Understanding The Impact Of Talent Management On Lecturer Performance: The Role Of Soft Skill Competence And Innovation Within The Framework Of Goal Setting Theory

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ARTICLE INFO	ABSTRACT
	The purpose of this study was to explore the effect of Talent Management on Lecturer Performance, with a particular focus on the mediating role of Soft Skill Competency and Innovation Ability, using the framework of Goal Setting Theory. The study was conducted at the Sulawesi Region IX Higher Education Service Institution (LLDIKTI) in Makassar City, involving 250 lecturers from various types of higher education institutions covering 18 Universities, 18 Colleges, and 5 Institutes, with a total lecturer population of 5,043. Respondents were selected through purposive sampling techniques to ensure fair representation of each type of educational institution. The research method incorporates quantitative analysis of survey data to measure the significant contribution of each variable to the measured constructs, namely Talent Management, Soft Skill Competency, Innovation Ability, and Lecturer Performance. The results show that although there is a positive relationship between Talent Management and Lecturer Performance, this effect is not statistically significant, either directly or indirectly through Soft Skill Competency and Innovation Ability. This finding underscores the importance of supporting Lecturer Performance through a more holistic and integrated approach in Talent Management, which includes the development of Soft Skill Competencies and Innovation Capabilities. The novelty of this research lies in its application of Goal Setting Theory in the context of Talent Management in higher education settings, offering new insights into the dynamics between lecturer talent development and academic performance. The implications for theory include a deeper understanding of the limited influence of Talent Management on Lecturer Performance without adequate support for the development of Soft Skill Competencies and Innovation Capabilities. Managerially, this study emphasizes the importance of higher education institutions to formulate clear objectives and provide adequate resources, as well as create a culture that supports innovation and continuous professional development for lecturers. **Keywords:** talent management; innovation capability; lecturer performance; goal setting theory; Indonesia

Introduction

In the dynamic higher education landscape, the interaction between Talent Management and Lecturer Performance has gained significant attention. Despite the widespread recognition of Talent Management as an important factor in enhancing organizational success, its direct impact on lecturer performance, particularly in private higher education institutions, remains under-explored. This gap in research is particularly striking when considering the complex nature of academic performance, which is influenced not only by technical skills

but also by a range of soft skill competencies and innovative abilities. Goal Setting Theory, with its emphasis on the importance of setting specific, challenging, and measurable goals, offers a powerful framework to investigate this relationship further (Belciug et al., 2016; Jette et al., 2023; Rechkemmer & Yin, 2020; van der Hoek et al., 2018; Wallen & Hoare, 2014). This suggests that the effectiveness of Talent Management in improving Lecturer Performance can be significantly improved by focusing on the development of Soft Skill Competencies and Innovation Capabilities.

In the evolving higher education environment, the relationship between Talent Management and Lecturer Performance has become a focal point of interest. The shift in governance towards a corporate management approach has emphasized efficiency and accountability in universities (Kenny & Fluck, 2022). The integration of information technology in education, as proposed in the information-pedagogical model, aims to improve teacher-student interaction and effectively manage educational activities (Yavich & Gerkerova, 2019). Furthermore, the importance of higher education institutions networking with industrial companies for talent development, as highlighted in the Russian National Security Doctrine 2020, underscores the importance of collaboration between academia and industry to improve faculty performance and talent management (Macfarlane, 2018).

The urgency of this research stems from an educational environment that increasingly values adaptability, continuous learning, and innovative teaching methods. Studies such as those conducted by Santoso et al., (2021) and Mulyadi et al., (2022) have highlighted the positive impact of Talent Management on organizational learning and innovation capabilities. However, the specific pathways through which Talent Management affects Lecturer Performance, mediated by Soft Skill Competencies and Innovation Ability, have not been adequately addressed. This neglect presents a critical gap in the literature, as understanding these pathways is important for developing targeted Talent Management strategies that can effectively improve Lecturer Performance in higher education contexts.

In addition, the role of Soft Skill Competencies and Innovation Ability as potential mediators in the relationship between Talent Management and Lecturer Performance has been suggested by various researchers, including Asbari et al., (2020) and Purwaningsih et al., (2021). These competencies are recognized as vital for academic success and innovation in teaching, yet their integration into Talent Management practices remains inconsistent, a gap flagged by Marzo-Navarro & Berné-Manero, (2023). This inconsistency, compounded by the need for teamwork, ICT skills, and creativity (Krstikj et al., 2022), as well as collaborative management in innovation projects (Kenny, 2002) and utilization of learning technologies (Das Neves et al., 2021), raises questions about the development and effective utilization of these competencies to improve Lecturer Performance, in line with Goal Setting Theory.

The problem, however, lies in the insufficient understanding and implementation of Talent Management strategies to effectively improve Lecturer Performance. This study aims to address this issue by investigating how Talent Management, when aligned with Goal Setting Theory and focused on improving Soft Skill Competencies and Innovation Capabilities, can improve Lecturer Performance in private higher education institutions. By exploring this relationship, this study seeks to provide empirical evidence and practical insights that can guide the development of more effective Talent Management practices within the higher education sector.

Finally, the purpose of this study is to bridge the existing gap in the literature by providing a comprehensive understanding of the dynamics between Talent Management and Lecturer Performance, with a particular focus on the mediating role of Soft Skill Competency and Innovation Ability. Through this investigation, this study aims to emphasize the urgency and importance of adopting a goal-oriented Talent Management approach that prioritizes the development of these crucial competencies, thereby improving Lecturer Performance and contributing to the overall success and innovation of higher education institutions.

Literature Review

a. Talent Management

Talent management, as described by scholars such as Orlova et al., (2015), plays an important role in the strategic human resource development of any organization, including higher education institutions. It encompasses the overarching process of attracting, developing and retaining an organization's key talent, which is critical to achieving business and academic outcomes (Maria-Madela & Mirabela-Constanţa, 2009; Saadat & Eskandari, 2016). In the context of higher education, the emphasis on soft skills competencies is increasingly recognized. Jais et al., (2021) and Aldulaimi, (2018) highlight the importance of cultivating soft skills, including emotional intelligence and social strength, which are critical for leadership and academic roles. This confirms the need to integrate soft skills development in the curriculum to improve talent management outcomes, a perspective supported by Kemenade, (2012) and Sharvari, (2019), who argue that current talent management strategies often overlook this critical component.

The influence of talent management on innovation capabilities in higher education is clear through its direct correlation with talent attraction, development, and retention (Mohammed et al., 2020; Shah et al., 2021). This aspect is critical to fostering an environment conducive to innovation, as pointed out by Liao et al., (2022), who suggested that talent plays a critical role in improving innovation performance. However, existing talent management models, as criticized by Han & Zhang, (2021), require innovation themselves to be more in line

with the goal of fostering professional quality and innovation capabilities. The mediation of talent management strategies through innovative work behaviors, as discussed by Appau et al., (2021), further demonstrates the potential of targeted talent management practices in enhancing innovation in academic settings. This calls for strategic revisions in talent management approaches to emphasize on innovation competencies, supported by methodologies to measure such competencies (Boza et al., 2014).

Regarding lecturer performance in higher education, talent management emerges as a multifaceted determinant influenced by organizational culture, retention practices (Chethana & Noronha, 2023; Selvanathan et al., 2019), and the integration of technology and professional competencies (Hamid, 2013; Prasetio et al., 2017). However, the direct impact of talent management on lecturer performance is not always unequivocal, with studies by Moghtadaie & Taji, (2016) and Annakis et al., (2014) presenting mixed findings. This suggests the need for a more nuanced approach to talent management, focusing on talent development, identification, and the creation of a supportive management culture as essential to improving lecturer performance (Sumekto et al., 2020). With this insight, it can be hypothesized that 1) effective talent management positively influences soft skill competencies (H1), 2) increases innovation capabilities (H2), and 3) improves lecturer performance in higher education institutions (H3).

b. Soft skill Competence
Soft skill competence in the modern education era is considered a key element that forms the basis for educators to hone students' moral values and prepare them for the competitive world of work. Saifullah, (2020) emphasizes the importance of soft skills, including communication, problem solving, time management, teamwork, and leadership, in the formation of students' moral values. Similar opinions were shared by Svintsytska, (2021) for IT specialists, and Fitriah, (2017) for vocational education, indicating the universality of soft skills in various fields. Ağçam & Doğan, (2021) and Chondekar, (2019) highlight the importance of new teaching approaches to strengthen soft skills, while Sharov et al., (2021) and Belyaeva et al., (2022) propose soft competencies as a universal need for educators and information professionals. This suggests a paradigm where soft skills development becomes a prerequisite not only for individual success but also for facilitating innovative learning environments (Abraham et al., 2021; Tell & Hoveskog, 2022).

Studies related to lecturers' innovation ability show that although there is a positive relationship between soft skills competence and innovation ability, the relationship is not always significant (Ansar et al., 2018; Nugroho et al., 2021; Wahyudi et al., 2023). This finding challenges the assumption that simply having soft skills will automatically improve innovation ability. In contrast, Mishra & Mishra, (2018), Dias et al., (2020), and Avsec et al., (2022) suggest the need for a more holistic approach that integrates soft skills in a framework that supports innovation, emphasizing the role of e-learning in strengthening these skills. This research shows that innovation capability depends not only on soft skills development but also on a supportive environment and adequate resources.

For lecturer performance, setting specific and challenging goals can increase lecturers' motivation to develop their soft skills, which directly contributes to improving lecturer performance (Tang, 2020; Wibowo et al., 2020). Studies by Asbari et al., (2020) and Muzenda, (2013) support the view that soft skills are core aspects that strengthen teaching effectiveness and collaboration. This suggests that soft skills development is not just an add-on but a critical element that influences lecturers' academic and professional success (Calanca et al., 2019; Millanzi et al., 2022; Tell & Hoveskog, 2022). However, a structured and integrative approach is needed to optimize the application of soft skills in teaching practice. Based on the reviewed literature, two hypotheses can be proposed: 1) Soft skills competence has a significant positive effect on lecturers' innovation ability (H4). 2) Soft skill competencies have a significant positive effect on lecturer performance (H5).

c. Innovation Capability
Innovation capability has been a major focus in research related to improving academic and industrial performance. The study by Daradkeh, (2023) highlights the importance of the academic-industry collaboration environment in improving innovation performance, with researchers' technological capabilities acting as a part mediator in this relationship. This suggests that the integration of resources and knowledge between academia and industry can facilitate more effective innovation. Research by Qi & Hu, (2022) and Tong & Rahman, (2022) further underlines that factors such as knowledge construction, teaching mode, organizational flexibility, and resources play an important role in improving creative learning ability and innovation performance. This suggests that capacity building in these areas can bring about significant improvements in innovation outcomes. In addition, the literature indicates that information literacy and high-quality knowledge sharing processes contribute positively to innovation performance (Sun et al., 2022). Li et al., (2022) added that appropriate policy orientation, combined with strong absorption capacity, can improve green innovation performance through mediating green innovative capacity. However, the use of educational technologies such as Interactive Videoconferencing shows mixed impacts, with Chisholm et al., (2000) finding that while it has no significant effect on students' academic performance, its use can negatively affect instructors' teaching evaluations. Perez-Aleman & Ferretti, (2023) highlighted the value of cross-border collaboration in bringing diverse knowledge to collective discovery, underscoring the importance of a more inclusive and open approach in research and development. Based on the literature review, it can be hypothesized that Innovation ability has a significant positive effect on lecturer performance (H6).

d. Lecturer Performance

Lecturer performance in higher education institutions has become an important research topic, with various factors identified as significant influences on improving such performance. In the context of talent management, research by Selvanathan et al., (2019) and Ramaditya et al., (2022) showed that effective talent management practices, especially those related to knowledge retention and development, are closely related to improved performance and organizational commitment among lecturers. This highlights the importance of universities in supporting and motivating lecturers to continuously update their knowledge and skills, especially in a rapidly growing industry such as Information Technology. Furthermore, studies by Widodoa & Mawarto, (2020) and Hanafiah et al., (2020) revealed that innovative behavior and other factors such as work motivation, job satisfaction, leadership style, organizational culture, and work environment significantly affect lecturer performance. These aspects, when managed effectively, can contribute to improved performance and satisfaction among lecturers, thereby improving educational outcomes.

In this context, the literature shows that soft skill competencies and innovation capabilities play a key role in improving lecturer performance. Studies by Saifullah, (2020), Svintsytska, (2021), and other related research emphasize the importance of soft skills, such as communication, problem solving, and leadership, in building an effective and innovative learning environment. Similarly, research on innovation capabilities (Daradkeh, 2023; Qi & Hu, 2022; Tong & Rahman, 2022) shows that the integration of resources and knowledge between academia and industry can facilitate more effective innovation, suggesting the importance of capacity building in those areas to achieve significant innovation outcomes. Therefore, it can be hypothesized that talent management can improve lecturers' performance through developing soft skill competencies and enhancing innovation capabilities (H7).

Methods

1. Sample Criteria

This study explores the academic performance of lecturers using data from 250 lecturers from various private higher education institutions in LLDIKTI Region IX Sultanbatara Indonesia specifically LLDIKTI Region IX, including universities, colleges, and institutes, with the majority from Universitas Muslim Indonesia. These respondents are part of a cohort that has been studied in a number of previous publications, which allows for a consistent and in-depth analysis of the phenomenon under study. Data was collected using questionnaires designed to assess aspects of Talent Management, Soft Skill Competency, and Innovation Ability, and their relationship with Lecturer Performance. Prior to data collection, all questionnaires were verified to ensure accuracy and validity of responses. Respondents in this study consisted of both men and women, with the majority being foundation lecturers, and had provided informed consent. The privacy and anonymity of the respondents were guaranteed to maintain research ethics.

In this study Hair, Gabriel, et al., (2014) criteria were used to determine the minimum sample size in Structural Equation Modeling (SEM) analysis, namely: (Based on this formula, with 20 variables (constructs and indicators) identified, the required sample size is 20 x 10 = 200 respondents (Byrne, 2001; Hair, Gabriel, et al., 2014). The purposive sampling method was chosen for this sampling with certain considerations put forward by Zikmund et al., (2019). The criteria used as a reference in selecting samples for this study include:

a. Lecturers with a minimum functional position of Lector who have been certified.
b. Lecturers with more than 5 years of service.
c. Lecturers who have served in structural positions in the campus environment.
d. Lecturers with research publications in reputable international journals.

By complying with these criteria, the sample was finally set at 250 lecturers, which is considered representative because it covers the spectrum of lecturers in the LLDIKTI IX Sultanbatara Region, Indonesia. Data from these respondents have also been used in a series of related publications, adding to the integrity and relevance of the findings of this study in a broader context.

Table 1: Respondent Demographics

Respondent Profile	Description	Frequency	Percentage
Types of Higher Education	Institute	16	6.4
	College	38	15.2
	University	196	78.4
Total		**250**	**100.0**
Lecturer Status	Civil Servants (DPK)	73	29.2
	Foundation	177	70.8
Total		**250**	**100.0**
Gender	Man	99	39.6
	Woman	151	60.4
Total		**250**	**100.0**
Functional Job Position	Assistant Professor	172	68.8

Respondent Profile	Description	Frequency	Percentage
	Associate Professor	60	24.0
	Professor	18	7.2
Total		**250**	**100.0**
Origin of Higher Education	Universitas Muslim Indonesia	56	22.4
	Universitas Muhammadiyah	43	17.2
	Universitas Megarezky	20	8.0
	UIT	18	7.2
	Universitas Bosowa	18	7.2
	Universitas Islam Makassar	16	6.4
	UPRI	13	5.2
	UKI Paulus	12	4.8
	Institut Teknologi & Bisnis Nobel	10	4.0
	STIE AMKOP	10	4.0
	STIEM Bongaya YPBUP	10	4.0
	Politeknik Maritim AMI	6	2.4
	STIE Tri Dharma Nusantara	5	2.0
	STIE Wira Bhakti	5	2.0
	STIK Makassar	5	2.0
	STIFA	3	1.2
Total		**250**	**100.0**

This study sampled 250 lecturers who were part of the same group of respondents used in several other related publications, demonstrating the utilization of longitudinal data or cross-sectional series in higher education research in Indonesia. In this cohort, most respondents worked at universities (78.4%), with the majority of employment status as foundation lecturers (70.8%). The gender of respondents was predominantly female (60.4%), and the most common functional job position was assistant professor (68.8%). Coming from various higher education institutions with Universitas Muslim Indonesia as the largest contributor (22.4%), this respondent profile is important to understand how Talent Management, Soft Skill Competency, and Innovation Ability contribute to Lecturer Performance. This research contributes to the wider corpus of literature examining these factors in the dynamic context of higher education, providing comprehensive insights into management practices and educational innovation, as displayed in the conceptual framework above.

2. Measurement Variables
This study adopts the Structural Equation Modeling (SEM) analysis method using AMOS software, based on a quantitative approach explored through references such as Alshetewi, (2016), Ferdinand, (2014), and Ghozali, (2017). The population in this study consists of 5,043 lecturers affiliated with LLDIKTI Region IX Sultanbatara, Indonesia, spanning various higher education institutions. Sampling was conducted using purposive sampling techniques, with specific criteria such as functional position, length of service, experience in structural positions, and involvement in internationally published research. According to the guidelines of Hair, Gabriel, et al., (2014), for SEM-Amos, an effective sample size of 250 respondents was established, which not only complies with Roscoe's rule of thumb for surveys (Sekaran & Bougie, 2016) but also adheres to the principle that a good sample size is five to ten times the number of indicators (Ferdinand, 2014; Hair, Black, et al., 2014). A 1-5 Likert scale questionnaire was distributed, and after an 8-week data collection period, 250 lecturers provided complete responses, ensuring adequate representation of the lecturer population in the region for this analysis.

In this study, the four main variables measured are Talent Management (TM), Soft Skill Competence (SSC), Innovation Capability (INC), and Lecturer Performance (LP). Essential indicators in the measurement of Talent Management (TM) include Person's Capacity, A Person's Potential, Behavior Patterns, Engaging in Tasks, and Possession of Skills, aligning with various studies emphasizing the importance of talent management in organizational development. Person's Capacity and A Person's Potential reflect a combination of innate abilities, potential capacity, and effective task performance, as described by Poltoratska, (2021) and Musya'adah, (2021). Behavior Patterns and Engaging in Tasks depict how talent is actualized through daily behaviors and engagement in relevant tasks, supporting dynamic organizational capabilities as highlighted by Rosa et al., (2023). Possession of Skills relates to mastered skills that are fundamental aspects of talent management, achievable through effective talent management practices, as stated by Chiţu & Russo, (2021). Together, these indicators not only measure but also enhance employee performance, as discussed by Efendi, (2021), and are crucial for the identification and assessment of talent potential according to organizational needs in the future, as outlined by Kabalina & Osipova, (2022).

Knowledge, Skills, Behavior, Task Mastery, and Implementation are key indicators in the measurement of Soft Skill Competency (SSC). Knowledge and Skills support the development of leadership character and teaching performance, as emphasized by De Pietro & Altomari, (2019) dan Siregar, (2022), highlighting the role of soft

skills in influencing behavior and performance. Behavior and Task Mastery relate to the ability to achieve self-satisfaction and apply life philosophies, according to Kashami & Curi, (2023), indicating that soft skills can be measured through their impact on personal well-being and motivation. Implementation examines the application of soft skills in education and their influence on student behavior, as described by Mohamed et al., (2019). These overall indicators, as discussed by Kuregyan & Khusainova, (2022), are essential for ensuring job readiness and the development of key competencies needed in the 21st century.

Possessing Abilities, Developing Products, Technological Change, Determining Innovation, and Quality are crucial indicators for measuring Innovation Capability (INC), which is a major driver of competitiveness. Possessing Abilities refers to an individual's capacity to innovate, as emphasized by Martinez et al., (2022), who study individual innovation capabilities. Developing Products describes the ability to translate ideas into tangible products, related to the three-dimensional model by Kuzmin et al., (2020) involving technology and resources. Technological Change, part of the Kuzmin model, highlights the importance of adopting innovative technologies. Determining Innovation includes the ability to identify and direct effective innovations, aligned with the maturity assessment model introduced by Adam et al., (2020). Finally, Quality focuses on quality assurance and the impact of innovation on company performance, revealed by Selvam et al., (2022) and Akhtar, (2023).

Final Results, Activity, Work Process, Resources, and Achievement are effective indicators for measuring Lecturer Performance (LP). Final Results assess achievements in education, research, and community service, supported by Hasirun et al., (2023). Activity measures the effectiveness of teaching and research methods, in line with Azmy's (2019) emphasis on teaching methodologies. Work Process includes motivation and leadership, crucial according to Rahardja et al., (2020) and Huyen et al., (2021), directly impacting task execution quality. Resources look at how well resources such as facilities and technology are utilized, critical for supporting lecturer performance as outlined by Huyen et al., (2021). Lastly, Achievement assesses external recognition and achievements that depict the impact of performance, according to the views of Huyen et al., (2021) and Musharianto & Aditya, (2022) on student motivation and perceptions.

This study also ensures the confidentiality of all respondent identities and guarantees that the collected data will not be disseminated or provided to any third parties. Additionally, evaluations of Talent Management (TM), Soft Skill Competence (SSC), Innovation Capability (INC), and Lecturer Performance (LP) are based on objective and relevant criteria, considering concrete evidence and facts. All research procedures are conducted fairly without discrimination, adhering to established rules and policies, to ensure the integrity and ethics of the research are maintained.

Tabel 2: Measurement of variable

Variable	Indicators	Item
Talent Management (TM)	Person's Capacity (TM1)	▪ Our talent management system is effective in identifying and developing individual potential, aligning with institutional needs. ▪ We provide adequate support and opportunities for high-potential individuals to make significant contributions towards achieving institutional goals.
	A Person's Potential (TM2)	▪ We actively identify and manage standout individual potentials by providing opportunities for skill development. ▪ Our specialized programs are designed to uncover and support the development of student and staff potential.
	Behavior Patterns (TM3)	▪ We implement behavioral patterns that support talent development, including providing constructive feedback and adequate challenges. ▪ Our culture supports initiatives and experimentation in talent management, allowing individuals to take risks and learn from failures.
	Engaging in Tasks (TM4)	▪ We offer talented individuals opportunities to engage in challenging tasks that match their capabilities. ▪ We provide the necessary support and resources for talented individuals to actively participate in research projects and academic activities.
	Possession of Skills (TM5)	▪ Our skill development programs are tailored to individual potential to strengthen their careers. ▪ Our system supports the recognition and development of talented skills through broad access to training and development programs.
Soft Skill Competence (SSC)	Knowledge (SSC1)	▪ I actively seek out the latest information relevant to my field of study, using various sources such as libraries and academic databases. ▪ I proactively use online resources to enhance my knowledge and skills in an academic environment.

Variable	Indicators	Item
	Skills (SSC2)	▪ I possess efficient work skills and focus on effectiveness in carrying out lecturer duties. ▪ I consistently use efficient work approaches to improve productivity and work outcomes at the university.
	Behavior (SSC3)	▪ I plan systematically and identify clear steps in carrying out lecturer duties. ▪ I regularly apply a structured planning approach to ensure the smooth and successful execution of academic tasks.
	Mastering Tasks (SSC4)	▪ I am responsive and proactive in addressing issues, always seeking appropriate solutions for challenges in teamwork. ▪ I quickly recognize and address emerging issues, committed to finding the best solutions in team collaboration.
	Implementation (SSC5)	▪ I have effective communication skills, capable of persuading others to follow the ideas I present. ▪ I consistently use persuasive skills in communication, influencing, and garnering support for the initiatives I propose.
Innovation Capability (INC)	Possessing Abilities (INC1)	▪ I am able to identify innovation opportunities in my field of study, developing new ideas that contribute to the implementation of the three pillars of higher education. ▪ I use my knowledge and skills to create innovative solutions that enhance the quality of education, research, and community service.
	Developing Products (INC2)	▪ I develop innovative products relevant to education, research, and community service in my field of study. ▪ I create and develop new products such as innovative learning modules and research tools that add value to the three pillars of higher education.
	Technological Change (INC3)	▪ I continuously follow the latest technological developments and apply them in teaching, research, and community service. ▪ I actively seek and implement new technologies to enhance the quality and relevance of academic and community services.
	Determining Innovation (INC4)	▪ I am able to identify relevant and potential innovation opportunities in the implementation of the three pillars of higher education. ▪ I determine the direction of innovation that enhances the quality and effectiveness of the three pillars of higher education.
	Quality (INC5)	▪ I produce high-quality innovations in the implementation of the three pillars of higher education, reflecting standards of excellence and novelty. ▪ My innovations have relevance, reliability, and a significant impact on the development of knowledge, academic practice, and community service.
Lecturer Performance (LP)	Final Results (LP1)	▪ I consistently achieve results that meet or exceed standards in education, research, and community service. ▪ I successfully meet learning targets, produce quality research, and make significant contributions to community service.
	Activity (LP2)	▪ I am active in teaching, planning, and delivering lecture materials effectively, as well as providing academic guidance to students. ▪ I am involved in research activities that include planning, implementation, data analysis, and scientific presentation of results.
	Work Process (LP3)	▪ I operate a structured and organized work process in the three pillars of higher education, covering planning, implementation, and evaluation of results. ▪ I apply effective methods and utilize information technology, as well as collaborate with colleagues in my work processes.
	Resources (LP4)	▪ I effectively use resources such as libraries, laboratories, and research facilities in carrying out the duties of the three pillars of higher education. ▪ The university provides sufficient resources, including budget and facilities, that support my performance in applying the three pillars.

Variable	Indicators	Item
	Achievement (LP5)	▪ I have achieved significant accomplishments in the duties of the three pillars of higher education, including scientific journal publications and recognized community service. ▪ My performance is recognized and appreciated by peers, university leaders, and external parties.

Result and Discussion

1. Result

The analysis of model fit for this study, as detailed in Table 3, reveals that a two-stage verification process, including Confirmatory Factor Analysis (CFA) and model fit testing, has confirmed the reliability of the proposed constructs. This process begins with a check for data normality, which is a critical step in SEM-Amos. Normality is measured by examining the Critical Ratio (CR) values for skewness and kurtosis, with data considered normal if CR ranges between -2.58 and 2.58 at a 1% significance level. This suitability reflects a good univariate and multivariate distribution of data for a sample consisting of 250 faculty members from various higher education institutions in the LLDIKTI IX Sultanbatara region.

In terms of reliability, Cronbach's Alpha was calculated for each scale, with values above 0.7 indicating adequate internal consistency according to the standards set by Lance et al., (2006), which affirm the reliability of the research instruments. Furthermore, confirmatory validity testing measures the extent to which items on the scale truly reflect the desired constructs in the context of Talent Management, Soft Skills Competence, and Innovation Capability towards Faculty Performance, as suggested by Bernard, (2013). Convergent validity in this model is indicated by all item factor loadings ranging between 0.69 and 0.88, surpassing the minimum threshold recommended by Ferdinand, (2014) and Hair et al., (2014). This indicates that each item effectively measures the variables relevant to the research, strengthening the basis for further analysis of the hypothesized relationships within the model.

Table 3: Statistical Result

Variables	Indicators	Standardized Estimate	Estimate	Standard Error	Critical Ratio	P - Value	Construct Reliability	Average Variance Extracted
Talent Management (TM)	Individual Capacity (TM1)	**0.81**	1.045	0.077	13.539	***	0.97	0.93
	Personal Potential (TM2)	**0.78**	1.000					
	Behavioral Patterns (TM3)	**0.81**	1.021	0.075	13.691	***		
	Engaging in Tasks (TM4)	**0.85**	1.073	0.076	14.201	***		
	Possession of Skills (TM5)	**0.75**	0.922	0.074	12.410	***		
Soft Skill Competence (SSC)	Knowledge (SSC1)	**0.77**	0.861	0.060	14.346	***	0.98	0.95
	Skills (SSC2)	**0.85**	1.000					
	Behavior (SSC3)	**0.82**	1.059	0.066	15.961	***		
	Mastering Tasks (SSC4)	**0.83**	0.980	0.061	16.151	***		
	Implementation (SSC5)	**0.88**	1.003	0.056	17.779	***		
Innovation Capability (INC)	Possessing Abilities (INC1)	**0.78**	0.988	0.076	13.087	***	0.89	0.92
	Developing Products (INC2)	**0.77**	1.095	0.087	12.536	***		

	Technological Change (INC3)	**0.69**	0.778	0.071	10.906	***		
	Determining Innovation (INC4)	**0.80**	1.000					
	Quality (INC5)	**0.82**	1.296	0.096	13.447	***		
Lecturer Performance (LP)	Final Results (LP1)	**0.78**	1.011	0.077	13.090	***	0.97	0.92
	Activity (LP2)	**0.79**	1.000					
	Work Process (LP3)	**0.83**	1.120	0.081	13.895	***		
	Resources (LP4)	**0.81**	1.056	0.078	13.481	***		
	Achievement (LP5)	**0.72**	1.027	0.087	11.822	***		

Model Fit Testing	**Cut of Value**	**Result**	**Remark**
Chi-Square	df = 164; X^2 = 194.88 (less than X^2)	182.54	Fit
Significance	≥ 0.05	0.15	Fit
CMIN/DF	≤ 2.00	1.11	Fit
GFI	≥ 0.90	0.91	Fit
AGFI	≥ 0.90	0.93	Fit
TLI	≥ 0.95	0.99	Fit
CFI	≥ 0.95	0.99	Fit
RMSEA	0.03 - 0.08 (less than 0.03 is excellent)	0.02	Fit

Note: *** (Significant at Level $p < 0.01$)

The analysis conducted on data from 250 lecturers involved in this study demonstrates satisfactory results regarding the validity and reliability of construct measurements. As outlined in Table 3, all measurement items show factor loading coefficients exceeding the threshold value of 0.5. Additionally, all items achieved a Critical Ratio (C.R) above 2.00 and a p-value less than 0.05, confirming the validity of each item. The reliability of constructs is also confirmed with Construct Reliability (CR) values equal to or exceeding 0.7 and Average Variance Extracted (AVE) of at least 0.5, according to criteria recommended by Ferdinand, (2014), Hair et al., (2017), and Sekaran & Bougie, (2016). These results indicate that each item in the questionnaire accurately measures the targeted constructs and possesses a high level of reliability in the context studied, providing a solid foundation for further analysis regarding Talent Management, Soft Skill Competence, and Innovation Capability and their influence on Lecturer Performance.

Tabel 4: Hypotesis Testing

Hypothesis	Standardized estimate	Estimate	Standard Error	Critical Ratio	P Value	Result
H1: Talent Management → Soft Skill Competence	**0.07**	0.074	0.069	1.069	0.285	Not Supported
H2: Talent Management → Innovation Capability	**0.18**	0.175	0.071	2.474	0.013	Supported
H3: Talent Management → Lecturer Performance	**0.08**	0.074	0.062	1.182	0.237	Not Supported
H4: Soft Skill Competence → Innovation Capability	**0.12**	0.118	0.069	1.710	0.087	Not Supported
H5: Soft Skill Competence → Lecturer Performance	**0.39**	0.363	0.065	5.615	***	Supported
H6: Innovation Capability → Lecturer Performance	**0.15**	0.140	0.065	2.174	0.030	Supported

Hypothesis	Standardized estimate	Estimate	Standard Error	Critical Ratio	P Value	Result
H7: Talent Management → Soft Skill Competence → Innovation Capability → Lecturer Performance	**0.06**	estimates/bootstrap (two tailed significance-BC)			0.070	Not Supported

Note: *** (Significant at Level p< 0.01)

The statistical analysis in this study (Table 4) reveals interesting patterns in the relationships among the tested variables. Specifically, Hypotheses 2, 5, and 6 (H2, H5, and H6) were accepted, indicating a significant relationship between Talent Management, Innovation Capability, and Soft Skill Competence, as well as the positive impact of Soft Skill Competence on Lecturer Performance. This evidence, supported by significant values in the SEM model, confirms the existence of a direct significant influence on Lecturer Performance through these factors.

However, contrary to expectations, both the indirect relationship of Talent Management to Lecturer Performance through Soft Skill Competence and Innovation Capability (H7), and the direct relationship from Talent Management to Lecturer Performance, did not show statistical significance. This indicates that while Soft Skill Competence and Innovation Capability individually contribute to enhancing Lecturer Performance, their synergy as mediators in the context of Talent Management does not align with initial predictions. Hypotheses 1, 3, 4, and 7 (H1, H3, H4, and H7) were rejected, signaling that the direct and indirect effects of Talent Management on Lecturer Performance are more complex and cannot be fully explained by the proposed model. These findings prompt further exploration to identify other factors that may influence lecturer performance, as well as to deepen the understanding of the mechanisms linking Talent Management with performance outcomes in the higher education environment.
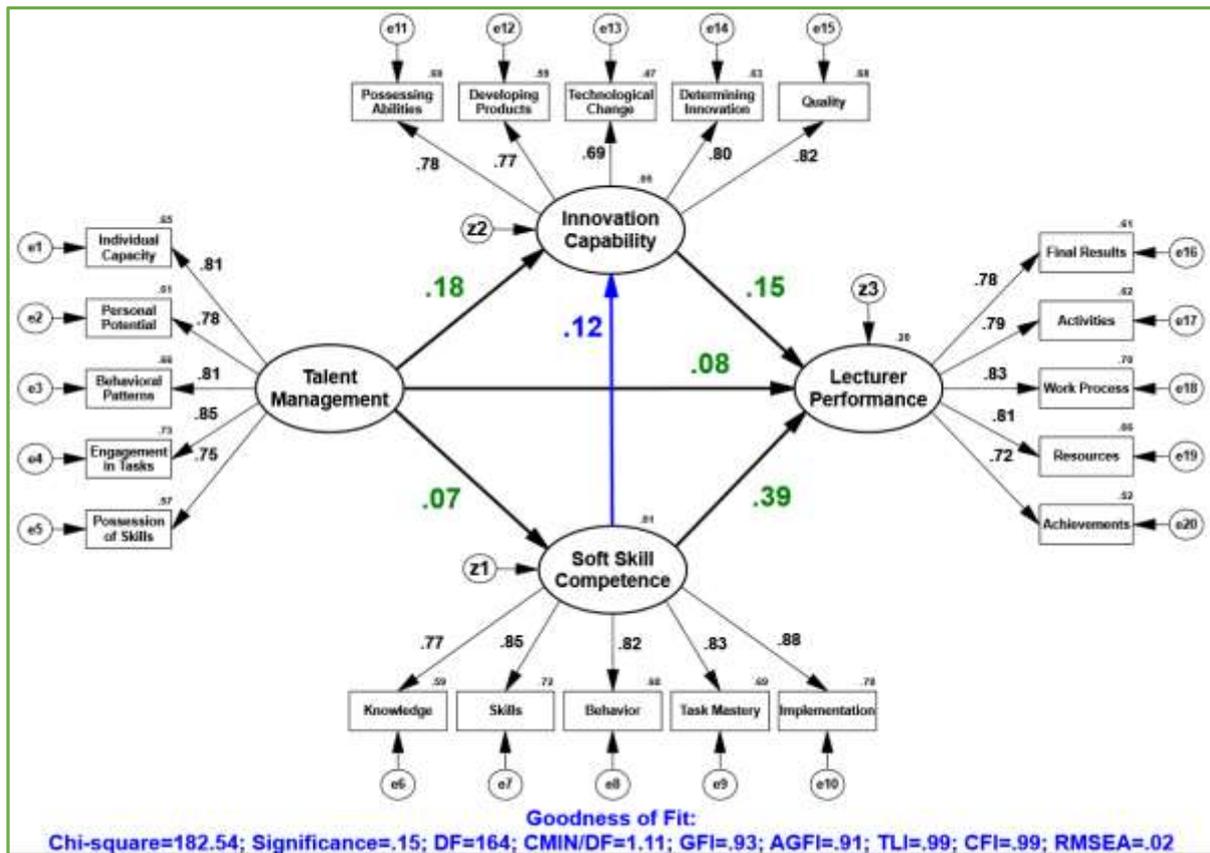

Figure 1: Structural Equation Model

The data analysis (Figure 1) reveals a significant contribution of each variable to the constructs they each form, indicating the importance of these aspects in a broader context. In Talent Management, individual capacity (0.81), personal potential (0.78), behavioral patterns (0.81), engagement in tasks (0.75), and skill ownership (0.75) all show strong contributions to this construct, emphasizing the importance of identifying and developing individual potential within organizations.

For Soft Skill Competence, knowledge (0.77), skills (0.85), behavior (0.82), task mastery (0.83), and implementation (0.88) underline that it is not only technical abilities that are important, but also how

individuals apply this knowledge and skills in everyday behavior and in executing specific tasks, which are key to success in various professional contexts.

In terms of Innovation Capability, possessing abilities (0.78), developing products (0.77), technological change (0.69), determining innovation (0.80), and quality (0.82) indicate that innovation requires more than just new ideas; it also necessitates the ability to implement them, maintain technological relevance, and ensure the quality of the resulting products or solutions.

For Lecturer Performance, final results (0.78), activity (0.79), work process (0.83), resources (0.81), and achievement (0.72) show that academic performance is not only measured through outcomes alone, but also through the processes, resources utilized, and activities conducted to achieve those results. Achievement, although scoring lower, remains a crucial component that reflects the outcomes of these processes.

Overall, the results of this analysis affirm that success in Talent Management, Soft Skill Competence, Innovation Capability, and Lecturer Performance does not depend solely on one or two factors, but on a series of interrelated variables. Understanding and optimizing the contribution of each of these variables can help organizations, teams, and individuals achieve their goals more effectively.

2. Discussion

The Influence of Talent Management on Soft Skill Competence

In the context of Private Higher Education Institutions, studies exploring the relationship between Talent Management and Soft Skill Competence among faculty members show positive but not significant results with a value (0.07). According to Goal Setting Theory, this can be interpreted as an indication that although there are efforts to develop talent through practices such as enhancing individual capacity, personal potential, behavioral patterns, engagement in tasks, and possession of skills, specific and measurable goals to improve Soft Skill Competence may not have been sufficiently emphasized. Jais et al., (2021) and Aldulaimi, (2018) underline the importance of soft skills such as social strength, trust, and emotional intelligence, particularly in leadership roles, suggesting that their development is crucial for success in a competitive academic environment.

Furthermore, research by Chethana & Noronha, (2023) and Baporikar & Smith, (2019) criticizes current Talent Management strategies for being ineffective in retaining skilled employees, which could be due to a lack of emphasis on soft skill development, as noted by Kemenade, (2012) and Sharvari, (2019). In this context, Goal Setting Theory suggests that setting clear goals for explicitly developing Soft Skill Competence can strengthen the relationship between Talent Management and enhanced lecturer performance, by providing clear direction and boosting faculty motivation and engagement in their own professional development process.

Solutions to this challenge, as proposed by Mwita et al., (2023) focusing on the development of soft skills in students, and Vinichenko et al., (2017) emphasizing the importance of psychodiagnostics in Talent Management, indicate potential pathways for improvement. In the context of Private Higher Education Institutions, a more integrated and holistic approach to Talent Management, which includes specific goal setting for soft skill development, could facilitate a more conducive environment for faculty professional growth. Through close collaboration between HR departments, academic leaders, and the faculty themselves, institutions can design and implement strategies that not only support technical development but also the interpersonal competencies essential for success in higher education.

The Influence of Talent Management on Innovation Capability

In the context of Private Higher Education Institutions, this study demonstrates a significant influence of Talent Management on Innovation Capability, with a value (0.18), highlighting the crucial role of individual talent development in fostering innovation. Goal Setting Theory provides a useful framework for understanding these findings, emphasizing the importance of setting specific, challenging, and measurable goals in enhancing motivation and performance. Mohammed et al., (2020) and Shah et al., (2021) confirm that Talent Management has a significant impact on the innovation capability of higher education institutions, through the attraction, development, and retention of talent. This study indicates that faculty members in Private Higher Education Institutions who possess high individual capacity, personal potential, proactive behavior patterns, and active engagement in their tasks are more likely to contribute to an innovative environment, aligning with findings by Liao et al., (2022) who found that talent positively impacts innovation performance, especially in the context of new ventures.

However, research by Han & Zhang, (2021) suggests that traditional talent training models, especially in vocational colleges, need innovation to focus more on professional quality, highlighting the need for a more focused and adaptive approach in talent development that can support innovation. Additionally, Appau et al., (2021) found that the influence of Talent Management on employee performance is mediated by innovative work behavior, asserting that talent development should include innovative behavioral aspects to enhance overall innovation capability. These findings suggest that faculty members with strong technical and non-technical skills, reinforced by innovative work behavior, are more effective in developing new products and adapting to technological changes (Asghar et al., 2023; Dai & Liang, 2022).

Meanwhile, Chethana & Noronha, (2023) criticize the current Talent Management strategies in higher education institutions for generally being ineffective, indicating that existing approaches may not fully leverage

talent potential to drive innovation. Boza et al., (2014) propose methods for measuring innovation competence in higher education as a way to address this issue, suggesting that a more measurable and focused approach can enhance the effectiveness of Talent Management in supporting innovation capability. Through the lens of Goal Setting Theory, this study underscores the importance of clear goal setting in talent development to promote innovation in Private Higher Education Institutions, highlighting the need for more innovative and focused strategies that not only enhance individual capacities and skills but also foster a sustainable culture of innovation.

The Influence of Talent Management on Lecturer Performance

From the perspective of Goal Setting Theory, research evaluating the relationship between Talent Management and Lecturer Performance in Private Higher Education Institutions found that while there is a positive influence, the impact is not significant (value 0.08). This suggests that although Talent Management practices—including enhancing individual capacity, personal potential, behavior patterns, engagement in tasks, and skill ownership—are aimed at improving performance, the goals set in this context may not be specific or challenging enough to produce significant changes in lecturer performance. As indicated by Selvanathan et al., (2019) and Chethana & Noronha, (2023), factors such as organizational culture and retention practices play a crucial role in Talent Management, yet current strategies are often ineffective, highlighting a gap between the goals and the implementation of Talent Management practices in an academic context.

Additionally, lecturer performance is influenced by various factors, including professional competence and technology utilization, as emphasized by Hamid, (2013) and Prasetio et al., (2017). This suggests that to effectively enhance performance, the goals set must encompass various aspects of professional development, not just focusing on talent development but also on integrating technology and enhancing professional competence. However, as indicated by Moghtadaie & Taji, (2016) and Annakis et al., (2014), the impact of Talent Management on performance is not always significant, suggesting that goal setting in Talent Management needs to be more strategic, focused on the most relevant development, and supported by an effective management culture to truly influence lecturer performance.

Thus, in the context of Private Higher Education Institutions, the effectiveness of Talent Management as a tool to enhance lecturer performance requires a more holistic and integrated approach, as proposed by Goal Setting Theory. This includes setting clear, specific, and challenging goals that not only focus on talent development but also on other aspects such as technology use, competence development, and classroom management practices, as suggested by Sumekto et al., (2020), (Ramaditya et al., 2022), (Abdullahi et al., 2022), and (Gerhardt & Karsan, 2022). This approach demands collaboration among lecturers, management, and institutions to design and implement programs that support comprehensive lecturer performance, enabling them not only to develop professionally but also to enhance student satisfaction and academic success.

The Influence of Soft Skill Competence on Innovation Capability

In the context of Private Higher Education Institutions, Goal Setting Theory provides a useful framework for understanding the relationship between Soft Skill Competence and Innovation Capability, which was found to be positive but not significant (value 0.12) in this study. According to this theory, setting specific, challenging, and measurable goals can enhance motivation and effectiveness; however, the findings indicate that merely possessing Soft Skill Competence—including communication, teamwork, and problem-solving—does not automatically result in a significant enhancement in Innovation Capability. This is supported by research from Nugroho et al., (2021), Wahyudi et al., (2023), and Ansar et al., (2018), who found that Soft Skill Competence positively influences Innovation Capability in higher education institutions, yet Sari & Busrizalti, (2007) underline that the development of these skills is often overlooked, suggesting that more focused and structured goals in Soft Skill development may be required to maximize their impact on innovation.

Furthermore, this study highlights that Innovation Capability does not only depend on Soft Skill Competence but also on external factors such as the availability of resources, organizational culture, and external networks. This suggests the need for a more holistic and systemic approach that not only focuses on the development of Soft Skills but also considers how these skills are integrated and applied in an environment that supports innovation (Alaskar, 2023). Mishra & Mishra, (2018) and emphasize the need for a framework to assess and enhance Soft Skills and the role of e-learning in enhancing these skills, suggesting that institutions should adopt strategies that enable the practical application of Soft Skills in contexts that support innovation. Similarly, social management and performance mediate the effects of organizational culture factors on innovation performance, emphasizing the role of external influences in driving innovation (Sarwar et al., 2023). These findings collectively stress the need to consider both internal competencies and external factors for effective development of innovation capabilities.

However, there exists a gap in students' perception of soft skill development itself, as revealed by Taylor, (2019) and Karimi & Pina, (2021), suggesting that students may not fully realize the importance or progress in developing these skills, further highlighting significant perceptual differences between students and practitioners (Dubey & Tiwari, 2020). This underscores the importance of setting clear and measurable goals for Soft Skill development, which should be integrated into the curriculum and learning activities, and supported by institutional policies that encourage innovation. Thus, in the context of Private Higher Education Institutions, enhancing Innovation Capability requires more than just the development of Soft Skills; it

necessitates the creation of a comprehensive educational ecosystem, where Soft Skills are valued as a crucial part of an innovative culture, supported by institutional practices and strategies that facilitate the application of these skills in ways that support innovation.

The Influence of Soft Skill Competence on Lecturer Performance

In the context of Private Higher Education Institutions, Goal Setting Theory offers a rich lens for understanding how Soft Skill Competence significantly impacts Lecturer Performance, with a notable value of 0.39. According to this theory, setting specific and challenging goals can motivate lecturers to enhance their soft skills, which directly contributes to performance improvement. Tang, (2020) and Wibowo et al., (2020) support these findings by demonstrating that soft skills, particularly teamwork and lifelong learning, greatly influence lecturer performance. This underscores that developing soft skills is not just an addition but a core element that strengthens the effectiveness of teaching, collaboration, and innovation in education—aligned with findings by Asbari et al., (2020), which emphasize the role of soft skills in lecturer innovation.

Furthermore, findings that link Soft Skill Competence with various aspects of lecturer performance—from classroom management to teaching innovation—support the argument that soft skills are a critical aspect that affects academic and professional success. Research by Muzenda, (2013), which identifies subject knowledge, teaching skills, lecturer presence, and attitude as key factors, shows that comprehensive soft skill development helps lecturers become more adaptive and responsive to student needs and modern educational demands. Kusumajati et al., (2017) add that lecturer competence significantly influences student motivation, affirming that a focus on soft skill development can enhance student engagement and, ultimately, learning outcomes. These findings underscore the importance of soft skills in promoting academic and professional success by enhancing lecturers' adaptability, responsiveness, and overall effectiveness in facilitating student learning experiences (Battista et al., 2023; Fernández-Arias et al., 2023; Uzorka et al., 2023).

However, research by Prasetio et al., (2017), which found no significant relationship between lecturer professional competence and student academic performance, suggests that the effectiveness of soft skills may depend on how these skills are integrated and applied in teaching practices. This calls for a more structured approach in the development and implementation of soft skills, as proposed by Idrus, (2018), who emphasizes the importance of integrating soft skills into technical courses. Chamorro-Premuzic et al., (2010) provide a broader perspective by identifying a cohesive structure of non-academic skills and their relationship with individual differences and academic performance, indicating that the development of soft skills in Private Higher Education Institutions requires a comprehensive and tailored approach, which not only enhances the innovative capacity of lecturers but also supports overall student success.

The Influence of Innovation Capability on Lecturer Performance

In the context of Private Higher Education Institutions, the application of Goal Setting Theory to understand the impact of Innovation Capability on Lecturer Performance, which proved significant with a value (0.15), underscores the importance of setting specific and challenging goals to foster innovation in teaching and academic activities. Research by Kamal et al., (2010) and Dan et al., (2020) demonstrates the crucial role of leaders in creating an innovation culture and providing the necessary resources, aligning with the principles of Goal Setting Theory that emphasize the importance of environmental support and resources in achieving ambitious goals. Innovation Capability, encompassing adaptation to technological changes, development of new learning products, and quality assurance, directly contributes to enhanced lecturer performance, indicating that goal setting focused on innovation can facilitate overall performance improvement.

Furthermore, Davis et al., (1982), revisited by Sauphayana, (2021) and Sharma et al., (2023), affirm the importance of innovation in enhancing productivity and management, strengthening the argument that lecturers who set innovative goals for themselves and their learning environments are more likely to achieve better outcomes in academic and professional performance. This approach is reinforced by research from Asbari et al., (2020) and Zhang et al., (2023), which highlights the role of organizational culture in mediating the effects of hard and soft skills on lecturer innovation, underlining the importance of creating a supportive environment where lecturers feel empowered to pursue innovation in their teaching approaches. This implies that effective goal setting in the context of innovation requires a supportive environment that encourages the exploration and application of new ideas (Yuret, 2023). Therefore, effective goal setting in the context of innovation necessitates a conducive environment that promotes the pursuit of innovative teaching approaches (Rudhumbu & du Plessis, 2022).

Finally, Fernández-Cruz & Rodriguez-Legendre, (2021) and Boza et al., (2014) offer practical tools for assessing and enhancing innovation competencies among lecturers, indicating that specific goal setting in the development of innovation competencies can be systematically measured and improved. Hayat & Amer, (2013) further show that students' perceptions of lecturer performance can be influenced by lecturers' entrepreneurial orientation, including innovation, affirming that lecturers oriented towards goals to enhance their innovation not only improve their own performance but also positively influence student perceptions and outcomes. Through the lens of Goal Setting Theory, these findings confirm the importance of strategic and innovation-focused goal setting as a means to enhance lecturer performance in Private Higher Education Institutions, fostering an innovation-rich learning environment that benefits both lecturers and students.

The Influence of Talent Management on Lecturer Performance through Soft Skill Competence and Innovation Capability

From the perspective of Goal Setting Theory, research examining the impact of Talent Management on Lecturer Performance in Private Higher Education Institutions, mediated by Soft Skill Competence and Innovation Capability, found a positive but not significant relationship (value 0.05). This indicates that although there are goals to enhance Lecturer Performance through Talent Management, these goals have not yet fully succeeded in creating a significant impact when measured through improvements in Soft Skill Competence and Innovation Capability. Research by Santoso et al., (2021) and Mulyadi et al., (2022) supports the view that Talent Management positively impacts lecturer performance, particularly through the enhancement of hard and soft skills and innovation capacity. However, these findings illustrate that its influence, specifically through Soft Skill Competence and Innovation Capability, may require more specific goal adjustments and focused strategies to create significant change.

Soft Skill Competence and Innovation Capability are recognized as important factors in the effectiveness of teaching and the professional growth of lecturers. Yet, the discovery that the relationship between these elements and Lecturer Performance is not significantly strong suggests that other factors or institutional support are needed to strengthen this link. Research by Asbari et al., (2020) and Purwaningsih et al., (2021) emphasizes the importance of organizational learning environments and innovation capability in academic performance, suggesting that without clear goals and adequate support for this development, the full potential of Talent Management in enhancing Lecturer Performance may not be fully realized. The varied results from Solekan et al., (2022) and Djatmika, (2023), who found positive and significant effects, compared to Gani et al., (2018) and Selvanathan et al., (2019), who found positive but not significant effects, underline the complexity of this relationship and the need for more tailored and focused strategies.

Therefore, although Talent Management, Soft Skill Competence, and Innovation Capability each play a crucial role in supporting the growth and effectiveness of lecturers, the synergy between these three elements in a supportive context may be key to unlocking a greater impact on Lecturer Performance. These findings emphasize the importance of higher education institutions in formulating clear goals and providing sufficient resources, as well as creating a culture that supports innovation and ongoing professional development. Through the adjustment of specific goals and the implementation of focused strategies based on Goal Setting Theory, Private Higher Education Institutions can more effectively leverage Talent Management to achieve higher academic performance and student success.

Theoretical and Managerial Implications
Theoretical Implications:

Goal Setting Theory provides a valuable framework for understanding the relationship between Talent Management, Soft Skill Competence, Innovation Capability, and Lecturer Performance, particularly within the context of Private Higher Education Institutions. The findings of this study highlight the importance of setting specific, challenging, and measurable goals to enhance lecturer performance through the development of talent, soft skills, and innovative capacity. This research indicates that despite efforts to enhance lecturer competencies, the goals set may not be clear or specific enough to create the desired change. The theoretical implications of this study affirm the importance of integrating the principles of Goal Setting Theory into Talent Management strategies at higher education institutions to create an environment conducive to the professional development of lecturers and educational innovation.

Managerial Implications:

Managerially, the findings of this study provide critical insights for leaders and HR practitioners in Private Higher Education Institutions. Institutions need to formulate clear goals and provide adequate support, including resources, training, and reward systems, to foster the development of soft skills and innovation capabilities among lecturers. Developing policies and practices that support innovation and ongoing professional development can enhance the effectiveness of Talent Management in improving lecturer performance. Furthermore, collaboration between HR departments, academic leaders, and lecturers is essential to design and implement talent development strategies that not only enhance technical abilities but also interpersonal competencies, crucial for success in a competitive academic environment.

Conclusion

This study examines the dynamics between Talent Management and Lecturer Performance, particularly through the lens of Soft Skill Competence and Innovation Capability. The findings indicate a non-significant influence, underscoring the urgent need for higher education institutions to adopt a more holistic and integrated approach to talent management. From the perspective of Goal Setting Theory, these results highlight the importance of formulating clear, specific, and challenging goals that not only focus on the development of individual capabilities but also on creating a supportive environment that enables lecturers to effectively apply these capabilities. This means that to achieve optimal academic performance and foster innovation in teaching, institutions must go beyond traditional talent identification and development, implementing strategies that facilitate the practical application of acquired Soft Skill Competence and Innovation Capability.

Implementing such goal-oriented strategies requires a transformation in the existing Talent Management practices at Private Higher Education Institutions, prioritizing the creation of work conditions conducive to innovation and ongoing professional development. Strategic goal setting, in alignment with Goal Setting Theory, can be key to motivating lecturers in developing and applying their competencies, thereby enhancing overall academic performance. Thus, higher education institutions can more effectively leverage the full potential of their faculty, which in turn strengthens the academic reputation of the institution and enhances student success. This holistic approach not only supports the development of individual talent but also creates an educational ecosystem that fosters holistic growth of lecturers and sustainable innovation, in line with strategically set and measured goals.

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