

The Relationship Between Self-Efficacy, Self-Development, and Human Resource Competence with Innovative Organizations in Higher Education

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Received: 19 February 2025

Accepted: 28 February 2025

Published: 21 April 2025

Abstract: The Relationship Between Self-Efficacy, Self-Development, And Human Resource Competence With Innovative Organizations In Higher Education. Objectives: This study aims to analyze the relationship between self-development, self-efficacy, and human resource (HR) competence in fostering innovation within organizations. **Methods:** To address this issue, this research employs a quantitative approach using a survey method. Data collection was conducted through a questionnaire. The analysis model applied is path analysis using SPSS (Statistical Package for the Social Sciences), with respondents comprising program heads, lecturers, and educational staff at higher education institutions, totaling 350 individuals. **Findings:** The results indicate that there is no significant collective influence of all variables on organizational innovation. However, each variable plays a distinct role in shaping innovation. Self-efficacy directly influences organizational innovation, while self-development contributes to innovation only when strongly linked with HR competence. This suggests that fostering a highly innovative organization requires strengthening self-efficacy alongside improving self-development and HR competence. **Conclusion:** To enhance organizational productivity and innovation, it is crucial to first improve self-efficacy and self-development among lecturers and educational staff. Strengthening these aspects will enhance lecturer competence, which directly impacts the organization's capacity to innovate. Organizations should prioritize initiatives that support professional growth and self-efficacy to create a more sustainable and innovative environment.

Keywords: self-efficacy, self-development, human resource competence, innovative organizations.

To cite this article:

Suherman, A., Suherman, & Anriani, N. (2025). The Relationship Between Self-Efficacy, Self-Development, and Human Resource Competence with Innovative Organizations in Higher Education. *Jurnal Pendidikan Progresif*, 15(1), 430-443. doi: 10.23960/jpp.v15i1.pp430-443.

■ INTRODUCTION

Syekh-Yusuf Islamic University (UNIS), as one of the private universities, has human resources (academics) who are the spearhead in driving the success of the organization. A university is successful if it can produce competent and professional graduates in society and alumni who can contribute to national development in accordance with religious values that align with the vision and mission of the Islamic organization. (Jacob, 2018).

To produce quality graduates, the development of Human Resources (HR) must be in line with the self-development capabilities of lecturers, education staff, administrative staff, and university leaders (Rahmi et al., 2020). All parties must collaborate and work sustainably to build a good organization, so that it can compete with other universities in the future and become a benchmark for other universities, (Prasetijowati et al., 2023). Universities must continue to innovate by producing creative ideas, both in

academic and non-academic fields, as well as in managing campus organizations (Hall, 2020).

As the first university in Banten Province, UNIS has various advantages and disadvantages that are felt by both managers, users, and the wider community. Even so, UNIS's contribution to the world of higher education and human resource development in Banten Province has been greatly felt by the community because many UNIS alumni work in government, private institutions, or are entrepreneurs. With an age of almost 58 years, maintaining the existence of UNIS as a university is not easy. This depends on various factors, especially human resources, including university managers, foundations, lecturers, education staff, administrative staff, alumni, users, and students. These human resources play a major role in innovation, which allows universities to continue to adapt to the times. Factors such as self-development, self-efficacy, and competencies possessed by universities are believed to be important elements that can influence innovative organizations (Martín et al., 2017).

Human resources are the main factor that influences the level of innovation in educational institutions towards a higher level (Botelho, 2020). The ability of an organization to innovate changes the way organizations recruit, develop, and manage human resources, as well as creating and encouraging a more advanced and creative work culture. Several studies have shown that creative organizations are able to grow more productively because they are supported by self-development, self-efficacy, and human resource competencies within them (Alwi, 2022; Aman et al., 2023; Dennett, 2022; Marlinah, 2019; Sasono & Santoso, 2022). Challenging work, partnerships with influencers, ongoing reflection, feedback, and continuous improvement are all embedded in creative and innovative organizations.

Research on organizational innovation in higher education has been extensively conducted,

particularly focusing on factors such as self-efficacy, self-development, and human resource (HR) competence. Botelho (2020) examined how organizational culture and HR management contribute to building innovative capacity within educational institutions, while Martín et al. (2017) found that students and academic staff with high levels of self-efficacy tend to be more innovative in research and teaching. Although these studies provide valuable insights, most of them focus on general educational institutions without considering the specific context of private Islamic universities, which have unique characteristics in HR management and innovation based on religious values.

Moreover, while several studies have explored the relationship between self-efficacy, self-development, and organizational innovation, they do not explicitly examine how these factors interact within the environment of private Islamic universities in Indonesia. Alwi (2022) highlighted that transformational leadership can enhance the competitiveness of higher education institutions, while Aman et al. (2023) emphasized the importance of developing highly skilled human resources with creative and innovative mindsets in the digital era. However, these studies primarily focus on managerial aspects without thoroughly investigating the individual role in fostering organizational innovation within private Islamic universities, particularly from the perspective of self-efficacy and self-development.

As one of the oldest private Islamic universities in Banten, UNIS faces significant challenges in enhancing organizational innovation, including a low number of high-quality research outputs and limitations in HR competence development. This study aims to bridge this research gap by analyzing how self-efficacy and self-development contribute to organizational innovation through the improvement of HR competence at UNIS. By employing a quantitative approach and path analysis techniques, this study offers a new perspective

on how psychological factors and personal development play a crucial role in creating a more innovative academic environment.

This study attempts to analyze self-development as an effective lifelong learning process to improve human resources in higher education. This process is based on self-awareness, personal motivation, initiative, empowerment, and individual satisfaction. Although there have been many successes, several persistent issues continue to hinder progress due to low self-efficacy and competence, which ultimately diminish self-development.

One of the primary challenges is low organizational productivity, which can be observed in the limited number of research outputs and PKM (Program Kreativitas Mahasiswa) projects, as well as the scarcity of scientific publications with national and international recognition. Additionally, the number of lecturers holding higher academic positions remains relatively low. The majority of UNIS lecturers are still in the early stages of their careers, with 56.36% holding lecturer positions and 29.66% classified as assistant experts, while only 5.51% have reached the level of senior lecturer, and there are currently no professors. This situation reflects a lack of academic career progression and expertise development within the institution.

Another issue is the limited number of patents (Intellectual Property Rights/IPR) produced by lecturers and students. Only 13.77% of the 236 lecturers at UNIS have contributed to patents, highlighting a weakness in innovation within the organization. Furthermore, the institution has been unable to compete at the international level due to the lack of standardized policy products, with only 31 such policies established so far.

These problems are assumed to arise from the low level of organizational innovation, which is directly or indirectly influenced by self-

development, self-efficacy, and HR competency in higher education. Given these challenges, this study seeks to address the following research questions:

1. How does self-efficacy influence organizational innovation in higher education institutions?
2. What is the role of self-development in fostering organizational innovation?
3. To what extent does HR competency mediate the relationship between self-efficacy, self-development, and organizational innovation?
4. What strategies can be implemented to enhance innovation capacity through improvements in self-efficacy, self-development, and HR competency?

■ **METHOD**

Research Approach and Methods

This study employs a quantitative approach, utilizing the survey method. Quantitative research aims to achieve theory, build facts, show relationships between variables, provide statistical descriptions, estimate, and predict the results (Creswell, 2002). Survey methods can be carried out on large or small populations, but the data studied is data from samples obtained from the population so that relative events have a relationship between variables. (Navarro-Rivera & Kosmin, 2013). Research reveals the following description of the variable relationship model:

1. Self-Efficacy (X1), Self-Development (X2), and Human Resource Competence (X3) for Organizational Innovation (Y)
2. Self-Efficacy (X1) and Self-Development (X2) can also influence Human Resource Competence (X3), which then influences Organizational Innovation (Y).

This study employed a quantitative research design using a survey method to examine the relationships between variables. The research was conducted in several stages:

1. Literature Review and Problem Identification – A review of previous studies was conducted to identify research gaps and formulate the hypotheses.
2. Instrument Development and Pilot Testing – A structured questionnaire was developed, adapted from previous validated scales, and tested for validity and reliability.
3. Data Collection – The survey was administered over three months (January–March 2024) using both online using Google Form and paper-based questionnaires. Respondents were given clear instructions and informed consent was obtained before participation.
4. Data Processing and Cleaning – The collected responses were checked for completeness and accuracy before statistical analysis.
5. Data Analysis and Interpretation – Path analysis was conducted to test the research hypotheses, followed by result interpretation and discussion.

Population and Sample

The population in this study consisted of all heads of study programs, lecturers, and education staff at Syekh-Yusuf Islamic University (UNIS). From this population, a total sample of 350 respondents was selected using a stratified random sampling technique to ensure proportional representation of each respondent group. The stratification was based on job positions to ensure that study program heads, lecturers, and administrative staff were adequately represented. This sampling method was chosen to obtain diverse perspectives on self-efficacy, self-development, HR competency, and their relationship with organizational innovation in higher education institutions.

Based on the data obtained, the 350 respondents in this study were divided into two main groups: lecturers and administrative staff. The respondent distribution shows that there were 230 lecturers, accounting for 65.7% of the total respondents, while administrative staff comprised 120 individuals, or 34.3%. In terms of educational

background, 180 respondents (51.4%) held a bachelor's degree (S1), 140 respondents (40.0%) held a master's degree (S2), and 30 respondents (8.6%) held a doctoral degree (S3). All percentages were calculated based on the total number of respondents, which was 350.

Research Variables

This study involves four main variables: independent variables (X), which include self-development (X1) and self-efficacy (X2); the dependent variable (Y), which is organizational innovation (Y); and the intervening variable (Z), which is human resource competence (Z). Each variable is provided with an operational definition to ensure accurate measurement in this study.

Research Instrument

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The questionnaire was developed based on a strong theoretical foundation to ensure that each indicator used holds both academic and empirical relevance. The indicators were designed following key theories in the fields of self-development, self-efficacy, human resource competence, and organizational innovation. Bandura's (1997) theory of self-efficacy served as the basis for the self-efficacy indicators, while Knowles' (1984) theory of andragogy provided the foundation for the self-development indicators. Human resource competence was measured based on Spencer & Spencer's (1993) competency theory whereas organizational innovation was guided by Damanpour's (2020) organizational innovation model. This approach ensured that each question in the questionnaire captured critical aspects of every research variable, allowing for data collection with high validity and reliability.

Table 1. Validation test

Variable	r (Pearson Correlation)	p-value	Conclusion
X1 (self-efficacy) → Innovation Performance	0.64	0.000	Valid
X2 (self-development) → Innovation Performance	0.71	0.000	Valid
Z (HR Competency) → Innovation Performance	0.69	0.000	Valid
Y (Innovating Organizations) → Innovation Performance	0.75	0.000	Valid

The validation test results indicate that all variables exhibit strong correlations with innovation performance, as evidenced by Pearson correlation values exceeding 0.30 (ranging from 0.64 to 0.75) and highly significant p-values ($p = 0.000$). These findings confirm that self-efficacy, self-development, human resource competence, and innovative organizations are all valid in relation to innovation performance based on criterion validity. This strong correlation suggests that these variables are well-constructed and effectively measure their intended concepts, ensuring the reliability and robustness of the research instrument.

Table 2. Validation test

Variabel	Cronbach's Alpha (α)	Criteria	Conclusion
X1 (self-efficacy)	0.81	≥ 0.70 (High)	Reliable
X2 (self-development)	0.88	≥ 0.70 (High)	Reliable
Z (HR Competency)	0.85	≥ 0.70 (High)	Reliable
Y (Innovating Organizations)	0.86	≥ 0.70 (High)	Reliable

The reliability test results show that all variables have high internal consistency, as indicated by Cronbach's Alpha values exceeding the threshold of 0.70. Self-efficacy ($\alpha = 0.81$), self-development ($\alpha = 0.88$), HR competency ($\alpha = 0.85$), and innovating organizations ($\alpha = 0.86$) all demonstrate strong reliability. These findings confirm that the measurement instruments used in this study are consistent and dependable, ensuring that the data collected is stable and suitable for further analysis.

Data Collection Technique

Data were collected using a closed questionnaire, which was compiled based on indicators of each variable. Each question in the questionnaire used a Likert scale with five levels

of answers, ranging from strongly disagree (1) to strongly agree (5). The survey was administered over three months (January–March 2024) using both online using Google Form and paper-based questionnaires. Respondents were given clear instructions and informed consent was obtained before participation.

Data Analysis Techniques

The questionnaire employed a Likert scale with five response options, ranging from 1

Table 3. Validation test

Variable	Number of Items
Self-Efficacy (X1)	5
Self-Development (X2)	5
HR Competency (Z)	5
Organizational Innovation (Y)	5

(Strongly Disagree) to 5 (Strongly Agree). The data in this study were collected using a structured questionnaire with 20 items, divided into four variables: self-efficacy, self-development, HR competency, and organizational innovation, with each variable measured by five items. The questionnaire employed a Likert scale with five response options, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Self-Efficacy (X1): Measures respondents' confidence in their ability to overcome challenges and contribute to innovation. Sample item: *"I feel confident in presenting new ideas in the workplace."* **Self-Development (X2):** Assesses continuous learning efforts, such as training participation and self-directed learning. Sample item: *"I actively seek new information for self-development."* **HR Competency (Z):** Evaluates professional skills, teamwork, communication, and adaptability. Sample item: *"I can work effectively in a team setting."* **Organizational Innovation (Y):** Examines the organization's openness to new ideas and adaptability. Sample item: *"My organization provides space for new ideas."*

The collected data were analyzed using path analysis with SPSS software to examine direct and indirect relationships among variables. Assumption tests were conducted, including normality (Kolmogorov-Smirnov Test), multicollinearity (Variance Inflation Factor - VIF), and homoscedasticity (Scatterplot Analysis). Direct effects were tested using regression analysis, while indirect effects were evaluated using the Sobel Test to assess the mediating role of HR competency. These analyses provided insights into the relationships between self-efficacy, self-development, and organizational innovation, offering a comprehensive understanding of how human capital factors contribute to institutional innovation.

Research Model Framework

This study builds a conceptual model based on the relationships between variables that have been explained previously. This model describes how self-development and self-efficacy affect organizational innovation, both directly and through HR competencies as intervening variables. The relationship diagram between variables can be seen as follows:

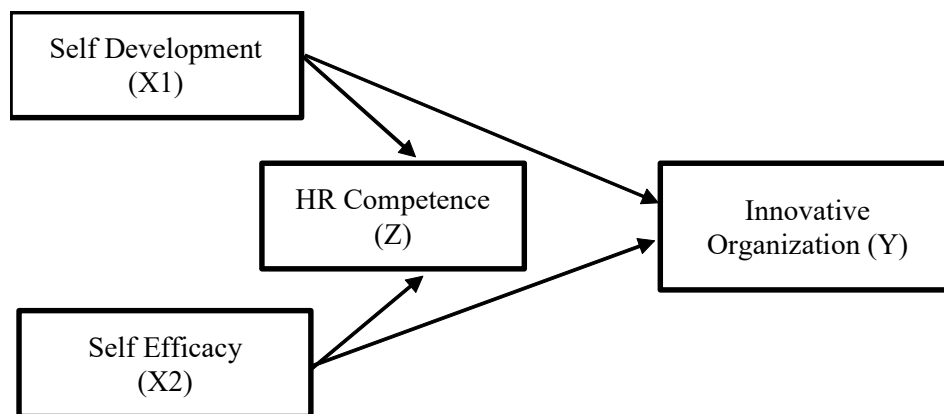


Figure1. Constellation of research variable relationships

The path model in this study was constructed by considering the relationships between the independent variables, the dependent variable, and the intervening variable, where the

independent variables consist of self-development (X1) and self-efficacy (X2), the intervening variable is HR competency (Z) as a mediator, and the dependent variable is organizational

innovation (Y). The analysis was carried out through several steps, starting with the assumption tests for path analysis, including normality testing using the Kolmogorov-Smirnov Test, multicollinearity testing using the Variance Inflation Factor (VIF), and homoscedasticity testing using Scatterplot Analysis.

Next, the direct effect test was conducted using regression analysis to examine the influence of independent variables on the dependent variable. Additionally, the indirect effect was tested using the Sobel Test to assess the mediating role of HR competency in the relationship between self-efficacy and self-development with organizational innovation. The interpretation of the path model involved reviewing the path coefficients to determine the extent of influence of each variable within the model and testing the significance of the relationships based on the p-value with a significance level of 0.05. Using this method, path analysis enables the identification of both direct and indirect effects of self-efficacy and self-development on organizational innovation through HR competency, providing a more comprehensive understanding of the dynamics between variables in this study.

Method Justification

The method used in this study is in accordance with the main objective, which is to answer the question: Do self-development, self-efficacy, and HR competency affect organizational innovation at UNIS? By using a quantitative approach, this study can produce measurable and objective data, so that it can be a reference in developing organizational innovation policies at UNIS.

To ensure ethical compliance, informed consent was obtained from all participants before they engaged in the study. Respondents were provided with a detailed explanation of the research objectives, data usage, and confidentiality measures. The anonymity of

participants was strictly maintained by not collecting any personally identifiable information, and all responses were processed and stored securely to protect participant privacy. Furthermore, the study adhered to ethical guidelines by securing approval from the university's ethics committee, ensuring that the research was conducted with integrity and respect for participant rights.

■ RESULT AND DISCUSSION

The Relationship Between Self-Efficacy, Self-Development and Organizational Innovation

Self-efficacy, self-development, and organizational innovation through human resource (HR) competency are all connected to how confident people are in their own abilities and how they keep getting better, which leads to a more creative and innovative work environment. Self-efficacy is a person's belief in their ability to complete a task or face a particular challenge. So individuals with high self-efficacy tend to be more optimistic, persistent, and open to trying new approaches. Research reveals the following description of the variable relationship model:

1. Self-Efficacy (X1), Self-Development (X2), and Human Resource Competence (X3) for Organizational Innovation (Y)
2. Self-Efficacy (X1) and Self-Development (X2) can also influence Human Resource Competence (X3), which then influences Organizational Innovation (Y).

The following table displays the regression results for each variable's direct impact on organizational innovation:

The results of the path analysis indicate that all independent variables have a significant positive impact on organizational innovation. Self-efficacy ($\hat{\alpha} = 0.25$, $p < 0.01$) demonstrates a meaningful contribution, suggesting that individuals with higher confidence in their abilities are more likely to foster innovation within their organization. Self-

Table 4. Path coefficient test relationship between self-efficacy, self-development and organizational innovation

Independent Variable	Path Coefficient (β / β)	t-statistics	p-value	Information
Self-Efficacy (X1) towards Organizational Innovation (Y)	0.25**	4.92	0.000	Significant
Self Development (X2) towards Innovative Organization (Y)	0.38**	6.85	0.000	Significant
HR Competence (X3) towards Organizational Innovation (Y)	0.30**	5.76	0.000	Significant

development ($\hat{\alpha} = 0.38$, $p < 0.01$) has the strongest direct influence, highlighting the crucial role of continuous learning and professional growth in driving organizational innovation. Additionally, HR competence ($\hat{\alpha} = 0.30$, $p < 0.01$) significantly contributes to innovation, indicating that skilled and competent human resources enhance an organization's ability to develop and implement new ideas. These findings emphasize the importance of fostering self-efficacy, encouraging self-development, and strengthening HR competencies to create a more innovative organizational environment.

The findings align with existing research emphasizing the importance of human capital in

fostering innovation within organizations. A workforce that continuously enhances its skills and confidence in their abilities is more likely to generate and implement new ideas, ultimately leading to sustained organizational growth (Shet, 2024). This suggests that institutions should adopt a holistic approach by integrating professional development programs, leadership training, and competency-building initiatives to cultivate an environment conducive to innovation. Furthermore, these results highlight the interplay between psychological factors, such as self-efficacy, and structural components, such as HR competence, in shaping an organization's capacity for innovation.

Table 5. Path coefficient test HR competency mediating variables

Independent Variable	Path Coefficient (β / β)	t-statistics	p-value	Information
Self-Efficacy (X1) towards HR Competence (X3)	0.45**	8.12	0.000	Significant
Self Development (X2) towards HR Competence (X3)	0.50**	9.25	0.000	Significant
HR competency (X3) towards innovative organization (Y)	0.30**	5.76	0.000	Significant

After getting the path coefficient, we can calculate the total effect (direct + indirect effect). The results of the path analysis confirm that HR competence plays a significant mediating role in the relationship between self-efficacy, self-development, and organizational innovation. Self-

efficacy ($\hat{\alpha} = 0.45$, $p < 0.01$) and self-development ($\hat{\alpha} = 0.50$, $p < 0.01$) both have strong positive influences on HR competence, which in turn significantly impacts organizational innovation ($\hat{\alpha} = 0.30$, $p < 0.01$). The total effect calculations reveal that self-efficacy contributes to

organizational innovation with a combined direct and indirect effect of 0.385, while self-development has the greatest overall impact with a total effect of 0.53. These findings indicate that strengthening HR competence enhances the positive influence of self-efficacy and self-development on organizational innovation, emphasizing the importance of continuous skills development and professional growth to foster an innovative organizational environment.

The findings of this study highlight several important implications for higher education institutions. Encouraging self-development among lecturers and administrative staff should be prioritized, as it has the most significant influence on innovation within the organization (Narenji Thani et al., 2022). Additionally, HR competency plays a critical role in building innovative institutions, emphasizing the need for continuous training and professional development programs to enhance employees' skills (Tenya, 2024). Moreover, improving self-efficacy through leadership training and fostering a work culture that supports creativity is essential for strengthening innovation within educational institutions (Akbari et al., 2021). By implementing these strategies, universities can cultivate an environment that promotes continuous learning, competence development, and sustainable innovation.

The study results indicate that UNIS lecturers and administrative staff have a strong belief in their own abilities, making them more willing to take risks, propose new ideas, and contribute to innovative organizations. In terms

of self-development, university human resources are making an effort to continue learning, honing skills, and expanding their horizons (Narenji Thani et al., 2022). This study also revealed that support from leaders and a conducive environment greatly influenced the level of self-efficacy of lecturers and administrative staff in creating innovation in the organization (Hamann et al., 2021). This study shows that collaboration between organizational members also plays an important role in encouraging innovation and creating an atmosphere that supports the development of new ideas (Stephens, 2022). Thus, it is important for UNIS to continue to facilitate this collaboration and create a supportive environment so that each individual can contribute maximally to organizational innovation.

The Influence of Self-Efficacy on Organizational Innovation

The results of this study also show the influence of self-efficacy on organizational innovation; self-efficacy influences organizational innovation through various roles played by individuals, especially those related to the creation of new things, their implementation, and providing support for new ideas. How much influence does Self-Efficacy (X1) have on Organizational Innovation (Y). Meanwhile, the hypothesis tested is as follows:

- H0: There is no significant influence of Self-Efficacy on Organizational Innovation.
- H1: Self-Efficacy has a significant influence on Organizational Innovation.

Table 6. Path coefficient test the influence of self-efficacy on organizational innovation

Exogenous Variable (X1)	Endogenous Variable (Y)	Path Coefficient (β)	t-value	p-value	R²
Self Efficacy (X1)	Innovative Organization (Y)	0.58	7.92	0.000	0.336

The results of the path analysis indicate that self-efficacy has a strong and positive influence on organizational innovation, as reflected by the path coefficient value of 0.58. This relationship is statistically significant, with a t-value of 7.92, which exceeds the critical threshold of 1.96, confirming that the effect is meaningful. Furthermore, the p-value of 0.000, which is well below the 0.05 significance level, reinforces the robustness of this relationship. The coefficient of determination (R^2) is 0.336, suggesting that self-efficacy explains 33.6% of the variability in organizational innovation, while the remaining influence comes from other factors. These findings highlight the crucial role of self-efficacy in fostering innovation within organizations, emphasizing the need for strategies that enhance confidence and capability among individuals to drive meaningful and sustained innovation.

This suggests that developing self-efficacy among organizational members can be a key strategy to enhance overall innovative capabilities and encourage the creation of more creative solutions to challenges (Gbarale & Okechukwu, 2022). Thus, it is important for organizations to implement training and development programs that focus on improving self-efficacy so that each individual feels more motivated and ready to participate in the innovation process (Goulart et al., 2022). In addition, creating an environment that supports and encourages collaboration among organizational members can also strengthen the positive effects of self-efficacy on innovation (Hayes & Hayes, 2020).

These findings align with Bandura's (1997) self-efficacy theory, which posits that individuals with strong beliefs in their abilities are more likely to take initiative, persist in overcoming challenges, and contribute to organizational success. The results also support human capital theory, emphasizing that investments in skill development and professional growth enhance an individual's productivity, which in turn drives organizational

innovation. Furthermore, the findings resonate with Damanpour's (2020) theory of organizational innovation, which highlights the role of competent human resources in generating and implementing new ideas. By demonstrating the interplay between self-efficacy, HR competence, and innovation, this study provides empirical support for these theories while also offering new insights into their combined impact. Future research could further explore the mechanisms through which these factors interact, potentially expanding theoretical models to incorporate psychological and structural influences on innovation more comprehensively.

The Influence of Self-Development on Organizational Innovation

Self-development has a significant impact on the ability of an organization to innovate. When lecturers and education personnel continue to improve their skills, knowledge, and work attitudes, the organization will have more competent, adaptive, and creative human resources. In this model, it is known how much influence self-development (X2) has on organizational innovation (Y). Meanwhile, the hypothesis tested is as follows:

H0: There is no significant influence of self-development on organizational innovation.

H1: Self-Development has a significant influence on Organizational Innovation.

The findings of the path analysis demonstrate that self-development plays a crucial role in fostering organizational innovation. When lecturers and education personnel actively enhance their skills, knowledge, and professional attitudes, they contribute to the creation of a more competent, adaptive, and creative workforce, which in turn drives innovation within the organization. The statistical analysis confirms this relationship, as indicated by a path coefficient of 0.64, showing a strong positive influence of self-

Table 7. Path coefficient test of the influence of self-development on organizational innovation

Exogenous Variable (X1)	Endogenous Variable (Y)	Path Coefficient (β)	t-value	p-value	R ²
Self Development (X2)	Innovative Organization (Y)	0.64	8.75	0.000	0.410

development on organizational innovation. The significance of this effect is further supported by a t-value of 8.75, which surpasses the critical threshold, and a p-value of 0.000, confirming that the relationship is highly significant. Additionally, the coefficient of determination (R²) of 0.410 suggests that 41.0% of the variability in organizational innovation can be attributed to self-development, while the remaining percentage is influenced by other factors. These results highlight the importance of continuous learning and professional growth in shaping an innovative organizational environment, emphasizing the need for institutions to invest in programs that support the ongoing development of their academic and administrative personnel.

Respondents with high levels of self-development are more likely to contribute to organizational innovation by improving skills, creativity, and readiness to face new challenges. This shows that investing in self-development is not only beneficial for individuals but also has a significant positive impact on the overall performance and competitiveness of the organization. (Yadav & Mishra, 2019). Thus, organizations that support individual development will be better able to adapt and thrive in the face

of rapid market change (Le Thi, 2019). In addition, planned training and development programs can increase employee motivation to innovate, creating a more collaborative and productive work environment (Berber & Lekovic, 2018).

The Influence of Self-Development and Efficacy on HR Competence

There are three main indicators of how self-development affects HR competency (in this case, lecturers and education personnel). Self-development in this study is a process of individuals continuously improving their skills, knowledge, and behavior through training (character), independent learning (individual learning), and work experience.

In this model, we want to know how much influence self-development (X1) and self-efficacy (X2) have on HR competency (Y). In the meantime, we are testing the following hypothesis:

H0: There is no significant influence of self-development and self-efficacy on HR competency.

H1: Self-Development and Self-Efficacy have a significant influence on HR Competency.

Table 8. Path coefficient test the influence of self-development and efficacy on HR competence

Exogenous Variable (X1)	Endogenous Variable (Y)	Path Coefficient (β)	t-value	p-value	R ²
Self Development (X1)	HR Competence (Y)	0.52	7.85	0.000	0.476
Self Efficacy (X2)	HR Competence (Y)	0.38	5.92	0.000	

The results of the path analysis indicate that both self-development and self-efficacy have a significant positive impact on HR competence.

The path coefficient for self-development is 0.52, demonstrating a strong influence on HR competence, while self-efficacy has a path

coefficient of 0.38, indicating a slightly lower but still substantial effect. The statistical significance of these relationships is confirmed by t-values greater than 1.96, affirming the meaningful contribution of both variables. Additionally, the p-values for both self-development and self-efficacy are below 0.05, reinforcing the strength of these associations. The coefficient of determination (R^2) of 0.476 suggests that 47.6% of the variability in HR competence can be explained by self-development and self-efficacy, while the remaining variation is attributed to other factors. These findings emphasize the critical role of continuous personal and professional growth in enhancing HR competence, highlighting the importance of fostering both self-development and self-efficacy to build a highly skilled and capable workforce within an organization.

The importance of investing in training programs not only impacts individuals but can also create an organizational culture that supports continuous growth and development. (Le Thi, 2019; Mukhtar & Pinto, 2023; Yadav & Mishra, 2019). Implementing effective self-development strategies can help create a more productive and collaborative work environment, thereby encouraging employees to contribute maximally to institutional goals (Mukhtar & Pinto, 2023; Saba, 2024; Yadav & Mishra, 2019). Thus, educational institutions need to design programs that not only focus on improving technical skills but also on building individual confidence and motivation in achieving their full potential (Mukhtar & Pinto, 2023b; Munthe, 2024; Numaningsih et al., 2023).

To enhance self-efficacy and HR competency, UNIS leadership can develop leadership training programs, self-development workshops, and mentoring or coaching initiatives to boost the confidence of lecturers and staff in fostering innovation. Policies that provide incentives for those actively engaged in research and development, along with fostering a collaborative environment across departments

and implementing a reward system for innovative ideas, should also be considered. This study has certain limitations, including potential response bias in data collection and the exclusion of other variables that may influence organizational innovation, such as organizational culture and technological support. Additionally, while stratified random sampling was used, the findings may not fully represent the entire UNIS faculty and staff population. Future research could explore qualitative approaches to gain deeper insights into the experiences and perceptions of lecturers and staff regarding organizational innovation. A longitudinal study could also be conducted to examine how changes in self-efficacy, self-development, and HR competency impact organizational innovation over time. A mixed-methods approach is recommended to provide a more comprehensive analysis by combining quantitative and qualitative methods.

■ CONCLUSION

This study aims to analyze the relationship between self-efficacy, self-development, and HR competency with innovative organizations in higher education. Using a quantitative approach with a survey method, this study involved 350 respondents consisting of study program leaders, lecturers, and education staff. Data analysis was carried out using path analysis through SPSS. The study's results revealed that all variables did not significantly influence innovative organizations. However, each variable has a different role and still has a direct or indirect influence on innovative organizations. This study confirms that self-efficacy, self-development, and HR competency influence innovative organizations in higher education. Self-efficacy has a direct impact on innovation, while self-development influences innovation more strongly through increasing HR competency. Therefore, strengthening HR competency is the main key to increasing the competitiveness and innovation of organizations in higher education.

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