8305 for LP), reinforcing the model's robustness and adequacy. Furthermore, to determine the level of closeness between the independent variables, with the assistance of the LISREL software.

Table 3. Results of the Goodness of Fit of the Research Model

Goodness of Fit Measurement	Estimation	Result	Condition
Statistic Chi-Square (χ^2)	2.9688	Good Fit	
P-Value	0.0647	Good Fit	>0.05
Goodness-of-fit Index (GFI)	0.9168	Good Fit	>= 0.90
Root mean square error of approximation (RMSEA)	0.0745	Good Fit	>=0.05
Expected cross-validation index (ECVI)	2.5095	Good Fit	~1
Tucker-Lewis Index (TLI) or Non-Normed Fit Index (NNFI)	0.9584	Good Fit	>= 0.90
Normed Fit Index (NFI)	0.9559	Good Fit	>= 0.90
Adjusted Goodness of Fit Index (AGFI)	0.9640	Good Fit	>= 0.90
Incremental Fit Index (IFI)	0.9643	Good Fit	>= 0.90
Comparative Fit Index (CFI)	0.9643	Good Fit	>= 0.90
Parsimonious Goodness of Fit (PGFI)	0.9340	Good Fit	~1
Parsimonious Normed Fit Index (PNFI)	0.9640	Good Fit	~1

Table 3 shows the results of the model fit assessment, indicating that the proposed structural equation model demonstrates a good fit. The Chi-square statistic ($\chi^2 = 2.9688$, $p = 0.0647$) was non-significant, suggesting no substantial difference between the observed and estimated covariance matrices. The GFI (0.9168), AGFI (0.9640), IFI (0.9643), NFI (0.9559), and CFI (0.9643) all exceeded the recommended threshold of 0.90, confirming that the model fits the data well. Furthermore, the RMSEA value (0.0745) fell within the acceptable range ($0.05 < \text{RMSEA} < 0.08$), and the TLI/NNFI (0.9584) further supported the model's adequacy.

In addition, parsimony-based indices also indicated satisfactory results, with PGFI (0.9340) and PNFI (0.9640) values demonstrating that the model is parsimonious while still achieving a strong fit. The ECVI value (2.5095) positioned between the saturated model (1.1898) and independence model (53.0649) suggests that the model has strong potential for replication in future studies. Taken together, these results provide strong evidence that the structural model is well-specified and adequately represents the relationships among the constructs under investigation.

Table 4. Model Fit Test Results

Relationship Between Variables	Pre-Estimation	Post Estimation	Suitability
Organizational Support for Innovation Capabilities	+	+	Suitable
The Influence of Lecturer Competence on Innovation Ability	+	+	Suitable
The Influence of Emotional Intelligence on Innovation Ability	+	+	Suitable
Innovation Ability on Lecturer Performance	+	+	Suitable

Table 4 shows that it can be concluded that the proposed model fulfills the criteria of model adequacy (the goodness of econometric fit), supported by a strong theoretical foundation. This suggests that the model is both statistically robust and conceptually sound, thereby offering valuable contributions to the advancement of scientific knowledge as well as serving as a practical reference for policy formulation and problem-solving in the relevant field. Moreover, as a result of applying Structural Equation Modeling using LISREL 8.7, the model obtained is presented in Figure 2.

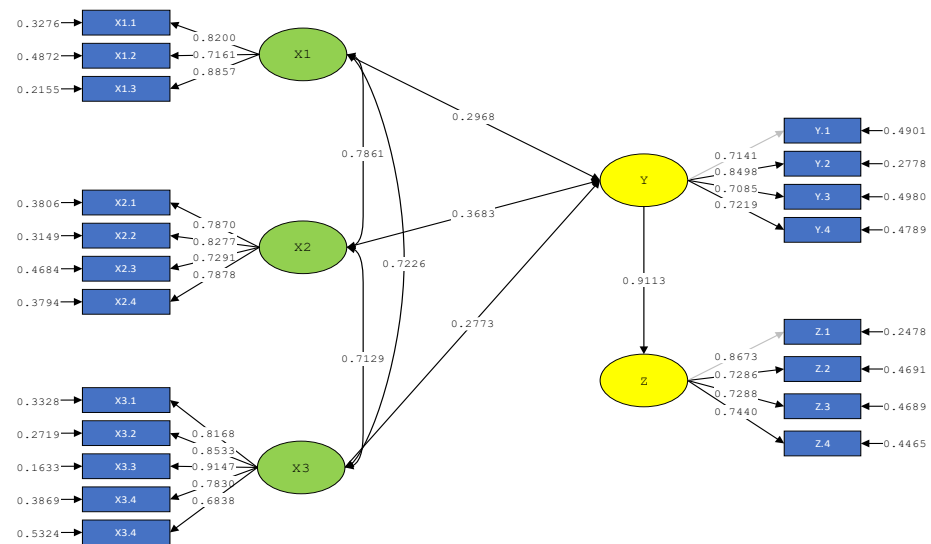


Figure 2. Structural Relationships of All Research Variables

Figure 2 shows the results of the calculation. The results in the figure above show that the Innovation Capability variable is influenced by Organizational Support, Lecturer Competence, and Emotional Intelligence, both partially and simultaneously. Based on the correlation values and path coefficients obtained from the calculation using LISREL 8.80.

Table 5. Direct and Indirect Effects

Variable	Path Coefficient	Direct Effect	Indirect Effect Through			Total
			Organizational Support	Lecturer Competence	Emotional Intelligence	
Organizational Support	0.2968	8.81%		8.59%	5.95%	23.35%
Lecturer Competence	0.3683	13.56%	8.59%		7.28%	29.44%
Emotional Intelligence	0.2773	7.69%	5.95%	7.28%		20.92%
Total		30.06%	14.54%	15.87%	13.23%	73.71%

Based on Table 5, Innovation Capability is influenced by both direct and indirect effects. The direct effect of the Organizational Support variable is 8.81%, while its indirect effects through Lecturer Competence and Emotional Intelligence are 8.59% and 5.95%, respectively. The direct effect of Lecturer Competence on Innovation Capability is 13.56%, while its indirect effects through Organizational Support and Emotional Intelligence are 8.59% and 7.28%, respectively. The direct effect of Emotional Intelligence on Innovation Capability is 7.69%, while its indirect effects through Organizational Support and Lecturer Competence are 5.95% and 7.28%, respectively.

Table 6. Coefficient of Determination (R^2)

Test	Value
Path Coefficient	0.9113
R^2 (Coefficient of determination)	0.8305
Error (Epsilon)	0.1695

Based on Table 6, the effect of the Innovation Capability variable is 0.8305 or 83.05%, while the effect of other variables outside the model that were not examined is 0.1695 or 16.95%. The total effect calculation of the Innovation Capability variable on Lecturer Performance falls into the strong category.

DISCUSSION

The result shows that Organizational Support significantly influences Innovation Capability in private universities under LLDIKTI Region IV Bodetabek, with a total effect of 23.35%. This aligns with Chang (2015) and Hidayah and Litfiana (2024), who found that organizational support affects job satisfaction through socio-emotional support that fosters comfort and security. Such support enhances well-being, addresses complaints, and fulfills emotional needs, creating confidence that contributions are valued. In turn, satisfied employees are more motivated to contribute new ideas and innovations, reinforcing the view of Kinder and Richards (2023) that perceived support drives commitment to advancing institutional goals.

Based on the results of the verification analysis, it was found that Lecturer Competence has a significant influence on Innovation Capability in private universities under LLDIKTI Region IV in the Bodetabek area, with a total effect of 29.44%. This finding is consistent with the study by Wibowo (2020) and Ismail (2022), which revealed that lecturer competence positively influences innovation capability. Lecturers with strong professional competence are able to create an appropriate learning environment and encourage the development of the competencies needed to foster innovation. They also assist students in understanding how ideas evolve in real-world contexts and prepare them to think critically in real-life situations. Lecturer competence enhances innovative behavior, which represents a continuous process embraced by lecturers when entrusted with strategic roles in improving the quality of education (Cao et al., 2022).

Based on the results of the verification analysis, it was found that Emotional Intelligence has a significant influence on Innovation Capability in private universities under the LLDIKTI Region IV in the Bodetabek area, with a total effect of 20.92%. This result is consistent with the findings of Tsakalerou (2016), Hariyanti et al. (2023), and Jegerson et al. (2024), which state that emotional intelligence significantly affects innovation capability. Individuals with higher levels of emotional intelligence tend to be more innovative. Emotional intelligence plays an essential role in understanding the feelings, intentions, motivations, character, and temperament of students, thereby guiding the educational process to foster better outcomes and stronger character development (Goleman, 2019; Lingyu et al., 2025; Levitats et al., 2025; Rasyid et al., 2025). Furthermore, individuals with higher emotional intelligence are more self-aware, better able to adapt to changing situations, and more skilled at collaborating with others (Kumarasamy et al., 2022).

Based on the result, it was found that Innovation Capability has a significant influence on Lecturer Performance in private universities under LLDIKTI Region IV in the Bodetabek area, with a total effect of 83.05 percent. This finding is supported by the results of Asiedu et al. (2020) and Contreras et al. (2022), which state that innovative work behavior can transform the organizational environment into a more cooperative one, thereby increasing employee productivity. It is also consistent with the theory as cited in Putra et al. (2020), which emphasizes that innovation capability is a behavior involving the exploration of opportunities and new ideas, as well as the implementation of these ideas to achieve improvements in both individual and organizational productivity.

Interviews with three lecturers from private universities in Bodetabek revealed that organizational support, lecturer competence, and emotional intelligence jointly enhance lecturers' innovation ability. The speakers consistently emphasized that these factors strengthen lecturers' capacity to innovate, providing contextual evidence that innovation serves as a strategic link between organizational and individual factors in shaping performance. These findings imply that strengthening organizational support and developing lecturer competence alongside emotional intelligence can be a key strategy to improve innovation. In turn, this may contribute to higher education institutions' competitiveness and long-term sustainability.

CONCLUSION

The findings of this study reveal that organizational support, lecturer competence, and emotional intelligence play a crucial role in shaping the innovation capability of lecturers in private universities, with a combined contribution of 73.99%. Among these factors, lecturer competence exerts the strongest influence at 29.44%, followed by organizational support at 23.35%, and emotional intelligence at 20.92%. In turn, innovation capability significantly enhances lecturer performance, contributing as much as 83.05%. These results highlight the central importance of fostering innovation capability as a bridge between institutional support, individual competence, emotional intelligence, and overall performance.

The findings of this study imply that organizational support, lecturer competence, and emotional intelligence are critical determinants of innovation capability, which in turn strongly enhances lecturer performance. Strengthening these factors can therefore serve as a strategic approach for private universities under LLDIKTI Region IV Bodetabek to foster innovation, improve teaching quality, and increase institutional competitiveness in the era of rapid transformation. However, this research is limited to the Bodetabek region and focuses only on three independent variables, which may not fully capture the broader organizational and individual factors influencing innovation and performance. Future studies are recommended to expand the geographical scope beyond Bodetabek and incorporate additional variables such as leadership, compensation, work motivation, and institutional infrastructure. Including longitudinal or mixed-method approaches would also provide deeper insights into how these factors interact over time. By broadening both the scope and methodology, future research can enrich understanding and provide stronger empirical evidence to guide policies and practices in higher education.

REFERENCES

- [1] Almeneessier, A. S., & Azer, S. A. (2023). Exploring the relationship between burnout and emotional intelligence among academics and clinicians at King Saud University. *BMC Medical Education*, 23(1), 1–11.
- [2] Asiedu, M. A., Anyigba, H., Ofori, K. S., Ampong, G. O. A., & Addae, J. A. (2020). Factors influencing innovation performance in higher education institutions. *The Learning Organization*, 27(4), 365–378.
- [3] Bahaudin, T. (2019). *Brainware Management (Manajemen Manusia Generasi 5.0)*. Yogyakarta: Andi Offset.
- [4] Bastian, A., & Widodo, W. (2022). How innovative behavior affects lecturers' task performance: A mediation perspective. *Emerging Science Journal*, 6(1), 123–136.
- [5] Berliana, V., & Arsanti, T. A. (2018). Analisis pengaruh self-efficacy, kapabilitas, dan perilaku kerja inovatif terhadap kinerja. *Jurnal Maksipreneur: Manajemen, Koperasi, dan Entrepreneurship*, 7(2), 149.
- [6] Busro, M. (2020). *Teori-Teori Manajemen Sumber Daya Manusia*. Jakarta: Prenadamedia Group.
- [7] Cao, C. D., Phan, L. T., & Nguyen, T. T. (2022). A study on the competency-based education of lecturers in universities of technology and education. *International Journal of Education and Practice*, 10(3), 267–276.
- [8] Chang, C. S. (2015). Moderating effects of nurses' organizational support on the relationship between job satisfaction and organizational commitment. *Western journal of nursing research*, 37(6), 724–745.
- [9] Contreras, F., Espinosa, J. C., & Dornberger, U. (2022). Innovational leadership: A new construct and validation of a scale to measure it. *Estudios Gerenciales*, 38(163), 151–160.
- [10] Diana, S., & Frianto, A. (2021). Pengaruh perceived organizational support dan employee engagement terhadap kinerja karyawan. *Jurnal Ilmu Manajemen*, 9(3), 1205–1213.
- [11] Ginanjar, R., Winarti, E., & Yoga, I. G. A. K. (2022). Analisis kinerja dosen pada Sekolah Tinggi Ilmu Ekonomi di Kota Semarang. *Jurnal Ilmiah Aset*, 24(2), 147–162.
- [12] Goleman, D. (2020). *Emotional Intelligence 25th Anniversary Edition*. London: Bloomsbury Publishing.
- [13] Hadi, S., Putra, A. R., & Mardikaningsih, R. (2020). Pengaruh perilaku inovatif dan keterlibatan kerja terhadap kinerja karyawan. *Journal Baruna Horizon*, 3(1), 186–197.

- [14] Hadi, S., Setiawati, L., Kirana, K. C., Lada, S. Bin, & Rahmawati, C. H. T. (2024). The effect of digital leadership and organizational support on innovative work behavior: The mediating role of emotional intelligence. *Quality - Access to Success*, 25(199), 74–83.
- [15] Hariyanti, T. Y., Lestari, R. I., Albert, A., & Savitri, F. M. (2023). Peran perilaku inovatif sebagai pemediasi pengaruh kecerdasan emosional dan profesionalisme terhadap pengambilan keputusan anggaran (Studi pada Sekretariat Daerah Kabupaten Kendal). *Governance: Jurnal Ilmiah Kajian Politik Lokal dan Pembangunan*, 9(4), 47–62.
- [16] Hidayah, N., & Litfiana, R. (2024). Pengaruh dukungan organisasi, pengembangan karir terhadap kepuasan kerja dan turnover intention pada karyawan operasional PT. CRS (Siantar Top Group, Tbk). *Economie*, 05(2), 92–118.
- [17] Hidayat, F. A. M., & Sjarlis, S. (2021). Pengaruh komunikasi, kompensasi dan disiplin kerja terhadap produktivitas kerja karyawan. *Nobel Management Review*, 2(9), 361–369.
- [18] Imran, M. Y., & Elahi. (2020). Impact of perceived organizational support on work engagement: Mediating mechanism of thriving and flourishing. *Journal of Open Innovation: Technology, Market, and Complexity*, 6(3), 1–18.
- [19] Ismail, I. J. (2022). My intentions, my choice! How does lecturers' competency influence entrepreneurial intention among undergraduate university students in Tanzania? *Cogent Education*, 9(1), 1–24.
- [20] Jegerson, D., Jabeen, F., Abdulla, H. H., Putrevu, J., & Streimikiene, D. (2024). Does emotional intelligence impact service innovation capabilities? Exploring the role of diversity climate and innovation culture. *Journal of Intellectual Capital*, 25(1), 166-187.
- [21] Kinder, C. J., & Richards, K. A. (2023). Perceived organizational support, marginalization, isolation, emotional exhaustion, and job satisfaction of PETE faculty members. *European Physical Education Review*, 29(4), 475–492.
- [22] Kumarasamy, M. M., Hasbolah, F., Hamzah, H., Fazmi, K. N. M., & Omar, S. A. (2022). The moderating role of organisational support towards achieving a good work-life balance in the new normal: A Malaysian lecturers' perspective. *International Journal of Business and Society*, 23(2), 913–930.
- [23] Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2017). Perceived organizational support: A meta-analytic evaluation of organizational support theory. *Journal of Management*, 43(6), 1854-1884.
- [24] Kusumo, B. H. (2024). The Effect of Leadership and Compensation on Employee Performance. *Jurnal Ilmiah Manajemen Kesatuan*, 12(3), 825–832.
- [25] Levitats, Z., Ivcevic, Z., & Brackett, M. (2025). Emotionally intelligent behavior in organizations: When ability, motivation, and opportunity meet. *Emotion Review*, 17(3), 168-182.
- [26] Lingyu, H., Ruiling, L., Yiman, W., Yafeng, L., & Xiaolu, B. (2025). The mediating role of emotional intelligence in the organisational commitment and turnover intention of clinical nurses: A cross-sectional study. *Nursing Open*, 12(1), e70113.
- [27] Maryadi, R., Shalahuddin, A., Daud, I., & Rosnani, T. (2024). The Effect of Human Resource Planning on the Performance of Police Members. *Jurnal Ilmiah Manajemen Kesatuan*, 12(4), 1239–1246.
- [28] Maulana, A. E., & Arli, D. (2022). Contextualizing lecturer performance indicators to online teaching and learning activities: Insights for application during the COVID-19 pandemic and beyond. *Electronic Journal of E-Learning*, 20(5), 554–569.
- [29] Nadeak, B. (2020). *Deskripsi kinerja dosen perguruan tinggi swasta di Indonesia*. Bandung: Penerbit Widina Bhakti Persada.
- [30] Nissa, N. L. F., & Larassaty, A. L. (2024). Pengaruh Soft skill, hard skill dan mediasi budaya organisasi terhadap kapabilitas inovasi dosen. *JMBI UNSRAT (Jurnal Ilmiah Manajemen Bisnis dan Inovasi Universitas Sam Ratulangi)*, 11(1), 377–392.
- [31] Prakoso, D. S. (2022). Influence of perceived organizational support on innovative behavior with organizational commitment as a mediating variable on employees of PT. Lay Brothers. *Airlangga Development Journal*, 6(1), 27–36.
- [32] Pratiwi, A. R., & Muzakki, M. (2021). Perceived organizational support terhadap komitmen organisasi dan kinerja karyawan. *Jurnal Ilmiah Manajemen dan Bisnis*, 22(1), 111–120.
- [33] Purbasari, R. N., & Septian, T. A. (2017). Factors influencing on employee performance of production department on the manufacturing food industry in Indonesia. *Polish Journal of Management Studies*, 16(2), 233–242.
- [34] Putra, Hadi, A., & Mardikaningsih, R. (2020). Pengaruh perilaku inovatif dan keterlibatan kerja terhadap kinerja karyawan. *Journal Baruna Horizon*, 3(2), 186–197.
- [35] Rasyid, A., Mansur, M., Ibrahim, M., Zakaria, Z., Aronggear, O. S., & Irawan, A. (2025). The Effect of Emotional Intelligence on Employee Performance Through Work Ability as a Mediating Variable. *Jurnal Ilmiah Manajemen Kesatuan*, 13(3), 1769–1780.
- [36] Rodr, F., & Jos, F. (2023). The innovative competence of university teachers to improve learning: A comparative study between Bolivia, Spain, and Mexico. *Research in Comparative and International Education*, 0(1), 1–21.

- [37] Rohman, I. S., Ludin, I., Mukti, S., A. D. A. G., & Mawardi, A. (2023). Pengaruh kompetensi dosen dan fasilitas belajar terhadap hasil belajar (Studi pada mahasiswa perguruan tinggi swasta bidang ekonomi di Kabupaten Purwakarta). *Jurnal Review Pendidikan dan Pengajaran*, 6(4), 1424–1434.
- [38] Sismiati, S., Sulaiman, S., Rudhan, A. M., Nurlela, N., Dema, Y., Darmawansyah, I., Rahmawan, R., & Che-Ni, H. (2025). Determination of employee performance: Analysis of leadership, competence, and discipline through employee retention. *Jurnal Ilmiah Manajemen Kesatuan*, 13(4), 2037–2046.
- [39] Sunarto, A. (2020). Pengembangan sumber daya manusia dengan berbasis inovasi untuk menghadapi revolusi industri 4.0. *Jurnal Ilmiah Manajemen, Ekonomi, & Akuntansi (MEA)*, 4(2), 397–407.
- [40] Surahman, S. (2024). Peranan inovasi pembelajaran sebagai mediator dalam hubungan antara kompetensi pedagogik dosen dan manajemen pembelajaran yang efektif. *Inovasi Pembelajaran dan Pendidikan*, 2(1), 97–105.
- [41] Sypniewska, B., Baran, M., & Kłos, M. (2023). Work engagement and employee satisfaction in the practice of sustainable human resource management–based on the study of Polish employees. *International Entrepreneurship and Management Journal*, 19(3), 1069–1100.
- [42] Tsakalerou, M. (2016). Emotional intelligence competencies as antecedents of innovation. *Electronic Journal of Knowledge Management*, 14(4), 207–219.
- [43] Wibowo, T. S., Badi'ati, A. Q., Annisa, A. A., Wahab, M. K. A., Jamaludin, M. R., Rozikan, M., Mufid, A., Fahmi, K., Purwanto, A., & Muhaini, A. (2020). Effect of hard skills, soft skills, organizational learning, and innovation capability on Islamic university lecturers' performance. *Systematic Reviews in Pharmacy*, 11(7), 556–569.