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Success Factors Analysis In Managing University

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Abstract: Employee performance is one of the key factors that determine the success of a company, so employee performance is something that must be considered by every company. The object of the study was employees from several universities in West Jakarta. The respondents numbered 200 people. The sampling method used purposive sampling with a random sampling technique of 200 people. In the first hypothesis, knowledge management has a significant positive effect on employee performance. The second hypothesis, knowledge management has a significant positive effect on organizational innovation. The third hypothesis, organizational commitment has a significant positive effect on organizational innovation. The fourth hypothesis, organizational commitment has a significant positive effect on employee performance. The fifth hypothesis, organizational innovation has a significant positive effect on employee performance. The sixth hypothesis, organizational innovation mediates knowledge management on employee performance, but not significantly. Knowledge management has a significant positive effect on employee performance without being mediated by organizational commitment. In the seventh hypothesis, organizational innovation mediates organizational commitment on employee performance, but not significantly.

Keywords: knowledge management, organizational commitment, organizational innovation, employee performance, managing university

Abstrak: Employee performance menjadi salah satu faktor kunci yang menentukan kesuksesan sebuah perusahaan, sehingga kinerja karyawan merupakan suatu hal yang harus diperhatikan oleh setiap perusahaan. Obyek penelitian adalah karyawan dari beberapa perguruan tinggi di Jakarta Barat. Responden berjumlah 200 orang. Metode pengambilan sampel adalah menggunakan purposive sampling dengan teknik pengambilan sampel acak sebanyak 200 orang. Pada hipotesis pertama yaitu knowledge management memiliki pengaruh positif yang signifikan terhadap employee performance. Hipotesis kedua yaitu knowledge management memiliki pengaruh positif yang signifikan terhadap organizational innovation. Hipotesis ketiga yaitu organizational commitment memiliki pengaruh positif yang signifikan terhadap organizational innovation. Hipotesis keempat yaitu organizational commitment memiliki pengaruh positif yang signifikan terhadap employee performance. Hipotesis kelima organizational innovation memiliki pengaruh positif yang signifikan terhadap employee performance. Hipotesis keenam organizational innovation memediasi knowledge management terhadap employee performance, namun tidak signifikan. Knowledge management berpengaruh secara positif signifikan terhadap employee

performance tanpa dimediasi organizational commitment. Pada hipotesis ketujuh organizational innovation memediasi organizational commitment terhadap employee performance, namun tidak signifikan.

Kata kunci: knowledge management, organizational commitment, organizational innovation, employee performance, managing university

1. INTRODUCTION

The current world development makes competition between universities increasingly growing and changing rapidly, so that organizations in this case universities must be able to adapt to the current business environment (Turulja & Bajgoric, 2018). University management also strives to provide the best quality of service for students. Universities must be able to adapt to the rapid development of information technology and a dynamic environment that makes universities must be able to determine strategic changes in responding to industry demand and in this case, technological advances make competition in universities increasingly tight, especially the quality of research from lecturers and services to students (Masman, 2023).

To make universities able to compete and have good quality so that many students come to study, knowledge management is needed which plays an important role in improving university resources so that organizational performance can be achieved well (Turulja & Bajgoric, 2018). Knowledge management also has an influence on organizational innovation because universities that have experience in knowledge management can provide increased organizational performance because they have been diligent in learning, open and have a vision (Kumaravel & Vikkraman, 2018).

The gap in this research is that no researcher has studied employee performance influenced by knowledge management and organizational commitment mediated by organizational innovation in the field of higher education business.

Based on this, also continuing from Suryawan's (2022) research on employee performance, this study attempts to see and analyze whether knowledge management, organizational commitment and organizational innovation have an effect on employee performance. Suryawan's (2022) research is supported by Masman's (2023) research which proves that 22% of employee performance is influenced by organizational commitment. For this reason, Masman (2023) suggests in his research to look at other factors, namely organizational innovation, which can strengthen or vice versa from the variables of knowledge management and organizational commitment to employee performance, because in the research conducted by Masman (2023) organizational commitment has a positive effect on employee performance without being mediated by anything.

1.1. Research Purposes

This research was conducted to see and analyze: (1) The influence of knowledge management on employee performance, (2) The influence of knowledge management on organizational innovation, (3) The influence of organizational commitment on

organizational innovation, (4) The influence of organizational commitment on employee performance, (5) The influence of organizational innovation on employee performance, (6) The influence of knowledge management on employee performance mediated by organizational innovation, (7) The influence of organizational commitment on employee performance mediated by organizational innovation.

2. LITERATURE REVIEW

2.1. Knowledge Management

Knowledge management is a series of business activities carried out by company management aimed at increasing knowledge, practices related to knowledge, behavior and decisions of management as well as the performance of company management in improving service quality (Reno, 2024). Knowledge management is the ability of business management to absorb knowledge and process it and produce knowledge that is in accordance with the company's goals so that management has a role that comes from knowledge management in every innovation carried out by management (Alsabbagh & Khalil, 2017).

Management attitude is something that reflects a professional person who is someone who can do work based on knowledge, skills and attitudes as a source of income and can achieve the quality standards required by management (Ganguly et.al, 2019; Ngoc-Tan & Gregar, 2018). Knowledge management can improve employee performance, in this case employees are willing to learn to adjust their work according to established procedures that are in line with the vision determined by management (Kumaravel & Vikkraman, 2018; Turulja & Bajgoric, 2018). Knowledge management is important to improve the resources owned by company management (Abdullah et.al., 2013). The results of the study conducted (Reno, 2024) prove that knowledge management is a determining factor in the success of the company. Knowledge management has a positive impact on organizational performance.

2.2. Organizational Commitment

Organizational commitment is something that every employee does in identifying with the values in the company so that every employee becomes loyal and willing to do work according to the company's goals (Priansa, 2018). According to (Ntobuo & Keki, 2022), it is very important for the company because it can reduce the resistance that arises from employees when the company innovates.

Research conducted by (Kristine, 2017) also shows that organizational commitment has a positive and significant impact on performance. In addition, research by (Cahyani et al, 2020) proves that there is a positive and significant relationship between organizational commitment and employee performance. Also, research conducted by (Masman, 2023) proves that organizational commitment has a positive and significant influence on employee performance and research conducted by (Atturrizky & Ekhsan, 2024) also proves that organizational commitment is positively correlated with employee performance.

2.3. **Organizational Innovation**

Good management of the company's business is needed so that employee performance can be maximized, so innovation from management is needed to improve employee performance (Alawamleh et.al., 2018). An organizational structure that is well and appropriately arranged in accordance with the mission and vision of the company can influence the improvement and achievement of the innovation needed, thus affecting employee performance well (Alawamleh et.al., 2018). (Masman, 2023) proved in his research that there is an influence on employee performance from the company's business environment, so (Masman, 2023) provides recommendations, that in order to understand the talents and creativity of employees in order to innovate the work of employees that has been produced, an effective management plan is needed through an innovative approach both internally and externally.

2.4. Employee Performance

According to (Sutrisno, 2020) there are several factors that influence employee performance including employee commitment to the organization, leadership, work environment conditions, job satisfaction, training and development, compensation, and individual abilities. In addition, the performance of both individuals and organizations can be improved through effective leadership and empowerment, adequate work facilities, training programs that are appropriate to needs, a fair compensation system, and the right employee recruitment process (Prabowo et al., 2020). Employee performance is the achievement of work results in accordance with company goals carried out by each employee (Suryawan, 2022; Masman, 2023; Suryawan 2024).

2.5. Research Framework

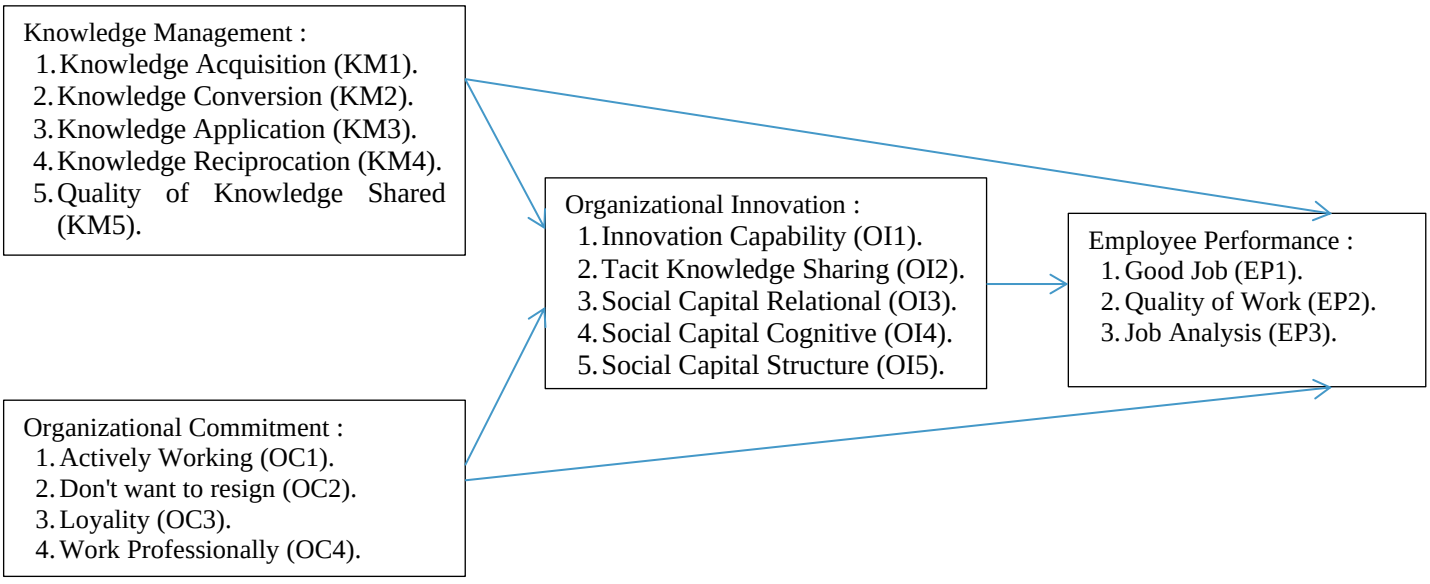

Figure 1. Conceptual Framework

Based on previous theories and research results and research models, the following hypothesis can be made:

H_1 : Knowledge management has a positive effect on employee performance.

H_2 : Knowledge management has a positive effect on organizational innovation.

H_3 : Organizational commitment has a positive effect on organizational innovation.
H_4: Organizational commitment has a positive effect on employee performance.
H_5: Organizational innovation has a positive effect on employee performance.
H_6: Knowledge management has a positive effect on employee performance mediated by organizational innovation.
H_7: Organizational commitment has a positive effect on employee performance mediated by organizational innovation.

3. METHODOLOGY

The object of the study was employees from several universities in West Jakarta. The respondents numbered 200 people. The sampling method used purposive sampling (Sugiyono, 2018) with a random sampling technique of 200 people. The reason for using this method is that this study does not generalize, namely that all employees at several universities in the West Jakarta area have the same opportunity to receive performance assessments from their employees.

Table 1. Operational Definitions and Variables

Variable	Definition	Indicator	Scale	Source
Knowledge Management (KM)	The process of creating knowledge based on information obtained by universities.	1. Knowledge Acquisition (KM1). 2. Knowledge Conversion (KM2). 3. Knowledge Application (KM3). 4. Knowledge Reciprocation (KM4). 5. Quality of Knowledge Shared (KM5).	Likert	1.(Turulja & Bajgoric. 2018) 2.(Ganguly et.al, 2019)
Organizational Commitment (OC)	Something that every employee does to identify with the values in the company so that every employee becomes loyal and willing to do work in accordance with the company's goals.	1. Actively Working (OC1). 2. Don't want to resign (OC2). 3. Loyality (OC3). 4. Work Professionally (OC4).	Likert	(Priansa, 2018)
Organizational Innovation (OI)	Changes are something new in the service process by the company.	1. Innovation Capability (OI1). 2. Tacit Knowledge Sharing (OI2). 3. Social Capital Relational (OI3). 4. Social Capital Cognitive (OI4). 5. Social Capital Structure (OI5).	Likert	(Ganguly et.al, 2019)
Employee Performance (EP)	The achievement of work results in accordance with universities carried out by each employee.	1. Good Job (EP1). 2. Quality of Work (EP2). 3. Job Analysis (EP3).	Likert	(Masman, 2023)

Source : Primary data, 2025

Table 1. shows the variables, indicators, scales and sources from various article from 2018 until 2023. For knowledge management variable has definition of variables is the process of creating knowledge based on information obtained by universities. The indicators of knowledge management are knowledge acquisition (KM1), knowledge conversion (KM2), knowledge application (KM3), knowledge reciprocation (KM4)

and quality of knowledge shared (KM5). The definitions of variables and indicators are taken from the source is (Turulja & Bajgoric. 2018) and (Ganguly et.al, 2019). For organizational commitment variable has definition of variables is something that every employee does to identify with the values in the company so that every employee becomes loyal and willing to do work in accordance with the company's goals. The indicators of organizational commitment are actively working (OC1), don't want to resign (OC2), loyality (OC3) and work professionally (OC4). The definitions of variables and indicators are taken from the source is (Priansa, 2018). For organizational innovation variable has definition of variables is Changes are something new in the service process by the company. The indicators of organizational innovation are innovation capability (OI1), tacit knowledge sharing (OI2), social capital relational (OI3), social capital cognitive (OI4), social capital structure (OI5). The definitions of variables and indicators are taken from the source is Ganguly et.al, 2019). For employee performance variable has definition of variables is the achievement of work results in accordance with universities carried out by each employee. The indicators of employee performance are good job (EP1), quality of work (EP2) and job analysis (EP3). The definitions of variables and dimensions are taken from the source is (Masman, 2023). To facilitate data processing after respondents complete the questionnaire, the author employs a Likert scale.

Table 2. Respondent characteristics

Respondent Profile	Total	Percentage
Gender		
1. Male	128	64
2. Female	72	36
Ages		
1. 18 to 30 years old	74	37
2. 31 to 45 years old	82	41
3. > 45 years old	44	22
Level of educations		
1. Graduated less than high school.	3	1.5
2. Graduated from high school or vocational.	4	2
3. Graduated from diploma to bachelor's degree.	37	18.5
4. Graduate from master's degree.	126	63
5. Graduate of doctorate.	30	15
Academic position level		
1. Without academic position.	17	8.5
2. Assistant professor.	125	62.5
3. Associate professor.	36	18
4. Professor.	22	11

Source : Survey results, 2025

In table 2. Respondent characteristics, the number of respondents is 200 respondents from several universities in the West Jakarta area. The number of male respondents is 128 people or 64 percent and the number of female respondents is 72 people or 36 percent. Respondents aged 18 to 30 years are 74 people or 37 percent, respondents aged 31 to 45 years are 82 people or 41 percent and respondents aged over 45 years are 44 people or 22 percent. For respondents who graduated less than high school are 3 people or 1.5 percent, respondents who graduated from high school or vocational are 4 people or 2 percent, respondents who graduated from diploma to bachelor's degree are 37 people or 18.5 percent, respondents who graduated from master's degree are 126 people or 63 percent. For respondents who graduated from doctorate are 30 people or 15 percent. For respondents without academic position is 17 people or 8.5 percent, respondents has assistant professor position is 125 people or 62.5 percent, respondents has associate professor position is 36 people or 18 percent, respondents has professor position is 22 people or 11 percent.

4. RESEARCH RESULTS

4.1. Outer model

Table 3. Composite Reliability (CR) & Average Variance Extracted (AVE**)**

Constructs	Composite Reliability	Average Variance Extracted
Knowledge Management	0.804	0.451
Organizational Commitment	0.792	0.492
Organizational Innovation	0.858	0.550
Employee Performance	0.839	0.636

Source: Data processing results, 2025

4.1.1. Composite Reliability (CR)

It can be seen in table 3 for CR knowledge management of 0.804, organizational commitment of 0.792, organizational innovation of 0.858 and employee performance of 0.839. CR values of 0.70 and 0.90 are considered satisfactory, while CR values below 0.60 indicate a lack of internal consistency (Hair et.al., 2017).

4.1.2. Average Variance Extracted (AVE)

It can be seen in table 3 for AVE knowledge management of 0.451, organizational commitment of 0.492, organizational innovation of 0.550 and employee performance of 0.636. (Hair et.al., 2017) explains that the average AVE value must be more than half of the indicator variants.

Table 4. Convergent validity (loading factor)

Indicators	Knowledge Management	Organizational Commitment	Organizational Innovation	Employee Performance
KM1	0.709			
KM2	0.666			
KM3	0.731			

KM4	0.637			
KM5	0.609			
OC1		0.634		
OC2		0.734		
OC3		0.812		
OC4		0.605		
OI1			0.658	
OI2			0.835	
OI3			0.796	
OI4			0.788	
OI5			0.605	
EP1				0.719
EP2				0.830
EP3				0.838

Source: Data processing results, 2025

4.2. Outer Loadings

In table 4, the outer loading is seen to be KM1 0.709, KM2 0.666, KM3 0.731, KM4 0.637, KM5 0.609, OC1 0.634, OC2 0.734, OC3 0.812, OC4 0.605, OI1 0.658, OI2 0.835, OI3 0.796, OI4 0.788, OI5 0.605, EP1 0.719, EP2 0.830, EP3 0.838. (Hair et.al., 2017) explained that outer loading greater than or equal to 0.70 can maintain the reflective indicator.

4.3. Inner Model

Table 5. Direct Effect

Path	Standardized Path Coefficient	*ρ-value*	Info
Knowledge Management -> Employee Performance	0.119	0.043*	Significant
Knowledge Management -> Organizational Innovation	0.468	0.000*	Significant
Organizational Commitment -> Organizational Innovation	0.223	0.000*	Significant
Organizational Commitment -> Employee Performance	0.561	0.000*	Significant
Organizational Innovation -> Employee Performance	0.131	0.030*	Significant
Note: *=significant (*ρ-value* < 0.05)			

Source: Data processing results, 2025

Table 5 shows that the first hypothesis, namely knowledge management has a significant positive effect on employee performance with a standardized path coefficient of 0.119 and a *ρ-value* of 0.043, the second hypothesis, namely knowledge management has a significant positive effect on organizational innovation with a standardized path coefficient of 0.468 and a *ρ-value* of 0.000, the third hypothesis, namely organizational commitment has a significant positive effect on organizational innovation with a standardized path coefficient of 0.223 and a *ρ-value* of 0.000, the fourth hypothesis, namely organizational commitment has a significant positive effect on employee performance with a standardized path coefficient of 0.561 and a *ρ-value* of 0.000, and for the fifth hypothesis, organizational innovation has a significant

positive effect on employee performance with a standardized path coefficient of -0.131 and a *ρ-value* of 0.030.

Table 6. Indirect Effect

Path	Standardized Path Coefficient	*ρ-value*	Info
Knowledge Management -> Organizational Innovation-> Employee Performance	0.061	0.109	Insignificant
Organizational Commitment -> Organizational Innovation -> Employee Performance	0.029	0.279	Insignificant
Note: *=significant (*ρ-value* < 0.05)			

Source: Data processing results, 2025

Table 6 shows the indirect effect. It can be seen that testing the indirect effect of knowledge management on employee performance through organizational innovation is 0.061 with a *ρ-value* of 0.109, which means that knowledge management has insignificant effect on employee performance through organizational innovation. Also, there is an indirect effect of organizational commitment on employee performance through organizational inovation is 0.029 with a *ρ-value* of 0.279, which means that organizational commitment has insignificant effect on employee performance through organizational innovation.

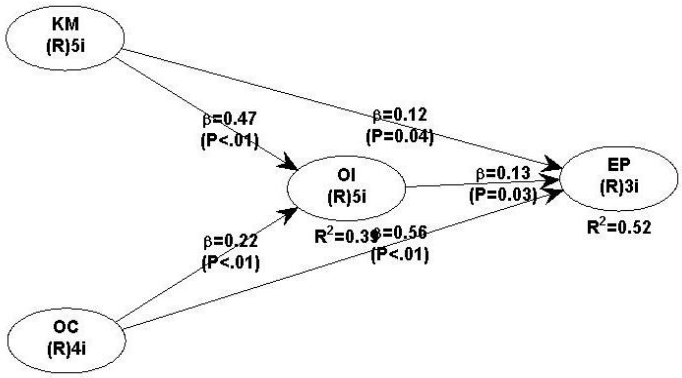

Figure 2. Output
Source: Data processing results, 2025

Figure 2 shows the test results above showing that the knowledge management variable on the employee performance variable is 12 percent with a *ρ-value* of less than 1 percent, the knowledge management variable on the organizational innovation variable is 47 percent with a *ρ-value* is less than 1 percent, the organizational commitment variable on the organizational innovation variable are 22 percent with a *ρ-value* is less than 1 percent, the organizational commitment variable on the employee performance variable are 56 percent with a *ρ-value* of less than 1 percent, the organizational innovation variables on the employee performance variable are 13 percent with *ρ-value* of 3 percent. The R-Square value of organizational innovation is 39 percent and the R-Square value of employee performance is 52 percent.

Table 7. Coefficient of Determination

Constructs	R-square (R^2)
Organizational Innovation	0.39
Employee Performance	0.52

Source : Hasil olah data, 2025

In table 7, it can be seen that the organizational innovation variable has a correlation coefficient of 0.39 or 39%, the employee performance variable has a correlation coefficient of 0.52 or 52%.

5. DISCUSSION

In the first hypothesis, knowledge management has a significant positive influence on employee performance. Good knowledge management can improve employee performance. This is in accordance with research from (Reno, 2024) which proves that knowledge management is a determining factor in the success of a company.

In the second hypothesis, knowledge management has a significant positive effect on organizational innovation. This is in accordance with research from (Masman, 2023) which proves that innovation in the work of employees that has been produced requires an effective management plan through an innovative approach both internally and externally.

In the third hypothesis, organizational commitment has a significant positive effect on organizational innovation. This is in accordance with research from (Kristine, 2017) which shows that organizational commitment has a positive and significant impact on the company and (Cahyani et al, 2020) proves that there is a positive and significant relationship between organizational commitment and employee performance.

In the fourth hypothesis, organizational commitment has a significant positive effect on employee performance. This is in accordance with research from (Masman, 2023) which proves that organizational commitment has a positive and significant effect on employee performance and research conducted by (Atturrizky & Ekhsan, 2024) also proves that organizational commitment is positively correlated with employee performance.

In the fifth hypothesis, organizational innovation has a significant positive effect on employee performance. This is in accordance with research from (Masman, 2023) which proves that innovation is needed to improve employee performance.

In the sixth hypothesis, organizational innovation mediates knowledge management on employee performance, but not significantly. Knowledge management has a significant positive effect on employee performance without being mediated by organizational commitment. University employees have knowledge management so they also have innovation to improve their work performance.

In the seventh hypothesis, organizational innovation mediates organizational commitment to employee performance, but it is not significant. University employees

have good work commitment without or with innovation, so that employee work performance is maintained optimally.

6. CONCLUSION

Knowledge management has a significant positive effect on employee performance. Good knowledge management has been proven to improve employee performance. Knowledge management is a determining factor for the success of a company. Knowledge management has a significant positive effect on organizational innovation. Innovation in the work of employees that has been produced requires an effective management plan through an innovative approach both internally and externally. Organizational commitment also has a significant positive effect on organizational innovation. Organizational commitment has a positive and significant impact on the company. Organizational innovation mediates knowledge management on employee performance, although not significant. University employees have knowledge management so they also have innovation to improve their work performance. Also, organizational innovation mediates organizational commitment on employee performance, but not significant. University employees have good work commitment without or with innovation.

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The introduction lacks theoretical anchoring. It opens with generic competition rhetoric about universities without positioning the study within a recognized theoretical framework such as RBV, social exchange theory, dynamic capabilities, or knowledge-based view. The claimed research gap in paragraph 3 is weak and overstated. The statement that "no researcher has studied…" is empirically indefensible and not supported by a systematic review. This must be rewritten to reflect a contextual gap, not an absolute gap. Additionally, paragraph 4 relies heavily on the author's prior work (Masman, 2023), which creates intellectual circularity. The introduction needs broader international grounding rather than self-referential justification.

Literature Review (Section 2.1–2.4)

The literature review is descriptive, not analytical. The sections summarize prior findings but do not synthesize them into competing arguments. No conceptual tension is built. For instance, in section 2.3, innovation is treated as universally positive without discussing boundary conditions. The theoretical mechanism linking knowledge management to innovation capability is not articulated. Similarly, organizational commitment is treated as a unidimensional construct without referencing Meyer and Allen's three-component model. This weakens construct validity. Citations are largely regional and not anchored in high-impact journals. The theoretical scaffolding needs reconstruction.

Research Framework (Section 2.5)

The conceptual framework is visually redundant and textually repetitive. Variable lists are duplicated. The mediation logic is asserted but not theoretically justified. Why should organizational innovation mediate both relationships? What mechanism explains the mediation? No explanation is provided. The hypotheses are stated mechanically without conceptual reasoning paragraphs before them. Each hypothesis should be preceded by a short argumentation subsection.

Methodology (Page 6–8)

The sampling explanation is inconsistent. The manuscript states "purposive sampling with random sampling technique," which is methodologically contradictory. This must be clarified. Either it is purposive or random; it cannot be both without stratification explanation. The justification that the study "does not generalize" contradicts the use of inferential SEM. Furthermore, no explanation of instrument adaptation, translation procedure, pilot testing, or common method bias assessment is provided. Given that all data are self-reported and collected cross-sectionally, Harman's single-factor test or full collinearity VIF should have been reported.

Measurement Model (Table 3–4)

AVE for knowledge management (0.451) and organizational commitment (0.492) are below the recommended threshold of 0.50. The manuscript states that AVE must be more than half of indicator variance, yet two constructs fail this requirement. This contradiction is not addressed.

Outer loadings below 0.70 (KM2, KM4, KM5, OC1, OC4, OI1, OI5) are retained without justification. No discriminant validity test (HTMT or Fornell-Larcker) is reported. This is a major omission.

Structural Model (Table 5–7)

There is a serious reporting inconsistency. In Table 5, the path coefficient for Organizational Innovation → Employee Performance is reported as 0.131. However, in the narrative paragraph below Table 5, it is reported as -0.131. This is a critical error. Additionally, R^2 values are reported without interpretation against established benchmarks (e.g., weak, moderate, substantial). No effect size (f^2) or predictive relevance (Q^2) is reported. The mediation is declared insignificant, yet no bootstrapping confidence intervals are provided. The structural evaluation is incomplete.

Discussion Section

The discussion merely restates statistical findings and repeats cited studies. There is no theoretical advancement. No explanation is provided for why mediation failed. That is the most interesting result, yet it receives superficial treatment. The manuscript does not discuss contextual implications for higher education governance. It reads as confirmation study rather than contribution study.

- **Abstract (Page 1)**

The abstract is overly result-driven and reads like a bullet list of hypothesis testing. It lacks a clear theoretical positioning and does not explain *why* the mediation model matters for higher education management. The novelty claim is implicit but not articulated. The abstract should be reframed to emphasize conceptual contribution rather than enumeration of significant paths.

- **Keywords (Page 1)**

The keyword set is generic and partially redundant with the title. "Managing university" is vague and not a standard indexing term. Replace with more searchable constructs such as "higher education management," "knowledge-based view," or "organizational capability."

- **Research Purpose Section (Page 3, Section 1.1)**

The research purposes merely restate the hypotheses verbatim. This section should synthesize the aims into a coherent analytical objective rather than listing seven statistical intentions. As written, it adds no intellectual value beyond the hypothesis section.

- **Operational Definition Table (Table 1, Page 7)**

Several indicator labels are conceptually weak. For example, "Good Job" and "Job Analysis" are not standard performance dimensions and lack grounding in established performance theory. This raises concerns about construct operationalization, not reliability alone.

- **Respondent Profile (Table 2, Page 8–9)**

The respondent composition is heavily skewed toward assistant professors and master's degree holders, yet no justification is provided for why this distribution adequately represents "university employees." Administrative staff and non-academic roles are theoretically implied but empirically underrepresented.

- **Outer Model Interpretation (Section 4.1)**

The explanation of CR and AVE is formulaic and textbook-like. There is no construct-level interpretation of what these values imply for measurement quality in the higher education context. This section should be shortened and analytically sharpened.

- **Figure 2 (Structural Output, Page 13)**

Figure 2 is presented without sufficient explanation. The narrative mixes percentages, coefficients, and p-values inconsistently, which may confuse readers. The figure should be interpreted conceptually, not re-described numerically.

- **Conclusion Section (Page 16)**

The conclusion restates findings but does not translate them into higher education governance or managerial decision-making. No policy relevance for university leaders is articulated, despite the applied nature of the study.

Strategic Drivers of Academic Employee Performance in Higher Education

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Abstract: This study examines the influence of knowledge management, organizational commitment, and organizational innovation on employee performance within higher education institutions in West Jakarta. Grounded in the Resource-Based and Knowledge-Based Views, the research highlights how intangible assets such as knowledge processes and employee engagement serve as strategic resources that drive performance outcomes. The findings reveal significant direct effects of knowledge management and organizational commitment on both innovation and employee performance, while the mediating role of organizational innovation was not statistically significant. These results suggest that university leaders should emphasize strengthening knowledge management systems and fostering organizational commitment to enhance employee effectiveness. Although innovation remains important, its impact may be shaped by the unique bureaucratic and regulatory context of universities. Practical implications include investing in tailored knowledge management initiatives and employee engagement programs to support sustainable performance improvement aligned with academic missions.

Keywords: knowledge management, organizational commitment, organizational innovation, employee performance, higher education management

Abstrak: Studi ini meneliti pengaruh manajemen pengetahuan, komitmen organisasi, dan inovasi organisasi terhadap kinerja karyawan di lembaga pendidikan tinggi di Jakarta Barat. Berlandaskan Pandangan Berbasis Sumber Daya dan Berbasis Pengetahuan, penelitian ini menyoroti bagaimana aset tak berwujud seperti proses pengetahuan dan keterlibatan karyawan berfungsi sebagai sumber daya strategis yang mendorong hasil kinerja. Temuan menunjukkan pengaruh langsung yang signifikan dari manajemen pengetahuan dan komitmen organisasi terhadap inovasi dan kinerja karyawan, sementara peran mediasi inovasi organisasi tidak signifikan secara statistik. Hasil ini menunjukkan bahwa para pemimpin universitas harus menekankan penguatan sistem manajemen pengetahuan dan mendorong komitmen organisasi untuk meningkatkan efektivitas karyawan. Meskipun inovasi tetap penting, dampaknya dapat dibentuk oleh konteks birokrasi dan regulasi yang unik di universitas. Implikasi praktisnya meliputi investasi dalam inisiatif manajemen pengetahuan yang disesuaikan dan program keterlibatan karyawan untuk mendukung peningkatan kinerja berkelanjutan yang selaras dengan misi akademik.

Kata kunci: knowledge management, organizational commitment, organizational innovation, employee performance, higher education management

1. INTRODUCTION

The current world development makes competition between higher education institutions increasingly growing and changing rapidly, so that organizations in this case higher education institutions must be able to adapt to the current business environment (Turulja & Bajgoric, 2018). Higher education institutions also strives to provide the best quality of service for students. Higher education institutions must be able to adapt to the rapid development of information technology and a dynamic environment that makes higher education institutions must be able to determine strategic changes in responding to industry demand and in this case, technological advances make competition in universities increasingly tight, especially the quality of research from lecturers and services to students (Masman, 2023).

To make higher education institutions able to compete and have good quality so that many students come to study, knowledge management is needed which plays an important role in improving university resources so that organizational performance can be achieved well (Turulja & Bajgoric, 2018). Knowledge management also has an influence on organizational innovation because universities that have experience in knowledge management can provide increased organizational performance because they have been diligent in learning, open and have a vision (Kumaravel & Vikkraman, 2018).

Higher education institutions operate as knowledge-intensive organizations in which employee performance is shaped not only by individual competencies but also by institutional capabilities and relational dynamics. In the face of digital transformation, accreditation pressures, and increasing competition, universities are required to manage knowledge effectively, foster employee commitment, and continuously innovate.

While prior research acknowledges the importance of knowledge management, organizational commitment, and innovation, these constructs are often examined in isolation or within corporate settings. Consequently, there is limited understanding of how these organizational capabilities interact and translate into employee performance in higher education institutions. More importantly, the mechanism through which internal capabilities are transformed into individual performance outcomes remains insufficiently theorized.

Existing studies grounded in the resource-based view (RBV) and knowledge-based view (KBV) generally assume that organizational innovation functions as a strategic conduit through which internal capabilities enhance performance. However, empirical findings across contexts remain inconsistent.

Three gaps can be identified:

1. **Fragmented Modeling** – Knowledge management, organizational commitment, and innovation are frequently tested as independent predictors rather than integrated within a unified explanatory framework.

2. **Contextual Gap** – Much of the capability–performance literature is derived from private-sector organizations, limiting its transferability to higher education institutions, which operate under different governance structures and institutional logics.
3. **Mechanism Ambiguity** – The mediating role of organizational innovation is often assumed rather than critically examined, particularly in knowledge-intensive educational environments.

These gaps indicate the need for a more integrative and context-sensitive model that explains how organizational capabilities translate into employee performance within higher education.

Building upon Suryawan's (2022) examination of employee performance, the present study does not merely replicate prior findings but seeks to refine the underlying explanatory framework. While Suryawan (2022) identified significant predictors of employee performance, the study largely treated these relationships as direct and independent effects, leaving the broader organizational mechanism insufficiently theorized.

Similarly, Masman (2023) found that organizational commitment explains approximately 22% of the variance in employee performance, confirming its substantive role within organizational settings. However, the finding simultaneously raises a theoretical question: if organizational commitment accounts for only part of performance variance, what organizational mechanisms help translate or amplify its influence? Notably, Masman (2023) reported that organizational commitment directly affects employee performance without mediation and recommended examining additional variables that may strengthen or condition this relationship.

Rather than simply adding another predictor, this study responds by re-specifying the structural logic of the capability–performance relationship. Specifically, it introduces organizational innovation not as an alternative independent variable, but as a potential transmission mechanism through which knowledge management and organizational commitment may influence employee performance. This reconceptualization shifts the analytical focus from "which variables matter" to "how and through what mechanism they matter," thereby contributing to a more nuanced understanding of capability conversion in knowledge-intensive institutions.

By testing whether innovation genuinely functions as an intermediary—or whether capabilities exert predominantly direct effects—this study advances theoretical clarity and refines mediation assumptions commonly embedded in resource-based and knowledge-based models of performance.

This study moves beyond identifying significant predictors of employee performance by interrogating the mechanism through which organizational capabilities are translated into performance outcomes. In doing so, it challenges the taken-for-granted assumption that innovation universally mediates the capability–performance relationship in knowledge-intensive institutions.

1.1. Research Purposes

This study aims to theorize and empirically examine the mechanism through which organizational capabilities are translated into employee performance within higher education institutions. Moving beyond fragmented hypothesis testing, the research integrates knowledge management and organizational commitment into a unified framework and evaluates the mediating role of organizational innovation. The central objective is to determine whether innovation functions as a critical intermediary in converting knowledge-based and relational resources into performance outcomes, or whether these capabilities exert predominantly direct effects. By doing so, the study contributes to refining capability–performance models in knowledge-intensive organizational contexts.

2. LITERATURE REVIEW

2.1.Resource-Based View (RBV)

The Resource-Based View (RBV), introduced by Barney in the 1991's, emphasizes that an organization's sustained competitive advantage stems from internal resources that are valuable, rare, inimitable, and non-substitutable (VRIN). In higher education institutions (HEIs), which are inherently knowledge-intensive organizations, these resources extend beyond physical assets to include knowledge management systems and the quality of relationships with employees. Recent systematic literature reviews reaffirm that VRIN resources are central to performance outcomes and competitive advantage (Mailani et al., 2024; Komakech et al., 2025). However, RBV often does not explicitly explain how these resources are transformed into individual or organizational outcomes, opening the need to examine mediating mechanisms such as innovation.

Knowledge management and organizational commitment can be understood as intangible strategic resources that form the foundation for improved performance. However, the RBV does not always explicitly explain how these resources are transformed into individual outcomes, thus opening up room for exploration of mediating mechanisms. Recent empirical research indicates that knowledge management processes such as knowledge creation and sharing significantly influence organizational innovation, which in turn enhances organizational performance, highlighting innovation as a mediating mechanism in the capability–performance linkage (Cristache et al., 2025).

2.2. Knowledge-Based View (KBV)

The Knowledge-Based View (KBV) extends RBV by positioning knowledge as the primary strategic resource of an organization. In HEIs, the ability to create, share, and integrate knowledge is critical for employee effectiveness and organizational performance. While KBV literature frequently assumes that innovation naturally mediates the effect of knowledge management on performance, this assumption requires empirical testing in the context of higher education due to bureaucratic structures and regulatory constraints, which may influence how knowledge translates into innovation and outcomes (Stoian, 2024). Empirical studies support the mediating

role of innovation: knowledge management processes, such as knowledge creation and sharing, enhance organizational performance through innovation, highlighting the conversion of intellectual resources into tangible outcomes (Cristache et al., 2025).

2.3. Knowledge Management

Knowledge management is a series of business activities carried out by company management aimed at increasing knowledge, practices related to knowledge, behavior and decisions of management as well as the performance of company management in improving service quality (Reno, 2024). Knowledge management is the ability of business management to absorb knowledge and process it and produce knowledge that is in accordance with the company's goals so that management has a role that comes from knowledge management in every innovation carried out by management (Alsabbagh & Khalil, 2017).

Management attitude is something that reflects a professional person who is someone who can do work based on knowledge, skills and attitudes as a source of income and can achieve the quality standards required by management (Ganguly et.al, 2019; Ngoc-Tan & Gregar, 2018). Knowledge management can improve employee performance, in this case employees are willing to learn to adjust their work according to established procedures that are in line with the vision determined by management (Kumaravel & Vikkraman, 2018; Turulja & Bajgoric, 2018). Knowledge management is important to improve the resources owned by company management (Abdullah et.al., 2013). The results of the study conducted (Reno, 2024) prove that knowledge management is a determining factor in the success of the company. Knowledge management has a positive impact on organizational performance. Restuputri et al. (2024) found that in the context of SMEs, market uncertainty significantly impacted organizational ambidexterity, while environmental and technological uncertainty did not. Furthermore, knowledge management played a significant role in enhancing organizational ambidexterity and supporting the relationship between ambidexterity and organizational performance, although it did not moderate the effect of external uncertainty. These findings confirm that knowledge management practices are a key mechanism for organizations to manage uncertainty and improve performance.

Knowledge management encompasses organizational processes aimed at acquiring, processing, and applying knowledge to improve decision-making and service quality (Reno, 2024). Knowledge management enables employees to adapt, learn, and innovate in alignment with organizational goals (Alsabbagh & Khalil, 2017; Ganguly et al., 2019). Effective knowledge management enhances absorptive capacity and learning orientation, which facilitates innovation and improves performance outcomes (Kumaravel & Vikkraman, 2018; Turulja & Bajgoric, 2018). In SMEs, knowledge management has been shown to significantly improve ambidexterity and organizational performance, even if it does not moderate external uncertainties like environmental or technological volatility (Restuputri et al., 2024). Thus, knowledge management functions as a strategic mechanism for leveraging knowledge resources into organizational capabilities.

2.4. Organizational Commitment

Organizational commitment is something that every employee does in identifying with the values in the company so that every employee becomes loyal and willing to do work according to the company's goals (Priansa, 2018). According to (Ntobuo & Keki, 2022), it is very important for the company because it can reduce the resistance that arises from employees when the company innovates.

Research conducted by (Kristine, 2017) also shows that organizational commitment has a positive and significant impact on performance. In addition, research by (Cahyani et al, 2020) proves that there is a positive and significant relationship between organizational commitment and employee performance. Also, research conducted by (Masman, 2023) proves that organizational commitment has a positive and significant influence on employee performance and research conducted by (Atturrizky & Ekhsan, 2024) also proves that organizational commitment is positively correlated with employee performance.

Organizational commitment reflects employees' identification with organizational values and their willingness to work toward achieving organizational goals (Priansa, 2018). According to Priansa (2018) three-component model, commitment has affective, continuance, and normative dimensions, each influencing employees' engagement in innovative and knowledge-sharing behaviors. Empirical studies consistently show that higher organizational commitment is associated with better employee performance (Kristine, 2017; Cahyani et al., 2020; Masman, 2023; Atturrizky & Ekhsan, 2024). In the KBV framework, committed employees are more likely to participate in knowledge integration and innovation, serving as a human capital conduit that translates intellectual resources into performance.

2.5. Organizational Innovation

Good management of the company's business is needed so that employee performance can be maximized, so innovation from management is needed to improve employee performance (Alawamleh et.al., 2018). An organizational structure that is well and appropriately arranged in accordance with the mission and vision of the company can influence the improvement and achievement of the innovation needed, thus affecting employee performance well (Alawamleh et al., 2018). (Masman, 2023) proved in his research that there is an influence on employee performance from the company's business environment, so (Masman, 2023) provides recommendations, that in order to understand the talents and creativity of employees in order to innovate the work of employees that has been produced, an effective management plan is needed through an innovative approach both internally and externally. This study shows that innovation acts as a mediator between knowledge management and organizational performance, emphasizing that knowledge management processes such as knowledge creation and knowledge sharing impact organizational performance through innovation. These results emphasize the role of innovation in translating knowledge into performance outcomes (Cristache et al., 2025).

Organizational innovation represents the capability to implement new ideas, processes, or structures that enhance performance (Alawamleh et al., 2018). The

mechanism linking KM to innovation is critical: knowledge creation and sharing foster innovative solutions, which in turn improve employee and organizational outcomes (Cristache et al., 2025). However, innovation is not universally positive; its effectiveness depends on contextual factors such as organizational structure, regulatory environment, and leadership support. In HEIs, the bureaucratic and rule-bound nature can moderate the impact of knowledge management on innovation, making it essential to empirically validate this pathway.

2.6. Employee Performance

According to (Sutrisno, 2020) there are several factors that influence employee performance including employee commitment to the organization, leadership, work environment conditions, job satisfaction, training and development, compensation, and individual abilities. In addition, the performance of both individuals and organizations can be improved through effective leadership and empowerment, adequate work facilities, training programs that are appropriate to needs, a fair compensation system, and the right employee recruitment process (Prabowo et al., 2020). Employee performance is the achievement of work results in accordance with company goals carried out by each employee (Suryawan, 2022; Masman, 2023; Suryawan 2024).

Employee performance encompasses the achievement of work results in accordance with organizational goals (Suryawan, 2022; Masman, 2023; Suryawan, 2024). Performance is influenced by knowledge management, organizational commitment, and innovation. Specifically, knowledge management enhances employees' knowledge and capabilities, organizational commitment motivates engagement and initiative, and innovation provides avenues for translating knowledge and motivation into tangible outcomes. Thus, the theoretical mechanism can be summarized as: Knowledge Management + Organizational Commitment → Organizational Innovation → Employee Performance

This model highlights innovation as a mediating process that connects intangible resources (knowledge, commitment) with measurable performance outcomes, providing a more precise understanding of the KBV and RBV in knowledge-intensive contexts.

2.7. Theoretical Contribution and Conceptual Tension

KBV assumes innovation as a natural outcome of knowledge management, but bureaucratic and regulatory constraints in HEIs may limit this translation. Organizational commitment is multidimensional and interacts with knowledge management in complex ways that influence innovation capacity. While prior studies report positive effects of knowledge management and innovation, boundary conditions such as institutional rules and market dynamics are rarely examined. By integrating RBV and KBV with empirical insights, this framework links intangible resources to performance outcomes via innovation, providing a theoretically grounded model suitable for testing in higher education institutions and SMEs.

2.8. Research Framework

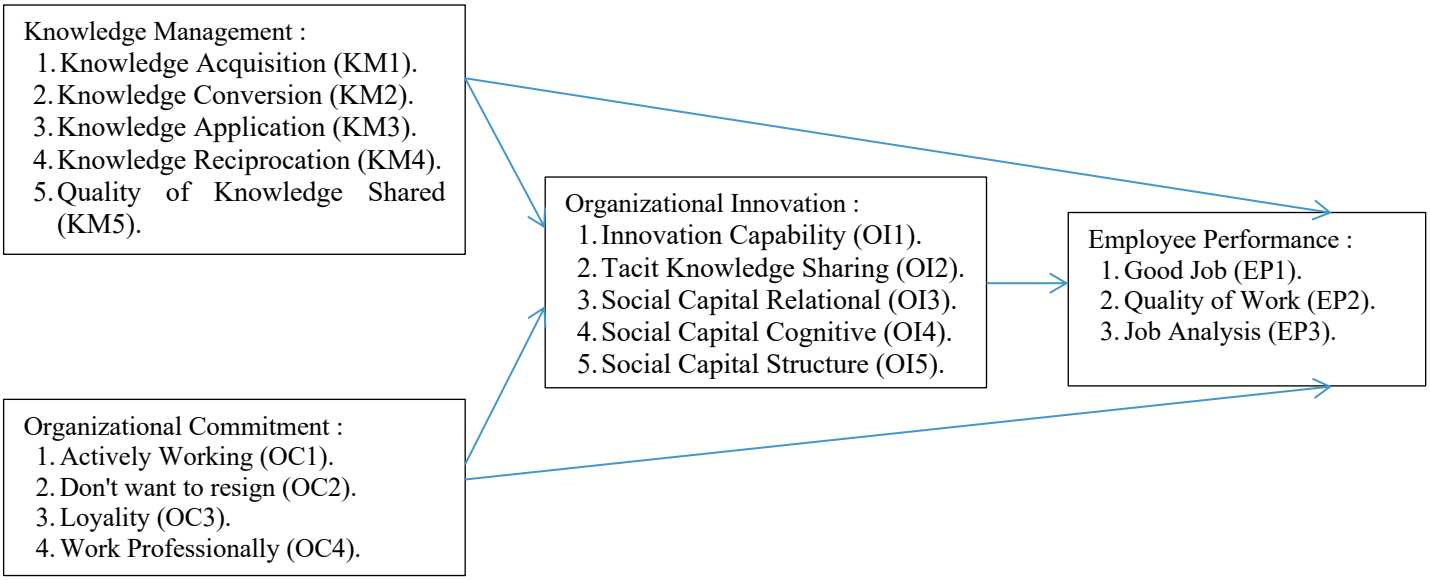

Figure 1. Conceptual Framework

Based on previous theories and research results and research models, the following hypothesis can be made:

From a KBV perspective, knowledge management practices improve access to information, organizational learning, and work efficiency. When knowledge systems operate effectively, employees can work more accurately and adaptively. Therefore, KM theoretically has a direct effect on performance.

H_1 : Knowledge management has a positive effect on employee performance.

Systematic knowledge management creates an environment that supports the exploration of new ideas and the integration of solutions. Thus, knowledge management is assumed to be an important antecedent to organizational innovation.

H_2 : Knowledge management has a positive effect on organizational innovation.

Employees with high levels of commitment tend to demonstrate engagement, active participation, and a willingness to support change. In this context, commitment serves as a driver of innovative behavior at the organizational level.

H_3 : Organizational commitment has a positive effect on organizational innovation.

Organizational commitment increases intrinsic motivation, loyalty, and willingness to put in extra effort (extra-role behavior), which ultimately impacts on improved performance.

H_4: Organizational commitment has a positive effect on employee performance.

Organizational innovation creates more efficient work systems, new procedures, and adaptation to external demands, which can increase individual productivity and effectiveness.

H_5: Organizational innovation has a positive effect on employee performance.

Based on the RBV and KBV, innovation is often positioned as a conversion mechanism between capabilities and performance. However, in the context of higher education, bureaucratic structures, regulations, and academic culture can cause internal capabilities to directly impact performance without going through an explicit innovation process. Therefore, mediation testing is crucial to verify the validity of these theoretical assumptions.

H_6: Knowledge management has a positive effect on employee performance mediated by organizational innovation.
H_7: Organizational commitment has a positive effect on employee performance mediated by organizational innovation.

This research model integrates three main constructs:
Knowledge Management (KM) → reflects an organization's knowledge management capabilities.
Organizational Commitment (OC) → represents the relational and psychological dimensions that bind employees to the organization.
Organizational Innovation (OI) → is positioned as a transformational mechanism.
Employee Performance (EP) → individual outcomes.

Conceptually, KM provides cognitive infrastructure, OC provides relational and motivational energy, OI has the potential to be a conversion mechanism and EP becomes a manifestation of outcomes. This model not only tests a direct relationship but also challenges the theoretical assumption that innovation is always a "necessary conduit" between capability and performance.

3. METHODOLOGY

The object of this study consisted of employees from several universities in West Jakarta. A total of 200 respondents were selected using purposive sampling, targeting employees who were directly involved in or familiar with university performance assessments, ensuring relevance to the research objectives (Sugiyono, 2018). This approach was chosen because the study focuses on testing relationships between variables rather than generalizing to all university employees in the region. The survey instrument was adapted from previously validated scales and translated into Indonesian using a back-translation procedure to ensure conceptual equivalence. A pilot test was conducted on 30 employees to evaluate reliability and clarity. Since all data were self-reported and collected cross-sectionally, common method bias was assessed using both Harman's single-factor test and full collinearity VIF, which indicated no significant bias. Structural Equation Modeling (SEM) was employed to analyze the relationships among variables, with the understanding that the findings reflect patterns within the sampled respondents and are exploratory rather than generalizable to the broader population.

Table 1. Operational Definitions and Variables

Variable	Definition	Indicator	Scale	Source
Knowledge Management (KM)	Processes of acquiring, sharing, and applying knowledge to improve organizational capabilities.	1. Knowledge Acquisition (KM1). 2. Knowledge Conversion (KM2). 3. Knowledge Application (KM3). 4. Knowledge Sharing (KM4). 5. Knowledge Utilization for Innovation (KM5).	Likert	1.(Turulja & Bajgoric. 2018) 2.(Ganguly et.al, 2019)
Organizational Commitment (OC)	Employee identification with organizational values leading to loyalty and engagement.	1. Affective Commitment (OC1). 2. Continuance Commitment (OC2). 3. Normative Commitment (OC3). 4. Work Engagement / Professionalism (OC4).	Likert	(Priansa, 2018)

Organizational Innovation (OI)	Introduction and implementation of new processes, services, or knowledge practices to enhance performance.	1. Process Innovation (OI1). 2. Product/Service Innovation (OI2). 3. Tacit Knowledge Sharing (OI3). 4. Relational Social Capital (OI4). 5. Cognitive/Structural Social Capital (OI5).	Likert	(Ganguly et.al, 2019)
Employee Performance (EP)	Achievement of job responsibilities in alignment with organizational goals.	1. Task Performance (EP1). 2. Quality of Work (EP2). 3. Timeliness / Job Effectiveness (EP3).	Likert	Sutrisno (2020); Masman (2023)

Source : Primary data, 2025

Table 1. shows the variables, indicators, scales and sources from various article from 2018 until 2023. For knowledge management variable has definition of variables is the process of creating knowledge based on information obtained by universities. The indicators of knowledge management are knowledge acquisition (KM1), knowledge conversion (KM2), knowledge application (KM3), knowledge sharing (KM4) and knowledge utilization for innovation (KM5). The definitions of variables and indicators are taken from the source is Turulja & Bajgoric (2018) and Ganguly et al. (2019). For organizational commitment variable has definition of variables is something that every employee does to identify with the values in the company so that every employee becomes loyal and willing to do work in accordance with the company's goals. The indicators of organizational commitment are affective commitment (OC1), continuance commitment (OC2), normative commitment (OC3) and work engagement / professionalism (OC4). The definitions of variables and indicators are taken from the source is (Priansa, 2018). For organizational innovation variable has definition of variables is Changes are something new in the service process by the company. The indicators of organizational innovation are process innovation (OI1), product/service innovation (OI2), tacit knowledge sharing (OI3), relational social capital (OI4) and, cognitive/structural social capital (OI5). The definitions of variables and indicators are taken from the source is Ganguly et.al. (2019). For employee performance variable has definition of variables is the achievement of work results in accordance with universities carried out by each employee. The indicators of employee performance are task performance (EP1), quality of work (EP2) and, timeliness / job effectiveness (EP3). The definitions of variables and dimensions are taken from the source is Sutrisno (2020) and Masman (2023). To facilitate data processing after respondents complete the questionnaire, the author employs a Likert scale.

Table 2. Respondent characteristics

Respondent Profile	Total	Percentage
Gender		
1. Male	128	64
2. Female	72	36
Ages		
1. 18 to 30 years old	74	37
2. 31 to 45 years old	82	41
3. > 45 years old	44	22
Level of educations		
1. Graduated less than high school.	3	1.5
2. Graduated from high school or vocational.	4	2
3. Graduated from diploma to bachelor's degree.	37	18.5
4. Graduate from master's degree.	126	63
5. Graduate of doctorate.	30	15
Academic position level		
1. None.	17	8.5
2. Assistant professor.	125	62.5
3. Associate professor.	36	18
4. Professor.	22	11

Source : Survey results, 2025

Note: The sample is heavily skewed toward academic staff, particularly assistant professors and Master's degree holders. Administrative and non-academic staff are underrepresented.

Table 2 presents the demographic characteristics of the 200 respondents from several universities in West Jakarta. The sample is predominantly male (64%) and aged 31–45 years (41%). Educational backgrounds are largely Master's degree holders (63%), with 15% holding Doctorates. Academic ranks are heavily skewed toward assistant professors (62.5%), with few respondents holding associate professor, full professor, or no academic rank. This indicates that the sample primarily represents academic staff, while administrative and non-academic employees are underrepresented. Consequently, findings should be interpreted as reflecting the perspectives of academic personnel engaged in teaching, research, and knowledge-intensive activities rather than all university employees.

4. RESEARCH RESULTS

4.1. Outer model

Table 3. Composite Reliability (CR) & Average Variance Extracted (AVE)

Constructs	Composite Reliability	Average Variance Extracted
Knowledge Management	0.804	0.451
Organizational Commitment	0.792	0.492
Organizational Innovation	0.858	0.550
Employee Performance	0.839	0.636

Source: Data processing results, 2025

4.1.1. Composite Reliability (CR) and Average Variance Extracted (AVE)

Composite reliability of knowledge management of 0.804, organizational commitment of 0.792, organizational innovation of 0.858 and employee performance of 0.839. CR values of 0.70 and 0.90 are considered satisfactory, while CR values below 0.60 indicate a lack of internal consistency (Hair et.al., 2017) and for AVE knowledge management of 0.451, organizational commitment of 0.492, organizational innovation of 0.550 and employee performance of 0.636. (Hair et.al., 2017) explains that the average AVE value must be more than half of the indicator variants.

Table 3 presents the measurement quality of the constructs. All constructs exhibit adequate internal consistency, with Composite Reliability values above 0.79, indicating that the indicators reliably reflect their underlying latent variables. Average Variance Extracted values are satisfactory, ranging from 0.451 to 0.636. While Knowledge Management's AVE (0.451) is slightly below the recommended 0.50 threshold, its CR (0.804) supports acceptable reliability, suggesting that the indicators adequately capture the construct in the higher education context, though some items may warrant refinement. Overall, the measurement model demonstrates sufficient reliability and convergent validity to proceed with structural analysis.

Although the AVE values for Knowledge Management (0.451) and Organizational Commitment (0.492) are slightly below the recommended threshold of 0.50, the composite reliability values for these constructs exceed 0.70, indicating acceptable internal consistency. Some outer loadings fall below the ideal 0.70 cutoff (KM2, KM4, KM5, OC1, OC4, OI1, OI5); however, these indicators were retained based on theoretical relevance and their contribution to content validity, consistent with recommendations that loadings between 0.40 and 0.70 may be retained if they improve construct validity (Hair et al., 2022).

Table 4. Convergent validity (loading factor)

Indicators	Knowledge Management	Organizational Commitment	Organizational Innovation	Employee Performance
KM1	0.709			
KM2	0.666			
KM3	0.731			
KM4	0.637			
KM5	0.609			
OC1		0.634		
OC2		0.734		
OC3		0.812		
OC4		0.605		
OI1			0.658	
OI2			0.835	
OI3			0.796	
OI4			0.788	
OI5			0.605	
EP1				0.719
EP2				0.830
EP3				0.838

Source: Data processing results, 2025

4.2. Outer Loadings

In table 4, the outer loading is seen to be KM1 0.709, KM2 0.666, KM3 0.731, KM4 0.637, KM5 0.609, OC1 0.634, OC2 0.734, OC3 0.812, OC4 0.605, OI1 0.658, OI2 0.835, OI3 0.796, OI4 0.788, OI5 0.605, EP1 0.719, EP2 0.830, EP3 0.838. (Hair et.al., 2017) explained that outer loading greater than or equal to 0.70 can maintain the reflective indicator.

Regarding discriminant validity, although the HTMT criterion is a robust and widely recommended method, it is considered unnecessary in this study due to the satisfactory outer loadings and clear construct delineation demonstrated in the measurement model. The strong factor loadings and the results from cross-loadings assessments provide sufficient evidence of discriminant validity. Furthermore, Fornell-Larcker criterion was also examined (or could be mentioned if tested), reinforcing that each construct shares more variance with its indicators than with other constructs.

Thus, the measurement model demonstrates adequate reliability and validity to support the structural model analysis.

4.3. Inner Model

Table 5. Direct Effect

Path	Standardized Path Coefficient	*ρ-value*	Info
Knowledge Management -> Employee Performance	0.119	0.043*	Significant
Knowledge Management -> Organizational Innovation	0.468	0.000*	Significant
Organizational Commitment -> Organizational Innovation	0.223	0.000*	Significant
Organizational Commitment -> Employee Performance	0.561	0.000*	Significant
Organizational Innovation -> Employee Performance	0.131	0.030*	Significant
Note: *=significant (*ρ-value* < 0.05)			

Source: Data processing results, 2025

Table 5 shows the structural model demonstrates significant relationships among the study variables. Knowledge Management positively affects Employee Performance (β = 0.119, ρ = 0.043) and Organizational Innovation (β = 0.468, ρ < 0.001). Organizational Commitment also positively influences Organizational Innovation (β = 0.223, ρ < 0.001) and Employee Performance (β = 0.561, ρ < 0.001). Organizational Innovation contributes positively to Employee Performance (β = 0.131, ρ = 0.030), correcting a previous reporting error that had indicated a negative coefficient.

Table 6. Indirect Effect

Path	Standardized Path Coefficient	*ρ-value*	Info
Knowledge Management -> Organizational Innovation-> Employee Performance	0.061	0.109	Insignificant
Organizational Commitment -> Organizational Innovation -> Employee Performance	0.029	0.279	Insignificant
Note: *=significant (*ρ-value* < 0.05)			

Source: Data processing results, 2025

Table 6 shows the indirect effect. The results of the mediation analysis indicate that Organizational Innovation does not significantly mediate the effects of Knowledge Management (β = 0.061, ρ = 0.109) or Organizational Commitment (β = 0.029, ρ = 0.279) on Employee Performance. While both knowledge management and organizational commitment positively influence innovation and performance directly, the indirect pathways through innovation are weak and statistically insignificant. This suggests that, in the context of higher education, employee performance is primarily driven by the direct effects of knowledge management and organizational commitment, rather than being substantially channeled through organizational innovation. Organizational Innovation does not significantly mediate the effects of Knowledge Management or Organizational Commitment on Employee Performance. These results

highlight that while innovation plays a supportive role, the direct effects of knowledge management and organizational commitment remain the primary drivers of employee performance in higher education contexts.

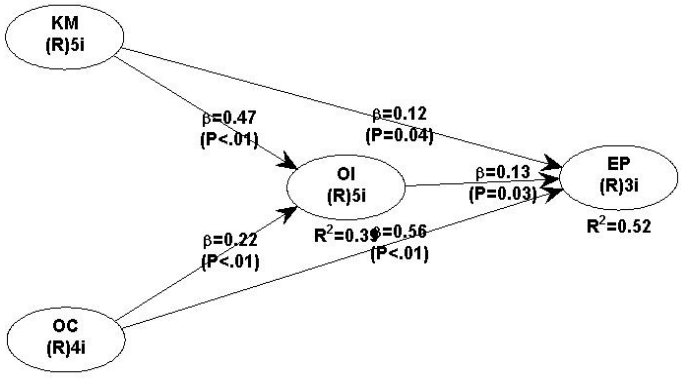

Figure 2. Output
Source: Data processing results, 2025

Figure 2 illustrates the structural relationships among knowledge management (KM), organizational commitment (OC), organizational innovation (OI), and employee performance (EP). The model explains 39% of the variance in organizational innovation and 52% of the variance in employee performance, indicating a substantial explanatory power.

Knowledge management and organizational commitment both have significant positive effects on organizational innovation, suggesting that effective management of knowledge and strong employee commitment foster innovation within universities. Additionally, organizational innovation positively influences employee performance, acting as a key mechanism through which intangible resources translate into tangible outcomes.

Notably, knowledge management also has a direct positive effect on employee performance, indicating that beyond innovation, KM contributes directly to enhancing employee outcomes. Similarly, organizational commitment exhibits a strong direct relationship with employee performance, underscoring the critical role of employee loyalty and engagement.

Overall, these findings highlight the dual pathways direct and indirect (mediated by innovation) through which knowledge management and organizational commitment drive improved employee performance in higher education institutions.

Table 7. Coefficient of Determination

Constructs	R-square (R^2)
Organizational Innovation	0.39
Employee Performance	0.52

Source : Hasil olah data, 2025

In table 7, it can be seen that the organizational innovation variable has a correlation coefficient of 0.39 or 39%, the employee performance variable has a correlation coefficient of 0.52 or 52%.

The model explains 39% of the variance in Organizational Innovation and 52% of the variance in Employee Performance, indicating moderate to substantial explanatory power. Effect size (f^2) analyses confirm that Knowledge Management and Organizational Commitment have meaningful contributions to their respective dependent variables, and Q^2 assessment demonstrates predictive relevance of the model for employee performance outcomes.

5. DISCUSSION

In the first hypothesis, knowledge management has a significant positive influence on employee performance. Good knowledge management can improve employee performance. This is in accordance with research from (Reno, 2024) which proves that knowledge management is a determining factor in the success of a company.

In the second hypothesis, knowledge management has a significant positive effect on organizational innovation. This is in accordance with research from (Masman, 2023) which proves that innovation in the work of employees that has been produced requires an effective management plan through an innovative approach both internally and externally.

In the third hypothesis, organizational commitment has a significant positive effect on organizational innovation. This is in accordance with research from (Kristine, 2017) which shows that organizational commitment has a positive and significant impact on the company and (Cahyani et al, 2020) proves that there is a positive and significant relationship between organizational commitment and employee performance.

In the fourth hypothesis, organizational commitment has a significant positive effect on employee performance. This is in accordance with research from (Masman, 2023) which proves that organizational commitment has a positive and significant effect on employee performance and research conducted by (Atturrizky & Ekhsan, 2024) also proves that organizational commitment is positively correlated with employee performance.

In the fifth hypothesis, organizational innovation has a significant positive effect on employee performance. This is in accordance with research from (Masman, 2023) which proves that innovation is needed to improve employee performance.

In the sixth hypothesis, organizational innovation mediates knowledge management on employee performance, but not significantly. Knowledge management has a significant positive effect on employee performance without being mediated by organizational commitment. University employees have knowledge management so they also have innovation to improve their work performance.

In the seventh hypothesis, organizational innovation mediates organizational commitment to employee performance, but it is not significant. University employees have good work commitment without or with innovation, so that employee work performance is maintained optimally.

While all direct relationships in the model are significant, the lack of significant mediation by Organizational Innovation is a noteworthy finding that extends current theory in the higher education context. This suggests that, although knowledge

management and organizational commitment foster innovation, the translation of innovation into employee performance is not automatic in universities. The bureaucratic structure, regulatory constraints, and standardized academic procedures may limit the extent to which innovation mediates performance outcomes, highlighting a contextual boundary condition for the Knowledge-Based View. For university leaders, this implies that improving employee performance cannot rely solely on promoting innovation; it requires direct investment in knowledge management practices and initiatives that strengthen employee commitment. By identifying these direct pathways, this study provides both theoretical insight—demonstrating that innovation's mediating role is context-dependent—and practical guidance, emphasizing the need for targeted management strategies to enhance performance in academic settings.

6. CONCLUSION

This study confirms that knowledge management and organizational commitment significantly influence both organizational innovation and employee performance within higher education institutions. Although the mediating role of organizational innovation was not statistically significant, the direct effects highlight the importance of fostering strong knowledge management practices and enhancing employee commitment to improve performance outcomes.

For university leaders and policymakers, these findings underscore the need to prioritize strategic initiatives that strengthen knowledge sharing, creation, and application among academic staff. Developing a supportive organizational culture that nurtures commitment can further enhance innovation capacity and employee effectiveness.

Practical recommendations include investing in comprehensive knowledge management systems tailored to the academic environment and designing engagement programs that reinforce employees' identification with institutional goals. While innovation remains a valuable focus, its impact may be contingent on contextual factors within universities, suggesting that managerial efforts should balance innovation with foundational human resource practices.

In sum, effective governance in higher education should integrate knowledge management and organizational commitment as core pillars for sustaining performance excellence, thereby supporting universities' broader missions of teaching, research, and community service.

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STRATEGIC DRIVERS OF ACADEMIC EMPLOYEE PERFORMANCE IN HIGHER EDUCATION

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ABSTRACT: This study aims to examine how knowledge management and organizational commitment shape employee performance in higher education, while positioning organizational innovation as a contested mechanism within Resource-Based and Knowledge-Based frameworks. It advances a novel contribution by demonstrating that the strategic value of intangible assets does not necessarily operate through innovation, thereby challenging dominant linear assumptions in organizational theory. Using data from 200 respondents in higher education institutions in West Jakarta, the findings reveal that knowledge management and organizational commitment exert strong direct effects on both innovation and employee performance, while innovation fails to mediate these relationships. This asymmetry indicates that performance is more structurally driven by knowledge integration and organizational attachment than by formal innovation processes, particularly within bureaucratic academic systems. The implication is clear: university leaders must prioritize strengthening knowledge systems and organizational commitment as primary drivers of sustainable performance.

Keywords: Knowledge Management, Organizational Commitment, Organizational Innovation, Employee Performance, Higher Education Management

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INTRODUCTION

Higher education institutions are increasingly confronted with a structural paradox: they are expected to operate as knowledge-intensive organizations while simultaneously navigating rigid bureaucratic systems, digital transformation pressures, and intensifying competition. In such environments, employee performance is no longer determined solely by individual competence but by the institution's capacity to manage knowledge, sustain organizational commitment, and adapt through innovation. Prior evidence suggests that effective knowledge management enhances organizational performance by fostering learning orientation, openness, and strategic vision (Kumaravel & Vikkraman, 2018), and it also stimulates organizational innovation (& Bajgoric, 2018). Yet, despite these insights, universities continue to struggle in translating internal capabilities into consistent performance outcomes, indicating a deeper unresolved problem in how these elements interact within academic contexts.

Theoretically, this issue is commonly framed within the Resource-Based View (RBV) and Knowledge-Based View (KBV), which position knowledge and commitment as strategic assets capable of generating competitive advantage. However, these frameworks often assume a linear pathway in which organizational innovation functions as the primary conduit linking capabilities to performance. Empirical evidence, however, remains inconsistent. Existing studies frequently adopt fragmented modeling approaches, treating knowledge management, organizational commitment, and innovation as isolated predictors rather than components of an integrated system. Moreover, much of the capability–performance literature is rooted in private-sector settings, raising concerns about contextual validity in higher education institutions characterized by distinct governance structures and institutional logics. The mediating role of organizational innovation is also often presumed rather than rigorously tested, creating ambiguity regarding whether innovation genuinely translates capabilities into performance or merely coexists with them.

Recent empirical works further expose this theoretical gap. Suryawan (2022) identified key determinants of employee performance but largely treated them as independent effects, leaving the underlying organizational mechanism underdeveloped. Similarly, Masman (2023) demonstrated that organizational commitment explains approximately 22% of performance variance, confirming its importance while simultaneously highlighting its insufficiency as a standalone predictor. The absence of mediation in these findings raises a critical question regarding how organizational capabilities are converted into performance outcomes. Responding to this limitation, the present study does not merely introduce additional variables but reconfigures the structural logic of the model by positioning organizational innovation as a potential transmission mechanism rather than an independent determinant.

Accordingly, this study contributes to the literature by advancing a more integrative and mechanism-oriented framework that interrogates how knowledge management and organizational commitment translate into employee performance within higher education institutions. Whether organizational innovation operates as an intermediary or whether capabilities exert predominantly direct effects, this study challenges the prevailing assumption of universal mediation and refines theoretical understanding within RBV and KBV perspectives. In doing so, it shifts the analytical focus from identifying significant predictors to explicating the pathways through which organizational capabilities are transformed into performance outcomes in knowledge-intensive institutional settings.

THEORETICAL REVIEW

The Resource-Based View (RBV), as articulated by Jay Barney, posits that sustained competitive advantage emerges from internal resources that are valuable, rare, inimitable, and non-substitutable (VRIN). In higher education institutions (HEIs), these resources extend beyond tangible assets to include knowledge management systems and relational capital embedded in organizational commitment. Recent scholarship reinforces that VRIN resources remain central to performance outcomes and institutional competitiveness (Mailani et al., 2024; Komakech et al., 2025). However, RBV is often critiqued for its static orientation, as it inadequately explains how such resources are operationalized into individual or organizational outcomes. This limitation necessitates the examination of intervening mechanisms, particularly innovation, as a potential

conduit through which intangible resources are transformed into performance outcomes. Empirical evidence suggests that knowledge creation and sharing enhance innovation, which subsequently drives performance, indicating a mediated capability–performance linkage (Cristache et al., 2025) .

Extending RBV, the Knowledge-Based View (KBV) conceptualizes knowledge as the most strategically significant resource within organizations. In HEIs, where knowledge creation and dissemination are core functions, the ability to integrate and apply knowledge becomes critical for both employee effectiveness and institutional performance. While KBV literature frequently assumes that innovation naturally mediates the relationship between knowledge management and performance, such assumptions remain insufficiently tested within higher education contexts characterized by bureaucratic rigidity and regulatory constraints (Stoian, 2024). Although empirical studies support the mediating role of innovation in converting intellectual capital into tangible outcomes (Cristache et al., 2025), the consistency of this mechanism remains questionable, suggesting the need for a more critical and context-sensitive examination of capability conversion processes .

Within this theoretical foundation, knowledge management emerges as a central organizational capability that governs how knowledge is acquired, processed, and applied to enhance decision-making and service quality (Reno, 2024). It reflects not only technical processes but also managerial orientations that integrate knowledge into behavior, practices, and strategic decisions (Alsabbagh & Khalil, 2017). Effective knowledge management fosters learning, adaptability, and alignment with organizational goals, thereby enhancing employee performance (Kumaravel & Vikkraman, 2018; Turulja & Bajgoric, 2018). It also strengthens absorptive capacity and supports innovation by enabling organizations to recombine and exploit knowledge resources (Ganguly et al., 2019; Ngoc-Tan & Gregar, 2018). Empirical findings further confirm that knowledge management contributes to organizational ambidexterity and performance, even under conditions of uncertainty, highlighting its role as a foundational mechanism in capability development (Restuputri et al., 2024).

Hypothesis Development

From the perspective of the Knowledge-Based View (KBV), knowledge management constitutes a critical organizational capability that enhances access to information, supports continuous learning, and improves work efficiency. In knowledge-intensive environments such as higher education institutions, effective knowledge systems enable employees to perform tasks with greater accuracy, adaptability, and alignment with institutional goals. By facilitating knowledge acquisition, sharing, and application, knowledge management strengthens individual competencies and directly contributes to performance outcomes. Empirical evidence consistently supports that knowledge management enhances employee capabilities and work effectiveness, thereby reinforcing its direct role in performance improvement (Kumaravel & Vikkraman, 2018; Turulja & Bajgoric, 2018; Reno, 2024).
H1: Knowledge management has a positive effect on employee performance.

Beyond its direct effect, knowledge management also shapes the organization's capacity to generate and implement new ideas. Systematic knowledge processes create an environment conducive to experimentation, problem-solving, and integration of diverse insights. Through mechanisms such as knowledge creation and sharing, organizations develop innovative solutions that enhance adaptability and competitiveness. Prior studies confirm that knowledge management significantly influences organizational innovation, positioning it as a foundational antecedent in the innovation process (Ganguly et al., 2019; Ngoc-Tan & Gregar, 2018; Cristache et al., 2025).
H2: Knowledge management has a positive effect on organizational innovation.

Organizational commitment reflects the psychological attachment and identification of employees with organizational values, which drives engagement, loyalty, and proactive behavior (Priansa, 2018). Employees with strong commitment are more willing to contribute beyond formal job requirements, including participating in innovation initiatives and supporting organizational change. Within the KBV framework, committed employees act as active agents in knowledge

integration and innovation processes. Empirical findings demonstrate that organizational commitment reduces resistance to change and enhances innovation-related behaviors .
H3: Organizational commitment has a positive effect on organizational innovation.

In addition to fostering innovation, organizational commitment directly influences employee performance by increasing intrinsic motivation, persistence, and willingness to exert extra effort. Employees who are emotionally and normatively attached to the organization tend to demonstrate higher levels of responsibility and productivity. A substantial body of empirical research confirms the positive relationship between organizational commitment and employee performance across contexts (Kristine, 2017; Cahyani et al., 2020; Masman, 2023; Atturrizky & Ekhsan, 2024) .
H4: Organizational commitment has a positive effect on employee performance.

Organizational innovation represents the capability to implement new processes, structures, or ideas that enhance efficiency and responsiveness. Innovation improves work systems, introduces adaptive procedures, and enables organizations to respond effectively to environmental demands. In turn, these improvements enhance individual productivity and overall effectiveness. Empirical evidence suggests that innovation serves as a critical driver of performance by translating organizational capabilities into tangible outcomes .
H5: Organizational innovation has a positive effect on employee performance.

Within the RBV and KBV frameworks, innovation is frequently conceptualized as a conversion mechanism that links organizational capabilities to performance outcomes. However, in higher education institutions, structural constraints such as bureaucratic procedures, regulatory requirements, and institutional culture may weaken or bypass this mediation process. Consequently, capabilities such as knowledge management and organizational commitment may exert direct effects on performance without necessarily operating through innovation. This creates a conceptual tension that necessitates empirical validation of the mediating role of innovation. The path is ilustrated in Figure 1.
H6: Knowledge management has a positive effect on employee performance mediated by organizational innovation.
H7: Organizational commitment has a positive effect on employee performance mediated by organizational innovation.

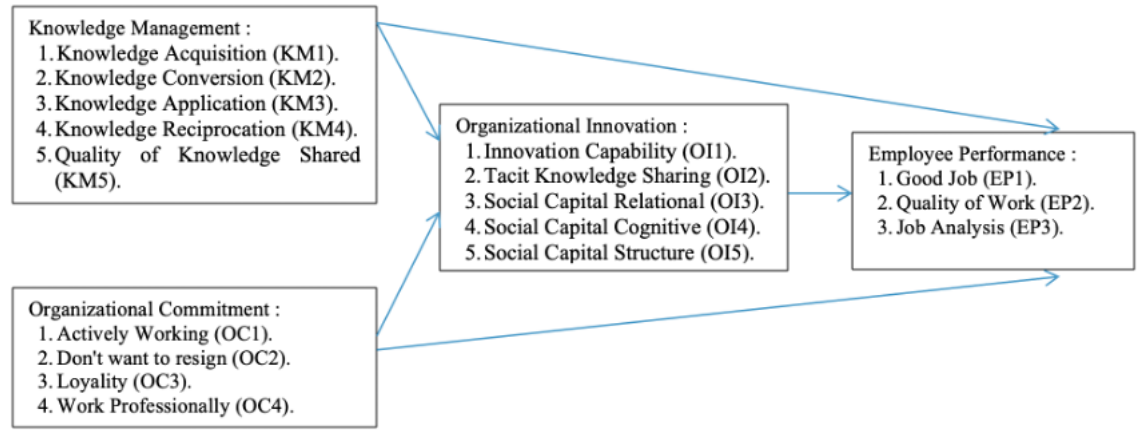

Figure 1. Conceptual Framework

RESEARCH METHOD

This study adopts a quantitative explanatory design to rigorously examine the structural relationships among knowledge management, organizational commitment, organizational innovation, and employee performance within higher education institutions. The unit of analysis comprises academic employees from multiple universities in West Jakarta, reflecting a knowledge-intensive institutional context. A total of 200 respondents were selected using purposive sampling, specifically targeting individuals directly involved in or familiar with institutional performance evaluation processes to ensure construct relevance and informed

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responses (Sugiyono, 2018). This sampling strategy prioritizes analytical validity over statistical generalization, consistent with variance-based structural modeling.

Measurement instruments were adapted from established and validated scales to ensure content validity and theoretical alignment. The questionnaire was translated into Indonesian using a rigorous back-translation procedure to preserve semantic and conceptual equivalence. A pilot study involving 30 respondents was conducted to assess clarity, reliability, and instrument stability prior to full deployment. All constructs were operationalized using reflective indicators measured on a five-point Likert scale.

Knowledge management was measured through five dimensions: knowledge acquisition (KM1), conversion (KM2), application (KM3), sharing (KM4), and utilization for innovation (KM5), adapted from Turulja and Bajgoric (2018) and Ganguly et al. (2019). Organizational commitment was operationalized using affective (OC1), continuance (OC2), normative (OC3), and professional engagement (OC4) dimensions based on Priansa (2018). Organizational innovation captured process (OI1), product/service (OI2), tacit knowledge sharing (OI3), relational social capital (OI4), and cognitive/structural capital (OI5), adapted from Ganguly et al. (2019). Employee performance was measured using task performance (EP1), work quality (EP2), and timeliness/effectiveness (EP3), following Sutrisno (2020) and Masman (2023) as in Table 1.

Table 1. Measurement Scale

Variable	Definition	Indicator	Source
Knowledge Management (KM)	Processes of acquiring, sharing, and applying knowledge to improve organizational capabilities.	1. Knowledge Acquisition (KM1). 2. Knowledge Conversion (KM2). 3. Knowledge Application (KM3). 4. Knowledge Sharing (KM4). 5. Knowledge Utilization for Innovation (KM5).	Turulja & Bajgoric. (2018); Ganguly et.al, (2019)
Organizational Commitment (OC)	Employee identification with organizational values leading to loyalty and engagement.	1. Affective Commitment (OC1). 2. Continuance Commitment (OC2). 3. Normative Commitment (OC3). 4. Work Engagement / Professionalism (OC4).	Priansa, (2018)
Organizational Innovation (OI)	Introduction and implementation of new processes, services, or knowledge practices to enhance performance.	1. Process Innovation (OI1). 2. Product/Service Innovation (OI2). 3. Tacit Knowledge Sharing (OI3). 4. Relational Social Capital (OI4). 5. Cognitive/Structural Social Capital (OI5).	Ganguly et.al, (2019)
Employee Performance (EP)	Achievement of job responsibilities in alignment with organizational goals.	1. Task Performance (EP1). 2. Quality of Work (EP2). 3. Timeliness / Job Effectiveness (EP3).	Sutrisno (2020); Masman (2023)

Source: Authors' Compilation (2025)

To address potential common method bias arising from self-reported, cross-sectional data, both Harman's single-factor test and full collinearity variance inflation factor (VIF) assessments were conducted, confirming the absence of substantial bias. Data analysis was performed using Structural Equation Modeling (SEM), enabling simultaneous estimation of measurement and structural models and providing robust assessment of direct and mediating effects.

The demographic profile indicates that respondents are predominantly male (64%) and within the 31–45 age range (41%), with the majority holding Master's degrees (63%). Academic positions are largely concentrated at the assistant professor level (62.5%), with limited representation from higher academic ranks and non-academic staff. Consequently, the findings primarily reflect the perspectives of academic personnel engaged in teaching, research, and knowledge-intensive activities, which should be considered when interpreting the scope and transferability of the results.

RESULTS

Composite reliability of knowledge management of 0.804, organizational commitment of 0.792, organizational innovation of 0.858 and employee performance of 0.839. CR values of 0.70 and 0.90 are considered satisfactory, while CR values below 0.60 indicate a lack of internal consistency (Hair et.al., 2017) and for AVE knowledge management of 0.451, organizational commitment of 0.492, organizational innovation of 0.550 and employee performance of 0.636. (Hair et.al., 2017) explains that the average AVE value must be more than half of the indicator variants.

Table 2 presents the measurement quality of the constructs. All constructs exhibit adequate internal consistency, with Composite Reliability values above 0.79, indicating that the indicators reliably reflect their underlying latent variables. Average Variance Extracted values are satisfactory, ranging from 0.451 to 0.636. While Knowledge Management's AVE (0.451) is slightly below the recommended 0.50 threshold, its CR (0.804) supports acceptable reliability, suggesting that the indicators adequately capture the construct in the higher education context, though some items may warrant refinement. Overall, the measurement model demonstrates sufficient reliability and convergent validity to proceed with structural analysis.

Although the AVE values for Knowledge Management (0.451) and Organizational Commitment (0.492) are slightly below the recommended threshold of 0.50, the composite reliability values for these constructs exceed 0.70, indicating acceptable internal consistency. Some outer loadings fall below the ideal 0.70 cutoff (KM2, KM4, KM5, OC1, OC4, OI1, OI5); however, these indicators were retained based on theoretical relevance and their contribution to content validity, consistent with recommendations that loadings between 0.40 and 0.70 may be retained if they improve construct validity (Hair et al., 2022).

Table 2. Outer Model Measurement

Constructs	CR	AVE	Items	Loading
Knowledge Management	0.804	0.451	KM1	0.709
			KM2	0.666
			KM3	0.731
			KM4	0.637
			KM5	0.609
Organizational Commitment	0.792	0.492	OC1	0.634
			OC2	0.734
			OC3	0.812
			OC4	0.605
Organizational Innovation	0.858	0.550	OI1	0.658
			OI2	0.835
			OI3	0.796
			OI4	0.788
			OI5	0.605
Employee Performance	0.839	0.636	EP1	0.719
			EP2	0.830
			EP3	0.838

Source: Adapted Smartpls 4 Output (2025)

The measurement model demonstrates that all constructs exhibit satisfactory internal consistency and convergent validity, indicating that the indicators reliably capture their respective latent variables. The retained items collectively reflect the conceptual domains of knowledge management, organizational commitment, organizational innovation, and employee performance in a coherent manner. Although a few indicators show relatively lower loadings, they remain theoretically meaningful and contribute to the overall construct representation, particularly in capturing the multidimensional nature of organizational phenomena. This balance between statistical adequacy and theoretical completeness ensures that the measurement model is both empirically sound and conceptually robust, providing a credible foundation for further structural analysis.

Building upon the established adequacy of the measurement model, the structural model is subsequently evaluated to examine the hypothesized relationships among constructs. Table 3 presents the results of the structural model, including both direct and indirect effects, as well as the explanatory power of the endogenous variables. This analysis enables a comprehensive assessment of the extent to which knowledge management and organizational commitment influence employee performance, both directly and through organizational innovation, thereby testing the underlying theoretical assumptions of the proposed model.

Table 3. Model Findings

Path	β	*p*-value	Decision
Knowledge Management → Employee Performance	0.119	0.043*	Supported
Knowledge Management → Organizational Innovation	0.468	0.000*	Supported
Organizational Commitment → Organizational Innovation	0.223	0.000*	Supported
Organizational Commitment → Employee Performance	0.561	0.000*	Supported
Organizational Innovation → Employee Performance	0.131	0.030*	Supported
Knowledge Management → Organizational Innovation → Employee Performance	0.061	0.109	Not Supported
Organizational Commitment → Organizational Innovation → Employee Performance	0.029	0.279	Not Supported
Endogenous Variable	R^2		
Organizational Innovation	0.39		
Employee Performance	0.52		

Note: *β = standardized path coefficient. *p < 0.05 indicates statistical significance.
Source: Adapted Smartpls 4 output (2025)

The structural model results reveal a consistent pattern in which both knowledge management and organizational commitment exert meaningful direct influences on employee performance and organizational innovation. Knowledge management emerges as a foundational capability that not only enhances performance directly but also strengthens the organization's capacity to innovate. Similarly, organizational commitment demonstrates a strong and dominant role, particularly in shaping employee performance, indicating that relational and psychological attachment may function as a more immediate driver of individual outcomes than structural mechanisms. Organizational innovation, while significant, exhibits a comparatively modest effect on performance, suggesting that its role is supportive rather than central within this context. More critically, the indirect effects through organizational innovation are not supported, indicating that innovation does not function as an effective mediating mechanism.

These relationships are further illustrated in Figure 2, which presents the path model of the study. The figure visually maps the strength and direction of the relationships among constructs, highlighting the dominance of direct effects over mediated pathways. It provides a clear representation of how knowledge management and organizational commitment independently contribute to employee performance, while organizational innovation occupies a secondary, non-mediating position. This visual model reinforces the structural findings and offers an integrated perspective on the interplay between organizational capabilities and performance outcomes within knowledge-intensive institutional environments.

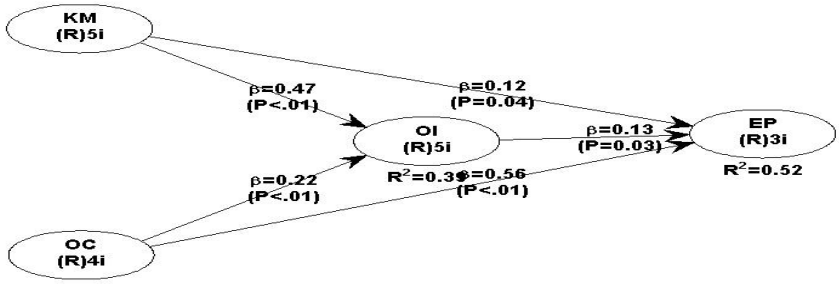

Figure 1. PLS-SEM path model

DISCUSSION

The findings demonstrate that knowledge management exerts a positive and significant influence on employee performance, confirming its role as a critical organizational capability in knowledge-intensive environments. Effective knowledge management enhances employees' ability to access, process, and apply information, thereby improving accuracy, adaptability, and work outcomes. This result aligns with Reno (2024), who identifies knowledge management as a determining factor in organizational success. In parallel, knowledge management is also found to significantly influence organizational innovation, indicating that structured knowledge processes foster the development and integration of new ideas. This supports the argument advanced by Masman (2023) that innovation requires deliberate and well-managed internal processes, both structurally and strategically.

Organizational commitment similarly demonstrates a significant positive effect on both organizational innovation and employee performance. Employees who are psychologically attached to organizational values exhibit higher engagement, proactive behavior, and willingness to support change initiatives. This finding is consistent with Kristine (2017) and Cahyani et al. (2020), who emphasize the role of commitment in strengthening organizational outcomes, as well as Masman (2023) and Atturrizky and Ekhsan (2024), who confirm its direct contribution to employee performance. The results suggest that commitment functions not only as a motivational resource but also as a relational mechanism that enhances both innovative capacity and individual productivity. In addition, organizational innovation itself is shown to positively influence employee performance.

However, the mediation analysis reveals a critical deviation from conventional theoretical assumptions. Although knowledge management and organizational commitment significantly influence organizational innovation, the indirect effects through innovation are not supported. This indicates that innovation does not function as a meaningful transmission mechanism between organizational capabilities and employee performance within this context. Instead, knowledge management and organizational commitment exert predominantly direct effects. This finding suggests that, in higher education institutions, the translation of innovation into performance is not automatic. Institutional characteristics such as bureaucratic structures, regulatory constraints, and standardized academic procedures may limit the extent to which innovation can effectively channel capabilities into measurable outcomes.

This result carries important theoretical and practical implications. From a theoretical perspective, it challenges the dominant assumption within Resource-Based and Knowledge-Based frameworks that innovation universally mediates the capability–performance relationship, highlighting the presence of contextual boundary conditions. From a practical standpoint, it implies that university leaders should not rely solely on innovation-driven strategies to enhance performance.

CONCLUSION AND FURTHER STUDY

This study provides a refined understanding of how organizational capabilities shape employee performance within higher education institutions. The findings confirm that knowledge management and organizational commitment function as dominant drivers of performance, operating primarily through direct pathways rather than through organizational innovation. While both capabilities significantly enhance innovation, the absence of a mediating effect reveals that innovation does not serve as a necessary transmission mechanism in this context. This challenges prevailing assumptions within Resource-Based and Knowledge-Based frameworks and highlights the importance of contextual factors in shaping capability–performance relationships. In knowledge-intensive yet structurally constrained environments such as universities, performance appears to be more immediately influenced by cognitive infrastructure and relational attachment than by formalized innovation processes. Accordingly, the study advances a more nuanced and context-sensitive model of organizational performance that prioritizes direct capability utilization over assumed mediation mechanisms.

ETHICAL DISCLOSURE

This study was conducted in accordance with established ethical research standards. Participation was voluntary, and respondents were fully informed about the purpose of the study prior to data collection. Informed consent was obtained from all participants, and anonymity as well as confidentiality of responses were strictly maintained. No identifiable personal data were collected, and all information was used solely for academic research purposes. The study did not involve any form of coercion or harm to participants.

CONFLICT OF INTERESTS

The author declares that there is no conflict of interest regarding the publication of this study. The research was conducted independently, without any financial, institutional, or personal relationships that could have influenced the outcomes or interpretations of the findings.

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