

Effects of Competence and Innovation on Lecturer Job Satisfaction: The Mediating Role of Organizational Climate at STIE Sultan Agung Pematangsiantar

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ABSTRACT

This study aims to examine the effects of competence and innovation on lecturer job satisfaction, with organizational climate as a mediating variable at STIE Sultan Agung Pematangsiantar. This study employed a quantitative approach involving 40 permanent lecturers as respondents. Data were collected using questionnaires, interviews, and documentation and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 3. The results show that competence has a positive and significant effect on organizational climate and lecturer job satisfaction. Innovation has a positive and significant effect on organizational climate but has a positive and insignificant direct effect on lecturer job satisfaction. Organizational climate has a positive and significant effect on lecturer job satisfaction. Furthermore, organizational climate significantly mediates the relationship between competence and lecturer job satisfaction ($p = 0.046$) and between innovation and lecturer job satisfaction ($p = 0.027$). These findings indicate that organizational climate plays an important role in translating lecturers' competence and innovation into job satisfaction. The study recommends strengthening organizational support, recognition, collaboration, and opportunities for lecturers to implement innovative activities

INTRODUCTION

Human resources are a fundamental component in achieving organizational goals and sustaining organizational performance. In higher education institutions, lecturers have a strategic role because they are directly involved in the implementation of education, research, and community service. Lecturers are therefore expected to possess adequate professional competence, develop innovative capabilities, and adapt to changes in technology and learning practices. These individual capabilities need to be supported by an organizational environment that provides clarity, recognition, support, and opportunities for development. In this context, lecturer job satisfaction becomes an important issue because it reflects lecturers' perceptions and evaluations of their work and organizational environment. STIE Sultan Agung Pematangsiantar is a private higher education institution in Pematangsiantar whose lecturers constitute one of the important resources in achieving its vision, mission, and objectives. As professional educators and scientists, lecturers are required to carry out the three pillars of higher education, namely education, research, and community service. The implementation of these responsibilities requires lecturers to have appropriate competence and the ability to develop innovative ideas. At the same time, the institution needs to provide an organizational climate that enables lecturers to perform their duties effectively and experience positive attitudes toward their work.

Job satisfaction can be understood as an individual's evaluation of various aspects of their work. In the context of lecturers, job satisfaction may involve perceptions of the work itself, salary, promotion opportunities, and working conditions. Job satisfaction is important because lecturers who perceive their work positively may be more willing to perform their responsibilities and contribute to organizational objectives. Research conducted in private universities found that competence and work environment are important factors associated with lecturer job satisfaction and performance (Lubis, 2024). The preliminary conditions at STIE Sultan Agung Pematangsiantar indicate that lecturer job satisfaction is not yet optimal. This condition is particularly evident in the dimensions of salary and promotion opportunities. Financial compensation in the form of basic salary is considered not yet optimal because the existing salary system does not correspond to lecturers' academic ranks in the same manner as the government employee system. In addition, salary increases have reportedly not occurred for more than five years. Promotion opportunities are also considered limited because the number of available positions is restricted and the standards and policies concerning promotion have not been sufficiently socialized. These conditions indicate a gap between the expected and actual conditions of lecturer job satisfaction at the institution.

One factor that may contribute to lecturer job satisfaction is competence. Competence refers to the knowledge, skills, abilities, and capacities required to perform professional responsibilities effectively. In the context of higher education, lecturer competence includes pedagogical, personality, social, and professional dimensions. These competencies are important because lecturers are required to design learning activities, deliver knowledge to students, conduct

evaluations and assessments, and continuously develop their professional capabilities. The importance of competence is not limited to job performance and satisfaction but is also related to lecturers' capacity to develop innovative behavior. (Kholifah et al., 2024) found that soft skills competence significantly influences innovative work behavior among lecturers in Indonesian higher education polytechnics. The findings indicate that competencies such as problem-solving ability can support lecturers in generating and implementing innovative ideas. Thus, lecturer competence represents an important individual resource that may contribute to both positive work experiences and innovative behavior.

The preliminary conditions at STIE Sultan Agung Pematangsiantar indicate that lecturer competence still requires improvement. Pedagogical competence remains a concern because some lecturers are considered to face difficulties in designing learning activities, delivering information and knowledge to students, and conducting evaluation and assessment. Professional competence is also considered not yet optimal because approximately 40% of lecturers are reported to have obtained lecturer professional certification. These conditions indicate the importance of strengthening lecturer competence to support the quality of academic work and lecturer job satisfaction. In addition to competence, **innovation** has become increasingly important in higher education. Changes in technology, student characteristics, learning methods, and institutional expectations require lecturers to develop new ideas and approaches. Lecturer innovation may be reflected in the development of new teaching methods, learning materials, academic processes, and solutions to organizational challenges. The ability to generate and implement new ideas is therefore important for lecturers who are expected to contribute to institutional development.

Research conducted among lecturers in a private university demonstrates the importance of understanding the factors that shape innovative work behavior. (Soediro et al., 2025) found that creative process engagement plays an important role in explaining lecturers' innovative work behavior. Their findings suggest that innovative behavior should be viewed as a process that can be influenced by both individual characteristics and organizational conditions. The condition at STIE Sultan Agung Pematangsiantar indicates that lecturer innovation is also not yet optimal. From the perspective of human capital, most lecturers are internal alumni of the institution, which may limit the diversity of ideas and perspectives obtained from external academic environments. Structural capital is also considered not yet optimal because the organizational structure, particularly in terms of leadership and those being led, has not yet demonstrated sufficiently distinctive and innovative characteristics to support the achievement of institutional objectives. These conditions indicate that strengthening lecturer innovation requires attention to individual capabilities as well as organizational conditions.

The organizational environment in which lecturers perform their responsibilities can be reflected through organizational climate. Organizational

climate refers to employees' perceptions of the characteristics and conditions of their organizational environment. A supportive organizational climate may provide clarity of roles, appropriate standards, responsibility, recognition, support, and commitment. Such conditions can encourage employees to perform their responsibilities effectively and create an environment that facilitates the development of new ideas. Empirical evidence in higher education demonstrates the relevance of organizational climate to lecturer outcomes. (Herijanto et al., 2025) found that supportive organizational climate has a positive effect on lecturer job satisfaction and innovative work behavior. This finding indicates that organizational climate is an important contextual factor because it can shape lecturers' work experiences while also supporting their innovative behavior.

Organizational climate is also relevant to job satisfaction in higher education more broadly. (Yiming et al., 2024) found that organizational climate has a significant positive effect on job satisfaction among employees in the higher education sector. Their findings indicate that employees' perceptions of their organizational environment are closely associated with their satisfaction with their work, providing further support for considering organizational climate as an important factor in explaining job satisfaction.

The organizational climate at STIE Sultan Agung Pematangsiantar is considered not yet optimal, particularly in the dimensions of structure and recognition. Some lecturers feel that their placement is not fully aligned with their competence and that there is still uncertainty regarding their roles in carrying out their duties. In terms of recognition, some lecturers feel that they have not received adequate rewards or incentives for work performed beyond established standards. These conditions may influence lecturers' perceptions of organizational support, appreciation, and fairness and may subsequently affect their job satisfaction. The relationships among competence, innovation, organizational climate, and job satisfaction indicate that these variables may be interconnected. Competent lecturers may be better prepared to perform their professional responsibilities, while innovative lecturers may contribute new ideas and approaches to organizational development. However, individual capabilities may not automatically produce positive work experiences when the organizational environment does not provide sufficient support, recognition, role clarity, and opportunities for development. Organizational climate may therefore represent an important contextual mechanism through which individual capabilities are translated into positive work outcomes.

The existing literature provides evidence concerning the individual relationships among the variables in this study. Competence has been associated with lecturer job satisfaction and performance, while competence has also been linked to innovative work behavior among lecturers. Research has further demonstrated the relevance of creative process engagement to lecturers' innovative work behavior, while supportive organizational climate has been associated with lecturer job satisfaction and innovative work behavior. Evidence from higher education also indicates that organizational climate is positively related to job satisfaction. However, these relationships have generally been

examined through different research models rather than being integrated into one mediation framework.

This situation creates a research gap concerning the role of organizational climate as a mediating variable between lecturer competence and innovation and lecturer job satisfaction. The present study integrates competence and innovation as antecedent variables, organizational climate as the mediating variable, and lecturer job satisfaction as the outcome variable. This approach allows the study to examine not only the direct influence of competence and innovation on job satisfaction but also whether these relationships operate indirectly through organizational climate. The research gap is particularly relevant in the context of private higher education institutions. Lecturers in such institutions may experience organizational conditions related to compensation, promotion opportunities, role clarity, recognition, professional development, and innovation. The combination of these conditions provides a meaningful context for examining how individual capabilities and organizational climate interact in shaping lecturer job satisfaction.

The empirical conditions at STIE Sultan Agung Pematangsiantar strengthen the relevance of the proposed model. The institution faces problems related to lecturer job satisfaction, particularly salary and promotion opportunities. At the same time, lecturer competence and innovation are considered not yet optimal, while organizational climate presents concerns related to structure, role clarity, placement, and recognition. These conditions demonstrate that lecturer job satisfaction needs to be examined from both individual and organizational perspectives. The novelty of this study lies in integrating competence and innovation as antecedent variables, organizational climate as a mediating variable, and lecturer job satisfaction as the dependent variable within a single empirical framework. The study specifically focuses on permanent foundation lecturers at STIE Sultan Agung Pematangsiantar. This focus provides an institutional context for examining whether organizational climate can explain the mechanism through which lecturer competence and innovation contribute to job satisfaction.

Based on the empirical conditions and research gap, this study aims to analyze the influence of competence and innovation on lecturer job satisfaction, both directly and indirectly through organizational climate as a mediating variable at STIE Sultan Agung Pematangsiantar. Specifically, this study examines the influence of competence and innovation on organizational climate, the influence of competence, innovation, and organizational climate on lecturer job satisfaction, and the mediating role of organizational climate in the relationships between competence and innovation and lecturer job satisfaction. Accordingly, this study is entitled "The Influence of Competence and Innovation on Lecturer Job Satisfaction with Organizational Climate as a Mediating Variable at STIE Sultan Agung Pematangsiantar." The study is expected to contribute to human resource management research in higher education by providing an integrated explanation of the relationships among lecturer competence, innovation, organizational climate, and job satisfaction. Practically, the findings are expected to provide useful information for institutional management in developing

policies related to lecturer competence development, innovation, organizational climate, and job satisfaction.

LITERATURE REVIEW

Competence

Competence refers to the knowledge, skills, abilities, and capacities that enable lecturers to perform their professional responsibilities effectively. In higher education, lecturer competence includes the ability to manage learning activities, communicate knowledge, solve academic problems, and continuously develop professional capabilities. Competence is an important individual resource because it supports lecturers in meeting academic demands and performing their responsibilities effectively. A systematic review of university-level physical education teachers found a positive relationship between teaching competence and job satisfaction, indicating that higher professional competence is associated with more favorable work-related outcomes (Yan et al., 2022).

Innovation

Innovation refers to the generation, development, and implementation of new ideas, methods, processes, or practices that provide value to individuals or organizations. In higher education, lecturer innovation may involve the development of new teaching methods, learning materials, technological applications, research approaches, and solutions to academic problems. Innovation is important because lecturers operate in an environment characterized by technological development and changing educational demands. Research involving young lecturers in Indonesia found that work autonomy, work crafting, and work satisfaction are associated with innovative work behavior, demonstrating the importance of work conditions in supporting academic innovation (Dara & Saparuddin, 2025).

Organizational Climate

Organizational climate refers to employees' perceptions of the characteristics, conditions, and atmosphere of the organization in which they perform their work. It reflects perceptions of organizational structure, communication, leadership, teamwork, participation in decision making, support, and other organizational conditions. In higher education, organizational climate is important because lecturers require an environment that enables them to perform their professional responsibilities effectively. Research involving faculty members at a university in Algeria found a statistically significant positive relationship between organizational climate and job satisfaction, indicating that lecturers' perceptions of their organizational environment are closely associated with their work satisfaction (Tiar, 2015).

Lecturer Job Satisfaction

Lecturer job satisfaction refers to the overall evaluation lecturers make regarding their work and the conditions surrounding their professional activities. It may involve satisfaction with the work itself, compensation, promotion opportunities, supervision, relationships with colleagues, recognition, and working conditions. Job satisfaction is an important work outcome because it reflects lecturers' perceptions of whether their work environment and professional experiences meet their expectations. Research

among Indonesian lecturers found that work autonomy has a positive effect on work satisfaction and that work satisfaction is related to innovative work behavior (Dara et al., 2022).

Relationships Among Variables

Competence is expected to contribute to lecturer job satisfaction because lecturers with adequate professional capabilities are better prepared to meet academic demands and perform their responsibilities effectively. Competence may also increase lecturers' confidence in carrying out their professional duties and responding to academic challenges. Empirical research involving lecturers at a higher education institution found that competence has a significant effect on job satisfaction, supporting the importance of competence in shaping lecturers' work experiences (Triyono & Agustedi, 2022)

Innovation may also be associated with lecturer job satisfaction because opportunities to develop and implement new ideas can provide lecturers with autonomy, creativity, professional growth, and a sense of contribution. Innovative activities may encourage lecturers to become more actively involved in their academic responsibilities and contribute to institutional development. Research involving university lecturers has demonstrated the relevance of innovative behavior and job satisfaction in explaining lecturer work outcomes, indicating that these two constructs are closely connected within the academic work environment (Hamid & Yuniarsih, 2023).

Organizational climate provides the organizational context in which lecturers utilize their competence and innovative capabilities. A supportive climate can provide clear responsibilities, communication, participation, recognition, and cooperation, enabling lecturers to perform their duties more effectively. Evidence from higher education faculty indicates that organizational climate and job satisfaction are interconnected, supporting the importance of organizational conditions in shaping faculty members' work experiences (Kumar & Shintri, 2022).

These relationships suggest that organizational climate may function as a mediating mechanism between competence and innovation and lecturer job satisfaction. Competence and innovation represent individual capabilities, whereas organizational climate represents organizational conditions that may facilitate or constrain the utilization of those capabilities. Therefore, this study positions competence and innovation as independent variables, organizational climate as the mediating variable, and lecturer job satisfaction as the dependent variable.

Conceptual Framework

Based on the theoretical and empirical discussion, the proposed model examines the direct effects of competence and innovation on lecturer job satisfaction and the effect of organizational climate on lecturer job satisfaction. The model also examines whether organizational climate mediates the relationships between competence and innovation and lecturer job satisfaction.

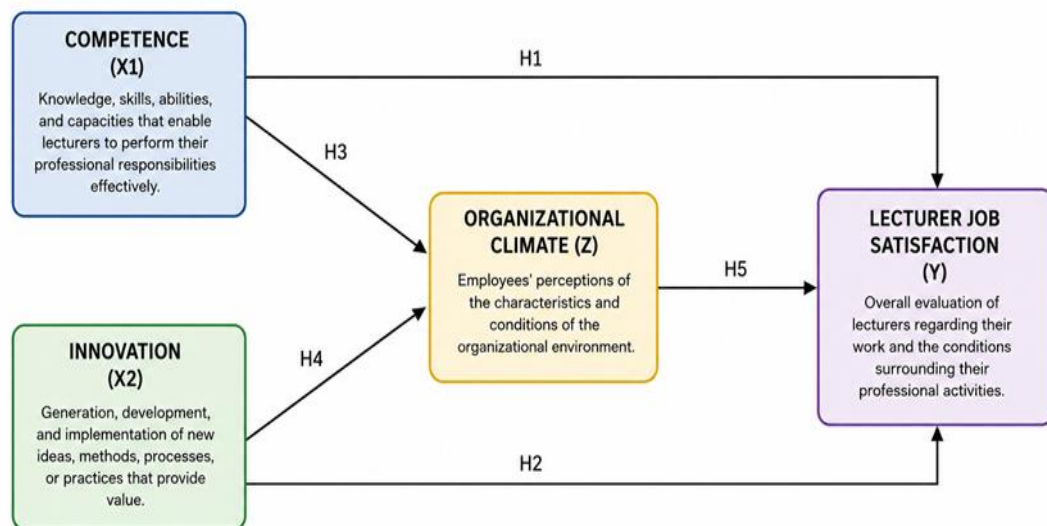


Figure 1. Conceptual Framework of the Study

Information

X1 = Competence (Independent Variable)

X2 = Innovation (Independent Variable)

Z = Organizational Climate (Mediating Variable)

Y = Lecturer Job Satisfaction (Dependent Variable)

H1 = Competence → Lecturer Job Satisfaction

H2 = Innovation → Lecturer Job Satisfaction

H3 = Competence → Organizational Climate

H4 = Innovation → Organizational Climate

H5 = Organizational Climate → Lecturer Job Satisfaction

H6 = Competence → Organizational Climate → Lecturer Job Satisfaction
(Mediating Effect)

H7 = Innovation → Organizational Climate → Lecturer Job Satisfaction
(Mediating Effect)

Hypothesis Development

Competence and Organizational Climate

Lecturer competence reflects the knowledge, skills, and professional abilities required to perform academic responsibilities effectively. Competent lecturers are more capable of understanding their roles, completing their responsibilities, and contributing to institutional activities. These capabilities may influence how lecturers perceive their organizational environment. When lecturers perceive a good alignment between their abilities, responsibilities, and organizational expectations, they may develop more positive perceptions of the organizational climate. Therefore, lecturer competence is expected to have a positive effect on organizational climate.

H1: Competence has a positive effect on organizational climate.

Innovation and Organizational Climate

Innovation requires an organizational environment that supports the generation, communication, and implementation of new ideas. Lecturers need opportunities to participate, exchange knowledge, experiment with new approaches, and receive support for innovative initiatives. An organizational environment that encourages innovation may therefore be reflected in lecturers' perceptions of a more supportive organizational climate. Accordingly, lecturer innovation is expected to have a positive effect on organizational climate.

H2: Innovation has a positive effect on organizational climate.

Competence and Lecturer Job Satisfaction

Lecturers with adequate competence are expected to be better prepared to meet academic demands and perform their professional responsibilities. The ability to carry out teaching, research, and other academic duties effectively may increase confidence and create more positive evaluations of work. Competence may therefore contribute to lecturers' satisfaction with their professional activities and working conditions. Based on this argument, competence is expected to have a positive effect on lecturer job satisfaction.

H3: Competence has a positive effect on lecturer job satisfaction.

Innovation and Lecturer Job Satisfaction

Innovation provides lecturers with opportunities to develop ideas, exercise creativity, introduce new approaches, and contribute to institutional improvement. Such opportunities may create a sense of achievement, professional growth, and meaningful contribution. When lecturers are able to utilize their innovative capabilities in their work, they may develop more positive attitudes toward their professional activities. Therefore, innovation is expected to have a positive effect on lecturer job satisfaction.

H4: Innovation has a positive effect on lecturer job satisfaction.

Organizational Climate and Lecturer Job Satisfaction

Organizational climate represents lecturers' perceptions of the environment in which they perform their professional responsibilities. A supportive climate can provide role clarity, communication, recognition, cooperation, and organizational support. These conditions may create more favorable work experiences and encourage positive evaluations of work. Consequently, a supportive organizational climate is expected to increase lecturer job satisfaction.

H5: Organizational climate has a positive effect on lecturer job satisfaction.

The Mediating Role of Organizational Climate in the Relationship Between Competence and Lecturer Job Satisfaction

Competence represents an individual capability, but its contribution to job satisfaction may depend on the organizational environment in which that capability is applied. Competent lecturers may experience more positive work outcomes when the organization provides clear responsibilities, appropriate support, recognition, and opportunities to utilize their abilities. Organizational climate can therefore provide a context that strengthens the effect of competence on lecturer job satisfaction. Based on this reasoning, organizational climate is expected to mediate the relationship between competence and lecturer job

satisfaction. Competence may influence job satisfaction directly, while part of its effect may occur through lecturers' perceptions of the organizational climate.

H6: Organizational climate mediates the relationship between competence and lecturer job satisfaction.

The Mediating Role of Organizational Climate in the Relationship Between Innovation and Lecturer Job Satisfaction

Innovation may contribute to lecturer job satisfaction when lecturers receive an organizational environment that supports the development and implementation of new ideas. Without adequate support, recognition, participation, and opportunities for implementation, innovative capabilities may not produce positive work experiences. Conversely, a supportive organizational climate may enable lecturers to utilize their innovative capabilities more effectively and experience greater professional satisfaction. Therefore, organizational climate is expected to mediate the relationship between innovation and lecturer job satisfaction. Innovation may influence job satisfaction directly, while its effect may also occur indirectly through the organizational climate perceived by lecturers.

H7: Organizational climate mediates the relationship between innovation and lecturer job satisfaction.

METHODOLOGY

This study employed a quantitative research approach to examine the effect of competence and innovation on lecturer job satisfaction, with organizational climate as a mediating variable. The study was conducted at STIE Sultan Agung Pematangsiantar, involving 40 permanent lecturers as the population and sample. Data were collected through questionnaires, interviews, and documentation. The questionnaire used a five-point Likert scale to measure competence, innovation, organizational climate, and lecturer job satisfaction. Competence was measured through pedagogical, personality, social, and professional competence. Innovation was measured through human capital, leadership capital, and structural capital. Organizational climate was measured through structure, standards, responsibility, recognition, support, and commitment, while lecturer job satisfaction was measured through the work itself, pay, promotion opportunities, and working conditions.

The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 3. The measurement model was evaluated through indicator loadings, Average Variance Extracted (AVE), discriminant validity, composite reliability, and Cronbach's alpha. The structural model was assessed using R-square, path coefficients, and hypothesis testing. The mediating effect of organizational climate was examined through bootstrapping of indirect effects. PLS-SEM is suitable for analyzing relationships among latent constructs and assessing direct and indirect effects in predictive research models (Hair et al., 2016).

RESULTS

The hypothesis testing results indicate that competence has a positive and significant effect on organizational climate, supporting H1. Innovation also has a positive and significant effect on organizational climate, supporting H2. Furthermore, competence has a positive and significant effect on lecturer job satisfaction, indicating that lecturer competence contributes positively to their satisfaction with work and supporting H3.

In contrast, innovation has a positive but statistically insignificant effect on lecturer job satisfaction. Therefore, H4 is rejected. This finding indicates that innovation does not directly influence lecturer job satisfaction in a statistically significant manner. Organizational climate, however, has a positive and significant effect on lecturer job satisfaction, supporting H5. The mediation analysis demonstrates that organizational climate significantly mediates the relationship between competence and lecturer job satisfaction. The indirect effect produces a p-value of **0.046**, which is below the 0.05 significance level; therefore, H6 is supported. Organizational climate also significantly mediates the relationship between innovation and lecturer job satisfaction, with a p-value of **0.027**, supporting H7.

Overall, the results demonstrate that organizational climate plays an important role in explaining lecturer job satisfaction. Competence has both a direct effect on job satisfaction and an indirect effect through organizational climate. Meanwhile, innovation does not have a significant direct effect on job satisfaction but shows a significant indirect effect when organizational climate acts as a mediator. These findings highlight the importance of organizational climate in translating lecturers' individual capabilities into positive work outcomes.

Hypothesis Testing Summary

Hypothesis	Relationship	Result
H1	Competence → Organizational Climate	Supported
H2	Innovation → Organizational Climate	Supported
H3	Competence → Job Satisfaction	Supported
H4	Innovation → Job Satisfaction	Not Supported
H5	Organizational Climate → Job Satisfaction	Supported
H6	Competence → Organizational Climate → Job Satisfaction	Supported (p = 0.046)
H7	Innovation → Organizational Climate → Job Satisfaction	Supported (p = 0.027)

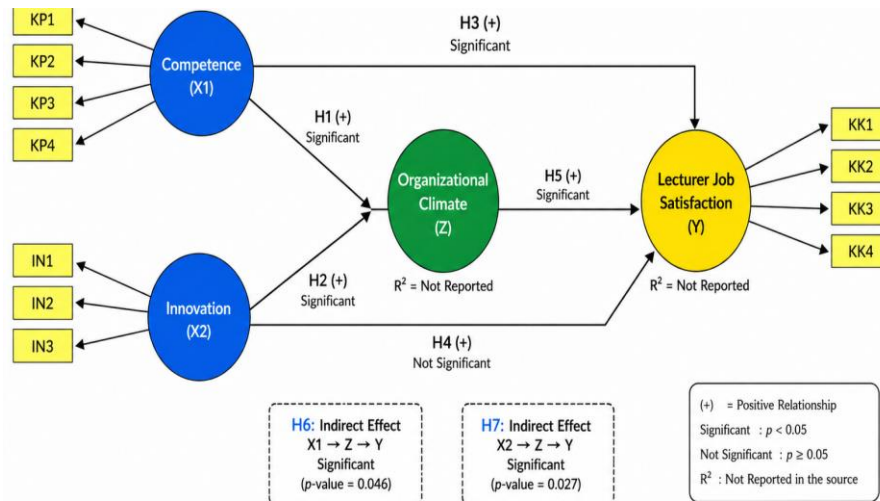


Figure 2. PLS-SEM Structural Model

Note: Signs (+) indicate the direction of the relationship.

DISCUSSION

The finding that competence has a positive and significant effect on organizational climate (**H1**) indicates that lecturers' professional capabilities are closely related to how they experience and contribute to their organizational environment. Lecturers who are able to perform their academic responsibilities effectively may participate more confidently in institutional activities and interactions. This finding is relevant to previous research among lecturers, which examined competence and organizational climate as important determinants of work-related outcomes in higher education (Jusmin et al., 2016). Innovation also has a positive and significant effect on organizational climate (**H2**). This result suggests that innovation is not solely an individual activity but is connected with the organizational conditions that facilitate the generation and implementation of new ideas. In technical education, effective innovation requires structural support, clarity of tasks, technological adaptability, feedback, and organizational readiness (Bhuiyan et al., 2021).

The results further show that competence has a positive and significant effect on lecturer job satisfaction (**H3**). This indicates that lecturers who possess adequate professional capabilities may experience greater confidence in performing teaching, research, and other academic responsibilities. The finding is consistent with evidence from higher education research demonstrating the relevance of competence in explaining lecturers' job satisfaction and work outcomes (Jusmin et al., 2016). In contrast, innovation has a positive but insignificant direct effect on lecturer job satisfaction (**H4**). This result indicates that lecturers' ability to innovate does not automatically translate into higher job satisfaction. Innovation may require organizational resources, support, recognition, and opportunities for implementation before it can generate positive work experiences. Research on innovation management in technical education similarly emphasizes that structural support and organizational readiness are important conditions for successful innovation (Bhuiyan et al., 2021). The finding that organizational climate has a positive and significant effect on lecturer job

satisfaction (**H5**) confirms the importance of the organizational environment in shaping lecturers' work experiences. A favorable climate can provide support, clarity, cooperation, and positive interpersonal conditions that enable lecturers to perform their responsibilities more comfortably. Research involving faculty members in higher education has also reported a positive relationship between organizational climate and job satisfaction (Al-Zahrani, 2025).

For **H6**, organizational climate significantly mediates the relationship between competence and lecturer job satisfaction, with a p-value of **0.046**. This result indicates that the contribution of competence to job satisfaction is strengthened when lecturers operate within a favorable organizational environment. Thus, competence functions not only as an individual resource but also as a capability whose benefits can be enhanced by supportive organizational conditions. For **H7**, organizational climate significantly mediates the relationship between innovation and lecturer job satisfaction, with a p-value of **0.027**. This result is particularly important because innovation has no significant direct effect on job satisfaction, while its indirect effect through organizational climate is significant.

The finding suggests that innovative capabilities become more meaningful for lecturers when the organization provides conditions that support experimentation, collaboration, implementation, and recognition of new ideas. Overall, the findings demonstrate that organizational climate is an important mechanism linking lecturers' capabilities with job satisfaction. The contrast between H4 and H7 is particularly noteworthy: innovation alone does not significantly increase job satisfaction, but innovation becomes significant when organizational climate functions as a mediator. This suggests that STIE Sultan Agung Pematangsiantar should develop innovation together with organizational support rather than treating innovation solely as an individual lecturer capability.

CONCLUSION AND RECOMMENDATIONS

This study concludes that competence and innovation have significant positive effects on organizational climate, while competence also has a significant positive effect on lecturer job satisfaction. In contrast, innovation has a positive but insignificant direct effect on lecturer job satisfaction, whereas organizational climate has a significant positive effect on job satisfaction. The mediation results further show that organizational climate significantly mediates the relationships between competence and job satisfaction and between innovation and job satisfaction, with p-values of 0.046 and 0.027, respectively. These findings demonstrate that organizational climate plays an important role in translating lecturers' competence and innovation into greater job satisfaction.

Based on these findings, STIE Sultan Agung Pematangsiantar is recommended to strengthen a supportive organizational climate through clearer job responsibilities, recognition, collaboration, and institutional support. The institution should also facilitate lecturers' community-service activities, encourage collaboration between senior and junior lecturers in developing innovative practices, and ensure that promotion policies consider lecturers'

competencies and areas of expertise. Future researchers are encouraged to examine additional factors related to lecturer job satisfaction and involve broader samples or other higher education institutions to strengthen the generalizability of the findings

FURTHER STUDY

Future studies should extend the present research by examining additional factors that may influence lecturer job satisfaction, such as leadership, work motivation, organizational commitment, workload, and career development. Future researchers may also test the proposed model in different higher education institutions and with larger samples to improve the generalizability of the findings. In addition, longitudinal research could be conducted to examine how changes in competence, innovation, and organizational climate influence lecturer job satisfaction over time.

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