Effect of Hard Skills, Soft Skills, Organizational Learning and Innovation Capability on Islamic University Lecturers' Performance

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ABSTRACT

The purpose of this research is to analyze the effect of hard skills, soft skills, organizational learning, and innovation capabilities on the performance of lecturers at Islamic Universities in Indonesia. Data collection was carried out by simple random sampling of 261 populations of an Islamic University in Indonesia. The results of the questionnaire were returned and valid as many as 244 samples. SEM method with SmartPLS 3.0 software is used for data processing. The research results show that hard skills, soft skills, organizational learning, and innovation capabilities have a positive and significant direct effect on lecturer performance. In addition, soft skills have the greatest influence on lecturer performance among other variables. This study proposes a model for building lecture performance among Indonesian Islamic University lecturers through increasing hard skills, soft skills, organizational learning, and innovation capabilities. This research can improve the readiness of lecturers in facing the education era 4.0.

INTRODUCTION

In the industrial era 4.0, higher education is required overcome the change that occurs due to transformation digital. One of the components that can overcome this turmoil is human resources in higher education, in this case lecturers (teacher). Lecturers in the industrial era are required to have qualifications and competencies that can compete and survive turmoil of this 4.0 industrial era. Robert Houston defines competence as competence is adequacy for a task or as a position of required knowladge, skill and abilities . It can be interpreted that Houston defines competence as an adequate ability to perform task or have the knowledge, skills and abilities required for that. Meanwhile, Uno (2008) views competence refers to a person's ability to carry out something, which the ability is acquired through training or education. Furthermore, according to Majid (2007) competence is a set of actions that must be intelligent and full of responsibility owned by someone as a condition to be considered capable of carrying out tasks in certain occupationsThe industrial revolution 4.0 are a new challenge for the world of education. This industrial revolution requires qualified, agile, adaptive human resources who are responsive to rapid changes. The education sector in Indonesia is facing rapid economic, social, political and technological changes. Higher education

must be flexible to adapt to changing situations and contexts. An environment that continues to grow positively and conducive is needed by schools and other educational institutions to compete in global human resources. Therefore, the synergy between lecturers and the work environment is needed by universities to continue to make improvements in innovation and performance. innovation and flexibility in the

era of economics are needed by the community as energy to survive in educational competition. Increasing knowledge resources is a strategy for the development of educational institutions in the future, especially lecturers, which provide room for innovation and growth.Lecturers need to be directed and involved in pumping university performance so that the university can be competitive and adaptive. Lecturers must be empowered and empowered. Consequently, universities must realize real organizational learning. Organized learning that empowers lecturers as one of the main elements of university transformation, and lecturers as instruments of civilization. Higher education as organizational learning is very important for educational institutions operating in an environment with rapid and unpredictable changes. So that the absolute condition for the creation of human resources is the speed of responding to change, a requirement for students who are competitive and win the global human resource competition. Intelligence capital consisting of the knowledge of each lecturer and university will become a new icon that describes the quality value of a university. This new paradigm was adapted from the 4.0 industrial revolution. Large future investments no longer depend on traditional productive assets such as buildings, construction, land and other tangible assets. Lecturer competence is an intangible asset that is productive and sustainable in the future. This research aims to understand and explain the effect of hard skills and soft skills of lecturers on the 'innovation capabilities of lecturers', then measure the effectiveness of mediating organizational learning on the relationship between hard skills, soft skills and lecturers'. innovation in Indonesia.

LITERATURE REVIEW AND HYPOTHESES

Hard Skills

The learning process in tertiary institutions focuses more on cognitive aspects. This can be seen in the student achievement indicated by the grade point index (IP). The achievement index is made based on the results of the assessment of the lecturers' evaluations of students in the learning process. Student abilities shown based on an achievement index like this are often referred to as hard skill abilities. According to Bahrumsyah (2010) hard skills are the mastery of science, technology and technical skills related to their field of knowledge. According to Syawal (2010) hard skills are more oriented towards developing the intelligence quotient (IQ). From these two opinions, it can be concluded that hard skills are the ability to master technological knowledge and technical skills in developing intelligence quotient related to their fields.

Hard skills can be created, written, and transferred between university activity units (Lombardi, 2019). Transfer of hard skills between lecturers is more easily driven by a conducive mechanism and university culture. Hard skills are a type of knowledge that is easily documented and shaped (Choi & Lee, 2003; Sousa & Rocha, 2019; Borrego et al, 2019; Wokcik et al, 2019; Cifariello, Ferragina&Ponza, 2019; Che et al, 2018; Tang et al, 2016; Bashir &Farooq, 2019; Attia&Salama, 2018), easy to articulate (Haamann&Basten, 2018) and usually inherent knowledge in higher education (Afsar, Masood&Umrani, 2019).Rainsbury et al. (2002) defined hard skills as skills related to technical aspects to carry out several tasks in the workplace. Therefore, hard skills are cognitive and are influenced by intellectual intelligence (IQ) (Muhammad et al., 2019; Kenayathulla, Ahmad &Idris, 2019; Tsotsotso et al., 2017; Fan, Wei & Zhang, 2017). Contextually, some researchers use the concept of hard skills, especially state of management. Azim et al. (2010) generally refers to hard skills in the context of project management as processes, procedures, tools, and techniques (Gale et al, 2017; Laker & Powell, 2011). Hard skills can be defined broadly and are also based on the specific context in which they are used.

Hard skills are skills that are relatively easy to measure. Widoyoko distinguishes between two hard skills, namely academic and vocational skills. Academic skills are the ability to master various concepts in the field of research, such as the skills to define, count, explain, describe, classify, identify, describe, predict, analyze, compare, differentiate, and draw conclusions from various concepts, data and facts related to the subject (Widoyoko , 2009). Behaviors and skills that can be seen are descriptions of hard skills (explicit). Hard skills are the main skills that produce something that can be seen and seen directly. Technical or practical tests can assess hard skills. Intelligence thinking which has indicators for calculating, analyzing, designing, broad insight and knowledge, modeling, and critical are elements of hard skills. Mastery of science, technology, and technical skills related to the part of knowledge related to hard skills. A lecturer must have expertise in opening lessons, managing classes, designing group discussions, arranging rooms, and writing well (Muqowim, 2012).

Soft Skills

Soft skills are defined as soft skills that are used in dealing and collaborating with other people, or are said to be interpersonal skills. According to Bahrumsyah, soft skills are a person's skills in dealing with other people (interpersonal skills) and self-regulating skills (intrapersonal skills) which can develop to work optimally. From the two opinions mentioned above, there is a similarity of opinion about the notion of soft skills, namely interpersonal skills, but in Bahrumsyah's opinion, intrapersonal skills are added, namely skills to regulate themselves. From the above opinion, there is still someone's additional ability outside of interpersonal skills and intrapersonal skills which are called extrapersonal skills such as one's ability in spiritual intelligence (SQ). Thus it can be concluded that the definition of soft skills is a person's ability to relate to other people (interpersonal skills) and a person's ability to regulate himself (intrapersonal skills) as well as a person's additional ability to trust / care for both the creator and other people (extrapersonal skills). What are included in soft skills? According to Ramdhani in Syawal some of the skills included in the soft skill category are: ethics / professionalism, leadership, creativity, cooperation, initiative, group and community facilitating, communication, critical thinking, and problem solving. Based on research conducted by the countries of England, America and Canada, there are 23 attributes of soft skills that are dominant in the employment field which are published by Tarmidi on his website. The 23 attributes are sorted based on priority interests in the world of work, namely: (1) initiative, (2) ethics / integrity, (3) critical thinking, (4). willingness to learn, (5) commitment, (6) motivation, (7) enthusiastic, (8) reliable, (9) oral communication, (10) creative, (11) analytical skills, (12) coping with stress, (13)) self-management, (14) solving problems, (15) being able to summarize, (16) cooperating, (17) flexible, (18) working in teams, (19) independent, (20) listening, (21) tough, (22)) argued logically, (23) time management.

There are two types of knowledge classifications, namely soft skills and hard skills (Polanyi, 1966). A person's actions and experiences, including idealism, values, and emotions are the roots of soft skills (Boske&Osanloo, 2015; Kawamura, 2016; Hartley, 2018). Soft skills are not easily articulated and converted into hard skills (Mohajan, 2016; Prasarnphanich et al. al, 2016; Addis, 2016; Cairo Battistutti, 2017; Zang et al, 2015; Spraggon&Bodolica, 2017). However, the knowledge spiral process or the SECI Model can be empowered with soft skills (Li, Liu & Zhou, 2018; Nonaka& Hirose, 2018; Chatterjee et al, 2018; Sasaki, 2017; Lievre & Tang, 2015; Stanica&Peydro, 2016; Norwich et al., 2016; Hodgins&Dadich, 2017; Balde et al., 2018; Okuyama, 2017; Huang et al., 2016).Knowledge obtained from individuals or personal is categorized as soft skills (Nonaka& Toyama, 2015; Munoz et al, 2015; Stewart et al, 2017; Razmerita et al, 2016; Jaleel&Verghis, 2015; Wang et al., 2016; Serna et al., 2017; Jou et al., 2016; Rothberg & Erickson, 2017). Each lecturer gets different experiences based on unpredictable situations and conditions. The management and use of tacit knowledge that is outside the awareness that is stored in the subconscious mind of each lecturer with an embedding and sharing approach can be facilitated by universities (Ma et al, 2018; Ferreira et al, 2018; Borges et al, 2019; Ferraris et al. , 2018; Guo et al, 2018; Tsai & Hsu, 2019; Swierczek, 2019; Cantwell &Zaman, 2018).Lecturers' soft skills must be used to encourage them to share knowledge and continue learning for the educational institutions of each university. Higher education institutions like this will be more creative, innovative, and foremost in the education era 4.0. Knowledge that is still in the minds of humans and very personal is the definition of soft skills (Chen et al, 2018; Holford, 2018; Khoshorour&Gilaninia, 2018; Zebal, Ferdous& Chambers, 2019; Agyemang&Boateng, 2019; Perez-Fuillerat et al, 2018), it is difficult to formulate and divide naturally (Deranek, McLeod & Schmidt, 2017; Wang & Liu, 2019; Asher & Popper, 2019) required personal interaction by transformation (Lee, 2019)

Organizational Learning

A learning organization is an organization in which all members continue to improve their ability to achieve the expected performance. A learning organization is an organization in which new thoughts are always valued and developed. Learning organization is all the aspirations of individual members and groups are given freedom. Learning organizations are organizations whose members learn together on an ongoing basis or lifelong learning. There are five disciplines in learning organizations, namely (1) systems thinking, (2) personal mastery, (3) mental models, (4) building a shared vision, and (5) team learning as the foundation of learning organizations. Learning organizations have become an interesting topic among management experts and practitioners recently. However, there is no agreement on what exactly is meant by a learning organization. There are experts who view learning organizations as a process of improving action through increased understanding and knowledge (Fiol& Marjorie, 1985). Meanwhile, Senge (1990) defines a learning organization as a process of developing capabilities carried out continuously by organizations to create a better future. Garvin (1993) defines learning organizations as organizing creativity, skills, and knowledge transfer which are then expected to improve behavior as the embodiment of new insights and knowledge.An important performance indicator for evaluating overall organizational performance is organizational learning (Qi &Chau, 2018) which can help build the knowledge resources needed to maintain university growth and continuity. Crises will be more resilient to good organizational learning (Starbuck, 2017). Organizational learning is present as an important element of dimensions such as desire, discipline, decision making, and harmony (Wetzel & Tint, 2019; Urban &Gaffurini, 2018). The factor that distinguishes one university from another is the ability to access knowledge. The strong knowledge base possessed by each individual from a university educational institution is closely related to the success of the university education institution's strategy.

Lecturer Innovation Ability

Innovative behavior is defined intentionally to cause,improve and realize new ideas in work, work groups andorganization to provide benefits to the performance of the work group or organization(West and Farr, 1990). Innovative behavior is closely related to the creativity of membersorganization that consists of the emergence of new ideas and has the benefits associated withprocesses and procedures (Amabile, 1988) and implementing creative ideas
(Anderson and West, 1998). Furthermore, Van Dyne and LePine (1998) arguethat innovative behavior is to proactively voice constructive ideas forperformance improvement is not just a criticism and supports change for the sake oflong term. Proactive behavior is essential in dynamic environmental situationsand new ideas as a means of continuous improvement (Nemeth and Staw, 1989).Lecturer innovative behavior can develop if there is faculty support atthe emergence of innovation from lecturers as well as the quality of good relationships between leaders andlecturer. Innovative behavior of lecturers provides positive outcomes for the organizationstimulated by a creative climate and creative thinking from members of the organization.The working climate in the organization can affect the members of the organization inbring out innovative behavior. A climate that is perceived positively by members of the organizationwill lead to innovative behavior from lecturers. One of the most important internal resources that can produce superior university educational institution performance is recognized as innovation capability (Zouaghi et al, 2018; Santoro et al,

2017; Castela et al, 2018; Ruiz-Torres et al, 2018; Huesig&Endres, 2019). Innovation is an important aspect of the quality of education (Klaeijsen, Vermeulen, & Martens, 2017). Lecturer innovation skills are needed in the industrial era 4.0 as a competitive advantage in higher education (Malik, 2019; Muscio&Ciffolili, 2019; Durana et al, 2019; Lund &Karlsen, 2019; Haseeb et al, 2019; Jakhar et al, 2018; Hamada, 2019; 2019), competitive strategy (Culot, Orzes& Sartor, 2019), the key to facing the industrial era 4.0 (Stachova et al, 2019) is part of the quality of 21st century management (Gunasekaran, Sabramanian&Ngai, 2019), has many business advantages (Zambon et al., 2019; Parida, Sjodin&Reim, 2019).

Lecturer Performance

Performance indicators are quantitative and or qualitative measuresdescribes the level of achievement of a goal or goal that has beenset. Therefore, a performance indicator must be something to becalculated and measured and used as a basis for judging or viewingthe level of performance both in the planning stage, the implementation stage, and the stageafter the activity is complete and functioning. The achievement of lecturers' performance indicators cannot be separated from the processis an activity to process input into output or the compilation processlecture activities that are considered important and affect achievement, Not only to ensure better university management but also to facilitate knowledge development services employee performance appraisals are required. Thus, good individual performance means that the lecturer has completed work-related responsibilities to a satisfactory level or to the extent expected by university management. According to Campbell (1990), a series of individual actions and behaviors that are relevant to organizational goals becomes a reference for individual performance. "The extent to which a job is well done" is one of the simplest definitions of individual performance (Campbell et al., 1993).

Effect of Hard Skills on Lecturer Performance

This study will evaluate the effect of hard skills and soft skills on the innovation competence of lecturers in higher education institutions in facing the industrial revolution 4.0. The positive and significant influence of hard skills and soft skills on the innovation ability of lecturers has been proven by previous researchers (Ganguly et al, 2019; Aulawi, 2018; Rumanti et al, 2018 & 2019; Torres & Liang, 2016; Li et al, 2019). More specifically, soft skills have a positive and significant effect on the innovation ability of lecturers, this was concluded by many researchers (Perez-Luno et al, 2018).Competition is getting tighter, sustainability remains a concern, and important issues mark the current industrial 4.0 era. Business sustainability is driven by the innovation ability of lecturers. The knowledge culture that exists in the organization affects performance. Knowledge consists of both tacit and austere skills. The ability of lecturer innovation which is influenced by leadership is widely discussed by researchers (Samsir, 2018; Schuckert et al, 2018; Villaluz&Hechanova, 2019), the climate of employee engagement (Naqshbandi, Tabche&Choudhary, 2019) sharing knowledge (Kim & Shim, 2018) knowledge search (Wang, Chen & Chang, 2019) collaborative culture (Yang, Nguyen & Le, 2018) and knowledge process (Imran et al, 2018). Everything is within the scope of the business organization. However, some researchers state that formal & informal learning affects the innovation ability of lecturers in college lecturers (Lecat, Beausaert, &Raemdonck, 2018). Based on the literature above, the following hypothesis is compiled:
H1: Soft skills have a positive and significant effect on lecturer performance

The Influence of Soft Skills on Lecturer Performance
Organizational learning is influenced by a collaborative culture and knowledge sharing concluded by several researchers (Nugroho, 2018). A very significant predictor for the development of organizational learning is finding soft skills (Muthuveloo, Shanmugam&Teoh, 2017). One of the organizational strategies for studying the dynamics of the business environment is in organizational learning (Senge, 1990; Zhu et al., 2018; Kasim et al. , 2018; Darwish et al., 2018). Learning routines will produce a collection of knowledgeable individuals, both hard skills and soft skills that are managed by universities (Hussain et al, 2018). . Based on the literature above, the hypothesis to be studied is as follows:
H2: Hard skills have a positive and significant effect on lecturer performance

The Effect of Organizational Learning on Lecturer Performance
An organizational environment that provides enthusiasm for work is an important factor in creating the innovation capabilities of organizational members 'lecturers (Bani-Melhem, Zeffane&Albaity, 2018). Organizational learning will trigger and spur lecturers' innovation abilities and organizational performance is conditioned by knowledge creation (Asbari, Purwanto & Santoso, 2019; Vijande& Sanchez, 2017; Lin & Lee, 2017). A learning culture that provides added value will be sustainable if it is based on higher education innovation. All lecturers interact with each other so that their current knowledge and new knowledge acquired can be effectively transferred, exchanged and combined into university intelligence and university knowledge is used as a learning culture (Lin & Lee, 2017; Lee et al, 2016; Chang & Lin, 2015). . Furthermore, based on the literature above, the hypothesis to be studied is as follows:
H3: Organizational learning has a positive and significant effect on lecturer performance

The Effect of Lecturer Innovation Ability on Lecturer Performance
In addition, Asbari et al (2020) argue that internal processes must create innovations that contribute to improved performance. Meanwhile, Prameswari et al (2020) show that employee innovation indirectly affects organizational value through its influence on markets and financial position. However, according to Sopa et al. (2020) states that innovation is very important to improve lecturer performance and shows that universities that focus on lecturer innovation will be more productive and competitive in the global education market. Therefore, organizations need to increase flexibility, responsiveness, and efficiency, as well as innovation to answer the challenges faced in local and global competition (Asbari et

al, 2019; Asbari et al., 2020; Purwanto et al., 2020). This is due to the rapidly increasing need for innovative product and service capabilities as well as the internal processes and behavior of all members of the organization. To overcome this problem, previous research has emerged which explores the shift from an efficiency to innovation point of view. The need for more knowledge about how individuals can be coordinated is to increase innovation and performance at the organizational level (Sopa et al, 2020).

Figure 1. Research Model

METHODS
Definition of Operational Variables dan Indicators
This research uses quantitative methods as a method of analysis. Data collection was carried out by distributing questionnaires to all lecturers of university educational institutions. To measure hard skills, an instrument adapted from Hendarman&Cantner (2017) uses six items. Soft skills are also obtained from Hendarman&Cantner (2017) using four items. The instrument adapted from Jiménez-Jiménez and Sanz-Valle (2011) measures organizational learning using five items. Lee & Choi (2003) adapted the innovation capabilities of lecturers using five items. Lecturer performance is obtained from Grace et al (2016) using four items. For questions / statements about the identity of respondents in the form of a semi-open questionnaire designed with a closed questionnaire. Five answer choices give each closed question / statement item given, namely: strongly agree (SS) score 5, agree (S) score 4, disagree (KS) score 3, disagree (TS) score 2, and strongly disagree (STS) score 1. PLS software and SmartPLS version 3.0 were used as data processing methods.

Population snd Sample
Data collection was done by simple random sampling to 251 population of the lecturers in five private senior high universities di Indonesia. The returned and valid questionnaire results were 244 samples (88.05 percent).

RESULTS AND DISCUSSION
**Description of Sample**

Table 1. Information descriptive ofthe sample

Criteria		Total	%
Age	< 30 years	50	20.4%
	30 - 40 years	114	46.6%
	> 40 years	80	33.0%
Service period as lecturer	< 5 years	77	31.7%
	5-10 years	118	48.5%
	> 10 years	48	19.8%
Highest education	Bachelor degree	19	8.0%
	Master degree	196	80.2%
	Doctoral degree	29	11.8%

Validity and Reliability Test Result of Research Indicator
Convergent validity, discriminant validity, and composite reliability testing are the measurement models used in the testing phase. To test the research hypothesis if all the indicators in the PLS model have met the requirements of convergent validity, discriminant validity and reliability testing can use the results of the PLS analysis.

1. Convergent Validity Test
To see the loading factor value of each indicator,do a convergent validity test. For most references, latent constructs are considered to have sufficiently strong validation explained through a factor weighting of 0.5 or
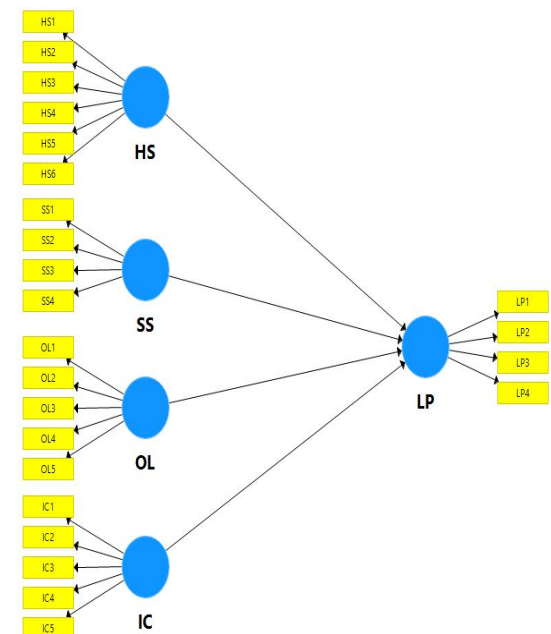
more (Chin, 1998; Hair et al, 2010; Ghozali, 2014). AVE requirements for each construct> 0.5 are accepted as the minimum loading factor size in this study (Ghozali, 2014).

Figure2. Estimation valid model

All indicators have a loading factor value above 0.5 so that the model meets the convergent validity requirements, which is based on the estimation results of the PLS model in the picture above. Convergent validity is assessed from the AVE value in each construct, besides that it is also seen from the value of the loading factor on each indicator. AVE value for each construct of this research is above 0.5. So the convergent validity of this research model meets the requirements. In table 2 below can see the loading value,
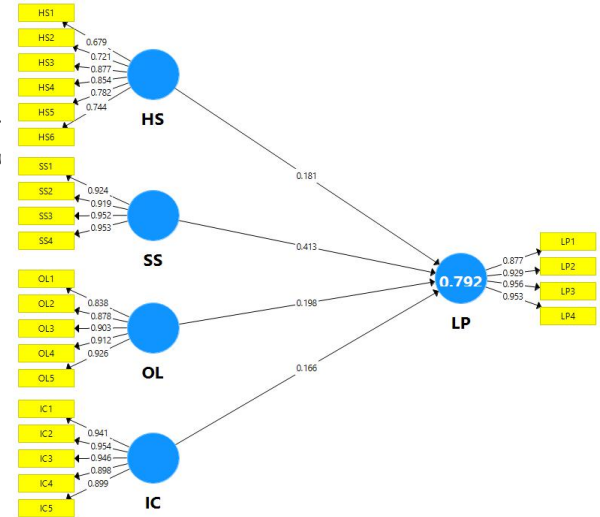
Cronbach's alpha, composite reliability, and AVE of each construct:

Table2. Items, Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Hard Skills	HS1	0.652	0.831	0.923	0.612
(HS)	HS2	0.741			
	HS3	0.891			
	HS4	0.910			
	HS5	0.761			
	HS6	0.643			
Soft Skills	SS1	0.821	0.912	0.910	0.813
(*SS*)	SS2	0.812			
	SS3	0.814			
	SS4	0.915			
Organizational Learning	OL1	0.915	0.923	0.912	0.745
(OL)	OL2	0.921			
	OL3	0.926			
	OL4	0.921			
	OL5	0.916			
Innovation Capability	TIC1	0.923	0.912	0.913	0.813
(IC)	TIC 2	0.812			
	TIC 3	0.913			
	TIC 4	0.911			
	TIC 5	0.812			
Lectures' Performance	TP1	0.812	0.945	0.935	0.843
(LP)	TP2	0.914			
	TP3	0.951			
	TP4	0.923			

2. Discriminant Validity Test

To ensure that each concept of each latent variable is different from other latent variables do discriminant validity. If the AVE squared value of each exogenous construct (diagonal value) exceeds the correlation between construct and another construct (values below the diagonal) it can be interpreted that the model has good discriminant validity (Ghozali, 2014). AVE squared value is used as a result of the discriminant validity test by looking at the Fornell-Larcker Criterion Value obtained as follows:

Table3. Discriminant Validity

Variables	HS	IC	LP	OL	SS
HS	0.779				
IC	0.750	0.928			
LP	0.776	0.803	0.929		
OL	0.772	0.847	0.834	0.892	
SS	0.771	0.810	0.857	0.864	0.937

The results of the discriminant validity test in table 3 above can conclude that the model meets the discriminant validity show by all constructs that have AVE square root values above the correlation value with other latent constructs (through the Fornell-Larcker criteria).

3. Construct Reliability Test

Table5. Hypothesis Test

The value of Cronbach's alpha and composite reliability of each construct can assess construct reliability. The recommended composite reliability and Cronbach's alpha values are more than 0.7. (Ghozali, 2014). All constructs have composite reliability and Cronbach's alpha value greater than 0.7 (> 0.7) is indicated by the reliability test results in table 2 above. In conclusion, the required reliability have been met all constructs.

Hypothesis Test

The inner model test was called the hypothesis test in PLS. A test of the significance of direct and indirect effects and measurement of the magnitude of the effect of exogenous variables on endogenous variablesare included in this test. A direct effect test is taken to determine the effect of tacit and hard skills sharing onorganizational learning and lecturers' innovation capability. The t-statistic test in the partial least squared (PLS) analysis model using the help of SmartPLS 3.0 software perform using the direct effect test. The table below obtain the bootstrapping technique, R Square values, and significance test values:

Table4. *R Square* Value

	R Square	R Square Adjusted
LP	0.791	0.784

Hypothesis	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	HS ->LP	0.181	0.068	2.674	0.008	Supported
H2	SS ->LP	0.413	0.094	4.395	0.000	Supported
H3	OL ->LP	0.198	0.089	2.213	0.027	Supported
H4	IC ->LP	0.166	0.068	2.365	0.018	Supported

According to Table 4 above, the R Square lecturers' performance (LP) value of 0.791 which means that the lecturers' performance variable (LP) can be explained by hard skills (HS), soft skills (SS), organizational learning (OL) and the lecturers' innovation capability (IC) variable by79.2%, while other variables explain the remaining 20.9% (not discussed in this research). While Table 5 displays the effect between the research variables that have been mentioned are showed the T Statistics and P-Values .

DISCUSSION
Hard skills are very important to develop, because a person's ability to do a job properly and correctly depends on how hard the skills he has. There was no way a person could make a useful tool if he did not know how it was made, its purpose, and its use. nor is it possible for a person to be able to fix something if he does not know what he is fixing.Even before applying for a job, higher education graduates (students) should pay attention to the job they will accept with their abilities. It's a good thing to compare abilities with the work to be done. For this reason, students need to prepare themselves by developing hard skills as a basis for applying for jobs and balanced with soft skills as a basis for doing work. Because almost all companies today require an appropriate combination of hard skills and soft skills, regardless of the position of the employee. For employee recruitment for companies, the hard skill approach alone has now been abandoned. It's useless if hard skills are good, but soft skills are bad. This can be seen in the job advertisements of various companies which also require soft skills, such as work skills, communication skills, and interpersonal relationships, in their job requirements. Companies tend to choose candidates who have better personalities even though their hard skills are lower. The reason is that providing skills training is much easier than character building. This shows that hard skills are an important factor in work, but one's success at work is usually more determined by good soft skills.

Based on the results of research analysis, hard skills, soft skills, organizational learning, and innovation capabilities have a positive and significant effect on lecturer performance. This means that the more positive the hard skills and soft skills the lecturers have, the lecturers' performance will also increase. This is in accordance with the findings of previous research which states that hard skills and soft skills have a positive and significant effect on performance (Asbari, Purwanto, Fayzhall, et al., 2020; Asbari, Purwanto, Maesaroh, et al., 2020; Fikri et al. , 2020; Hutagalung et al., 2020; Putra et al., 2020; Sopa et al., 2020a, 2020b). Based on the research results, soft skills have the greatest influence on the teaching performance of lecturers. This is interesting. Therefore, emphasizing that many experts and researchers say that soft skills are more important than other skills to improve performance in the current knowledge era (Morrell et al., 2020; Munro, 2017; Ng, 2020; Rebele& Pierre, 2019; Sriruecha. &Buajan, 2017; Szilárd et al., 2018; Tang, 2018). Likewise, this study found evidence that lecturer organizational learning has a positive and significant effect on lecturer performance. This follows the findings of previous research which states that organizational learning is an antecedent of employee performance (H. ur R. Khan et al., 2018; Li et al., 2018; Mus et al., 2017; Yamali, 2018). In addition, the innovation capability of lecturers also has a positive and significant effect on lecturer performance. This follows the findings of previous research which states that innovation capability is a driving factor for employee performance (Asbari et al., 2019; Asbari, Wijayanti, Hyun, et al., 2020; Khadim et al., 2016; MA Khan et al., 2020; Masood&Afsar, 2017).

CONCLUSION
Hard skills, soft skills, organizational learning, and innovation capabilities as predictors of lecturer performance, so Islamic universities need to provide autonomy and breadth to share knowledge with lecturers. Therefore, organizational learning as a positive environment that encourages the competence and engagement of individual lecturers in higher education institutions is created by the university. If the performance of each lecturer is in good condition, knowledge management will run effectively in higher education institutions (Manaf et al, 2017). Knowledge as an important source of universities is studied by researchers. Both hard skills and soft skills can significantly improve university performance. Individual knowledge into university knowledge is transformed by organizational learning. Organizational learning as a catalyst for the process of knowledge creation among lecturers in the university environment is concluded from this research. Because, actually it is a lecturer who has the obligation to prepare his students to study and work in this scientific community. Based on the conclusion of this study, the maximum involvement of all lecturers to continue to improve hard skills and soft skills is built by the management of Islamic higher education institutions. The key performance indicator for each lecturer which is adjusted to the training of lecturers in each section of higher education is a need with a level of intensity, content, and context. In essence, the behavior of team learning that is created in the university environment will be the motor of innovation for lecturers (Widmann& Mulder, 2018).

The process of improving skills to build the innovation capabilities of higher education institution lecturers should not only be limited to the internal process of higher education. However, the process of building this innovation through efforts to absorb, articulate, utilize, and manage knowledge sourced from external partners of the university such as parents, government, society, and other educational institutions extended by university management. University management can activate learning from others by assigning lecturers to take part in training, seminars, workshops, visits to other universities, meeting with universities and other strategic partners. Because external knowledge such as from trainers, coaches, parents of students, government, society, and other educational institutions supports the innovation of lecturers in higher education institutions. In addition, things that need to be considered are commitment to learning and seriousness to be involved in managing the learning environment. The learning process by all members of the university education institution because university educational institutions can become learning organizations. A university culture that encourages innovation is used as learning. Trust, open communication, high involvement, the presence of industry challenges, and a creative work atmosphere are key factors in organizational learning. Facilitating these key factors is the task of university management. Several limitations are owned by this study.

First, the influence of hard skills, soft skills, organizational learning, and innovation ability on lecturer performance was analyzed by this study. Searching, extracting, and analysis are suggested by the authors because there may be several other variables that affect lecturer performance. Second, the college environment is where this research is conducted and should not be generalized to other industries. Therefore recommended on this topic in other industries can do strong research.

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