Journal Dimensie Management and Public Sector *ISSN: 2709-6211*

https://hdpublication.com/index.php/jdmps Volume 7, Issue 1, 2026, page 029-054

The Role of Innovation Mediation in the Influence of Organizational Wisdom and Organizational Identification on Lecturer Performance: A Study at Muhammadiyah and Aisyiyah Universities in West Kalimantan

Devi Yasmin[1], Djoko Setyadi[2], Titik Rosnani[1]
[1]Universitas Tanjungpura
[2]Universitas Widyagama Mahakam Samarinda
Email: deviyasmin@gmail.com

Received: January 2, 2026 Revised: February 18, 2026 Accepted: February 20, 2026

Abstract

This study aims to examine the mediating role of innovation in the relationship between Organizational Wisdom and organizational identification on lecturer performance at Muhammadiyah and 'Aisyiyah Universities in West Kalimantan, Indonesia. A quantitative survey approach was employed, with data collected through questionnaires distributed to permanent lecturers. The population consisted of 221 lecturers across three institutions, and 100 respondents were selected using quota sampling to ensure proportional representation. Data were analyzed using statistical regression and mediation analysis techniques. The findings reveal that innovation plays a significant mediating role in the relationship between organizational wisdom, organizational identification, and lecturer performance. Organizational wisdom influences performance indirectly through innovation, indicating that its contribution becomes effective when it encourages innovative behavior. Organizational identification, meanwhile, affects performance both directly and indirectly through innovation. Lecturers who strongly identify with their institution tend to be more innovative, which subsequently enhances their performance. These results highlight the importance of fostering organizational identification and effectively managing organizational wisdom to stimulate innovation and improve lecturer performance. The study offers an integrated model linking organizational wisdom, organizational identification, innovation, and performance within Islamic-based higher education institutions, providing valuable insights for performance enhancement strategies in religious-based universities.

Keywords: Organizational Wisdom, Organizational Identification, Innovation, Lecturer Performance, Higher Education Management

Introduction

An organization becomes wise because of its human resources. Therefore, management within an organization is a crucial element in creating and maintaining wisdom. Organizational wisdom is a company's ability to use wisdom in effective decision-making for the organization (Bierly et al., 2000; Rowley, 2006; Küpers, 2007; Rooney & McKenna, 2008; Mora Cortez & Johnston, 2019). A wise organization can provide benefits and the common good for its employees through wise and ethical leadership (Limas & Hansson, 2004; Rooney & McKenna, 2008), because organizations are social

DOI: https://doi.org/10.48173/jdmps.v7i1.376

systems consisting of interrelated groups of people with distinct but interdependent tasks based on established rules and procedures (Johnson, 2000; Marrett, 2000).

A shift toward wiser rules and procedures by organizational leaders is likely to have a beneficial effect on the organization as a whole. A wise organization is not only crucial for wise leadership but also for employee job satisfaction, and indirectly, for their physical well-being. Therefore, workplace wisdom is beneficial for both employee work and personal well-being (Ardelt & Sharma, 2021). Organizational wisdom is also a crucial factor influencing employee self-awareness and emotional control. If we view employees as part of a system, we must recognize that the unity and integrity of this system will be achieved when all components are aligned with one another (Javidi & Mohammadzadeh, 2021).

Researchers included organizational wisdom in this study because it correlates with company performance. Companies with high organizational wisdom have successfully increased their efficiency and effectiveness, but this has proven insufficient to truly increase value creation when considering the prevailing industry environment (Pinheiro et al., 2012). Several studies have shown that organizational wisdom influences job performance (Elbaz & Haddoud, 2017; Akgün, 2020; Ardelt & Sharma, 2021). Furthermore, organizational wisdom also significantly influences innovation (Mora Cortez & Johnston, 2019).

Another factor that can influence employee performance is organizational identification. Organizational identification is defined as the extent to which an employee identifies with the organization's identity (Dutton et al., 1994; Ashforth & Mael, 1989; Blader & Tyler, 2009). Organizational identification has a strong impact on employee behavior and attitudes that align with the organization's desires (Riketta, 2005; Ashforth et al., 2008). Employees who strongly identify with their organization are more motivated, loyal, and perform better (Dukerich et al., 2002; Bartels et al., 2006).

Employees with high organizational identification focus their attention on activities relevant to achieving organizational goals, resulting in better performance compared to employees who work solely to fulfill obligations (Malhotra et al., 2013). In line with this, several studies have shown that organizational identification significantly influences job performance (Dutton et al., 1994; Walumbwa et al., 2011; Finch et al., 2018; Miao et al., 2019), while Buil et al. (2019) stated that organizational identification has no significant effect on job performance.

Research by Shrand & Ronnie (2021) shows that organizational identification has a positive effect on affective commitment. Similarly, Barattucci et al. (2021) state that organizational identification is positively related to work outcomes and negatively related to intention to leave. Conversely, organizational identification can increase entitlement (feeling entitled to special treatment or benefits without commensurate effort or qualifications), unethical behavior, and rule violations through external motivation, which is reinforced by leader-member exchange (Irshad & Bashir, 2020).

This study included innovation as a mediating variable because it is believed that its presence will increase the influence of organizational wisdom on employee performance. Innovation is any change (in the form of ideas, practices, goods, or objects) carried out with systematic planning to bring about positive change and is considered new to the person or group of people who use it

(Rogers, 2003). Innovation can be understood as the process of transforming creative ideas into new, useful products, services, or methods, or as the end result of something new and valuable (Quintane et al., 2011; Kahn, 2018). Innovation is the result of human activity that contributes to improving the quality of life and is an activity that enables a person to act better, more efficiently, and more effectively. These results may include new or improved products and technologies, new ways of providing services, new product and service standards, or activities that differentiate one organization from another (Damanpour, 1996; Baregheh et al., 2009). Research shows that innovation has a significant impact on employee performance (Osman et al., 2016; Marín-Idárraga & Cuartas-Marín, 2019). Furthermore, innovation in the workplace can simultaneously improve employee performance and quality of work life (Pot, 2011).

Job performance is a crucial element of organizational behavior, reflecting how well employees perform their roles and contribute to organizational goals. Job performance is defined as employee behavior that demonstrates a positive attitude toward the organization and the execution of tasks in accordance with organizational standards and goals (Ramawicrama et al., 2017; Tinofirei, 2020; Iddagoda et al., 2022; Ángeles López-Cabarcos et al., 2022). Job performance encompasses all work-related activities that contribute to the achievement of organizational goals and is typically measured by comparing employee performance to established standards (Thieu, 2024; Arañez et al., 2024). Employee performance can be influenced by individual factors such as motivation and satisfaction, as well as skills (Pandey, 2019; Riyanto et al., 2021). It is also influenced by job characteristics, working conditions, leadership, and a supportive work environment (Kahya, 2007; Diamantidis & Chatzoglou, 2019; Peiró et al., 2020; Ángeles López-Cabarcos et al., 2022). Research by Lu et al. (2022) found that innovative behavior and work engagement mediate the relationship between mental health and employee performance. Similarly, research by Santoso et al. (2021) found that innovation capability positively influences lecturer performance.

Literature Review

This research uses Organizational Behavior Theory as the primary theory, encompassing several middle theories and applied theories. An organization is a social unit, consisting of two or more people, consciously coordinated, that functions relatively continuously to achieve a common goal or set of goals (Robbins & Judge, 2019). Organizational behavior can be defined as the understanding, prediction, and management of human behavior within organizations (Luthans, 2011). Robbins & Judge (2019) state that Organizational Behavior (OB) is a field of study that investigates the impact of individuals, groups, and structures on behavior within organizations with the aim of applying this knowledge to improve organizational effectiveness.

The effectiveness of an organization in achieving its goals depends heavily on the quality of its members, particularly their behavior. In other words, organizational performance depends on individual performance. Individual factors are closely related to a person's behavior. Individual behavior as a human being is an expression of personality, perception, and mental attitude that can influence the achievement (performance) of the individual and the organization. Individual work results within an organization are also a reflection of each individual's behavior. Factors within an individual differentiate one individual from another in carrying out their work. To understand individual differences, managers must observe and recognize them, study the variables that

influence individuals, and identify the relationships between these variables (Gibson et al., 2012).

An organization is a consciously coordinated social unit consisting of two or more people that functions on a relatively continuous basis to achieve a common goal or set of goals (Robbins & Judge, 2019). Organizations generally have a hierarchy and division of labor, meaning they have a structure. This structure may be formal, such as in a public company where policies and procedures determine who does what and how. Alternatively, the structure may be informal, such as a student group or a course group where there is agreement among themselves about who does what and how they do it (Anderson, 2020).

Groups are a part of human life. Every day, humans engage in group activities. Each of us has been and continues to be a member of different groups. There are school groups, work groups, family groups, social groups, religious groups, formal groups, and informal groups. A group is a collection of individuals in which the behavior and/or performance of one member is influenced by the behavior and/or performance of other members (Gibson et al., 2012).

Organizational behavior specifically relates to employment-related situations. Therefore, it examines behavior in the context of job satisfaction, absenteeism, employee turnover, productivity, performance, and management. While there is debate about the importance of each of these, organizational behavior encompasses key areas: motivation, leader behavior and power, interpersonal communication, group structure and processes, attitude development and perception, change processes, conflict and negotiation, and job design (Robbins & Judge, 2019).

To support the relationships between variables in this study, several theories were used, including human capital theory, social identity theory, and achievement goal theory. Contemporary human capital theory was developed by economists in the early 1960s, including Schultz (1961) and Becker (1962). However, this theory builds on the work of prominent economists such as Adam Smith, John Stuart Mill, Alfred Marshall, and Karl Marx (Baptiste, 2001). Human capital theory is a theoretical foundation explaining that investment in human resources will increase the productivity and performance of individuals and organizations. Human capital theory is a theory that considers humans to be a form of capital or capital goods, like other capital goods, such as land, buildings, machinery, and so on. This theory views labor as a resource whose capabilities can be developed and enhanced through investments such as education, training, and work experience.

Human capital is defined as the knowledge, skills, abilities, and other attributes possessed by an individual that enable that individual to create economic value (Becker, 1993). This is further clarified by Rastogi (2002), who states that human capital is the knowledge, competencies, attitudes, health, and traits possessed by individuals. The second concept states that human capital is the knowledge and skills acquired through various educational activities such as schooling, courses, and training. The main concept of this model is that human capital is something acquired through the accumulation of a specific process (Kai et al., 2008). This concept assumes that human capital does not originate from human experience. The third concept views human capital from a production-oriented perspective. Romer (1990) states that human capital is a fundamental source of economic productivity.

Simply put, human capital is an individual's abilities, both tangible and latent, developed through routine and continuous education and training. These abilities can be utilized to contribute to the

organization, thereby achieving its goals. To achieve a university's goals, lecturers must demonstrate strong performance and work results, as they represent the university. This strong performance must be supported by the application of sound human capital.

Methods

Research Method

This study uses quantitative methods to examine the relationships between variables. Quantitative research is used to test theories by examining the relationships between variables. These variables are measured using instruments, allowing numerical data to be analyzed statistically (Creswell & Creswell, 2023). This study employed a survey approach, collecting data through questionnaires. All hypotheses in this study will be analyzed using structural equation modeling (SEM) with the help of the WarpPLS program.

Research Location and Timeline

The research was conducted at three Muhammadiyah and 'Aisyiyah universities in West Kalimantan: Muhammadiyah University of Pontianak, Muhammadiyah Institute of Technology and Health of West Kalimantan, and 'Aisyiyah Polytechnic of Pontianak. The research period was one year, from December 2023 to December 2024.

Data

Data Type

The data used in this study is quantitative. The quantitative data collected in this study were measured using statements/questions that used the following response alternatives: strongly agree, agree, somewhat agree, disagree, and strongly disagree. Strongly agree was given a score of 5, agree 4, somewhat agree 3, disagree 2, and strongly disagree 1.

Data Sources

The data used in this study consisted of primary and secondary data. Primary data were obtained through interviews with the leaders of Muhammadiyah and Aisyiyah universities in West Kalimantan and through the distribution of questionnaires to respondents, who were lecturers at the Muhammadiyah and Aisyiyah universities studied. Secondary data were obtained through archival document searches, namely official archives regarding policies and reports related to lecturer job performance at the Muhammadiyah and Aisyiyah universities studied.

Population and Sample

This research was conducted at three Muhammadiyah and Aisyiyah universities in West Kalimantan. The population consisted of all permanent lecturers at Muhammadiyah University of Pontianak, the Muhammadiyah Institute of Technology and Health of West Kalimantan, and the 'Aisyiyah Polytechnic of Pontianak, totaling 221 people. Quota sampling is a sampling technique that can be used in this population situation. Quota sampling aims to ensure that certain groups are adequately represented in the sample (Sekaran & Bougie, 2016). This technique is implemented by dividing the population into relevant groups, namely the number of lecturers within the population range of each university, determining the total sample size, determining quotas for each subpopulation, and

then drawing samples from each group. Sample size affects the ability of respondents to represent the population (Hair et al., 2014). According to Sekaran & Bougie (2016), in multivariate research (including multiple regression analysis), the sample size should be several times (preferably ten times or more) larger than the number of variables in the study. In this study, the researchers used five variables, so the minimum sample size is 10 x 5 = 50 respondents. Although the minimum sample size in this study was 50 respondents, the researcher used a sample of 100 respondents to obtain representative data. The sampling method used in this study was purposive sampling, a non-probability sampling method based on specific considerations. Purposive sampling was conducted by selecting individuals with experience and deemed important to the research, establishing criteria for selecting participants (Anderson et al., 2020). The lecturers selected as samples in this study were lecturers who were not currently on study assignments. The sample size for each university is as follows: (1) Muhammadiyah University of Pontianak: 64 people; (2) Muhammadiyah Health Institute of West Kalimantan: 22 people; (3) Aisyiyah Polytechnic of Pontianak: 14 people

Research Variables

Research variables simply refer to something that tends to vary. This study used three types of variables: exogenous variables, intervening variables, and endogenous variables. Exogenous Variables: Exogenous variables are independent variables that cause or influence other variables (Hair et al., 2014). For the purposes of this study, the researcher considered organizational wisdom and organizational identification as exogenous or independent variables. Mediating Variable: A mediating variable is a variable that mediates the relationship between the independent and dependent variables (Solimun et al., 2017). For the purposes of this study, the researcher considered innovation as the mediating variable. Endogenous Variable: A variable influenced or shaped by exogenous variables (Hair et al., 2014). For the purposes of this study, the researcher considered job performance as the sole endogenous variable.

Operational Definition of Variables

Organizational Wisdom

Organizational wisdom is a company's ability to use policies in effective decision-making for the organization (Bierly et al., 2000; Rowley, 2006; Küpers, 2007; Rooney & McKenna, 2008). According to Akgün et al. (2017), organizational wisdom can be evaluated based on how well it aligns with the implementation of the following five elements: reasoning, intuition, virtue, prudence, and aesthetics. The indicators used to measure the organizational wisdom variable consist of 28 indicators.

Organizational Identification

Organizational identification is defined as the extent to which an employee identifies with the organizational identity they believe in (Dutton et al., 1994). Employees with high identification will act in accordance with the norms, values, and goals of the organization (Van Knippenberg, 2000). Organizational identification is measured using four indicators.

Innovation

Innovation relates to new products and services, production methods and procedures, production

technology, and administrative changes (Fay et al., 2015). Innovation is a very broad and multidimensional concept. Current approaches define innovation as any result of human activity that contributes to improving the quality of human life; any activity that enables individuals to act better, more efficiently, and more effectively. These results may include new or improved products and technologies, new ways of providing services, new product and service standards, or activities that differentiate one organization from another (Damanpour, 1996; Baregheh et al., 2009). Innovation is measured using three dimensions: product innovation, process innovation, and organizational innovation (Osman et al., 2016), with 18 indicators.

Job Performance

Job performance is the way employees achieve organizational goals and align their interpersonal behavior with organizational norms (Imran et al., 2012), completing tasks on time, effectively, and efficiently (Tinofirei, 2020). The dimensions of lecturer job performance consist of: teaching performance, research performance, community service performance and lecturer capacity (Retnowati et al, 2021) with 16 indicators.

Data Analysis Techniques

This study uses a quantitative approach to examine the relationships between variables. The data in this study will be analyzed using Structural Equations Modeling Partial Least Squares (SEM-PLS) with the help of the WarpPLS 8.0 program. This analysis was chosen because it can test the relationship between variables with a relatively small sample and does not require the assumption of a normal distribution (Hair et al., 2014). Structural equation modeling (SEM) is a statistical model that explains the relationship between several variables. This model is used to determine the reciprocal relationships expressed in a series of equations, similar to multiple regression equations. These equations describe all relationships between constructs (dependent and independent variables) used in the analysis. A construct is an unobservable or latent factor represented by several variables, such as variables representing factors in factor analysis (Hair et al., 2014). According to Hair et al., (2019), SEM-PLS can be used in various situations, with certain conditions being important considerations: small to medium sample sizes, non-normal data or outliers, models with complex relationships and involving many latent variables and indicators. In this study, the researchers used SEM-PLS because the data used were no more than 100, involved five latent variables, and used many indicators. Partial Least Squares was first proposed by a Swedish professor named Herman Wold in the late 1960s. This model was developed to address weaknesses in theory and data. The WarpPLS application, developed by Ned Kock, is image-based and can be used to analyze data and test hypotheses (Memon et al., 2021). This application can also be used to analyze non-linear relationships, providing several model fit indicators such as Average R-Squared (ARS), Average Path Coefficient (APC), and Average Variance Inflation (AVIF) (Perdana et al., 2023). PLS is a powerful analytical method because it doesn't require many assumptions and can use both small and large sample sizes. Furthermore, PLS can be used to confirm theories (hypothesis testing) and establish relationships for which there is no theoretical basis. Since warpPLS was developed from PLS analysis, this also applies to warpPLS analysis (Solimun et al., 2017). The testing steps to be carried out in this study are as follows:

Designing the Inner Model

An inner model describes the relationships between latent variables; it can also be referred to as an inner relation or structural model. The inner model design for this study, as outlined in the conceptual framework and research hypotheses, details the relationships between latent variables. Most of the relationships between latent variables in this study are based on the results of previous scientific studies.

Designing the Outer Model

The outer model represents the relationship between variables and their measurement indicators. This step refers to the operational variables in the study. This is done to determine whether a variable will use reflective or formative indicators. The basis for determining the type of indicator can be theory, empirical research, or even the researcher's intuition and rationale (Solimun et al., 2017). In this study, the researcher will use reflective indicators cited from previous empirical studies.

Estimating Parameters

In WarpPLS, parameter estimation is performed using least squares methods (Solimun, 2010). Parameter estimation in this study uses weight relations, which are estimates of the values of latent variables. The relationship between latent variables and their indicators has been explained through the outer model, but on the other hand, the true values of the latent variables are impossible to obtain.

Outer and Inner Model Parameter Estimation

Outer model parameter estimation aims to calculate latent variable data sourced from item, indicator, or dimension data, while inner model estimation is used to calculate the influence coefficients or relationships between latent variables. Inner model estimation is conducted to determine which relationships between latent variables are linear, following a U-shaped or S-shaped curve. For technical calculation reasons, researchers will use the default settings installed in WarpPls 8.0 to estimate the inner and outer models.

Goodness of Fit

This step is carried out to determine whether the proposed model meets absolute fit measures, incremental fit measures, or parsimonious fit measures (Ghozali, 2005). Goodness of fit testing is conducted in several stages, including testing the validity and reliability of the research instrument for the outer model. Several tests conducted for validity testing include: Convergent validity for each indicator. This measurement aims to ensure that the factor loading value is not less than 0.5 to 0.6, as a measure of convergent validity, with indicators for each variable ranging from 3 to 7. Convergent validity is assessed by the correlation coefficient between the reflective indicator score and the score for the corresponding latent variable. Discriminant validity ensures that the loading value of each indicator on the relevant variable is greater than the cross-loading value on the other latent variables. Discriminant validity for the entire indicator or questionnaire is considered good if the square root of the average variance extracted for each latent variable is greater than the correlation between the indicators of the relevant latent variable and the other latent variables. Composite reliability: Composite reliability is considered good if the composite reliability value is ≥ 0.70. This is not an absolute measure, but rather a guideline (Solimun et al., 2017). For this study, the Cronbach's

Alpha coefficient with an r_11 value of ≥ 0.6 will be used as a measure of questionnaire reliability, because experts say that this measure has proven a questionnaire reliable (Hair et al., 2014). For the inner model and to see the goodness of fit in this study, the model fit criteria and quality indices will be used as follows:

Table 1. Model Fit and Quality Indices

No	Model Fit and Quality Indices	Cut Off Value
1	Avarage path coeffisient	P < 0,05
2	Avarage R-squared (ARS)	P < 0,05
3	Avarege adjusted R-squared (AARS)	P < 0,05
4	Avarage block VIF (AVIF)	Acceptable if ≤5, ideally ≤ 3,3
5	Avarage full collienarity VIF (AFVIF)	Acceptable if ≤5, ideally ≤ 3,3
6	Tenenhaus GoF (Gof)	Small ≥ 0,1 medium ≥ 0,25 large ≥ 0,36
7	Sympson's paradox ratio (SPR)	Acceptable if ≥ 0,7 ideally = 1
8	r-squared contribution ratio (RSCR)	Acceptable if ≥ 0,9 ideally = 1
9	Statistical Suppression Ratio (SSR)	Acceptable if ≥ 0,7
10	Nonlinear bivariate causality direction ratio (NLBCDR)	Acceptable if ≥ 0,7

Sumber: (Solimun et al., 2017)

Hypothesis Testing

This test aims to examine the effect of exogenous variables on endogenous variables and endogenous variables on other endogenous variables. This test uses bootstrap resampling and t-test methods, so it does not require the assumption that the data must be normally distributed (Solimun et al., 2017). Test results are considered weakly significant if the statistical test produces a p-value ≤ 0.10 with an alpha of 10%, significant if the p-value ≤ 0.05 with an alpha of 5%, and highly significant if the p-value ≤ 0.01 with an alpha of 1%.

Mediation Effect Testing

The mediation effect test was conducted to determine the significance of the influence of organizational wisdom and organizational identification on job performance through innovation as a mediating variable.

Results and Discussion

Respondent Characteristics

The questionnaires for this study were distributed to 100 respondents who were permanent lecturers at Muhammadiyah and 'Aisyiyah universities in West Kalimantan. These included 64 lecturers from Muhammadiyah University of Pontianak, 22 lecturers from the Muhammadiyah Institute of Health (ITEKES) of West Kalimantan, and 14 lecturers from the 'Aisyiyah Polytechnic of Pontianak. The characteristics of the respondents in this study are described as follows: The majority

of respondents were female (58%), aged 27-36 (38%), held a master's degree (89%), had worked for 2-11 years (46%), held the functional position of Assistant Expert (53%), held the rank of Junior Administrator Level 1 (55%), and most respondents held Group III/B (55%), had an income between Rp. 7,500,000.00 – Rp. 9,499,999.00, with a percentage of 35%, married status, with a percentage of 89%, already have a teacher certificate, with a percentage of 66%.

Measurement Model Testing (Outer Model)

Validity Measurement

Validity measurement in this study aims to determine whether the indicators used to measure the latent variables are valid. Validity measurements in this study consist of:

Convergent Validity

Convergent validity can be seen from the correlation coefficient value between the reflective indicator scores and the scores of the latent variables. Convergent validity is measured through factor loadings. A factor loading greater than or equal to 0.5 is considered sufficient to meet the criteria for convergent validity (Solimun et al., 2017). Hair et al. (2014) even provided a rule of thumb, stating that factor loadings are considered meaningful if they are greater than or equal to 0.3. The results of the convergent validity test using factor loadings can be seen in Table 2 below:

Table 2. Convergent Validity Test

No	Variables	Indicator	Loading Factor	Information
1	Organizational Wisdom	X1.2	0,707	Valid
		X1.2	0,738	Valid
		X1.3	0,781	Valid
		X1.4	0,766	Valid
		X1.5	0,713	Valid
		X1.6	0,670	Valid
		X1.7	0,750	Valid
		X1.8	0,749	Valid
		X1.9	0,773	Valid
		X1.10	0,726	Valid
		X1.11	0,774	Valid
		X1.12	0,767	Valid
		X1.13	0,733	Valid
		X1.14	0,791	Valid
		X1.15	0,785	Valid
		X1.16	0,780	Valid
		X1.17	0,751	Valid
		X1.18	0,729	Valid
		X1.19	0,677	Valid
		X1.20	0,762	Valid
		X1.21	0,777	Valid

DOI: https://doi.org/10.48173/jdmps.v7i1.376

		X1.22	0,692	Valid
		X1.23	0,722	Valid
		X1.24	0,768	Valid
		X1.25	0,785	Valid
		X1.26	0,796	Valid
		X1.27	0,656	Valid
		X1.28	0,692	Valid
2	Organizational Identification	X2.1	0,805	Valid
		X2.2	0,795	Valid
		X2.3	0,837	Valid
		X2.4	0,793	Valid
3	Innovation	Y1.1	0,810	Valid
		Y1.2	0,821	Valid
		Y1.3	0,705	Valid
		Y1.4	0,848	Valid
		Y1.5	0,795	Valid
		Y1.6	0,721	Valid
		Y1.7	0,777	Valid
		Y1.8	0,759	Valid
		Y1.9	0,734	Valid
		Y1.10	0,770	Valid
		Y1.11	0,816	Valid
		Y1.12	0,748	Valid
		Y1.13	0,793	Valid
		Y1.14	0,779	Valid
		Y1.15	0,807	Valid
		Y1.16	0,783	Valid
		Y1.17	0,811	Valid
		Y1.18	0,689	Valid
4	Job Performance	Y2.1	0.818	Valid
		Y2.2	0.823	Valid
		Y2.3	0.799	Valid
		Y2.4	0.763	Valid
		Y2.5	0.762	Valid
		Y2.6	0.779	Valid
		Y2.7	0.769	Valid
		Y2.8	0.769	Valid
		Y2.9	0.763	Valid
		Y2.10	0.853	Valid
		Y2.11	0.739	Valid
		Y2.12	0.865	Valid
		Y2.13	0.759	Valid

DOI: https://doi.org/10.48173/jdmps.v7i1.376

		Y2.14	0.731	Valid
		Y2.15	0.751	Valid
		Y2.16	0.806	Valid

Source: Processed data, 2024

Based on Table 2, it is known that the factor loading value for each variable in the study is >0.6, thus it can be considered valid.

Discriminant Validity

Discriminant validity is conducted to test whether two or more constructs or factors being tested are indeed distinct, and each is an independent construct (Ferdinand, 2014). Discriminant validity is met if the loading value is greater than the cross-loading. Furthermore, the discriminant validity of all indicators simultaneously (the questionnaire) can be determined by comparing the square root of the average variance extracted (AVE) of each latent variable with the correlation coefficient of the other latent variables. In this case, discriminant validity is met if the square root of the AVE (on the main diagonal) is greater than the correlation between the other variables (Solimun et al., 2017). The discriminant validity test is based on AVE, the results of which can be seen in Table 3 below:

Table 3. Discriminant Validity Test

Variabel	X1	X2	Y1	Y22
X1	(0,744)	0,170	0,369	0,261
X2	0,170	(0,808)	0,473	0,463
Y1	0,369	0,473	(0,777)	0,655
Y2	0,261	0,463	0,655	(0,785)

Source: Processed data, 2024

Table 3 shows that the square root of the AVE (value less than) is greater (>) than the correlation between the other latent construct variables, thus ensuring that all four latent variables meet discriminant validity.

Reliability Measurement

The reliability test in this study used two methods: composite reliability and Cronbach's alpha. Composite reliability in this study is used to evaluate the internal consistency of a construct or latent variable. Composite reliability is met if it is greater than 0.70 (Hair et al., 2014), thus, it can be concluded that the questionnaire meets composite reliability for all variables. Using Cronbach's alpha, reliability is met if it is greater than 0.60 (Hair et al., 2014). The results of the reliability test in this study can be seen in Table 4. below:

Table 4. Reliability Test Based on Composite Reliability and Cronbach's Alpha

Variable	Composite Reliability Coefficients	Cronbach's Alpha Coefficients
(X1)	0,972	0,970
(X2)	0,882	0,822
(Y1)	0,965	0,961
(Y2)	0,962	0,958

DOI: https://doi.org/10.48173/jdmps.v7i1.376

Source: Processed data, 2024

Based on Table 4, the composite reliability coefficients for all variables are greater than 0.70, indicating that the questionnaire meets composite reliability for all variables. The Cronbach's alpha coefficients show that all variables have values greater than 0.60, indicating that the questionnaire also meets internal consistency reliability.

Structural Model Testing (Inner Model)

The inner model is a specification of the relationships between latent variables (structural model), which describes the relationships between latent variables based on the substantive theory of the research.

Model Fit and Quality Indices

Before interpreting the results of hypothesis testing, the model should have goodness of fit. Goodness of fit is an index and measure of the goodness of fit of the relationships between latent variables (inner model), which is also related to its assumptions. The results of the model fit and quality indices analysis using WarpPLS 8.0 can be seen in Table 4.4 below:

Tabel 5. *Model Fit* dan *Quality Indices*

No.	Model Fit and Quality Indices	Criteria	Result	Conclusion
1	Average Path Coefficient (APC)	$p < 0.05$	0.313; $p < 0.001$	Good
2	Average R-squared (ARS)	$p < 0.05$	0.417; $p < 0.001$	Good
3	Average Adjusted R-squared (AARS)	$p < 0.05$	0.402; $p < 0.001$	Good
4	Average Block VIF (AVIF)	Acceptable if ≤ 5, ideal if ≤ 3.3	1.241	Ideal
5	Average Full Collinearity VIF (AFVIF)	Acceptable if ≤ 5, ideal if ≤ 3.3	1.595	Ideal
6	Tenenhaus Goodness of Fit (GoF)	Small ≥ 0.1, Medium ≥ 0.25, Large ≥ 0.36	0.503	Large
7	Simpson's Paradox Ratio (SPR)	Acceptable if ≥ 0.7, ideal if ≥ 1	1.000	Ideal
8	R-squared Contribution Ratio (RSCR)	Acceptable if ≥ 0.9, ideal if ≥ 1	1.000	Ideal
9	Statistical Suppression Ratio (SSR)	Acceptable if ≥ 0.7	1.000	Acceptable
10	Nonlinear Bivariate Causality Direction Ratio (NLBCDR)	Acceptable if ≥ 0.7	1.000	Acceptable

Source: Processed data, 2024

Table 5 shows that all variables have a good fit, indicating that the model obtained is very good and suitable for hypothesis testing and prediction. The values in Table 4.4 can be explained as follows: The Average Path Coefficient (APC) value is acceptable if the p-value is ≤ 0.05. The table above shows

that the APC value of 0.313 indicates a positive average relationship between variables in the model, and p < 0.001 indicates a highly significant relationship. Therefore, it can be concluded that the model has a good structural relationship. The Average R-squared (ARS) value is acceptable if the p-value is ≤ 0.05. The table above shows that the ARS value is 0.417 with a p-value p < 0.001, indicating that the proportion of the endogenous (dependent) variable variance explained by the model is 41.70% (in the moderate- strong category). Thus, it can be concluded that the model used in this study meets the criteria for significance. The Average Adjusted R-Square (AARS) value is acceptable if the resulting p-value is ≤ 0.05. ARS and AARS measure the proportion of variance in endogenous variables explained by the model. The table above shows that the resulting AARS value is 0.402 and p p < 0.001, indicating that the model's complexity remains consistent, thus the model has good predictive power.

Therefore, it can be concluded that the model used in this study meets the criteria for significance. The Average Block VIF (AVIF) value is acceptable if the resulting value is ≤ 5 and is considered ideal if the resulting value is ≤ 3.3. Based on the table above, the resulting AVIF value, 1.241, falls within the ideal category. Therefore, it can be concluded that the model used in this study does not exhibit multicollinearity. The Average Collinearity (AFVIF) value is acceptable if the resulting value is ≤ 5 and is considered ideal if the resulting value is ≤ 3.3. The table above shows that the resulting AFVIF value is 1.595. These results indicate that the resulting AFVIF value meets the requirements and is ideal. Thus, it can be concluded that the model used in this study does not experience multicollinearity, meaning it is free from bias due to correlation between predictors. The GoF value combines the quality of the measurements (outer model) and the structural relationships (inner model). Based on Table 4.20, the GoF value of 0.503 meets the requirements and is included in the large category, indicating that the model is very good at explaining the data. Therefore, it can be concluded that the model has an excellent overall fit. The Simpson's Paradox Ratio (SPR) value of 1 is considered ideal because it is ≥ 1.

This indicates that there are no cases of variables reversing direction when other variables are included in the model. The R-squared contribution ratio (RSCR) of 1 is considered ideal because it is it is ≥ 1. This indicates that there is no negative contribution from the predictors to the R- squared, thus concluding that the model is logically and statistically consistent. The Statistical Suppression Ratio (SSR) of 1 is considered acceptable because it is greater than 0.7. This indicates that the variables do not suppress each other (there is no suppressive effect). The Nonlinear Bivariate Causality Direction Ratio (NLBCDR) of 1 is considered acceptable because it is greater than 0.7. This indicates that the direction of causality in the model is correct, thus concluding that the model does not contain misleading effects.

R-Squared and *Q-Squared*

R-Squared is used to determine the proportion of variance in the dependent variable explained by the independent variables in the model. Its value ranges from 0 to 1. Meanwhile, Q-Squared is used to determine how well the model predicts the value of the dependent (endogenous) variable. The R-Squared and Q-Squared values in this study can be seen in Table 6 below:

Table 6. R-Squared and Q-Squared

Variable	R-squared	Q-squared
Innovation (Y1)	0.351	0.355
Job Performance (Y2)	0.482	0.482

Source: Processed data, 2024

Based on Table 6, it is known that: The R-squared value for the innovation (Y1) variable is 0.351, meaning that the organizational wisdom (X1) and organizational identification (X2) variables contribute 35.1% to the innovation (Y1) variable, with the remaining 64.9% influenced by other variables outside this research model. The R-squared value for the job performance (Y2) variable is 0.482, meaning that the organizational wisdom (X1), organizational identification (X2), and innovation (Y1) variables contribute 48.2% to job performance (Y2), with the remaining 51.8% influenced by other variables outside this research model. The Q-Squared value for the innovation (Y1) variable is 0.355, indicating that the model has a moderate ability to predict the innovation (Y1) variable. The Q-Squared value for the job performance (Y2) variable is 0.482, indicating that the model has a fairly good ability to predict the job performance (Y2) variable.

Hypothesis Testing

Direct Effect Testing

The direct effect testing was conducted using a t-test (t-statistic) on each direct influence path. The coefficient results and p-values can be seen in Table 7, as follows:

Table 7. Results of the Direct Influence Test

Hypothesis	Connection	Path Coefficient	p-values	Effect Size	Information
H1	Organizational Wisdom (X1) → Innovation (Y1)	0.355	< 0.001	0.152	Accepted
H2	Organizational Identification (X2) → Innovation (Y1)	0.417	< 0.001	0.199	Accepted
H3	Organizational Wisdom (X1) → Job Performance (Y2)	0.024	0.405	0.008	Rejected
H4	Organizational Identification (X2) → Job Performance (Y2)	0.206	0.016	0.096	Accepted
H5	Innovation (Y1) → Job Performance (Y2)	0.565	< 0.001	0.379	Accepted

Source: Processed data, 2024

Hypothesis 1

The test for the direct effect between organizational wisdom (X1) and innovation (Y1) yielded a positive coefficient of 0.355 and a p-value of <0.001, thus accepting the hypothesis. Based on these results, it can be concluded that there is a positive and significant effect between organizational wisdom (X1) and innovation (Y1), with a medium effect size of 0.152, meaning a contribution to the R^2 of variable Y of 15.2%. This indicates that higher organizational wisdom leads to higher innovation. Interpretation of effect size according to Cohen's Guidelines states that an f^2 value ≥ 0.15 = a

medium effect. Based on these results, it can be concluded that there is a positive and significant effect between organizational wisdom and innovation. This aligns with the research findings of Mora Cortez & Johnston (2019), which stated that organizational wisdom significantly influences innovation. Wise organizations develop a proactive attitude that can address static challenges (Bierly et al.,2000). These research findings align with the Diffusion of Innovation (DOI) theory proposed by Rogers (2003), which states that innovation must be communicated through a specific system to all organizational members for it to be implemented. This dissemination of information about innovation can occur when there is a new idea, parties with knowledge of the idea, parties without knowledge or experience with the idea, and communication channels that can connect the two parties.

Hypothesis 2

The test of the direct effect between organizational identification (X2) and innovation (Y1) yielded a positive coefficient of 0.417 and a p-value of <0,001, thus accepting the hypothesis. Based on these results, it can be concluded that there is a positive and significant effect between organizational identification (X2) and innovation (Y1), with medium effect size of 0.199, meaning its contribution to the R^2 of variable Y is 19.9%. This indicates that higher organizational identification (X2) will result in increased innovation (Y1). Interpretation of effect size according to Cohen's Guidelines states that an f^2 value ≥ 0.15 = a medium effect. These results are consistent with previous research, which shows that when employees have high organizational identification, they tend to be more motivated to contribute to innovation within the organization (Riketta, 2005). Van Knippenberg (2000) found that organizational identification increases employees' likelihood of sharing new ideas and taking risks, which are key components of innovative behavior. Organizational identification has a positive effect on innovative work behavior (Zhang & Wang, 2021).

Hypothesis 3

The test of the direct effect between organizational wisdom (X1) and job performance (Y2) yielded a positive coefficient of 0.024 and a p-value of 0.405, therefore the hypothesis is rejected. It can be concluded that organizational wisdom (X1) has no direct effect on job performance (Y2). This study's results are inconsistent with the research of Pinheiro et al. (2012), which stated that organizational wisdom influences job performance.

Hypothesis 4

The test of the direct effect between organizational identification (X2) and job performance (Y2) yielded a positive coefficient of 0.206 and a p-value of 0,016, thus accepting the hypothesis. Based on these results, it can be concluded that there is a positive and significant effect between organizational identification (X2) and job performance (Y2), with a small effect size of 0.096, meaning a 9.6% contribution to the R^2 of variable Y2. This also indicates that higher organizational identification (X2) leads to higher job performance (Y2). The interpretation of effect size according to Cohen's Guidelines states that an f^2 value ≥ 0.02 indicates a small effect. The results of this study align with research showing that organizational identification has a strong relationship with job performance (Dutton et al., 1994; Walumbwa et al., 2011; Finch et al., 2018; Miao et al., 2019; Vu, 2022; Ma et al., 2023). Employees with high organizational identification focus their attention on activities relevant to achieving organizational goals. Furthermore, they perform better than

employees who work solely to fulfill obligations (Malhotra et al., 2013).

Hypothesis 5

The test of the direct effect between the innovation (Y1) variable and the job performance (Y2) variable yielded a positive coefficient of 0.565 and a p-value of <0,001, thus accepting the hypothesis. Based on these results, it can be concluded that there is a positive and significant influence between the innovation (Y1) variable and job performance (Y2), with a large effect size of 0.379, meaning a contribution to the R^2 of the Y2 variable of 37.9%. This also indicates that higher innovation (Y1) will result in increased job performance (Y2). The interpretation of effect size according to Cohen's Guidelines states that an f^2 value ≥ 0.35 indicates a large effect. This relationship is the strongest path in the model, with a β value of 0.565. These results align with previous research that suggests innovation impacts organizational performance (Rajapathirana & Hui, 2018; Latifi et al., 2021). Innovation is a source of dynamic capabilities that can contribute to better and more sustainable performance over time (Wang, 2014). Furthermore, previous research also suggests that innovation plays a crucial role in improving lecturer performance in higher education, not only related to the implementation of new technologies but also encompassing learning processes, research methods, and management that adapts to change. Research by Santoso et al. (2021) shows that innovation capability has a direct, positive, and significant effect on lecturer performance. A supportive environment for innovation will enhance lecturers' innovative behavior, which ultimately impacts their performance (Bastian & Widodo, 2022; Rajandran & Subramaniam, 2023; Wahab et al., 2024).

Testing the Indirect Effect (Mediation Effect)

The indirect effect test for two segments using WarpPLS can be seen in Table 8 as follows:

Table 8. Results of the Indirect Effect Test for Two Segments

Latent Variable (Indirect Effect)	Path Coefficient	Number of Paths with 2 Segments	P-Value	Effect Size	Description
X1 → Y1 → Y2	0.021	1	0.002	0.064	Accepted
X2 → Y1 → Y2	0.235	1	< 0.001	0.110	Accepted

Source: Processed Data, 2024

Hypothesis 6

The indirect effect of organizational wisdom (X1) on job performance (Y2) through innovation (Y1) has a coefficient value of 0.021 with a p-value of 0.002, thus accepting the hypothesis. Based on these results, it can be concluded that organizational wisdom (X1) has an indirect effect on job performance (Y2), which is mediated by innovation (Y1). This is consistent with research (Akgün et al., 2017; Ding et al., 2019; Pierscieniak & Stelmaszczyk, 2020), which states that organizational wisdom, which encompasses reasoning, intuition, benevolence, and prudence, has been shown to be a key factor driving innovation and performance. Innovation acts as a significant mediator in this relationship, strengthening the impact of organizational wisdom on performance. Several previous studies have also shown that innovation mediates between organizational factors (including policy,

innovation culture, and organizational support) and improved employee performance (Shanker et al., 2017; Khan et al., 2022; Hai Yen et al., 2025).

Hypothesis 7

The indirect effect of organizational identification (X2) on job performance (Y2) through innovation (Y1) has a coefficient value of 0,235 with a p-value of <0,001, thus accepting the hypothesis. Therefore, it can be concluded that organizational identification (X2) has an indirect effect on job performance (Y2) mediated by innovation (Y1). This is consistent with the finding of Zhang and Wang (2021), which state that organizational identification affect employees' innovative behavior. In addition, the studies by Pot (2011) and Wang (2014) report that innivation affect job performance. The result support a model in which organizaational identification not only enhances performance directly but also indirectly through increased innovation. Employees who identify with their organization are more likely to engage in innovation, and this, in turn will improve performance. Furthermore, the results of the direct and indirect influence tests can be seen in Figure 1 below:

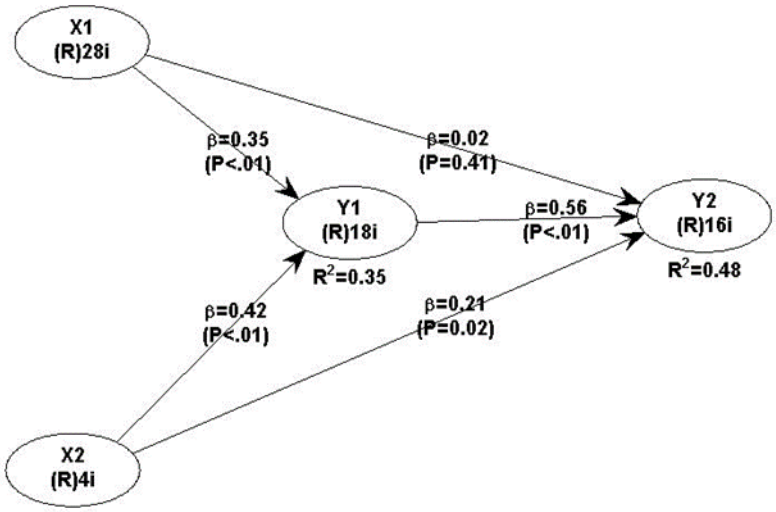

Figure 1. SEM Analysis Results

X1: Organizational Wisdom

X2: Organizational Identification

Y1: Innovation

Y2: Job Performance

Discussion

This research was limited to lecturers at Muhammadiyah and 'Aisyiyah universities in West Kalimantan, Indonesia. Therefore, the results cannot necessarily be generalized to other universities, regions, or professions. The researchers hope that these results can serve as a reference for future research. Future research should utilize larger and more diverse samples from various institutions and regions to increase the generalizability of the results Future researchers should further examine the mediating role of innovation and the potential for moderating variables that may influence the strength of this relationship. Furthermore, future research could include other

variables relevant to lecturer performance.

Conclusion

The results of this study demonstrate a complex and varied relationship between organizational wisdom, organizational identification, and job performance. Organizational identification positively impacts innovation, meaning that the more employees identify with the organization, the higher their innovation potential. Organizational identification also positively impacts job performance, indicating that employees with a strong identification with the organization tend to perform better. Theoretically, Organizational identification not only improves performance directly, but also indirectly through increased innovation. Employees who have high identification with the organization tend to be more innovative, which in turn improves their performance. Meanwhile, organizational wisdom only affects performance when mediated by innovation, with no direct. The findings of this study can. be used managerially by universities to increasing organizational identification among lecturers as a driver of innovation and performance. Universities should provide facilities and a supportive work environment for lecturers to enhance innovation and performance, for example by providing various training and incentives that can stimulate innovation. Organizational policies are needed to enhance innovation, which in turn can improve lecturer performance. Human resource management policies that enhancing organizational identification with the implementation of sound organizational policies will result in optimal lecturer innovation and performance.

Acknowledgment

The Rector of Muhammadiyah University of Pontianak, the Rector of the Muhammadiyah Institute of Technology and Health of West Kalimantan, and the Director of the 'Aisyiyah Polytechnic of Pontianak for allowing the author to conduct research at these universities.

References

Akgün, A. E. (2020). Team wisdom in software development projects and its impact on project performance. *International Journal of Information Management, 50*, 228–243. https://doi.org/10.1016/j.ijinfomgt.2019.05.019

Akgün, A. E., Keskin, H., & Kırçovalı, S. Y. (2017). Organizational wisdom practices and firm product innovation. *Review of Managerial Science, 13*(1), 57–91. https://doi.org/10.1007/s11846-017-0243-2

Anderson. (2020). *Developing organizational and managerial wisdom* (2nd ed.). Kwantlen Polytechnic University.

Anderson, V., Fontinha, R., & Robson, F. (2020). *Research methods in human resource management: Investigating a business issue* (4th ed.). Kogan Page.

Ángeles López-Cabarcos, M., Vázquez-Rodríguez, P., & Quiñoá-Piñeiro, L. M. (2022). An approach to employees' job performance through work environmental variables and leadership behaviours. *Journal of Business Research, 140*, 361–369. https://doi.org/10.1016/j.jbusres.2021.11.006

Arañez, S. M. M., Mama, A. D., Membreve, Z. E., Quizada, R. A., & Viray, M. C. (2024). Assessment on the employee job performance of the community environment and resources office, Iligan City. *MAP Observer: Jurnal Penelitian Administrasi Publik, 4*(01), 9–16. https://doi.org/10.30996/mapo.v4i01.10437

Ashforth, B. E., Harrison, S. H., & Corley, K. G. (2008). Identification in organizations: An examination of four fundamental questions. *Journal of Management, 34*(3), 325–374. https://doi.org/10.1177/0149206308316059

Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization. *Academy of Management Review, 14*(1), 20–39.

Baptiste, I. (2001). Educating lone wolves: Pedagogical implications of human capital theory. *Adult Education Quarterly, 51*(3), 184–201.

Barattucci, M., Teresi, M., Pietroni, D., Iacobucci, S., Lo Presti, A., & Pagliaro, S. (2021). Ethical climate(s), distributed leadership, and work outcomes: The mediating role of organizational identification. *Frontiers in Psychology, 11*, 1–11. https://doi.org/10.3389/fpsyg.2020.564112

Baregheh, A., Rowley, J., & Sambrook, S. (2009). Towards a multidisciplinary definition of innovation. *Management Decision, 47*(8), 1323–1339. https://doi.org/10.1108/00251740910984578

Bartels, J., Douwes, R., De Jong, M., & Pruyn, A. (2006). Organizational identification during a merger: Determinants of employees' expected identification with the new organization. *British Journal of Management, 17*(S1). https://doi.org/10.1111/j.1467-8551.2006.00478.x

Bastian, A., & Widodo, W. (2022). How innovative behavior affects lecturers' task performance: A mediation perspective. *Emerging Science Journal, 6*, 123–136. https://doi.org/10.28991/ESJ-2022-SIED-09

Becker, G. S. (1962). Investment in human capital: A theoretical analysis. *Journal of Political Economy, 70*(5, Pt. 2), 9–49. https://doi.org/10.1086/258724

Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis, with special reference to education* (3rd ed.). University of Chicago Press.

Bierly, P. E., Kessler, E. H., & Christensen, E. W. (2000). Organizational learning, knowledge and wisdom. *Journal of Organizational Change Management, 13*(6), 595–618. https://doi.org/10.1108/09534810010378605

Blader, S. L., & Tyler, T. R. (2009). Testing and extending the group engagement model: Linkages between social identity, procedural justice, economic outcomes, and extrarole behavior. *Journal of Applied Psychology, 94*(2), 445–464. https://doi.org/10.1037/a0013935

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

Damanpour, F. (1996). Organizational complexity and innovation: Developing and testing multiple contingency models. *Management Science, 42*(5), 693–716.

https://doi.org/10.1287/mnsc.42.5.693

Deka, M. (2024). Nursing faculty members' attitudes and perceived barriers towards conducting scientific research: A descriptive study. *International Journal of Science and Research (IJSR), 13*(5), 315–317. https://doi.org/10.21275/SR24502163106

Diamantidis, A. D., & Chatzoglou, P. (2019). Factors affecting employee performance: An empirical approach. *International Journal of Productivity and Performance Management, 68*(1), 171–193. https://doi.org/10.1108/IJPPM-01-2018-0012

Dukerich, J. M., Golden, B. R., & Shortell, S. M. (2002). Beauty is in the eye of the beholder: The impact of organizational identification, identity, and image on the cooperative behaviors of physicians. *Administrative Science Quarterly, 47*(3), 507–533. https://doi.org/10.2307/3094849

Dutton, J. E., Dukerich, J. M., & Harquail, C. V. (1994). Organizational images and member identification. *Administrative Science Quarterly, 39*(2), 239–263. https://doi.org/10.2307/2393235

Fay, D., Shipton, H., West, M. A., & Patterson, M. (2015). Teamwork and organizational innovation: The moderating role of the HRM context. *Creativity and Innovation Management, 24*(2), 261–277. https://doi.org/10.1111/caim.12100

Ferdinand, A. (2014). *Structural equation modeling dalam penelitian manajemen: Aplikasi model-model rumit dalam penelitian untuk tesis magister & disertasi doktor* (5th ed.). Badan Penerbit Universitas Diponegoro.

Finch, D. J., Abeza, G., O'Reilly, N., & Hillenbrand, C. (2018). Organizational identification and independent sales contractor performance in professional services. *Journal of Services Marketing, 32*(4), 373–386. https://doi.org/10.1108/JSM-07-2016-0278

Ghozali, I. (2005). *Aplikasi analisis multivariate dengan SPSS*. Badan Penerbit Universitas Diponegoro.

Gibson, J. L., Ivancevich, J. M., Donnelly, J. H., & Konopaske, R. (2012). *Organizations: Behavior, structure, processes* (14th ed.). McGraw-Hill Irwin.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2014). *Multivariate data analysis* (7th ed.). Pearson.

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review, 31*(1), 2–24. https://doi.org/10.1108/EBR-11-2018-0203

Iddagoda, A., Dissanayake, H., & Dassanaike, H. (2022). Reflection of employee job performance through a bibliometric analysis. *Journal of Financial Studies, 8*(Special Issue), 205–214. https://doi.org/10.55654/JFS.2023.SP.26

Imran, R., Fatima, A., Zaheer, A., Yousaf, I., & Batool, I. (2012). How to boost employee performance: Investigating the influence of transformational leadership and work environment in a

Pakistani perspective. *Middle-East Journal of Scientific Research, 11*(10), 1455–1462. https://doi.org/10.5829/idosi.mejsr.2012.11.10.741

Irshad, M., & Bashir, S. (2020). The dark side of organizational identification: A multi-study investigation of negative outcomes. *Frontiers in Psychology, 11*, Article 572478. https://doi.org/10.3389/fpsyg.2020.572478

Javidi, N., & Mohammadzadeh, Y. (2021). The effect of virtualization of organizational performance on organizational stability through the synergy of human capital and organizational wisdom organization in sports organizations. *Technium Sustainability, 2*(1), 13–30

Johnson, A. G. (2000). *The Blackwell dictionary of sociology: A user's guide to sociological language*. Blackwell Publishers.

Kahn, K. B. (2018). Understanding innovation. *Business Horizons, 61*(3), 453–460. https://doi.org/10.1016/j.bushor.2018.01.011

Kahya, E. (2007). The effects of job characteristics and working conditions on job performance. *International Journal of Industrial Ergonomics, 37*(6), 515–523. https://doi.org/10.1016/j.ergon.2007.02.006

Kai Ming Au, A., Altman, Y., & Roussel, J. (2008). Employee training needs and perceived value of training in the Pearl River Delta of China: A human capital development approach. *Journal of European Industrial Training, 32*(1), 19–31. https://doi.org/10.1108/03090590810846548

Khan, M., Raya, R. P., & Viswanathan, R. (2022). Enhancing employee innovativeness and job performance through a culture of workplace innovation. *International Journal of Productivity and Performance Management, 71*(8), 3179–3204. https://doi.org/10.1108/IJPPM-09-2020-0466

Küpers, W. M. (2007). Phenomenology and integral pheno-practice of wisdom in leadership and organization. *Social Epistemology, 21*(2), 169–193. https://doi.org/10.1080/0269172070139350

Latifi, M.-A., Nikou, S., & Bouwman, H. (2021). Business model innovation and firm performance: Exploring causal mechanisms in SMEs. *Technovation, 107*, Article 102274. https://doi.org/10.1016/j.technovation.2021.102274

Limas, M. J., & Hansson, R. O. (2004). Organizational wisdom. *The International Journal of Aging and Human Development, 59*(2), 85–103. https://doi.org/10.2190/NT7M-FYYQ-LJTJ- JWY9

Lu, X., Yu, H., & Shan, B. (2022). Relationship between employee mental health and job performance: Mediation role of innovative behavior and work engagement. *International Journal of Environmental Research and Public Health, 19*(11), 6599. https://doi.org/10.3390/ijerph19116599

Luthans, F. (2011). *Organizational behavior: An evidence-based approach* (12th ed.). McGraw-Hill Irwin.

Ma, H., Zhu, X., Huang, J., Zhang, S., Tan, J., & Luo, Y. (2023). Assessing the effects of organizational support, psychological capital, and organizational identification on job performance among nurses: A structural equation modeling approach. *BMC Health Services Research, 23*(1), Article 806. https://doi.org/10.1186/s12913-023-09705-z

Malhotra, N., Mavondo, F., Mukherjee, A., & Hooley, G. (2013). Service quality of frontline employees: A profile deviation analysis. *Journal of Business Research, 66*(9), 1338–1344. https://doi.org/10.1016/j.jbusres.2012.02.034

Marín-Idárraga, D. A., & Cuartas-Marín, J. C. (2019). Relationship between innovation and performance: Impact of competitive intensity and organizational slack. *Revista de Administração de Empresas, 59*(2), 95–107. https://doi.org/10.1590/s0034-759020190203

Marín-Idárraga, D. A., Hurtado González, J. M., & Cabello Medina, C. (2016). The antecedents of exploitation–exploration and their relationship with innovation: A study of managers' cognitive maps. *Creativity and Innovation Management, 25*(1), 18–37. https://doi.org/10.1111/caim.12139

Marrett, C. B. (2000). Corporate organizations. In E. F. Borgatta & R. J. V. Montgomery (Eds.), *Encyclopedia of sociology* (2nd ed., Vol. 1, pp. 441–446). Macmillan Reference USA.

Memon, M. A., T., R., Cheah, J.-H., Ting, H., Chuah, F., & Cham, T. H. (2021). PLS-SEM statistical programs: A review. *Journal of Applied Structural Equation Modeling, 5*(1), i–xiv. https://doi.org/10.47263/JASEM.5(1)06

Miao, Q., Eva, N., Newman, A., & Schwarz, G. (2019). Public service motivation and performance: The role of organizational identification. *Public Money & Management, 39*(2), 77–85. https://doi.org/10.1080/09540962.2018.1556004

Mora Cortez, R., & Johnston, W. J. (2019). Cultivating organizational wisdom for value innovation. *Journal of Business & Industrial Marketing, 34*(6), 1171–1182. https://doi.org/10.1108/JBIM-11-2017-0292

Nabhan, F., & Munajat, M. (2023). The role of work engagement and organizational commitment in improving job performance. *Cogent Business & Management, 10*(2), Article 2235819. https://doi.org/10.1080/23311975.2023.2235819

Osman, S., Shariff, S. H., & Lajin, M. N. A. (2016). Does innovation contribute to employee performance? *Procedia - Social and Behavioral Sciences, 219*, 571–579. https://doi.org/10.1016/j.sbspro.2016.05.036

Peng, J.-E., & Gao, X. (Andy). (2019). Understanding TEFL academics' research motivation and its relations with research productivity. *SAGE Open, 9*(3), Article 2158244019866295. https://doi.org/10.1177/2158244019866295

Perdana, P. N., Armeliza, D., Khairunnisa, H., & Nasution, H. (2023). Research data processing through structural equation model–partial least square (SEM-PLS) method. *Jurnal*

Pemberdayaan Masyarakat Madani (JPMM), 7(1), 44–50. https://doi.org/10.21009/JPMM.007.1.05

Pierscieniak, A., & Stelmaszczyk, M. (2020). Organizational wisdom: The impact of organizational learning on the absorptive capacity of an enterprise. *European Research Studies Journal, 23*(Special Issue 2), 271–281. https://doi.org/10.35808/ersj/1823

Pinheiro, P., Raposo, M., & Hernández, R. (2012). Measuring organizational wisdom applying an innovative model of analysis. *Management Decision, 50*(8), 1465–1487. https://doi.org/10.1108/00251741211262033

Pot, F. (2011). Workplace innovation for better jobs and performance. *International Journal of Productivity and Performance Management, 60*(4), 404–415

Rajapathirana, R. P. J., & Hui, Y. (2018). Relationship between innovation capability, innovation type, and firm performance. *Journal of Innovation & Knowledge, 3*(1), 44–55. https://doi.org/10.1016/j.jik.2017.06.002

Ramawicrama, J., Opatha, H. H. D. N. P., & PushpaKumari, M. D. (2017). A synthesis towards the construct of job performance. *International Business Research, 10*(10), 66–75. https://doi.org/10.5539/ibr.v10n10p66

Rastogi, P. N. (2002). Knowledge management and intellectual capital as a paradigm of value creation. *Human Systems Management, 21*(4), 229–240. https://doi.org/10.3233/HSM-2002-21402

Retnowati, T. H., Mardapi, D., Kartowagiran, B., & Hamdi, S. (2021). A model of lecturer performance evaluation: Sustainable lecturer performance mapping. *International Journal of Instruction, 14*(2), 83–102. https://doi.org/10.29333/iji.2021.1426a

Riketta, M. (2005). Organizational identification: A meta-analysis. *Journal of Vocational Behavior, 66*(2), 358–384. https://doi.org/10.1016/j.jvb.2004.05.005

Riyanto, S., Endri, E., & Herlisha, N. (2021). Effect of work motivation and job satisfaction on employee performance: Mediating role of employee engagement. *Problems and Perspectives in Management, 19*(3), 162–174. https://doi.org/10.21511/ppm.19(3).2021.14

Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior* (18th ed.). Pearson. Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). Free Press.

Romer, P. M. (1990). Endogenous technological change. *Journal of Political Economy, 98*(5, Part 2), S71–S102

Rooney, D., & McKenna, B. (2008). Wisdom in public administration: Looking for a sociology of wise practice. *Public Administration Review, 68*(4), 709–721. https://doi.org/10.1111/j.1540-6210.2008.00909.x

Rowley, J. (2006). What do we need to know about wisdom? *Management Decision, 44*(9), 1246-1257. https://doi.org/10.1108/00251740610707712

Santoso, P. B., Purwanto, A., Siswanto, E., Setiana, Y. N., Sudargini, Y., & Fahmi, K. (2021). Effect of hard skills, soft skills, organizational learning and innovation capability on Islamic university lecturers' performance. *International Journal of Social and Management Studies (IJOSMAS), 2*(1), 14–40.

Schultz, T. W. (1961). Investment in human capital. *American Economic Review, 51*(1), 1–17. Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill-building approach* (7th ed.). John Wiley & Sons.

Shanker, R., Bhanugopan, R., Van der Heijden, B. I. J. M., & Farrell, M. (2017). Organizational climate for innovation and organizational performance: The mediating effect of innovative work behavior. *Journal of Vocational Behavior, 100*, 67–77. https://doi.org/10.1016/j.jvb.2017.02.004

Shrand, B., & Ronnie, L. (2021). Commitment and identification in the ivory tower: Academics' perceptions of organisational support and reputation. *Studies in Higher Education, 46*(2), 285–299. https://doi.org/10.1080/03075079.2019.1630810

Solimun. (2010). *Analisis multivariat pemodelan struktural: Metode partial least square (PLS)* (1st ed.). CV Tirta Malang.

Solimun, S., Fernandes, A. A. R., & Nurjannah. (2017). *Metode statistika multivariat: Pemodelan persamaan struktural (SEM) pendekatan WarpPLS*. UB Press.

Stelmaszczyk, M., Pierścieniak, A., & Krzysztofek, A. (2021). Managerial energy in sustainable enterprises: Organizational wisdom approach. *Energies, 14*(9), Article 2367. https://doi.org/10.3390/en1409236

Thieu, P. V. (2024). The impact of sustainable human resource management on job performance: Considering the role of knowledge hiding. *Vietnam Journal of Science, Technology and Engineering, 66*(2), 41–49. https://doi.org/10.31276/VMOSTJOSSH.2023.0064

Tinofirei, C. (2020). The unique factors affecting employee performance in non-profit organisations. *Federation of Business Disciplines Journal, 9*, 17–37.

Van Knippenberg, D. (2000). Work motivation and performance: A social identity perspective. *Applied Psychology, 49*(3), 357–371. https://doi.org/10.1111/1464-0597.00020

Wahab, F. A., Subramaniam, A., Ho, J. A., & Bali Mahomed, A. S. (2024). Augmenting effect of inclusive and ambidextrous leadership on public university academic staffs' innovative performance: The mediating role of innovative work behavior. *SAGE Open, 14*(1), Article 21582440241232761. https://doi.org/10.1177/21582440241232761

Walumbwa, F. O., Mayer, D. M., Wang, P., Wang, H., Workman, K., & Christensen, A. L. (2011). Linking ethical leadership to employee performance: The roles of leader–member exchange, self-efficacy, and organizational identification. *Organizational Behavior and Human Decision Processes, 115*(2), 204–213. https://doi.org/10.1016/j.obhdp.2010.11.002

Wang, C.-H. (2014). A longitudinal study of innovation competence and quality management on firm performance. *Innovation, 16*(3), 392–403. https://doi.org/10.1080/14479338.2014.11081995

Zhang, G., & Wang, Y. (2021). Organizational identification and employees' innovative behavior: The mediating role of work engagement and the moderating role of creative self-efficacy. *Chinese Management Studies, 16*(5), 1108–1123. https://doi.org/10.1108/CMS-07-2021-0294

Zhang, Q., Ma, Z., Ye, L., Guo, M., & Liu, S. (2021). Future work self and employee creativity: The mediating role of informal field-based learning for high innovation performance. *Sustainability, 13*(3), Article 1352. https://doi.org/10.3390/su13031352

