



The impact of innovative behavior and job satisfaction on lecturer performance at the university of Southeast Sulawesi

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ABSTRACT

The performance of lecturers at the university level is very important to achieve goals, such as creating quality learning and developing a curriculum that provides equal opportunities for all students. Therefore, it is very important to examine the influence of innovative work practices and work ethic on lecturer performance. The purpose of this study is to understand and analyze the relationship between innovation and performance and the quality of lecturer performance. This study also seeks to identify relevant intervention models and work processes that have an impact on lecturer performance. Researchers in this study used a Likert scale questionnaire to collect data from 350 lecturers, who then took samples using the Slovin method, so that the total sample became 78 lecturers. The results of the study showed that innovative behavior significantly influenced the performance of lecturers at universities in Southeast Sulawesi. Furthermore, job satisfaction has a positive and significant effect on lecturer performance at universities in Southeast Sulawesi. It can be concluded that innovative behavior and job satisfaction affect lecturer performance.



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INTRODUCTION

According to Campbell et al. in Bailey et al., (2017), performance is conceptually related to employee performance or activity that they engage in and that contributes either positively or negatively to the organization. Performance a critical issue has consistently influenced practice, education, and research throughout the last several decades. Subsequently, the existence of work impacts the individual and the organization. Personal work improves organizational performance in terms of efficiency, productivity, growth, and results, according to empirical research. The individual's work also directly impacts organizational effectiveness, productivity, institutional growth, and competitive advantage (Harb et al., 2024). The importance of employee performance to organizations like universities has been the subject of many studies. The process of online learning is carried out in accordance with the principles of healthy physical distance, which focus on the lectures approach to transferring learning materials from offline to online. This process affects the lectures performance since it requires many resources related to learning materials and media, online learning platforms, and the internet network as a whole.

Every aspect of work is reflected in the work itself. In its traditional form, work tasks concentrate on individual work and doing what has been determined. This is related to an organization's official expectations for employees' abilities to carry out their job duties. Task performance as an action and result that achieves organizational goals was shown by Motowidlo and Van Scotter (in Fogaça et al., 2018). In addition, task performance indicates how employees, in formal and informal settings, develop and use knowledge and skills to optimally complete tasks. Therefore, administrative work is very important for organizations like universities and needs constant exploration and discussion. The two main components of work performance are (1) transforming organizational resources into a product or service and (2) improving the efficiency and effectiveness of the organization. The optimal management of tasks allows for increased organizational effectiveness, productivity, growth, competitive advantage, and overall job satisfaction. However, there is still a lack of consistency in

studies about work, especially administrative work. Several studies have shown that innovative work and work ethos affect performance on the job. However, some studies show that innovative work does not significantly affect productivity. Workload is related to innovative performance (Ma & Cheng, 2021). The impact of innovative actions on work performance was shown (Shanker et al., 2017). Following this, Hsieh (2016) found that job satisfaction is unrelated to task performance. These differences indicate the need of research that requires a foundation in knowledge and validation. This study thus aims to shed light on the impact of job satisfaction and innovative behavior on the quality on lecturer performance. implementation of university duties in Indonesia. The study also aims to discover new models and the relevance of innovative behavior that is mediated by work and work, which affects the performance of the lecturer tasks.

Innovative Behavior

Innovative behavior is a kind of individual work that aims to achieve, highlight, and use new ideas within the context of work in order to improve the efficiency of processes, products, or services. The ability to not only come up with creative ideas, but also to put those ideas into action in the workplace, that makes innovative behavior possible according to Sangperm & Chienwattanasook (2019). This action becomes quite important in a complex and demanding organizational environment. Further, innovative behavior does not only raise creative standards; it also equalizes the chances of risk and status quo. This is stated by Cristofaro et al., (2024), who state that individuals demonstrating innovative behavior are likely to provide new ideas, include non-conventional concept exploration, and actively participate in the process of change implementation. Such individual-level innovation often becomes the foundation for organizational transformation leading to more agile work.

Within the realm of academia and higher education institutions, innovative behavior becomes an important factor in curriculum development, teaching methods, and research. According to Yochanan et al., (2023), innovative teaching methods become more flexible in responding to changes in educational technology and may guide engaging and relevant learning activities for students. Because of this, innovative behavior is not only reflected in the organization, but also in the quality of service provided to the client. There are a number of internal and external factors that influence innovative behavior, including work pressure, organizational climate, leadership style, and innovation climate. According to research by Dhani & Nugraha (2022), there is a supportive work environment and encouragement of new ideas that greatly indicate how individuals would engage in innovative behavior. For innovative activities to flourish and succeed in this context, organizations must foster an environment that encourages exploration and investment.

Overall, innovative behavior is one of the key aspects in maintaining the competitiveness of organizations, including educational institutions. The ability of individuals to generate, develop, and execute new ideas does not only improve work efficiency, but also contributes to positive change everywhere. So, innovative work must first be built via training, supportive leadership, and the promotion of innovation in the workplace.

Job Satisfaction

Job satisfaction refers to the positive or negative emotions that an individual has as a result of their work, which in turn affects their level of commitment and enjoyment in their work. According to Mahmood Aziz et al., (2021), Job satisfaction is an effective reaction on several aspects of work, including commitment, work environment, relationship between supervisors, and performance evaluation. Job satisfaction will increase if these elements match the values and expectations of individuals. From a psychological point of view, work stress is a state of mind that affects one's sense of well-being, perseverance, and safety while carrying out one's responsibilities. Job satisfaction is the most important factor in boosting employee loyalty, reducing job stress, and improving overall performance (Chaanine, 2025). Workers that are satisfied with their work eventually show high dedication and productive behavior.

In order to create a healthy work environment and boost productivity, job satisfaction is also important. According to research by Darwati (2022), organizations that provide fair pay, opportunities for career development, and good communication will inevitably have higher employee satisfaction. Insightful organizational climate for growth and emotional stability in employees is created by these

factors. Overall, work satisfaction is an important indicator for human resource management in several sectors, including education, health, and industry. According to Rachman (2021), work satisfaction affects organizational effectiveness overall, not only at the individual level. Therefore, in order to maintain and improve their employees' work performance, organizational leaders must consider their employees' working conditions, the organization's performance, and interpersonal relationships.

Lecturer job satisfaction can be studied through indicators such as satisfaction with the job itself, compensation, working conditions, and interpersonal relationships. Other factors such as motivation, teaching quality, and involvement in research can also affect lecturer job satisfaction.

Lecturer Performance

The efficiency of a lecturer in carrying out the academic duties that are assigned to them, such as teaching, researching, and communicating with the general public, is measured by their performance. According to Walder (2017), the lecturer performance may be measured not only in quantitative terms, such the number of class hours or the number of students, but also in qualitative terms, including teaching quality, innovation within the classroom, and contributions to the advancement of knowledge. Optimal lecturer performance makes a direct contribution to the quality of higher education and student satisfaction. Next, Thabetha & Munyeka (2023) revealed that performance is affected by both internal factors like motivation and job satisfaction as well as external factors like institutional support and learning facilities. Thus, performance evaluation must take this holistic aspect into account, since performance is the result of interactions between individual abilities and the working environment.

Also, in the digital age of education, the ability to adapt to new learning technologies and innovative method development is crucial to the success of lecturer performance. According to Sahito & Vaisanen (2017), lecturer who are able to use technology and interactive learning methods have better job satisfaction and provide more meaningful learning experiences for students. As a result, improving the dosen's current performance is largely dependent on developing digital competencies.

In general, lecturer performance is a key indicator for reaching one's highest potential and mission in life. In order to foster continuous professional development and academic excellence, a comprehensive evaluation of performance is necessary. In order for lecturer to achieve their best performance, educational institutions must implement a transparent and objective teaching system and provide supportive environments.

Lecturer abilities to meet the academic standards set by high education institutions may also be seen as the sum of their strengths in teaching, research, and community service. This is in line with the definition proposed by Zhang et al., (2021), who state that the job of the lecturer must ensure real contributions to the development of knowledge-based education and the improvement of educational quality.

In addition, the effectiveness of communication and interaction with college student is closely related to the work load. In order to increase college student motivation to learn and academic achievement, high-quality work must have the ability to build constructive relationships and provide supportive environments (Darling-Hammond & Cook-Harvey, 2018).

RESEARCH METHODS

Population and Sample

There are 350 lecturers from the colleges in Southeast Sulawesi who made up the research population, and the samples used in this study were selected using the Slovin method.

$$\frac{350}{1+350(0,1)^2} = 77,7 (78)$$

So the population used in this study was 78 people.

Data Analysis

The data was analyzed using the Partial Least Squares (PLS) method using the program SmartPLS version 3. PLS is one of the Structural Equation Modeling (SEM) methods that more efficient in this regard than other SEM techniques. SEM has a higher 40-fold flexibility in research that connects theory and data, as well the ability to do path analysis using latent variables, making it popular among social scientists. Partial Least Squares (PLS) is a complex analysis method that is not based on many assumptions. Data does not have to have a normal multivariate distribution (Indicators with category, ordinal, interval and ratio scales can be used in the same model), and the sample size does not have to be large (Verhulst & Neale, 2021).

RESULTS AND DISCUSSION

Looking at item dependability (indicator validitas) as shown by loading factor values is how Convergent Validity is done. A loading factor is a number that indicates the correlation between the item's test score and the indicator's cross-correlation score, which is negative for that item's cross-correlation score. A validity level of 0.7 or above is considered a loading factor. But according to Hair et al. (1998), for first mathematical evaluation, a loading factor of 0.3 or higher is considered to have met the least standard, 0.4 or higher is considered to be good, and 0.5 or higher is generally considered to be statistically significant. The current study used a loading factor of 0.7. The following is the result of the loading factor after data compression using SmartPLS 3.0.

Table 1. First Iteration Loading Factor Value

No.	Variable	Indicator	Outer Loading
1	Job Satisfaction	KK1	0,886
		KK2	0,813
		KK3	0,246
		KK4	0,152
2	Innovative Behavior	PI1	0,909
		PI2	0,899
		PI3	0,602
		PI4	0,919
3	Lecturer Performance	KD1	0,565
		KD2	-0,177
		KD3	0,758
		KD4	0,915

From the results of the data cleaning using SmartPLS, it can be inferred that most indicators on each variable in this study have loading factors more than 0.7 and are therefore considered legitimate.

The Variant Analysis (R²), also known as the Determination Test, is used to determine the extent to which the independent variable influences the dependent variable in question; the results of this test are shown in Table 2.

Table 2. R-square Value

Variable	R-square
Job Satisfaction	0,565
Innovative Behavior	0,444

According to the r-squared value in Table 2, the work load may explain a total of 56.5% of the variance in the lecturer performance, whereas the other variables in the study explain 43.5% of the variance. On the other hand, innovative processes may explain a variation in lecturer performance of 44.4%, and 55.6% of that variation is explained by other variables included in this study.

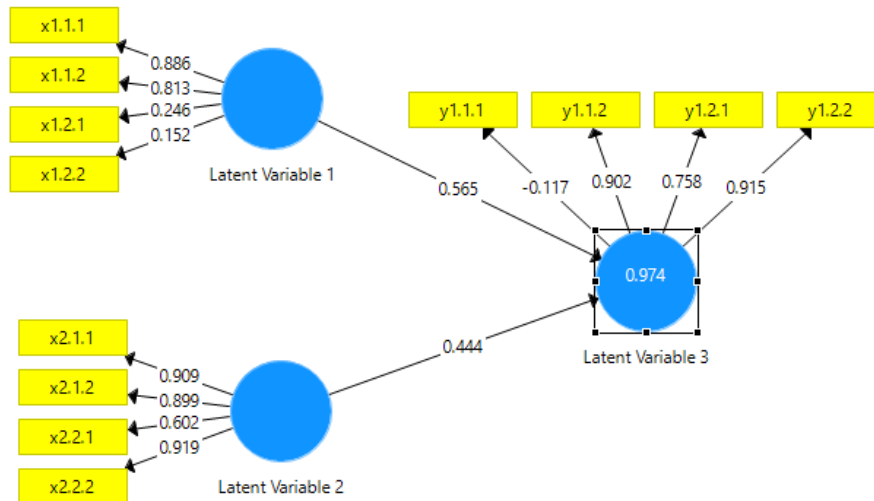


Figure 1. Structural Model

Table 3. Path Coefficients Results

Hypothesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
KK → K	0,607	0,603	0,103	0,565	0,000
PI → K	0,697	0,612	0,107	0,444	0,000

The first hypothesis checks if job satisfaction positively affects lecturer performance. The results of the test show that there is a significant effect. This means that any change in the job satisfaction variable will have an effect on the lecturer performance.

The second hypothesis tests whether job satisfaction positively affect the lecturer performance. The results of the test show that there is a significant effect. The results show that any change in the innovative behavior variable will impact the lecturer performance.

Discussion

The results of the first hypothesis test indicate that there is a positive and significant influence between job satisfaction and lecturer performance. This means that the higher the level of job satisfaction felt by lecturers, the higher their performance will be. This finding is in line with various previous studies that have confirmed a positive relationship between job satisfaction and individual performance in various work contexts, including in academic environments.

Research by Syafrizal et al., (2021) in their meta-analysis found that job satisfaction has a positive correlation with performance. The Happy-Productive Worker theory also supports the idea that happy (satisfied) employees tend to be more productive. In the context of higher education, research by Cahyani et al., (2024) showed that lecturers who are satisfied with their jobs tend to be more motivated, dedicated, and produce better performance in teaching, research, and community service.

Job satisfaction can be influenced by various factors, such as fair compensation, a supportive work environment, career development opportunities, good relationships with colleagues and superiors, and recognition for achievement. When lecturers feel appreciated and supported, they tend to be more motivated to give their best in their work. On the other hand, job dissatisfaction can lead to decreased motivation, increased stress, and decreased performance.

The results of the second hypothesis test indicate that there is a positive and significant influence between innovative behavior and lecturer performance. This means that the higher the level of innovative behavior shown by lecturers, the higher their performance. Innovative behavior in this context includes the ability of lecturers to develop new teaching methods, integrate technology into learning, conduct original research, and contribute to the development of relevant curricula.

Research by Nurdina & Aripabowo (2022) defines innovation in the workplace as the generation, promotion, and implementation of new ideas. This and other studies show that innovation is critical to the success of organizations, including universities. Innovative lecturers tend to be more effective in delivering learning materials, motivating students, and producing impactful research. Research by Fikri & Laily (2022) also found that innovative behavior is positively correlated with individual and organizational performance.

Lecturers' innovative behavior can be reflected in various aspects, such as the use of active learning methods like flipped classroom, project-based learning, the use of information and communication technology (ICT) in learning, the development of creative and interactive teaching materials, and involvement in interdisciplinary research. Lecturers who dare to try new things and adapt to change tend to be more successful in improving the quality of learning and producing research that is relevant to the needs of society.

Overall, the results of this study support the idea that job satisfaction and innovative behavior are important factors that contribute to lecturer performance. These findings have practical implications for universities in their efforts to improve the quality of education and research. Universities need to create a work environment that is conducive to lecturer job satisfaction, for example by providing fair compensation, providing adequate facilities, and providing career development opportunities. In addition, universities need to encourage and support lecturers' innovative behavior, for example by providing training on new learning methods, providing access to information and communication technology, and providing awards for successfully implemented innovations. Thus, universities can improve lecturer performance and achieve higher education goals.

CONCLUSION

The test results show that there is a positive and significant influence between job satisfaction and innovative behavior on lecturer performance. It can be concluded that the higher the level of job satisfaction and innovative behavior of a lecturer, the higher the performance shown. In other words, positive changes in job satisfaction and innovative behavior variables will have a positive impact on lecturer performance. Overall, both hypotheses are proven, indicating that both job satisfaction and innovative behavior have an important role in improving lecturer performance.

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