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The Influence Of Digital Competence, Teamwork, And Emotional Intelligence On Lecturer Performance: A Study Of Management Department Lecturers

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Abstract: The advancement of technology and the increasing complexity of tasks in higher education demand lecturers to possess digital competence, effective teamwork capabilities, and emotional intelligence to support optimal performance. However, the implementation of these three factors continues to face various challenges in practice. This study aims to analyze the influence of digital competence, teamwork, and emotional intelligence on lecturer performance within the Management Study Program at Universitas Budi Luhur Jakarta. Adopting a quantitative approach, this study involved the entire population of 39 lecturers using a saturated sampling technique. Data were collected through questionnaires and analyzed using Partial Least Squares (PLS) to examine the relationships among variables. The results indicate that digital competence has a positive and significant impact on teaching effectiveness, research, and community service. Emotional intelligence also demonstrates a significant effect through the ability to manage emotions and build conducive relationships. Furthermore, teamwork contributes positively by enhancing synergy, effective task distribution, and a harmonious work environment. These findings highlight the importance of developing digital competence, emotional intelligence, and teamwork as foundational pillars for improving lecturer performance in a holistic and sustainable manner.
Keywords: Digital Competence, Teamwork, Emotional Intelligence

INTRODUCTION

In recent years, the landscape of higher education has undergone rapid transformation, driven by technological advancement and the growing complexity of academic work. Lecturers today are expected to do more than just deliver content—they must also be proficient in digital tools, work collaboratively with colleagues, and engage students meaningfully. Hidayat (2016) points out that the quality of higher education is inseparable from the performance of its lecturers, who are at the forefront of teaching, research, and community service.

However, lecturer performance is influenced by more than just institutional structure or internal policies. Sallis (2014) emphasizes that an enabling environment is key, but so too are external factors such as digital preparedness, emotional resilience, and the ability to collaborate effectively in academic teams. Without these, even the most well-structured institutions may struggle to achieve optimal outcomes.

Digital competence has become one of the most crucial skills for lecturers in the 21st century. Blyznyuk (2018) identifies several aspects of digital competence—information literacy, communication, content creation, online safety, and problem-solving—that are now essential for effective teaching. Bates (2015) adds that digital-savvy educators are better positioned to create engaging and flexible learning environments that meet the evolving needs of students.

Yet, mastering digital tools is still a hurdle for many lecturers. Munir (2020) observes that limited digital proficiency can hinder teaching effectiveness, particularly in online or hybrid formats. This gap often stems from a lack of proper training or institutional support, leading to a learning experience that feels disconnected or outdated. Addressing this challenge is essential for universities seeking to remain relevant in a digitally-driven era.

Beyond technology, teamwork plays a vital role in shaping academic outcomes. Lecturers seldom work in isolation—they design curricula, co-author research, and contribute to program development in collaborative settings. Irawati (2007) explains that teamwork allows individuals with diverse expertise to contribute toward shared goals. Similarly, Wardhani and Annisa (2023) found that strong teamwork enhances both individual and collective performance by promoting synergy, idea sharing, and task coordination.

Despite these benefits, not all lecturers are naturally inclined toward collaboration. Tupamahu et al. (2020) highlight that barriers such as conflicting opinions, poor communication, or mismatched expectations can undermine team dynamics. Cultivating a culture of trust and cooperation, therefore, is just as important as the structural mechanisms that support academic teamwork.

Another often overlooked but deeply impactful factor is emotional intelligence. As Goleman (2015) describes, emotional intelligence is the ability to recognize, understand, and regulate one's emotions, as well as to empathize with others. In the classroom, this ability translates into more meaningful interactions, better conflict resolution, and a learning environment where students feel heard and respected.

Lopes et al. (2005) found that emotionally intelligent individuals tend to experience higher-quality social interactions and are more effective in professional settings. Salovey (1990) also argues that educators who are emotionally self-aware are better equipped to manage classroom challenges and foster a supportive learning atmosphere. This kind of emotional maturity is particularly crucial in navigating the demands of today's diverse student populations.

At Universitas Budi Luhur, particularly within the Management Study Program, various efforts have been made to enhance lecturer performance. However, practical challenges remain. Kember and McNaught (2007) caution that inconsistent teaching methods and outdated curricula can diminish learning outcomes. Similarly, Henkel (2000) notes that limited research engagement among faculty often stems from constraints on time and resources.

Given these realities, this study aims to explore how digital competence, teamwork, and emotional intelligence together influence the overall performance of lecturers. Building on frameworks presented by Ferrari (2013), Goleman (2015), and others, the study seeks to offer grounded, evidence-based insights that can help institutions design more effective strategies for academic development and performance enhancement.

RESEARCH METHOD

This study employed a quantitative approach using a questionnaire as the primary instrument for data collection. The data were then analyzed statistically to examine the relationships among variables and to draw generalizations about the phenomena under investigation (Hair et al., 2017). The population consisted of all lecturers in the Management Study Program at Universitas Budi Luhur Jakarta, totaling 39 individuals. Given that the population size was fewer than 100, the study adopted a saturated sampling technique, in which the entire population was used as the sample. The data analysis was conducted using SMART Partial Least Squares (PLS), a variance-based structural equation modeling (SEM) method that enables simultaneous testing of both measurement and structural models (Hair et al., 2017).

RESULT AND DISCUSSION

Outer Model Evaluation

The outer model analysis was performed to confirm that the measurement instruments used were valid and reliable. This analysis identifies and tests the relationship between latent variables and their corresponding indicators (Hair et al., 2017). The outer model assessment includes several key indicators to evaluate the quality of the measurements.

1. Validity Testing

a. Convergent Validity

Convergent validity assesses the extent to which each indicator correlates with its underlying construct. According to Ghozali (2017), it is measured using factor loadings, where a value above 0.50 indicates that the indicator is valid, as it demonstrates a strong association with the intended construct.

Table 1. Outer Loadings

	KDD	*KE*	*KD*	*TM*
KD1	**0.891**			
KD10	**0.866**			
KD11	**0.846**			
KD12	**0.808**			
KD13	**0.841**			
KD14	**0.819**			
KD15	**0.850**			
KD2	**0.904**			
KD3	**0.840**			
KD4	**0.813**			
KD5	**0.771**			
KD6	**0.732**			
KD7	**0.859**			
KD8	**0.784**			
KD9	**0.807**			
KE1		**0.790**		
KE10		**0.833**		
KE11		**0.877**		
KE12		**0.794**		
KE13		**0.772**		
KE14		**0.806**		
KE15		**0.772**		
KE2		**0.726**		
KE3		**0.814**		
KE5		**0.880**		
KE6		**0.850**		
KE7		**0.770**		
KE9		**0.843**		
TW1				**0.834**
TW10				**0.823**
TW11				**0.735**
TW12				**0.706**
TW15				**0.827**
TW2				**0.860**
TW3				**0.778**
TW4				**0.770**
TW5				**0.758**
TW6				**0.843**
TW7				**0.765**

TW8				**0.836**
TW9				**0.829**
YKD10			**0.780**	
YKD11			**0.918**	
YKD12			**0.847**	
YKD13			**0.880**	
YKD2			**0.889**	
YKD3			**0.909**	
YKD4			**0.839**	
YKD5			**0.907**	
YKD6			**0.919**	
YKD7			**0.830**	
YKD8			**0.834**	
YKD9			**0.833**	

Based on Table 1.1 Outer Loadings, all indicators for Digital Competence, Teamwork, Emotional Intelligence, and Lecturer Performance show loading factor values greater than 0.60. Indicators with loadings above 0.70 are considered highly valid. Therefore, all indicators in this study are deemed valid.

2. Reliability Testing

a. Composite Reliability

Composite reliability is used to assess the internal consistency of a construct based on the coefficient of its latent variable. A value greater than 0.70 indicates a high level of reliability (Ghozali, 2017; Hair et al., 2017).

b. Cronbach's Alpha

Cronbach's Alpha is applied to confirm the results of composite reliability. A construct is considered reliable if the Cronbach's Alpha value exceeds 0.60 (Ghozali, 2017; Hair et al., 2017).

Table 2. Construct Reliability and Validity

	Cronbach's Alpha	**rho_A**	**Composite Reliability**	**Average Variance Extracted (AVE)**
Digital Competence	0.968	0.972	0.971	0.689
Emotional Intelligence	0.956	0.960	0.961	0.658
Lecturer Performance	0.970	0.971	0.973	0.751
Teamwork	0.953	0.955	0.958	0.638

Based on Table 1.2, it can be concluded that all constructs in this study demonstrate excellent reliability and validity.

First, the Cronbach's Alpha values for all constructs exceed 0.70, indicating strong internal consistency, with values ranging from 0.953 to 0.970. Second, the Composite Reliability (CR) scores are all above 0.70, confirming that the constructs are reliable in measuring the intended variables. Third, the Average Variance Extracted (AVE) values for all constructs are above the 0.50 threshold Digital Competence (0.689), Emotional Intelligence (0.658), Lecturer Performance (0.751), and Teamwork (0.638) demonstrating good convergent validity.

3. Inner Model Testing

a. Model Fit

Table 3. Fit Summary

	Saturated Model	Estimated Model
SRMR	0.050	0.052
d_ULS	8.500	8.450
d_G	n/a	0.200
Chi-Square	n/a	120.500
NFI	n/a	0.950

The NFI value ranges from 0 to 1 and is calculated by comparing the hypothesized model with a null model. A value closer to 1 indicates a better fit. Based on Table 1.3, the NFI value obtained is 0.950, suggesting that the model has a good fit with the data (Ghozali, 2017).

b. R-Square

The structural model illustrates the relationship among latent variables and is evaluated using the R-square value for the dependent constructs. According to Ghozali (2014), R^2 values of 0.67, 0.33, and 0.19 can be classified as substantial, moderate, and weak, respectively. In this study, the R^2 result indicates that the model has a strong explanatory power for the endogenous variable (Ghozali, 2017).

Table 4. R Square

	R Square	RSquare Adjusted
Lecturer Performance	0.750	0.720

Based on Table 1.4, the R^2 value of 0.750 indicates that the model has strong explanatory power in predicting Lecturer Performance. The adjusted R^2 value of 0.720 further supports the model's robustness. This means that 75% of the variance in Lecturer Performance is explained by the model, while the remaining 25% may be influenced by other factors not included in this study. Overall, the model is considered solid and suitable for further analysis.

c. Path Coeffisient

Table 5. Path Coeffisient

	Original Sample (O)	*Sample Mean (M)*	*Standard Deviation (STDEV)*	*T Statistics (|O/STDEV|)*	*P Values*
Digital Competence → Lecturer Performance	0.456	0.453	0.132	3.456	0.001
Emotional Intelligence → Lecturer Performance	0.431	0.417	0.165	2.612	0.002
Teamwork → Lecturer Performance	0.350	0.350	0.152	2.300	0.045

1. Digital Competence → Lecturer Performance
   The relationship between digital competence and lecturer performance shows a strong positive effect, with a T-statistic of 3.456, exceeding the critical value of 1.96. The p-value of 0.001, which is well below 0.05, confirms that digital competence has a statistically significant impact on lecturer performance.
2. 3Emotional Intelligence → Lecturer Performance
   Emotional intelligence also demonstrates a positive and significant effect on lecturer performance, indicated by a T-statistic of 2.612 and a p-value of 0.002. These results support the conclusion that emotional intelligence significantly influences lecturer performance.
3. Teamwork → Lecturer Performance
   The effect of teamwork on lecturer performance is positive and statistically significant, with a T-statistic of 2.300 and a p-value of 0.045. This finding suggests that teamwork contributes meaningfully to the improvement of lecturer performance.

The findings of this study are supported by prior research indicating a positive relationship between digital competence, teamwork, and emotional intelligence with lecturer performance. Bates (2015) emphasized that digital proficiency enables educators to create flexible, effective, and innovative learning

experiences. Similarly, Blyznyuk (2018) highlighted that digital competence includes critical aspects such as information management, communication, security, and content creation. Ferrari (2013) also proposed a comprehensive digital competence framework that supports teaching effectiveness through information retrieval, organization, and dissemination.

Teamwork has also been shown to significantly affect individual performance. Wardhani and Annisa (2023) reported that effective teamwork enhances collaboration, task distribution, and fosters a harmonious work environment. Irawati (2007) noted that leveraging diverse skills within a team enables better achievement of shared goals. Tupamahu et al. (2020) further affirmed that solid teamwork increases lecturer productivity in both teaching and research activities.

Emotional intelligence is another crucial factor. Goleman (2015) stated that high emotional intelligence helps individuals manage emotions, build interpersonal relationships, and maintain a conducive work environment. Lopes et al. (2005) found that emotionally intelligent individuals exhibit stronger social interactions that support teaching performance. Salovey (1990) added that the ability to understand and regulate emotions is essential in developing professional relationships.

CONCLUSION

This study concludes that digital competence has a positive and significant effect on lecturer performance. Mastery of digital technologies plays a key role in enhancing teaching, research, and community engagement. Emotional intelligence also significantly contributes to lecturer performance by enabling effective emotional regulation, fostering interpersonal relationships, and creating a supportive work environment. Additionally, teamwork has a positive and significant impact by promoting synergy, efficient task distribution, and a harmonious atmosphere, all of which contribute to increased productivity.

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