Research Article

Positive Influence on Innovative Work Behavior in Higher Education, Indonesia

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ARTICLE INFO	ABSTRACT
	This study examines the effect of work motivation, organizational culture, and soft skills on innovative work behavior. Four hundred fifty lecturers obtained the research sample using a purposive sampling technique at six state universities in Indonesia as research respondents. Quantitative data were collected through google Forms and analyzed using the PLS-SEM method to evaluate the measurement and structural models of the latent research variables. The validity (convergent and discriminant) and reliability tests have met the measurement criteria. The variability of the innovative work behavior construct can be explained substantially at 63.4% by the three latent variables. The hypothesis test states that work motivation, organizational culture, and soft skills competence positively and significantly affect innovative work behavior. This study concludes that organizational culture acts as a catalyst for creating soft skills among university lecturers. So higher education management needs to build maximum involvement of all lecturers to continue to improve their soft skills. **Keywords:** Work Motivation, Organization Culture, Soft Skills Competence, Innovative Work Behavior, Higher Education, PLS-SEM

Introduction

The industrial revolution requires the quality of human resources that are more capable, agile, adaptive, and responsive to rapid changes (Ainslie & Huffman, 2019; Cetrulo & Nuvolari, 2019; Xu, 2020). The world of education is facing rapid economic, social, political, and technological changes (Ainslie & Huffman, 2019; Black & Warhurst, 2019; Mahfud et al., 2022). Therefore, higher education institutions must be flexible to adapt to changing situations and contexts. Higher education and other educational institutions need an environment that continues to grow positively and is conducive to global human resource competition (Bøe et al., 2020; Rogers et al., 2021). Therefore, it is undeniable that universities need a synergy between lecturers and a work environment that can continuously improve innovation and performance.

Innovative behavior is closely related to innovation. Innovation and innovative behavior constitute social change. The difference is only in the emphasis on the characteristics of the change (Bagheri et al., 2022; Nurtanto et al., 2022; Tsamantouridis et al., 2022). Innovation emphasizes the characteristics of something observed as something new for individuals or society. The creative attitude emphasizes innovative behavior so that there is a process of changing attitudes from traditional to modern, or attitudes that have not been advanced to already advanced attitudes (Ryu, 2022). Someone who has innovative behavior is a person who always thinks critically in his daily attitude and works hard so that there is always a change in his environment that is towards a change from traditional to modern or from an attitude that has not progressed to an attitude that is already advanced and strives for the change to be useful or some added value (Hosseini, 2020; Ryu, 2022; Tsameti et al., 2021). People who behave innovatively will always try to make problem-solving efforts in different ways than usual but more effectively and efficiently.

Innovative work behavior requires management commitment, involvement, and leadership in developing technical and non-technical supporting factors that can encourage innovative behavior in every job role so that it can be carried out in a structured and systematic manner (Bagheri et al., 2022; Hosseini, 2020; Menter,

2022). Technical factors in innovative work behavior are related to work motivation, organizational culture, and supporting infrastructure to develop workers' technical competence in carrying out work innovations (Tsamantouridis et al., 2022). Meanwhile, non-technical factors are related to developing workers' soft skills, which are formed based on the learning process within the social environment of the organization.

Organizational culture is an important instrument in improving innovative performance behavior. Educational institutions will progress if they are supported by a strong organizational culture (Jirek, 2020; Mierzwa & Mierzwa, 2020; Perry & Mee, 2022). The influence of organizational culture is positive, while others are negative (Köse & Korkmaz, 2019; Lewitt et al., 2019; Mzangwa, 2019). Organizational culture needs to be implemented and improved so that the organization, in the long term, can provide high performance, including making the best organization, and work values that consider everyone as an individual that must be understood and respected (Nurjanah et al., 2020; Perry & Mee, 2022; Xie & Zhang, 2022). Work values that lead to good quality and service (Hildesheim & Sonntag, 2020; Jirek, 2020; Mzangwa, 2019). Work values that most employees must be innovators (Gaus et al., 2019), and tolerate failure due to innovation efforts and work values that consider informality important to improve communication.

Motivation is one of the most important subjects for lecturers as role models for educators who are valued and imitated by their students. Because with motivation apart from being an example for students, motivation can increase the productivity of lecturers at work (Hosseini & Haghighi Shirazi, 2021; Xie, 2022). There are three aspects of motivation that can be identified. First, motivation describes an energy force that moves someone or causes them to behave in certain activities (Bal et al., 2022; S. Hosseini & Haghighi Shirazi, 2021; Pantzos et al., 2022). Second, this movement directly aims at motivation with a strong goal orientation. Third, help maintain morale always (Saether, 2019; Vuong, 2022). Therefore, lecturers who have high motivation will also increase innovative work behavior.

Research Nurjanah et al. (2020) explains that school organizational culture, leadership behavior, pedagogic competence, work motivation, and performance together directly or indirectly through work motivation and performance have a positive and significant effect on teacher job satisfaction. Research Gaus et al. (2019); Lewitt et al. (2019) concluded that between the leadership style variables on the job satisfaction variable and moderated work motivation is that all the regression coefficients produced are positive, meaning that the leadership style variables, work motivation, and moderating variables. Which are the result the interaction of leadership style and work motivation has a positive and positive effect on job satisfaction (Al Idrus et al., 2018; Ferine et al., 2021; Rogers et al., 2021).

The motivational power of lecturers as teaching staff is strongly influenced by the impulses generated from within themselves and their environment, one of which is the workplace (Kholifah et al., 2023; Pantzos et al., 2022; Vuong, 2022). In contrast, the other aspect is the factor of maintaining the culture and values contained in the institution that can encourage high performance (work achievement). Job satisfaction is related to matching one's expectations and the rewards provided (Nurjanah et al., 2020; Rogers et al., 2021). Lecturer job satisfaction impacts work performance, discipline, and quality of work (Al Idrus et al., 2018). Lecturers who are satisfied with their work will likely positively impact education quality. Vice versa, if lecturers' job satisfaction is low, it will hurt the development of the quality of education.

Likewise, higher education institutions in Indonesia, such as Jakarta State University, Yogyakarta State University, Sebelas Maret University, Semarang State University, Surabaya State University, and Sultan Ageng Tirtayasa University always apply organizational culture to maintain company unity to improve performance for the better. However, based on preliminary research, there are several problems with the innovative performance behavior of lecturers. Some lecturers still have not provided new ideas for the maximum progress of an institution. Then, some lecturers do not fully follow the organizational culture. Then the low commitment and work motivation of some lecturers results in a lack of responsibility at work and low job satisfaction felt by lecturers because of co-workers who have different perceptions and opinions.

Methodology

Respondent

The sampling method used in this research is non-probability sampling using a purposive sampling technique. The analytical tool, namely the Structural Equation Model Partial Least Square (SEM PLS), has a recommended minimum sample size of 100 samples (Al-Fraihat et al., 2020; Hair et al., 2019, 2020). The research sample consisted of 450 lecturers at six universities, namely Jakarta State University, Yogyakarta State University, Sebelas Maret University, Semarang State University, Surabaya State University, and Sultan Ageng Tirtayasa University. The determination of the sample is based on certain criteria, where the respondents are lecturers who are permanent employees at state universities in Indonesia.

Data Collection and Instruments

The data used in this study is primary data. Primary quantitative data were obtained by distributing questionnaires directly to 450 lecturers at six universities in Indonesia online which were distributed through the Google Form application. In the questionnaire, the Likert scale is based on the respondent's level of agreement on each indicator with a Likert scale value ranging from 1 (strongly disagree) to 5 (strongly agree). The variables and indicators of the research instrument are shown in Table 1.

Table 1. Variables and Indicators of The Research Instrument

Variable	Indicator	Construct	Sources
Work Motivation	Basic needs	WM1	(Bal et al., 2022; S. E. Hosseini, 2020; Kim et al., 2021; Pantzos et al., 2022; Saether, 2019; Vuong, 2022; Xie, 2022)
	Security needs	WM2	
	Safety needs	WM3	
	Social needs	WM4	
	Appreciation needs	WM5	
	Self-actualization needs	WM6	
Organization Culture	Decision-making	OC1	(Ferine et al., 2021; Jirek, 2020; Lewitt et al., 2019; Mierzwa & Mierzwa, 2020; Nurjanah et al., 2020; Perry & Mee, 2022)
	Equality of workgroup	OC2	
	Results and goal-oriented	OC3	
	Oriented to employee interest	OC4	
	Maintaining work stability	OC5	
	Tolerance to conflict	OC6	
	Communication patterns	OC7	
Soft Skills	Communication skills	SS1	(Araújo & Pestana, 2017; Asonitou, 2022; Tadjer et al., 2020; Zhang, 2021)
	Emotional intelligence	SS2	
	Thinking skills	SS3	
	Behave fairly	SS4	
	Leadership skills	SS5	
	Adaptability	SS6	
	be honest,	SS7	
	self-management	SS8	
Innovative Work Behavior	Association skills	IWB1	(Hosseini, 2020; Menter, 2022; Ryu, 2022; Tsamantouridis et al., 2022; Tsameti et al., 2021)
	Asking skills	IWB2	
	Observation skills	IWB3	
	Networking skills	IWB4	
	Experimenting skills	IWB5	

Research Methods

Structural Equation Modeling (SEM) is a structural equation model, which is a simultaneous equation that focuses on predictions that can describe latent variables (not directly measured) and are measured indirectly based on indicators (manifest variables). The data obtained will be analyzed using Structural Equation Modeling (SEM). SEM-PLS was chosen because the research objective is predictive. SEM-PLS is appropriate if the main purpose of implementing structural modeling is to predict and explain the target construction (Hair et al., 2019, 2021).

This study analyzes the effect of work motivation, organizational culture, and soft skills competence on innovative work behavior. The analytical method used is Structural Equation Modeling Partial Least Square (SEM-PLS). This research was shown to lecturers at several universities in Indonesia. The results of the analysis of the SEM-PLS compiled recommendations to be shown to lecturers as lecturers in universities. The model's design below describes the independent variables, dependent variables, and indicators used in the study, as shown in Figure 1.
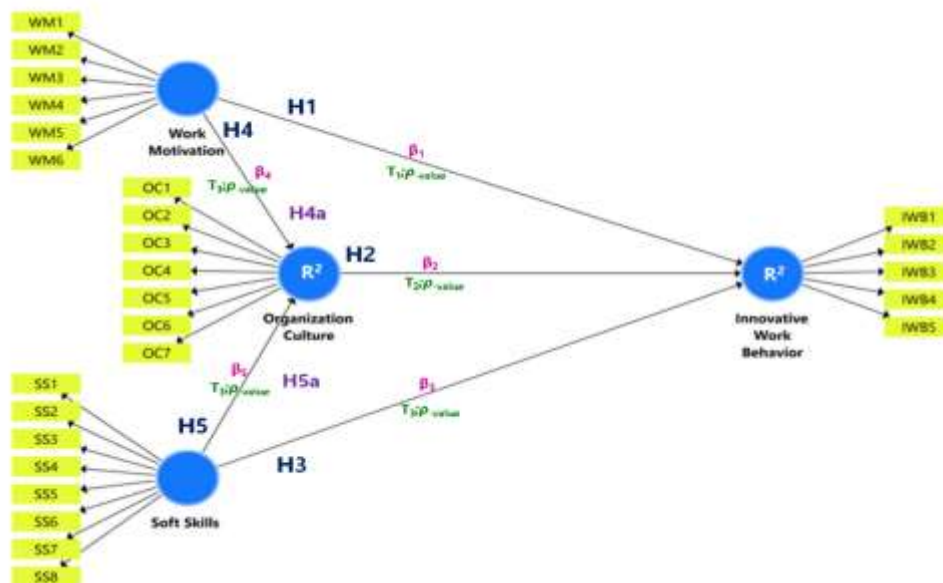

Figure 1. The Research Framework

Analyzing of Data

Evaluation of the measurement model (outer model) will test the validity and reliability of the data on each latent variable using the SmartPLS software. In assessing the measurement model (outer model, convergent

and discriminant validity were evaluated. The next stage is reliability testing to prove the instrument's accuracy, consistency, and accuracy in measuring constructs. The reliability and validity of the rule-of-thumb measurement models are shown in Table 2.

Table 2. Summary of the Rule of Thumb Evaluation of the Measurement Model

Measurement	Parameter	Rule of thumb	Sources
Convergent validity	Loading factor	>0.70 for exploratory research	(A'mar & Eleyan, 2022; Gambo & Musonda, 2022; Hariyanto et al., 2022; Kurup et al., 2019)
	Average variance extracted (AVE)	>0.50 for exploratory research	
Discriminant validity	Heterotrait-Monotrait ratio	<0.90 for each variable	
	Fornell-Larcker	AVE square root > correlation between latent constructs	
Reliability	Cronbach's alpha (CA)	>0.70 for confirmatory research	(Daryono et al., 2022; Safi'i et al., 2021; Saifurrahman et al., 2021)
	Rho_A		
	Composite reliability		

Evaluation of the structural model (inner model) is an analysis that describes and predicts causality relationships between latent variables. The causality relationship is seen through bootstrapping and T-statistical test parameters. Structural model assessment criteria can be seen in Table 3.

Table 3. Assessment criteria

Criteria	Rule of thumb	Sources
VIF	Assess the structural model for collinearity issues (<5)	
R^2	0,67: substansial; 0,33: moderat; 0,19: lemah	
Q^2	>0.35 explains that the model has predictive relevance	
Path coefficient	$\beta_{coefficient}$, significance, p_{value} (<0.05), and $T_{statistics}$ (>1.96)	
Model's fit	SRMR ≤0.08; NFI >50%; and RMStheta ≤0.12	
GoF	0.02: small; 0.13: medium 0.26: Large	

Results

Work motivation, organizational culture, soft skill competence, and innovative work behavior are some of the latent variables in this study. PLS-SEM analysis was used to determine the relationship between latent variables and construct indicators. PLS-SEM is appropriate if the main purpose of implementing structural modeling is to predict and explain the target construct. The testing phase consists of the outer model and the inner model.

Evaluation of Measurement Model (Outer Model)
The initial stage of testing the outer model is measuring convergent and discriminant validity. Convergent validity consists of outer loading (factor loading >0.70) and AVE (≥0.50). Meanwhile, discriminant validity consists of Fornell-Larcker (each construct has a greater correlation with other constructs) and Heterotrait-Monotrait ratio (HTMT 0.90). The next measurement is to test the model's reliability to prove the instrument's accuracy, consistency, and accuracy in measuring variables. The reliability test measured the CA, Rho_A, and composite reliability (CR) values. The evaluation of the measurement model is presented in Figure 2 and Table 4.
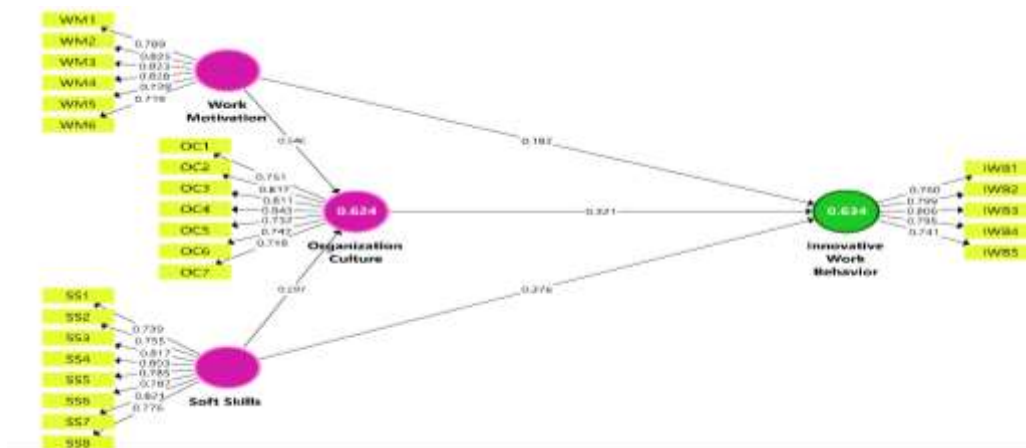

Figure 2. Measurement of Outer Model

Table 4. Evaluation of the Measurement Model

Constructs	Outer Loadings	VIF	AVE	CA	rho_A	CR
IWB1	0.760	1.706	0.609	0.840	0.841	0.886

Constructs	Outer Loadings	VIF	AVE	CA	rho_A	CR
IWB2	0.799	1.943				
IWB3	0.806	2.128				
IWB4	0.795	1.892				
IWB5	0.741	1.486				
OC1	0.751	2.063	0.601	0.889	0.892	0.913
OC2	0.817	2.913				
OC3	0.811	2.702				
OC4	0.843	2.661				
OC5	0.732	1.835				
OC6	0.747	2.580				
OC7	0.718	2.171				
SS1	0.739	2.118	0.618	0.912	0.913	0.928
SS2	0.755	2.618				
SS3	0.817	3.138				
SS4	0.803	2.478				
SS5	0.785	2.201				
SS6	0.787	2.487				
SS7	0.821	3.328				
SS8	0.776	2.807				
WM1	0.789	2.297	0.621	0.877	0.878	0.908
WM2	0.825	2.587				
WM3	0.823	2.666				
WM4	0.828	2.613				
WM5	0.739	1.850				
WM6	0.719	1.774				

Table 4. Fornell larcker test results

Latent Variable	IWB	OC	SS	WM
Innovative Work Behavior	**0.780**			
Organization Culture	0.722	**0.775**		
Soft Skills	0.732	0.696	**0.786**	
Work Motivation	0.701	0.763	0.729	**0.788**

Based on the table above, the loading factor value on the indicator is already above 0.70. The analysis of the loading factor test shows that the loading score on each indicator that builds the variable has a higher value constructed by itself compared to the construct indicator value of the other variables. This explains that the cross-loading test has met the criteria for discriminant validity. The average extracted variance (AVE) value for each indicator is above 0.50. As for the value of CA, Rho_A and composite reliability (CR) on each indicator have a value of more than 0.70. It is known that this model has met the standard values in the outer model criteria. Furthermore, discriminant validity was evaluated by looking at the Fornell larcker value (Table 4) and the Heterotrait-Monotrait ratio (Table 5).

Table 5. Heterotrait-Monotrait ratio (HTMT) test results

Latent Variable	IWB	OC	SS	WM
Innovative Work Behavior				
Organization Culture	0.825			
Soft Skills	0.830	0.766		
Work Motivation	0.808	0.862	0.809	

The HTMT is a recommended alternative method to assess discriminant validity. This method uses a multitrait-multimethod matrix as the basis for measurement. The HTMT value must be less than 0.90. Based on the analysis results, the entire value of the HTMT matrix <0.90. Then the HTMT test ensures that the discriminant validity between the two reflective constructs is met.

Evaluation of the Structural Model (Inner Model)
The initial stage of structural model analysis is by looking at the value of VIF (Table 4), R-square, Q-square predictive relevance, path coefficient (hypothesis testing), and goodness of fit (GoF). R-square describes the amount of variance of the construct described by the model. Q-square predictive relevance measures how well the structural model generates the observed values. The goodness of fit is used to evaluate measurement and

structural models, aiming to provide a simple measure of overall model prediction and parameter estimation. T-test to test the significance of the relationships between the constructs used as the basis for testing the hypothesis. The results of the coefficient of determination test (R2) are shown in Table 6.

Table 6. Coefficient of determination (R2)

Endogen Variable	R Square
Innovative Work Behavior	0.634
Organization Culture	0.624

The higher the R-square value, the better the study's predictive model. The results of the R2 analysis on the endogenous latent variable, namely Organization Culture, which consists of Soft Skills and Work Motivation, obtained an R-square of 0.624 with the interpretation that the variability of the Organization Culture construct can be explained substantially by the variability of the Soft Skill and Work Motivation constructs. The endogenous variable in Innovative Work Behavior has an R-square value of 0.634 with the interpretation that the variability of the Innovative Work Behavior construct can be explained substantially by the three latent variables of Organization Culture, Soft Skills, and Work Motivation of 63.4% and the remaining 36.60% is explained by the variable others that were not observed in this study. Next, evaluate the Q-square predictive relevance to see the value of the model's observations and estimated parameters (Table 7).

Table 7. Predictive relevance test results (Q²).

Variable	Construct Crossvalidated Redundancy			Construct Crossvalidated Communality		
	SSO	SSE	Q² (=1-SSE/SSO)	SSO	SSE	Q² (=1-SSE/SSO)
Innovative Work Behavior	2,250	1,407	0.374	2,250	1,328	0.410
Organization Culture	3,150	1,991	0.368	3,150	1,682	0.466
Soft Skills	3,600	3,600	-	3,600	1,769	0.509
Work Motivation	2,700	2,700	-	2,700	1,441	0.466

The Q-square (Q²) predictive relevance test aims to validate the model's predictive ability. The calculation results obtained a value of 0.374, which explains that the model of the analysis results can explain 37.40% of the phenomena studied. While the remaining 62.60% is an error from the model explained by other variables not observed in this study, the calculations can be seen in Appendix 3. However, with a Q2 value > 0.350, this explains that the exogenous latent variable as the explanatory variable can predict the endogenous latent variable.

The final evaluation stage of the inner model is to calculate the overall fit index value using the goodness of fit formula (GoF index). Based on the results of the GoF calculation, a value of 0.621 is obtained, which means it is more significant than 0.26. Furthermore, the fit model obtained is SRMR = 0.071 (<0.80), NFI 0.779 (>50%), and rms Theta 0.149. This explains that the GoF and model fit in this study are included in the large category, meaning that the model's fit is high.
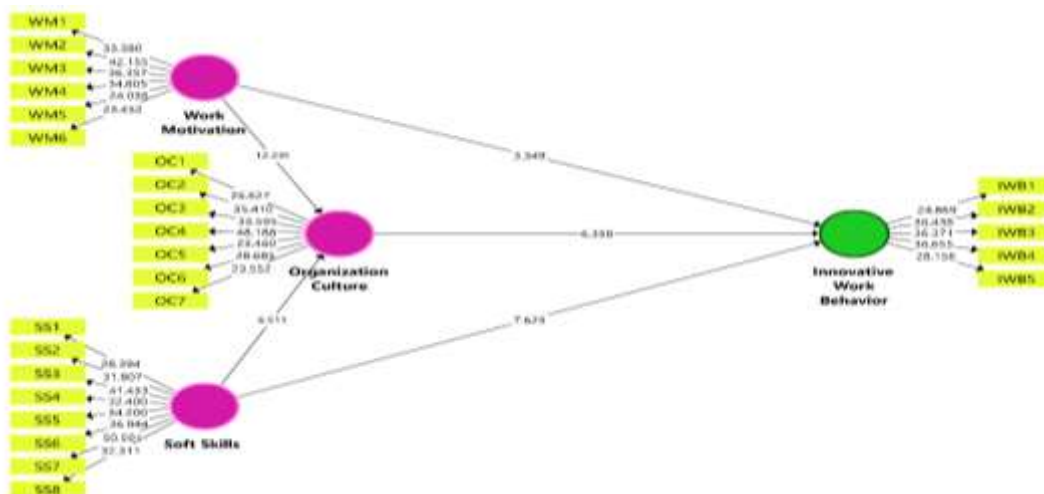
Hypothesis Testing

Figure 2. Measurement of Inner Model

Figure 2 shows the results of the structural evaluation model. Hypothesis testing in this study was indicated by the T-statistical value (> 1.96) with a significance level of 5% (α = 0.05). The result values of significance are shown in Tables 8 and 9.

Table 8. The results of the direct influence hypothesis test

Path Analysis	H	β-coeffcient	STDEV	T-Statistics	P-Values	Decision
Work Motivation -> Innovative Work Behavior	H1	0.182	0.054	3.349	0.001	Accepted
Organization Culture -> Innovative Work Behavior	H2	0.321	0.051	6.358	0.000	Accepted
Soft Skills -> Innovative Work Behavior	H3	0.376	0.049	7.625	0.000	Accepted
Work Motivation -> Organization Culture	H4	0.546	0.044	12.339	0.000	Accepted
Soft Skills -> Organization Culture	H5	0.297	0.046	6.511	0.000	Accepted

Table 8. The results of the indirect influence hypothesis test

Path Analysis	H	β-coeffcient	STDEV	T-Statistics	P-Values	Decision
Work Motivation -> Organization Culture -> Innovative Work Behavior	H4a	0.176	0.032	5.538	0.000	Accepted
Soft Skills -> Organization Culture -> Innovative Work Behavior	H5a	0.096	0.022	4.343	0.000	Accepted

Based on Table 8, the value of T-statistics explains that the hypothesis can be accepted if it has a value above 1.96. While the coefficient value indicates the direction of the hypothesis is positive or negative. Hypothesis H1-H5 describes all significant variables and positively affects the variables of Innovative Work Behavior and Organizational Culture. The results of the indirect effect hypothesis test are shown in Table 9. Based on Table 9, hypotheses H4a and H5a describe all significant variables and positively affect the Innovative Work Behavior variable in indirect hypothesis testing.

Discussion

Hypothesis H1, which states that work motivation has a positive and significant effect on innovative work behavior, is accepted. This means that the higher the work motivation, the higher the innovative work behavior. This study describes indicators of work motivation that affect innovative work behavior, including basic, security, safety, social, appreciation, and self-actualization needs. This study supports the research results (Pantzos et al., 2022), which state that fulfilling needs is the basis for work behavior. Work motivation will arise if the needs are met, as stated by Hosseini & Haghighi Shirazi (2021); Saether (2019) regarding the hierarchy of individual needs, namely physiological needs. Physiological needs in general, namely the need to eat, drink, house, and sexual. This need is the most basic for humans.

Furthermore, the lecturer's need must be met in working is a decent salary/wages. This study's results align with the results of research Hosseini & Haghighi Shirazi (2021), which state that salary is one of the things that increase work motivation toward innovative work behavior. On the other hand, research Xie (2022) mentions improving the performance of lecturers or employees through motivation, namely the need for security, as supported by the results of this study. These needs are the need for protection from hazards and the work environment. In working, employees need health benefits, insurance, and pension funds.

In addition, research Saether (2019), supports this research on social needs in improving employee performance. Social needs are the needs that are accepted in the group and love each other. Research Bal et al. (2022); Pantzos et al. (2022), explains that in this relationship, employees want to be accepted at work and have good and harmonious work interactions. Furthermore, indicators of the need for self-esteem are also needed to support work motivation. Research Kim et al. (2021) is in line with this research, namely the need for self-esteem, namely the need to be respected and appreciated by others. Employees need appreciation and recognition in this relationship and are not treated arbitrarily. The last indicator is the need for self-actualization to develop oneself and the potential recommended by research Vuong (2022). In this relationship, employees need opportunities to grow and develop personally.

Hypothesis H2, which states that organizational culture has a positive and significant effect on innovative work behavior, is accepted. This means that the higher the organizational culture, the higher the innovative work behavior. This study reveals three important characteristics of organizational culture: organizational culture is passed on to new employees through socialization. Both organizational cultures influence individual behavior at work. Third, organizational culture operates at two different levels (Hosseini, 2020).

Research Jirek (2020); Lewitt et al. (2019) regarding decision-making on organizational culture supports this research. Furthermore, alignment indicators to measure the extent to which lecturers identify themselves as a whole with their organization rather than with certain work groups or other areas of professional expertise are expressed in the indicators of this research. The research results on these indicators can be compared with ours. Furthermore, results-oriented and goal-oriented aims to measure the extent to which management focuses on results rather than on the techniques and processes used to achieve these results. Research (Nurjanah et al., 2020; Perry & Mee, 2022) recommends being oriented to the interests of employees to know the extent to which work activities are organized around teams, the size of which is individual satisfaction.

The indicators of maintaining performance, namely the level of responsibility, freedom, and independence of the individual, are revealed by research Jirek (2020); Mierzwa & Mierzwa (2020), which supports this research. In addition, tolerance for conflict is necessary for assessing work culture on innovative performance behavior.

Maintaining performance is meant by the extent to which employees are encouraged to act aggressively, innovatively, and take risks. Furthermore, the last indicator is the pattern of communication to determine the extent to which organizational communication is limited by the formal hierarchy (Ferine et al., 2021; Nurjanah et al., 2020).

Hypothesis H3, which states that soft skills have a positive and significant effect on innovative work behavior is accepted. This means that the higher the soft skills, the higher the innovative work behavior (Menter, 2022; Ryu, 2022; Tsameti et al., 2021). Because to get good work results, the company needs to make provisions in the employee recruitment process, one of which is soft skills. The explanation that can be given from the results of this analysis is that lecturers who have soft skills (they believe that the output is based on their actions) will show better work performance than employees who do not have soft skills (Asonitou, 2022; Nurtanto et al., 2020; Tadjer et al., 2020). In a situation that allows greater ability in individuals, the level of employee work ability depends on the match between the soft skill structure and will have better abilities.

Research Araújo & Pestana (2017) defines an employee with high soft skills. His workability will tend to be good (because the direction of the correlation is Positive), supported by hard skills with long work experience. Furthermore, the results of this study are also in line with research conducted by Asonitou (2022) with a title that supports this research. The results of the partial study (t-test) show that the hard skills and soft skills variables directly affect employee performance. Hypothesis H4, which states that work motivation has a positive and significant effect on organizational culture, is accepted. It can be concluded that the higher the work motivation, the higher the organizational culture will be. Hypothesis H5, which states that soft skills have a positive and significant effect on organizational culture, is accepted. It can be concluded that the higher the soft skills, the higher the organizational culture.

Conclusion

The function of adding the role of soft skills as a predictor of innovative work behavior, universities need to provide autonomy and breadth to share knowledge with lecturers. Therefore, universities need to create organizational culture as a positive environment that spurs individual competence and engagement of lecturers in higher education institutions. Researchers continue to study knowledge as an important school resource. It can be said that skills, soft skills can significantly improve school performance. Organizational culture transforms individual knowledge into university knowledge. This study concludes that organizational culture is a catalyst for the knowledge-creation process among university lecturers. Because lecturers are supposed to prepare their students to study and work. Based on the conclusions of this study, the management of higher education institutions needs to build maximum involvement of all lecturers to improve their soft skills continuously. Lecturer training in each part of the university is necessary with a level of intensity, content, and context that is adjusted to the key performance indicators of each lecturer.

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