

Research Article

The Importance of Collaborative Ability and Emotional Intelligence in Shaping Job Satisfaction and Lecturer Performance in the Transformational Era

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The paper aims to provide evaluations and solutions to optimize job satisfaction and lecturer performance during an innovative and cultured sustainable educational transformation in the era of an independent campus. 360 lecturers were chosen as the respondents from four universities with excellent accreditation in Sumatera, Indonesia: *Syiah Kuala University*, *University of Sumatera Utara*, *State University of Medan*, and *Andalas University*. The raw data was collected using two methods: a survey method by distributing questionnaires and conducting Focus Group Discussions. Data collected is processed and analyzed through Multiple Linear Regression analysis using path analysis and the Sobel test to evaluate the significant relationship between the intervening and the independent variables on the dependent variable. The research proved that collaboration skills and emotional intelligence have a positive and significant effect on job satisfaction and lecturer performance. Job satisfaction also has a positive and significant effect on lecturers' performance. Collaboration Ability is the dominant variable affecting job satisfaction and lecturers' performance. The collaboration skills and Emotional Intelligence possessed by lecturers at Superior Accredited Universities on the Island of Sumatera positively and significantly affect job satisfaction and lecturer performance. The research results prove that lecturer job satisfaction positively and significantly affects lecturer performance.

Introduction

The world is entering the fourth industrial revolution. This is an era of disruptive innovation, which is developing rapidly (Ellitan, 2020). In the context of education, it is also known as the "Era of Education 4.0" where this era requires all sectors in Indonesia, including the education sector, to be responsive, adaptive, agile, and customer-centric (As'ad, 2021). Many universities face a myriad of challenges and changes in this industrial era of revolution 4.0. Universities must be operated in an efficient manner in order to carry out the transformation of education to win both national and international competitions. In their effort to transform themselves into a World Class University, higher education institutions in Indonesia must be able to carry out significant transformations, prepare appropriate national strategic directions and policies to improve quality education services, and increase productivity and competitiveness (Kosasi & Pontianak, 2020).

The most important element in improving the quality of tertiary institutions is optimizing the performance of lecturers (Gunawan et al., 2018; Siahaan et al., 2022). In this era of transformation, it is very important to examine the factors that significantly influence lecturer performance. Therefore the Ministry of Education and Culture and higher education leaders should create policies that encourage the high performance of lecturers so that Indonesian lecturers can be productive and produce work that makes Indonesia proud. Equal to other developed countries in terms of the quality of education, teaching, research, and competitive services.

This fast, complex, and uncertain change certainly interfere with lecturer job satisfaction and performance. Therefore, it is important to research lecturer job satisfaction and improves lecturer performance in the transformation era. Employees who experience good job satisfaction will perceive and behave positively toward their work and deliver a high level of service (Robbins & Judge, 2019). Higher education leaders and managers need to have a deep understanding of the elements that may create lecturer satisfaction, especially in the current era of transformation. Whatever changes are happening at this time, they will be able to make lecturers perform optimally as long as universities can provide job satisfaction to the lecturers. Job satisfaction will make lecturers happy, and happiness will make lecturers carry out work with all their capabilities to produce optimal performance (T'jiong Fei Lie, 2018). Therefore, it is very important to examine the factors that trigger lecturer job satisfaction because lecturers who experience job satisfaction will behave positively with a positive

mentality. This element encourages lecturers to be able to produce optimal performance. The results of previous studies stated that lecturer job satisfaction has a positive and significant effect on lecturer performance (Bakan et al., 2014; Lepojevic et al., 2018; Sumali et al., 2019; Valentine & Godkin, 2016). However, research results also state that job satisfaction cannot significantly improve performance (Aini & Sosilo, 2014; Abdelwahed et al., 2023; Paais, 2018). This difference in research results encourages in-depth research on the topic of job satisfaction on lecturer performance. This study wanted to examine the collaboration abilities of lecturers and their emotional intelligence, which affect the performance and job satisfaction of lecturers.

It is expected the four elements will color the students' attitude, ways of thinking, and actions in implementing "the three pillars of Higher Education" namely education and teaching, research, and community service paradigm at superior accredited state universities on the island of Sumatera must be immediately aligned with Industrial Revolution 4.0 in order to lead to a World Class University. This rapid, complex, and uncertain change certainly disrupts lecturer job satisfaction and performance. Therefore, it is important to examine lecturer job satisfaction and improve lecturer performance in the transformation era. One of the factors that can significantly optimize lecturers' performance and job satisfaction is collaboration ability (Cai, Y. 2023). The lack of research examining the collaboration ability of lecturers led to this study being conducted so that the low knowledge of lecturers and the motivation of lecturers to develop their knowledge by doing activities outside the campus by building collaboration skills. It is very important for lecturers to have the ability to collaborate because one of the Main Performance Achievement Indicators of higher education is that lecturers must have activities outside the campus, such as working as practitioners in the industrial world, working as researchers, consultants, experts, and amongst other. This collaboration is in the form of cooperation between lecturers in higher education and multinational companies, global technology companies, technology startup companies, government agencies, ministries, state-owned enterprises, and regional-owned enterprises at home and abroad. Collaboration in the field of education can take the form of cooperation on curriculum, learning, and educational evaluation. Cooperation in the field of research can take the form of fundamental research, applied research, development research, and evaluative research. Meanwhile, cooperation in the field of community service is implemented in the form of utilizing the results of research conducted by lecturers and/or students for the benefit of the community.

Lecturers with collaboration skills will feel satisfied with their work because they can develop their knowledge beyond their own institutions, which is needed by various industries, government agencies, and other universities (Mallillin, L. L. D, 2022). The ability to collaborate also increases the competence of lecturers. By collaborating, broad relationships will be established, high productivity, and produced works that are useful to more parties. Lecturers with collaboration skills significantly affect job satisfaction (Jiwon & Barry, 2017; Stichler, 1990). The results of previous research also stated that collaboration skills significantly affected performance (Assbeihat, 2016; Bedwell *et al.*, 2012; Chiocchio *et al.*, 2012). Meanwhile, the research results (Majid, 2021) stated that the ability to collaborate is not significant to performance.

Another factor that can significantly optimize lecturer performance and job satisfaction is Emotional Intelligence (Coelho *et al.*, 2020; Mérida-López *et al.*, 2022). In this era of transformation, massive and comprehensive changes in the job scope and specification of lecturers are unavoidable. Educational transformation and changing policies that result in lecturer workloads, such as carrying out the Tri Dharma of higher education in the form of teaching and education, research, and community service, continue to grow and become increasingly complex. Therefore, it is important to have high Emotional Intelligence, and this will help the lecturers stay focused physically, mentally, and emotionally, active, and productive, performing all the education and teaching, research, and community service tasks happily and not experiencing mental pressure disorders or experiencing stress (Muhnia *et al.*, 2019).

In the field of education, lecturers must be able to deal with students who have different characteristics and different learning motivations. Therefore, emotional Intelligence is needed to complete each lecturer's assignment properly. Besides that, lecturers must create collaborative and participatory classes, and develop lecture programs that contain novelty methods, to collaborate with parties outside the campus.

The results of past research are inconclusive and motivate us to conduct this research. Previous researchers highlighted that Emotional Intelligence significantly affects job satisfaction (Batista *et al.*, 2022; Harini *et al.*, 2021; Brouwer *et al.*, 2022). At the same time, several research results prove that emotional Intelligence has no significant effect on lecturer job satisfaction (Bayighomog *et al.*, 2022; Dewi *et al.*, 2022). Some researcher results state that emotional Intelligence has a significant effect on performance (Gómez-Leal *et al.*, 2022; Bayighomog *et al.*, 2022; Jena *et al.*, 2022; Sembiring *et al.*,

2020), while other researcher says that emotional Intelligence does not significantly affect lecturer performance (Zhang et al., 2023).

Therefore, this study aimed to analyze the impact of collaboration skills and emotional intelligence on job satisfaction and lecturer performance. This research provides information or advice for tertiary institutions. It is used as material for evaluating learning by recognizing the importance of increasing collaboration skills and emotional Intelligence, which will impact job satisfaction and lecturer performance in tertiary institutions. This research is useful for the Ministry of Education and Culture, university leaders, university management, faculties, and study programs in making policies that can optimize performance, job satisfaction and collaboration skills, and emotional Intelligence.

Literature Review

Collaboration involves people working together to achieve some desired result, such as a product or work (Bedwell et al., 2012). In collaboration, there is an interaction between different members and different characteristics. This interaction encourages the exchange of information and experiences (Hamengkubuwono, 2016; Shofiyah et al., 2022; Vangrieken et al., 2015). Collaboration often describes completing cross-border, cross-sectoral, cross-relationships, cross-organizational, and even cross-country. Collaboration provides mutual benefits for those who collaborate. When they work together collaboratively, there will be an increase in skills and productivity so that they are satisfied at work (Shofiyah et al., 2022).

The ability to collaborate enables lecturers to work with fellow lecturers, students, and the government to conduct research or community service. The collaboration will develop interaction, share ideas, and exchange experiences so that they know and understand better how to work together well, think positively, negotiate fairly, and operate specific tools properly and correctly to create job satisfaction for the lecturer. Lecturers who can collaborate significantly affect job satisfaction (Hamengkubuwono, 2016). Lecturers need collaboration skills to improve their performance of lecturers. The higher the collaboration ability of the lecturer, the higher the performance he/she produces (Martyn, J. A et al., 2022; Pu et al., 2022)

A person's success is not only determined by intellectual Intelligence but also by emotional intelligence (Emma, 2017). Emotion is the ability to regulate self-control or feelings in work, communication, and emotional knowledge to be adopted in a community or society (Coelho et al., 2020). Emotional Intelligence is the ability to understand, use and manage one's own emotions in a

positive way to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict (Sembiring et al., 2020). Higher education's commitment to providing the best for students begins with the fulfillment of competence in every aspect of Intelligence that a lecturer must own. In addition to parts of Intelligence, Emotional Intelligence is thought to influence lecturer performance in teaching, research, and community service (Anshari, M., & Hamdan, M. 2022). Emotional Intelligence possessed by lecturers will make lecturers feel at a higher level, namely analyzing and evaluating every transformation that occurs by thinking wisely and creatively, resulting in wise and productive decisions and actions. This is what ultimately makes lecturers have satisfaction with their work. Research result states that emotional Intelligence has a significant effect on job satisfaction (Choudhary et al., 2021; Emma, 2017; Mérida-López et al., 2022).

Any educational transformation is difficult and can be better managed if the lecturers have the emotional intelligence and help them to achieve tertiary institutions' eight leading performance indicators. Lecturers must be able to manage emotional Intelligence that will positively impact behavior and actions that will lead to achieving higher education goals so that the performance of each lecturer will be realized. Optimal. Research results state that emotional Intelligence has a significant effect on lecturer performance (Gómez-Leal et al., 2022; Bayighomog et al., 2022)

Expectancy theory states that job satisfaction is assessed based on fulfilling goals, achievements, objectives, and well-being. The more expectations are fulfilled, the more satisfied you are with the work produced. Job satisfaction reflects a person's feelings towards his work, namely feelings of pleasure or displeasure towards workers in viewing and carrying out their work. If a lecturer feels satisfied in carrying out his job, it will also impact his good performance (Gunawan et al., 2018). Higher education leaders and managers need to have a deep understanding of the elements that are able to increase lecturer satisfaction (Siahaan et al., 2022). According to (Ma, 2022), two factors influence job satisfaction, namely intrinsic and extrinsic job satisfaction.

Intrinsic job satisfaction is an element that is obtained when a person can successfully carry out his or her job correctly. According to previous scholars, job satisfaction significantly influences a lecturer's performance (Efendi et al., 2020; Hanafiah et al., 2020; Siahaan et al., 2022). Extrinsic satisfaction is in the form of materials that are obtained from the rewards received by individuals. Rewards are not always in the form of money but can be in the form of development and recognition. For this reason, it is important to pay attention to elements that may increase the lecturer's extrinsic satisfaction.

Lecturers are professional educators who have a role as a catalyst for the success of higher education since lecturers interact directly with students in providing guidance, ultimately producing successful graduates. Lecturer performance is one of the most important components of the higher education system (Bungai & Perdana, 2018). Lecturers' performance is the result of their hard work in carrying out the task with the responsibilities given to them legally, not breaking the law, and morally and ethically (Alam, A. 2022). Lecturers' performance requires intellectual abilities, but in solving these problems, emotional abilities or emotional Intelligence are also very much needed. In particular, lecturers need high emotional Intelligence because they interact with many people in the work environment to form morale and discipline (Hussein, A., Wibisono, C., Wijaya, D., & Gratitude, I. B. 2022).

Lecturers' performance can be seen from their enthusiasm in carrying out the the three pillars of Higher Education tasks assigned to them specifically education and teaching, research, and community service. The performance of lecturers in educational institutions will affect the quality of education in tertiary institutions, both professional and service (Siahaan et al., 2022). Performance Education and Teaching-based lecturers, such as holding lectures are based on the assignments given to the students. Their task include providing various teaching methods, guiding students in the academic field, and field experience programs. Lecturers' performance is based on research activities, such as conducting research and publishing results in indexed journals. The performance of community service-based lecturers is to be active in community service, as a resource person in community service activities, and to develop research results that the community can use to support the implementation of general government and supervisory duties.

Research Design and Methodology

This research was conducted by applying qualitative and quantitative methods. Data were analyzed with descriptive statistical analysis and inferential statistics. Data was obtained by distributing questionnaires and Focus Group Discussions. Filling out questionnaires and Focus Group discussions were carried out to collect primary data and lecturers' perceptions or views regarding lecturers' collaborative abilities, emotional Intelligence, and job satisfaction associated with lecturers' performance. The research sample was all lecturers who were at four excellent accredited higher education institutions on the Island of Sumatera, Indonesia, namely Syiah Kuala University, North Sumatera University, Medan State University, and Andalas University. A total of 360 lecturers were

identified as the size of the population of this study, and based on the Focus Group Discussion method, 70 lecturers were chosen as the sample size. The sampling technique used in this study was the random sampling technique. The data is processed using a Multiple Regression Analysis of path analysis and the Sobel test.

The research framework for this study is Figure 1.

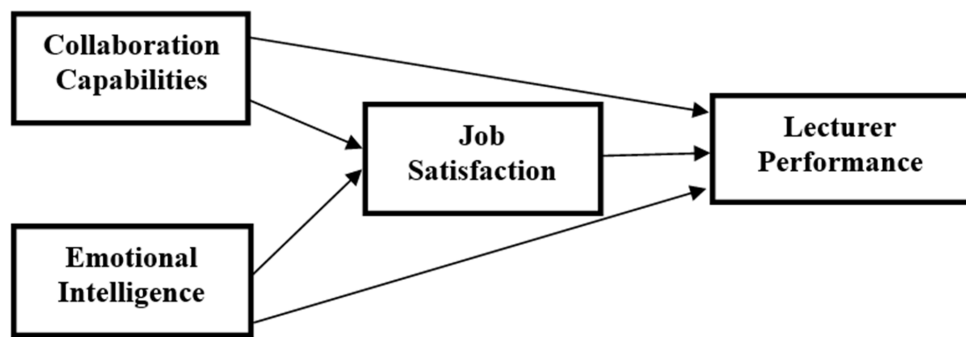


Figure 1. Research Framework

The hypotheses in this study are as follows:

- H₁: Collaboration ability has a positive and significant effect on job satisfaction.
- H₂: Collaboration ability has a positive and significant effect on lecturer performance.
- H₃: Emotional Intelligence has a positive and significant effect on job satisfaction.
- H₄: Emotional Intelligence has a positive and significant effect on Lecturer Performance.
- H₅: Job Satisfaction has a positive and significant effect on Lecturer Performance.
- H₆: Collaboration ability positively and significantly affects Lecturer Performance Through Lecturer Job Satisfaction.
- H₇: Emotional Intelligence positively and significantly affects Lecturer Performance Through Lecturer Job Satisfaction.

Research Results

Descriptive Statistical Analysis

The majority of respondents are between 50 to 60 years old, married, and their highest level of education is a PhD with functional status. The majority of respondents are head lecturers. Based on the respondents' answers, most of the lecturers at the top accredited tertiary institutions on the island of Sumatera have collaboration skills based on the results of the descriptive analysis. Focus Group Discussions that they carry out, such as research collaborations with lecturers outside domestic and foreign universities and working with industry to carry out community service. Furthermore, they are also involved in collaboration with government agencies to assist in implementing community empowerment programs.

Collaboration in the field of education by involving guest lecturers from within the country and abroad as well as from practitioners to cooperate in publishing textbooks. By collaborating, new things will usually be established due to exchanging opinions, thoughts, and even experiences to enrich the material in textbooks which are published. Based on the respondents' answers, most of the lecturers in top accredited tertiary institutions on the island of Sumatera have high emotional Intelligence. High emotional Intelligence can be seen from the lecturer's ability to manage emotions when interacting with the academic community and with parties outside the university, recognizing one's own emotions, recognizing the feelings of others, being able to establish relationships with others, and being able to motivate yourself to produce a good performance. Furthermore, based on the respondent's answers, the level of job satisfaction of lecturers at superior accredited tertiary institutions on the island of Sumatera is in the high job satisfaction category.

Based on the respondents' answers, the performance level of lecturers at superior accredited tertiary institutions on the island of Sumatera is in the high-performing category. Increased job satisfaction can be seen from the positive feelings of lecturers towards work, the work environment, and the institution where they work. High job satisfaction can also be seen from the positive behavior of the lecturers in completing each assignment given to them.

The high performance of lecturers can be seen from the activeness of lecturers in teaching and education, such as actively guiding students in completing their final assignments, being active as examiners, actively developing teaching materials, and developing lecture programs with new

methods. The high performance of lecturers can also be seen from the activeness of lecturers in conducting research, such as the activeness of lecturers in producing scientific works in the form of books, book chapters, and scientific articles in national and international journals. Research results are disseminated in national and international proceedings, posters, and seminars. The lecturer's research results are also patented, and the lecturer's work is registered with Intellectual Property Rights.

Inferential Statistical Analysis

After collecting data, the data is input and processed to produce output. The classical assumption test is carried out to evaluate the feasibility of the model and ensure that the model is the best and most unusual. The results of the classical assumption test show that there are no problems with autocorrelation, heteroscedasticity, normality, and linearity. Hence, the data is processed using Multiple Linear Regression analysis using path analysis and Sobel test to evaluate the significance of the intervening variable. Therefore, this study has two sub-models, which are summarized in Table 1.

Model	IV	DV	Intervene	Effects between variables		
				Direct Effects	Indirect Effects	Total Effects
Sub 1	Collaboration Capability	Job satisfaction		0.626		0.626
	Emotional Intelligence			0.622		0.622
Sub 2	Collaboration Capability	Lecturer Performance	Job satisfaction	0.631	0.372	1.003
	Emotional Intelligence			0.605	0.357	0.962
	Job satisfaction			0.591		0.591

Table 1. Tables of Inferential Statistics

Note: aR Square = 0.396; SigF = 0.000 | bR Square = 0.385; SigF = 0.000 | cR Square = 0.348; SigF = 0.000 | *Sig < 0.05 | ** Sig using Sobel Test.

Based on Table 1, collaboration skills directly affect lecturer job satisfaction, with a value of 0.626. Emotional Intelligence has a direct influence on job satisfaction, with a value of 0.622. Based on Table 1, the ability to collaborate affects the performance of lecturers with a direct effect of 0.631. Emotional

Intelligence affects lecturer performance with a direct effect of 0.605. Job satisfaction affects performance with a direct effect of 0.591. The ability to collaborate is the most dominant influence on the performance of lecturers at Superior Accredited Universities on the island of Sumatera. Collaboration ability significantly affects performance through lecturer job satisfaction with an indirect effect value of 0.372.

Emotional Intelligence significantly affects lecturer performance through job satisfaction with an indirect effect value of 0.357. The Sobel test is used to test the significance level of the intervening variable. Based on the results of the Sobel test, it is proven that job satisfaction is significant as an intervening variable. Based on the test results, a Z value of $13.08 < 1.96$ was obtained. And the probability value of both One-tailed and Two-tailed probability has a significance of 0.00, below 0.05. This means that the job satisfaction variable can significantly act as an intervening variant that influences collaboration skills and emotional Intelligence on lecturer performance.

Discussion

Inferential test results show that collaboration skills positively and significantly affect lecturer job satisfaction. Meaning that if a lecturer has the ability to collaborate in carrying out his tri dharma duties, the lecturer's job satisfaction will also increase. They can collaborate with other parties and share knowledge with their partners. Most of the lecturers stated that the knowledge they provided would certainly benefit their partners so that they could solve problems as a result of collaboration to achieve one goal. This would undoubtedly create a sense of pride and satisfaction for the lecturers. As a lecturer, you are supposed to spur and continue to hone and develop your knowledge.

Collaborating with other parties will lead to satisfaction with lecturers. The ability to collaborate also increases the competence of lecturers. For example, if the research consists of Professors and Doctors, there will undoubtedly be an exchange of ideas in the research to produce intelligent thoughts, which will later encourage the production of higher-quality policies and create the latest innovations. Lecturers with collaboration skills have a significant effect on job satisfaction. That being said, the results of this research are supported by (Jiwon, 2016; Stichler, 1990)

Collaboration ability has a positive and significant effect on lecturer performance. This means that the higher the collaboration ability possessed by the lecturer, the higher the level of performance he will provide. Lecturers need to have collaboration skills because the third leading higher education performance indicator is that lecturers are required to carry out activities outside the campus. Every

lecturer must be active in developing their knowledge by carrying out activities outside the campus, such as teaching at other universities, and working as practitioners in the industrial world, such as multinational companies, global technology companies, technology startup companies, government agencies, ministries, state-owned enterprises, and regional-owned enterprises, can become researchers, consultants, experts or so on. Based on the results of the focus group discussion, the collaboration of lecturers at other tertiary institutions in the field of education can be in the form of cooperation regarding curriculum, learning, and educational evaluation. Cooperation in the field of research can be in the form of basic research, applied research, development research, and evaluative research. Meanwhile, cooperation in the community service field is implemented by utilizing research results conducted by lecturers and students to benefit society. The results of previous studies stated that the ability to collaborate has a significant effect on performance (Assbeihat, 2016; Bedwell et al., 2012; Chiocchio et al., 2012).

The results of the inferential test prove that lecturers' emotional Intelligence significantly influences lecturers' job satisfaction. That is, the higher the level of emotional Intelligence of the lecturer, the higher the level of satisfaction of the lecturer at work. Based on the Focus Group discussion results, The lecturer's ability to manage emotions greatly determines how to convey something to the right people so that they can understand our intentions and goals. Any problems faced in the future can certainly be seen positively. Suppose a lecturer has emotional Intelligence, of course. In that case, the collaboration that we have established will go well, and we will be able to deal with the education and teaching, research, and community service work well because of Intelligence. The emotional feelings of the lecturers will make lecturers think at a higher level, namely analyzing, thinking wisely, and creatively, to produce wise and productive decisions and actions. This is what ultimately makes lecturers have satisfaction at work. The results of this study are supported by (Choudhary et al. 2021; Emma, 2017; Mérida-López et al., 2022).

Emotional Intelligence has a significant effect on lecturer performance. That is, the higher the level of emotional Intelligence of the lecturer, the level of performance of the lecturer. Based on the Focus Group Discussion, Emotional Intelligence is the key. If lecturers want to commit to improving performance, emotional Intelligence must be trained continuously and improved. If a lecturer is not intelligent in managing and dealing with his work, it will not be easy to collaborate and cooperate with other people. It will be challenging to overcome dislike for other people so that it will make you uncomfortable with cooperation.

In addition, based on the Focus Group Discussion results, the more dominant thing that must be mastered is Emotional Intelligence because what do Intelligence mean if emotions cannot be managed properly? The age difference between lecturers and students today is quite significant. Therefore, lecturers must be smart in dealing with students who have different characters, especially at this time policies from the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, which are then disseminated by the university to every lecturer to accept and study the changes that occur and to adapt to the changes that occur immediately. Lecturers from the University of Unggul demonstrated good behavior from existing changes such as Free Learning (*Merdeka Belajar – Kampus Merdeka*). The Outcome-Based Education concept changes the curriculum based on results and the eight Key Performance Indicators that enable lecturers to perform optimally in Higher Education with the education and teaching, research, and community service activities and Support Study Programs to be International Standards and support study programs to partner with world-class universities. This educational transformation is very heavy and can be achieved if the lecturers have the emotional intelligence to realize the eight Key Performance Indicators. By being able to manage emotional Intelligence, it will have an impact on behavior and actions that lead to achieving higher education goals so that the performance of each lecturer will be optimal. The results of this study are supported by research from (Gómez-Leal et al. 2022; Bayighomog, S. W., & Arasli, H. 2022; Anshari, M., & Hamdan, M. 2022; Jena, L. K., & Goyal, S. 2022)

The results of the study prove that lecturer job satisfaction has a significant effect on lecturer performance. This means that the higher the level of lecturer job satisfaction, the more optimal the performance will be. Based on the results of interviews and Focus Group Discussions, the job satisfaction of most of the lecturers at the four leading accredited tertiary institutions on the island of Sumatera is in the high category. High job satisfaction can be seen from the adequacy of facilities and infrastructure provided by the university to lecturers, performance-adjusted awards, opportunities to get promotions and structural positions, comfortable work environment, complete with the education and teaching, research, and community service, harmony with colleagues, and the university facilitating lecturers to partner with outsiders. The results of this study indicate that the key to improving lecturer with the education and teaching, research, and community service performance is achieving job satisfaction. This result is in line with previous research, which showed that there is a significant effect of job satisfaction on lecturer performance (Gunawan et al., 2018; Harini et al., 2021; Ibrahim & Silitonga, 2019; Siahaan, 2017; Siahaan et al., 2022). The results of the Sobel test prove that

job satisfaction is significant as an intervening variable between collaboration abilities and emotional Intelligence on lecturer performance. This means that in the current era of transformation, it is very important to build lecturer job satisfaction so that lecturers remain enthusiastic about making changes as expected by the University and the Ministry of Education and Culture of the Republic of Indonesia. A high will to transform will be able to produce optimal lecturer performance. Optimal lecturer performance will raise the good name of the university and the good name of the quality of Indonesian education in the eyes of the world.

Conclusions and Implications

The collaboration skills possessed by lecturers at Superior Accredited Universities on the island of Sumatera have a positive and significant effect on job satisfaction and lecturer performance. The results of this study prove that it is very important for lecturers to continue to improve their collaboration skills in the transformation era. Because in this era of transformation, the need for knowledge is increasingly complex, therefore lecturers, as a driving factor for the advancement of higher education, need to collaborate to develop their understanding such as they can become experts in the industry because, after all, the industry also requires education through for human resource needs that will become an industrial mover. Vice versa, the role of the sector will help human resources in tertiary institutions to be able to improve their abilities so that they will be better prepared to compete in the world of work. By having the ability to collaborate, lecturers are aware of their strengths and weaknesses with the collaboration skills they have. As a result, they will be able to accommodate more constructive ideas and suggestions from various parties so that the intended goals can be achieved.

Emotional Intelligence possessed by lecturers at the accreditation of the university has a positive and significant effect on lecturer job satisfaction and performance. The results of this study prove that it is very important to build lecturers' emotional Intelligence in the transformation era. Lecturers with emotional Intelligence will still be able to produce job satisfaction even though in the transformation era, which increases the workload of lecturers, they have to take actions out of the box. But with lecturers who have Emotional Intelligence, lecturers still have job satisfaction as lecturers. This is because lecturers know that times are constantly changing, so it takes a strong will to change, and most lecturers view work as worship.

Furthermore, the research results also prove that lecturer job satisfaction positively and significantly affects lecturer performance. This means that in the current era of transformation, it is very important to build lecturer job satisfaction so that lecturers remain enthusiastic about making changes as expected by the university and the Ministry of Education and Culture of the Republic of Indonesia. A high will to transform will be able to produce optimal lecturer performance. Optimal lecturer performance will raise the good name of the university and the good name of the quality of Indonesian education in the eyes of the world. Furthermore, job satisfaction can be significant as an intervening variable. This means that the lecturer's excitement at work makes the lecturer's emotional Intelligence more significantly influence their performance. The results of this study prove that it is very important for lecturers to have satisfaction in working in the current transformation era. Lecturer satisfaction at work will make lecturers do productive, creative, and innovative things in the education and teaching, research, and community service to produce optimal performance.

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