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# The Influenceof Network Capability, Creative Self Efficacy, Knowledge Creation, Innovativeness and Competitive Aggressiveness on The Performance of Lecturers In The LLDIKTI XII Maluku

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***Abstract:****This study aims to find out about The Influenceof Network Capability, Creative Self Efficacy, Knowledge Creation, Innovativeness and Competitive Aggressiveness on The Performance of Lecturers In The LLDIKTI XII Maluku, a number of 814 lecturers. Using the Slovin formula with a tolerance of 5%, the sample size is 268 respondents. Model testing with Generalized Least Square Estimation, SEM analysis. The results showed that: 1). Network capability and creative self-efficacy have an effect on knowledge creation. 2). Knowledge creation affects innovativeness and competitive aggressiveness. 3). Innovativeness and Competitive aggressiveness have an effect on lecturer performance at LLDIKTI Region XII Maluku.Of the two variables hypothesized to have an effect on lecturer performance, the greatest value is the direct relationship between innovativeness and lecturer performance. This confirms that innovativeness is very dominant in affecting the performance of lecturers in the LLDIKTI Region XII Maluku. Given the small role of competitive aggressiveness in lecturer performance, it is suggested that higher education management should always increase the competitive aggressiveness of lecturers by more intensively carrying out the process of improving the quality of graduates according to the desires of users (industry), because the quality of graduates is one of organizational excellence, and periodically the quality of graduates is evaluated, so that graduates are always connected and mach with users.Suggestions for further research are to examine further the influence of network capability and creative self-efficacy in lecturer performance in the LLDIKTI XII Maluku environment, through knowledge creation, innovativeness and competitive aggressiveness, by adding other variables and indicators that have not been included in this study.*

***Keywords:****Network capability, creative self-efficacy, knowledge creation, innovativeness, competitive aggressiveness, lecturer peformance.*

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## I. Introduction

A lecturer is expected to be able to provide innovation and motivation to students through innovative learning models and strategies so that students are more enthusiastic in participating in the learning process. Lecturers as teaching staff at the higher education level are a supporting element of educational programs that will affect the learning process. Besides teaching, it also has the most strategic function to improve the quality of graduate resources. Lecturers are required to work professionally, including having the awareness to continuously improve their performance and quality of work. The quality of lecturers and graduates is important because it affects the survival and quality of higher education, thus the existence of lecturers can be considered as one of the higher education resources in addition to other resources.

Resource Advantage Theory is used as the basis for this research by emphasizing the importance of building values through the organization's resources (Hunt and Morgan, 1999). The values in question are in competitive behavior so that the organization is able to have a comparative advantage. Organizations with comparative advantage will be able to compete because they have scarce and difficult resources. The use of Resource Advantage Theory is novelty in this research.

In order to have a comparative advantage, lecturers as human resources must be able to produce new works or creative ideas (Bandura, 2007). This creative performance will be easily achieved if someone has information, knowledge and skills that support creativity (Amabile, 2016). Research conducted by Hsu, Hou and Fan (2011), found a significant effect of creative self-efficacy on employee innovative behavior. The study of Tierney and Farmer (2011) also proves that creative self-efficacy is a strong predictor of employee creative performance over time.

The ability to create new knowledge causes lecturers to also be able to solve problems in new ways, this is because innovativeness is a process that works entirely with awareness and deliberateness (Schumpeter,

2004). The ability to create new knowledge in addition to causing someone to be able to innovate is also able to cause someone to be aggressive in competing. This can be seen from the individual lecturers' attitude that is so intense to challenge and excel from other lecturers, marked by an aggressive attitude towards actions that prevent them (Lumpkin and Dess, 2006). Lecturers who are willing to be innovative through the process of experimentation and creativity and intensely strive to excel, will have high performance (Bernardin and Russel, 2003; Kinicki and Kreitner, 2013; Steers and Porter, 2004). There is strong evidence that innovation positively affects individual performance (Bowen, Rostami and Steel, 2010; Wang and Dass, 2017).

One of the keys to the success of learning in tertiary institutions is the effort to change individual lecturers, which is influenced by three main things, namely: 1). obtaining a commitment to participate in the change process, in a situation where the lecturer is ready to change because he really believes that change is necessary; 2). increased willingness to respond, in order to realize lecturers' commitment into real change and 3). improve organizational skills through training and provide opportunities to adjust to the skills acquired.

There are 26 high schools, with a total of 982 lecturers, and the average performance assessment results are below the set standard. From the results of initial observations taken from five high schools as a sample, the number of certified lecturers is very small compared to the number of permanent lecturers from each of these high schools. Based on the data above, it can be understood that lecturers in high schools in the LLDIKTI Region XII are less aggressive in competing with fellow lecturers in terms of increasing competence. Reluctance to innovate and lack of aggressive response is suspected because lecturers are not able to develop and create new knowledge. The inability to create new knowledge is due to the fact that lecturers are unable to access competency sources both internally and externally, likewise lecturers are not sure of their ability to produce creative works.

## II. Literature Review And Hypotheses

Social cognitive theory was developed by Albert Bandura (2007). Social cognitive theory recognizes the social contribution to the way humans think, act, and the importance of cognitive processes of motivation, emotions and actions. In this theory, individuals are seen as having a proactive ability to organize themselves outside of their biological forces and their environment.In addition, individuals are seen to have self-beliefs that allow them to measure, control over the thoughts, feelings and actions they carry out. Social cognitive theory is rooted in the view of human agency that individuals are agents who proactively include environmental conditions and have control over their actions. Individuals have self beliefs that can enable them to practice controlling their thoughts, feelings and actions that what they think will influence their actions (Mukhid, 2009).Social cognitive theory considers a person's belief to exhibit a specific behavior and the belief to perform that particular behavior. This belief is called self efficacy. Self-efficacy affects one's choices in making and carrying out the task at hand. Individuals will concentrate on tasks they feel able to do and avoid tasks that are unable to be completed. Self-efficacy beliefs also affect a number of stresses experienced by individuals such as busying themselves with an activity (Mukhid, 2009).Traditional learning theory is often hindered by a person's inability to explain cognitive processes. The concept of Bandura places humans as individuals who can regulate themselves or what is called self regulation, accepting every consequence of their own behavior. The concept in this regulatory process was embodied by Rotter as the inventor of the locus of control to apply the concept of locus of control. Julian Rotter's theory states that individuals have two important elements, namely internal and external as determinants of their behavior (Winfred, 2012).

A resource advantage theory is an evolution of the two basic theories developed. First, the theory put forward by Conner (1991) is that organizations are expected to be able to explain the factors that become obstacles, as well as the reasons for their existence. This point of view is based on a resource-based theory that focuses on heterogeneous demands and moving resources. Second, the theory of competitiveness for differential advantage from Alderson (1965). The study of Hunt et al. (2006) proposes that resource advantage is able to explain important strategies in organizations, including resource-based strategies, competency-based strategies, industry-based strategies, market-oriented strategies, brand equity strategies, market segmentation strategies, and strategies relational marketing.

### 2.1 Network capabilities

Capability, which means the same as competence, namely ability. However, the meaning of capability is not limited to having skills, but more than that, namely understanding in more detail so that you really master the ability from the point of weakness to how to overcome it. Baker and Sinkula (2005) state that capability is a collection of more specific skills, procedures, and processes that can take advantage of competitive advantage resources. Based on the understanding that has been disclosed, it can be defined as an ability that has more than just skills in something that is a competitive advantage and mastering abilities from a weak point. Network capabilities are the ability of individual lecturers to initiate, develop and take advantage of internal organizations and relationships between external organizations (Robert, 2015).

### 2.2 Creative self-efficacy

Bandura (2007) defines that self-efficacy is an individual's belief about his or her ability to perform tasks or actions. Self-efficacy is basically the result of a cognitive process in the form of decisions, beliefs, or expectations about the extent to which individuals estimate their ability to carry out certain tasks or actions needed to achieve the desired results. While creative self-efficacy is creativity that is based on one's self-confidence in his ability to take the necessary actions to solve a problem that involves his critical thinking ability.

### 2.3 Knowledge creation

Knowledge creation is an organizational process for creating knowledge. The creation process is the process of identifying existing knowledge in the company, as well as efforts to generate new knowledge from the learning process. According to Waluyo and Wibowo (2013), knowledge creation is the stage of entering all new knowledge into the system, including the development and discovery of knowledge. Nonaka and Takeuchi (1995) and Mungkasa (2014), developed a knowledge management model which is popularly called the Knowledge Spiral Model. This model illustrates how tacit and explicit knowledge are transformed from one form to another as part of the knowledge creation process. This method is known as SECI (Socialization, Externalization, Combination and Internalization). Knowledge creation is the ability of individuals (lecturers) and organizations to integrate all new knowledge into the system, including the development and discovery of knowledge.

### 2.4 Innovativeness

Runyan et al. (2008), initially explained that an entrepreneur is an innovator or someone who discovers certain technologies related to financial gain and this is supported by work. Innovation researchers agree with the opinion regarding this innovation which can be proven by the tendency of entrepreneurial attitudes towards innovativeness, proactiveness and risk taking. Miller (1983) and Covin and Slevin (1989) operate the three constructs and see them as centers of innovation. Innovativeness is an important component of individuals / lecturers or organizations to seek new opportunities (Miller and Friesen, 1978).

### 2.5 Competitive aggressiveness

Aggressive in competition refers to the tendency of a company to directly and intensely challenge its competitors to enter or to improve its position, namely to outperform industrial rivals in the market and to achieve competitive advantage. According to Lumpkin and Dess (2006), the aggressive dimension in competition reflects the company's ability to act aggressively in dealing with its competitors by increasing product quality, production capacity and others in order to attract consumer buying interest. In addition, "most followers" is an approach often used by companies to introduce new products to the market. Usually this approach is done by speeding up the company's product development cycle time. Competitive aggressiveness is a reflection of the ability of individuals (lecturers) and organizations in terms of aggressive actions in dealing with competitors.

### 2.6 Lecturer performance

Performance is a translation of the word performance. According to Bernardin and Russel (2003) and Ruky (2012), the definition of performance is a record of the results obtained from certain job functions or certain activities during a certain period of time. Performance emphasizes understanding as a result or what comes out of a job and their contribution to the organization. Amins (2016), states that a person's performance is a combination of abilities, efforts and opportunities that can be had from the results of his work. Performance is defined by Nawawi (2007) as an activity to improve the quality or quality of work of an employee who will later determine the assessment of a position for a personnel. Lecturer performance is the work achieved by a lecturer in carrying out the tasks assigned to him based on skills, experience and sincerity as well as time.

### 2.7 Theoretical Framework

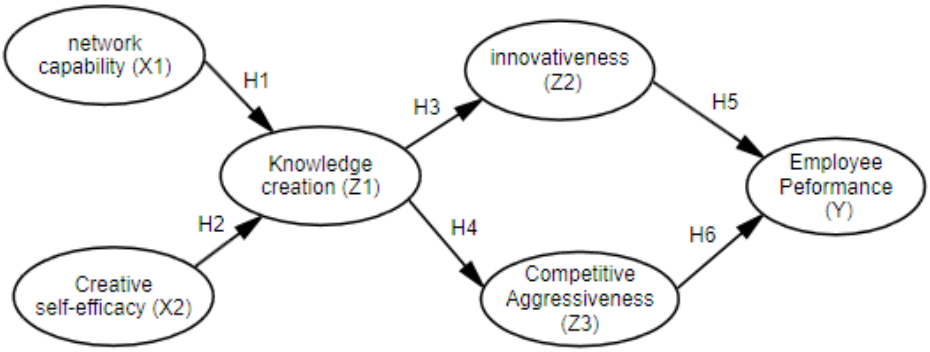


**Figure 1**:Conceptual Framework

The variables used were explained as Fig. 1 and each relationship of an independent variable with dependent variable represent hypothesis.

### 2.8 Research Hypotheses

The research hypothesis is as follows:

1. Network capability has a significant effect on knowledge creation by lecturers
2. Creative self-efficacy has a significant effect on lecturers' knowledge creation
3. Knowledge creation has a significant effect on lecturer innovativeness
4. Knowledge creation has a significant effect on the competitive aggressiveness of the lecturers
5. Innovativeness has a significant effect on lecturer employee performance
6. Competitive aggressiveness has a significant effect on employee performance of lecturers at LLDIKTI Region XII Maluku

## III. Research Methodes And Data Analysis

### 3.1 Research Subjects

The population in this study were lecturers at private high schools, which are located in the LLDIKTI Region XII Maluku which has a minimum number of lecturers of 25 people, and also has a student lecturer ratio of 1:45, this is done to ensure that the high school organizations used as the research population are mature or a perfectly formed organization. Regarding respondents who were research subjects from each high school, only lecturers who had the academic rank of assistant expert and lecturer were selected, because the lecturers for the academic rank of head and professor lecturers were still small (limited). The total population is 814 lecturers. Referring to the Slovin formula with a tolerance of 5%, the adequate sample size is = 268 respondents. Determination of the sample size at each high school using the proportional random sampling method. The questionnaire was sent randomly to prospective respondents, lecturers who have the academic rank of assistant experts and lecturers.

### 3.2 Research Measurement

Network capabilities are operationally measured using 4 (four) indicators developed by Robert (2015), namely: coordination, internal communication, partner knowledge, and relationship skills. Creative self-efficacy variables are operationally measured using 3 (three) indicators developed by Ghufron and Rinaswita (2014), namely: magnitude / level, strength, and generality. Variable Knowledge creation is operationally measured using 4 (four) indicators developed by Mungkasa (2014), namely: socialization, externalization, combination and internalization. The Innovativeness variable is operationally measured using 4 (four) indicators developed by Miller and Friesen (1978), namely: program design (curriculum), labor market environmental research, job market advertisements, and organizational promotion. Competitive aggressiveness variables are operationally measured using 3 (three) indicators developed by Lumpkin and Dess (2006), namely: quality of graduates / products, capacity of graduates, and curriculum development cycle time. Lecturer performance variables are measured operationally using 3 (three) indicators developed by Ruky (2012); Robbins (2008), namely: The quality of the results of lecturer work assignments, the quantity of results of lecturers 'work units, and the timeliness of lecturers' work assignments.

## IV. Result And Discussion

### 4.1. Characteristics of Respondents

Characteristics of respondents based on: Gender 61.9% male and 38.1% female, while the 26-35 year age group was 14.6% (38 respondents), the age group 26-35 years was 57.5% (154 respondents), the age group of 36-45 years was 30.2% (81 respondents), and the age group of 20-25 years was 6.3% (17 respondents), the age group of 46 - 65 years was 6.0% (16 respondents). Furthermore, based on the level of study, the number of respondents who graduated from S2 was 69.8% (187 respondents), S3 was 30.2% (81 respondents).

### 4.2 Results Testing Instrument

The results of testing the validity showed significant for all indicators or the item in question, which means that the indicators or items of questions for each of the variables included in the questionnaire have been eligible validity. From the results of Pearson product moment correlation, it is known that all of the questionable items on the questionnaire correlated significantly to the error rate of 5% (** <0.05), so we can say all of the item in question is valid and can be processed further.

Reliability test results with test Cronbach alpha (α) in this study indicate that all variables of the study are reliable, since the entire value of the alpha coefficient of each variable larger study of standardized (0.6), so that each item question on measurement instruments can be used. The value of the corrected item total correlation of the entire item in question is greater than 0.3.

### 4.3 Confirmatory Factor Analysis

Results of confirmatory factor analysis of the measurement model of research based on the results of statistical tests, obtained value of the loading factor for each indicator forming a study variable is greater than 3, therefore, all indicators of research variables are indicators that significantly shape each study variable.

**Table 1:**Confirmatory Factor Analysis

| Research variables | Relationship | C. R. | Loading Factor (λ) | Probability |
|---|---|---|---|---|
| Network capabilities | Capability→net1 | 2.000 | 0.572 | 0,000 |
| | Capability→ net2 | 5.611 | 0.763 | 0,000 |
| | Capability→ net3 | 6.747 | 0.577 | 0,000 |
| | Capability→ net4 | 4.856 | 0.542 | 0,000 |
| Creative self-efficacy | Efficacy→ Cre1 | 2.000 | 0.760 | 0.000 |
| | Efficacy→ Cre2 | 12.939 | 0.855 | 0.000 |
| | Efficacy→ Cre3 | 12.897 | 0.843 | 0.000 |
| Knowledge creation | Creation→knw1 | 2.000 | 0.702 | 0.000 |
| | Creation→ knw2 | 8.055 | 0.683 | 0.000 |
| | Creation→ knw3 | 6.585 | 0.658 | 0.000 |
| | Creation→ knw4 | 3.586 | 0.308 | 0.000 |
| Innovativeness | Innovativ→inn1 | 2.000 | 0.325 | 0.000 |
| | Innovativ→ inn2 | 5.840 | 0.417 | 0.000 |
| | Innovativ→ inn3 | 6.372 | 0.798 | 0.000 |
| | Innovativ→ inn4 | 4.408 | 0.828 | 0.000 |
| Competitive aggressiveness | Competitive→com1 | 2.000 | 0.831 | 0.000 |
| | Competitive→ com2 | 3.555 | 0.564 | 0.000 |
| | Competitive→ com3 | 3.627 | 0.378 | 0.000 |
| Lecturer performance | | | | |
| | Peformance→emp1 | 2.000 | 0.476 | 0.000 |
| | Peformance→ emp2 | 4.743 | 0.987 | 0.000 |
| | Peformance→ emp3 | 4.602 | 0.585 | 0.000 |

### 4.3. Goodness of Fit Test

The results of data processing using a sample of 268 shows Chi-square is 376,731 with a probability of 0.051. Meanwhile, from GFI, AGFI, TLI, CFI, RMSEA and CMIN / DF respectively 0.926, 0.911, 0.953, 0.956, 0.072 and 1.993 all within the range of acceptable values. The results are shown in Fig.1.

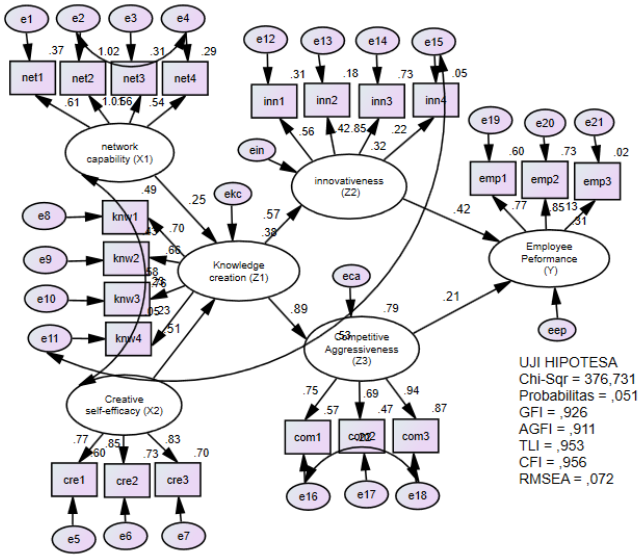


Figure 2: Coefficient of Research Model Path

### 4.5. Hypothesis testing

Hypothesis testing is done based on the estimated value of the parameters of the research model shown in Table 2.

**Table 2:** Hypothesis Testing

| H | Relationship | Standardized Coefficient | C.R | P | Decision |
|---|---|---|---|---|---|
| H1 | Capability → Creation | 0.251 | 3.916 | 0.000 | accepted |
| H2 | Efficacy → Creation | 0.505 | 6.479 | 0.000 | accepted |
| H3 | Creation → Innovativ | 0.570 | 4.764 | 0.000 | accepted |
| H4 | Creation → Competitive | 0.891 | 9.824 | 0.000 | accepted |
| H5 | Innovativ → Peformance | 0.420 | 3.858 | 0.000 | accepted |
| H6 | Competitive → Peformance | 0.209 | 2.425 | 0.015 | accepted |

## V. Conclusions and Suggestions

This study has found that the performance of lecturers in the LLDIKTI Region XII Maluku can be explained significantly by the variable Network capability, Creative self-efficacy, Knowledge creation, Innovativeness and Competitive aggressiveness. These findings can be an alternative model or a way of managing Network capability, Creative self-efficacy, Knowledge creation, Innovativeness and Competitive aggressiveness with the aim of increasing lecturer performance.

From the results of testing the model in this study, being able to explain the relationship between network capability, creative self-efficacy, knowledge creation, innovativeness, and competitive aggressiveness, lecturer performance, has resulted in the conclusion that the research model is the right model to describe network capability, creative self-efficacy, knowledge creation, innovativeness, and competitive aggressiveness, lecturer performance. The results of this study are very important because there are stages of influence from each factor and construct that run in a tiered (recursive) way, namely the variable network capability and creative self-efficacy which positively affects the variable knowledge creation. Variable network capability, creative self-efficacy, and variable knowledge creation positively influence the innovativeness and competitive aggressiveness variables. Meanwhile the variables innovativeness and competitive aggressiveness affect the lecturer performance variable. The results of this study constitute a significant contribution, especially in the theory of HR management and organizational behavior.

Based on the results of the analysis and testing of research hypotheses that have been carried out previously, the following conclusions can be drawn: 1). Network capability affects lecturers' knowledge creation. This shows that with high network capability, it will encourage increased knowledge creation by lecturers. So it can be concluded that Network capability which consists of Coordination, Internal communication, Partner knowledge, and Relationship skills, if implemented properly and always improved, lecturers' knowledge creation will increase. The results of this study are in line with the findings of Floyd, and Wooldridge (1999); Nielsen (2004). 2). Creative self-efficacy affects lecturers' knowledge creation. This shows that with high Creative self-efficacy, it will encourage an increase in lecturers' knowledge creation. So it can be

concluded that the creative self - efficacy consisting of magnitude / level, strength, and generality, if implemented properly and always improved, lecturers' knowledge creation will increase. The results of this study are in line with the findings of Zacca et al. (2015); Hu, Bei and Zhao (2016).3). Knowledge creation affects lecturer innovativeness. This shows that high knowledge creation will encourage the increase of lecturer innovativeness. So it is concluded that knowledge creation, which consists of socialization, externalization, combination and internalization, if implemented properly and always improved, lecturers' innovativeness will increase. The results of the study are in line with the findings of Santos-Rodrigues (2010); Lewin, and Massini (2004). 4). Knowledge creation affects the competitive aggressiveness of lecturers. This shows that high Knowledge creation will encourage an increase in the competitive aggressiveness of lecturers. So it is concluded that Knowledge creation, if implemented properly and always improved, the competitive aggressiveness of the lecturers will increase. The results of the study are in line with the findings of Salmador and Florín (2011), and AlMulhim (2017). 5). Innovativeness has an effect on lecturer performance. This shows that high Innovativeness will encourage an increase in lecturer performance. So it can be concluded that Innovativeness which consists of program design (curriculum), research on the labor market environment, job market advertisements, and organizational promotion, if implemented properly and always improved, lecturer performance will increase. The results of this study are in line with the findings of Selvarajan et al. (2007).6). Competitive aggressiveness affects the lecturer performance of the lecturers. This shows that high Competitive aggressiveness will encourage an increase in lecturer performance. So it can be concluded that Competitive aggressiveness which consists of the quality of graduates / products, capacity of graduates and curriculum development cycle time / graduates, if implemented properly and always improved, lecturer performance will increase. Research results are in line with the findings of Shrividya and Doucette (2003); Abdullahi e al. (2019).

Of the two variables hypothesized to have an effect on lecturer performance in this study, the greatest value is the direct relationship between innovativeness and lecturer performance. This confirms that innovativeness is very dominant in affecting lecturer performance. Of the two variables which are hypothesized to affect lecturers' knowledge creation in this study, the greatest value is the direct relationship between creative self-efficacy and knowledge creation. This confirms that creative self-efficacy is very dominant in influencing lecturers' knowledge creation. Therefore, knowledge creation and lecturer performance will increase with creative self-efficacy, and innovativeness which can be done periodically by the education system such as curriculum, Learning Models, Learning Technology which are always evaluated; The organization periodically conducts job fairs for new graduates and alumni; The organization periodically promotes graduates, as well as its programs.

The researcher suggests: Given the large role of knowledge creation in the competitive aggressiveness of high school lecturers, it is suggested that higher education management should always improve knowledge creation by aggressively conducting socialization when there are new values / knowledge, aggressively socializing if there are new rules, that will be enforced. Organizations provide opportunities to communicate any ideas that arise in the lecturer so that they can become organizational ideas. Each lecturer gives the opportunity to convey the latest ideas (up to date) they have. It also provides an opportunity for something good, which is outside the organization to be brought into the organization, and be a good part of it will be adopted into the organization.

Given the small role of competitive aggressiveness in lecturer performance, it is suggested that higher education management should always increase the competitive aggressiveness of lecturers by more intensively carrying out the process of improving the quality of graduates that is adjusted to the desires of users (industry), because the quality of graduates is one of the advantages of the organization, and periodically the quality of graduates is evaluated, so that graduates are always linked and mach with users.

Suggestions for the next researchers need to do an increase in the scope of research, taking into account all lecturers, so that a clearer picture of lecturer performance is obtained. Further research is also suggested to further examine the effect of network capability and creative self-efficacy in lecturer performance, through knowledge creation, innovativeness and competitive aggressiveness, by adding other variables and indicators that have not been included in this study.

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