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Boosting Departmental Performance: The Role of Empowerment, Productivity and Faculty Engagement

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ABSTRACT

The study aims to assess the effect of Faculty Productivity (PR) and Faculty Empowerment (EM) influence Departmental Performance (DP) within private higher education institutions in DKI Jakarta, Indonesia. It specifically explores the extent to which Faculty Engagement (EG) bridges these relationships, providing empirical insights into the drivers of organizational success where research gaps currently exist in the private higher education landscape. This study use a quantitative research using the survey instrument that was measured with a 6-point Likert scale, which ranged from 1 (strongly disagree) to 6 (strongly agree). A total of 300 questionnaires were randomly distributed to the departmental heads at private higher education institutions in DKI Jakarta using a random sampling technique. From the distributed questionnaires, 228 valid responses were obtained, providing a substantial sample for analysis. To examine the relationships within the conceptual framework, the study utilized the Partial Least Squares (PLS-SEM) technique for rigorous data processing. Empirical evidence demonstrates that faculty empowerment and faculty productivity exert a substantial positive influence on departmental performance. Moreover, the results substantiate the role of faculty engagement as a critical mediator, acting as a catalyst that reinforces the link between empowerment, productivity, and the cumulative success of academic units.

Keywords: Faculty Empowerment, Faculty Productivity, Departmental Performance, Faculty Engagement, Higher Education Management
JEL Classifications: I23, M54, J24

1. INTRODUCTION

The performance of an academic department serves as a primary indicator of a university's success in achieving its strategic vision and mission while strengthening its competitive edge in the academic sphere. Higher education institutions (HEIs) hold a strategic responsibility to cultivate superior human resources, produce high-quality research, and drive technological innovation and development (Altbach et al., 2009). In this framework, departmental performance is not exclusively predicated on adhering to national standards; it is fundamentally driven by the quality of faculty members who serve as key actors in executing the "Tridharma," or the three pillars of higher education. Consequently, enhancing this performance is critical for ensuring academic quality, student satisfaction, and the institution's global reputation. (Azmy, 2019), especially as universities must adapt to the "High Participation System" to remain responsive to labor market demands (Marginson, 2016; Teichler, 2019).

In practical terms, the divergence between escalating work demands and the psychological capacity of lecturers, who are the primary drivers of institutional goals. Excessive workloads often become a primary source of occupational stress (Riswandi et al., 2025), trapping lecturers and faculty in administrative routines that stifle creativity and hinder productivity in both teaching and

publication (Andriani et al., 2020). This decline in productivity directly correlates with a department's inability to achieve "Excellent" accreditation status. This phenomenon raises a critical question regarding the factors that motivate faculty members to go beyond their minimal obligations and engage fully to generate maximum performance.

One of the most pertinent HR management approaches to addressing these challenges is faculty empowerment. Rather than being a mere delegation of authority, empowerment serves as a fundamental pillar for enhancing departmental performance by fostering a sense of self-efficacy and individual motivation. Through this process, faculty members gain a profound locus of control, purpose, and competence in their professional roles (Berraies et al., 2014). Research indicates that structural empowerment yields positive outcomes for organizational outcomes (García-Juan et al., 2019). Empowerment in psychology also fundamentally reshapes how faculty perceive their work roles, thereby driving innovative behavior within the department (Ma, 2024).

Furthermore, empowering faculty members cultivates a climate of trust and innovation, fostering a supportive professional atmosphere where the fear of negative repercussions is minimized, thereby stimulating the generation of groundbreaking concepts among the lecturers and enhancing their professional competencies—actions that significantly bolster departmental success (Maarif and Sumertajaya, 2021). Ultimately, this empowerment not only drives performance but also secures a competitive advantage by sparking creativity and organizational commitment, which simultaneously mitigates burnout (AlKahtani et al., 2021). When human capital is strategically aligned with robust empowerment initiatives, it creates a powerful synergy that elevates the overall performance of the academic department (Murray and Holmes, 2021).

While productivity is typically considered as an outcome, the Conservation of Resources (COR) hypothesis implies that previous production can act as a critical energetic resource that initiates a "gain cycle" of positive motivation (Salanova et al., 2010). Productive faculty have stronger self-efficacy, thereby enhancing their intrinsic motivation to actively participate in and contribute to the full spectrum of their academic and professional duties. This productivity, as demonstrated by the outputs of the Tridharma (the Three Pillars of Higher Education), is a critical determinant of an academic department's reputation and long-term performance (Alghunaimi and Alghenaimi, 2024). As a result, an institution's ability to support this production by providing enough resources is critical to retaining a department's competitive edge (Demerouti and Bakker, 2023). However, it is also critical to recognize that faculty productivity is susceptible to the negative effects of burnout and occupational stress, which can impede operational performance (Amer et al., 2022). When productivity declines due to such pressures, both the consistency and the intensity of faculty outputs ultimately decrease (Safari et al., 2020).

To address these problems, this study uses faculty engagement as the key mediating variable. Scholarly perspectives view faculty involvement as a fulfilling affective-cognitive state. It manifests through a combination of vitality and mental toughness (vigor), a dedication to the significance of one's role (dedication), and the experience of being completely concentrated on professional responsibilities (absorption) (Agustina et al., 2021; Gede and Huluka, 2024). Beyond mere presence, high levels of participation are critical in encouraging academic achievement and improving student services, resulting in increased work satisfaction and departmental success (Tepayakul and Rinthaisong, 2018). Furthermore, faculty involvement is significantly associated with organizational commitment, motivating educators to make "discretionary effort" or exhibit a proactive commitment to surpassing established performance benchmarks in alignment with achieving departmental goals (Hanaysha, 2016). Finally, the performance and overall quality of an academic department are significantly reliant on its human capital remaining actively engaged (Aboramadan et al., 2020; Nazir and Islam, 2017). Within this framework, engagement acts as a critical mediator, ensuring that institutional investments in faculty development and empowerment are effectively translated into high-quality academic outputs that sustain departmental performance (Park et al., 2022).

2. LITERATURE REVIEW

2.1. Departmental Performance

Institutional effectiveness, particularly for higher education or academic departments, is described as an organization's competence to accomplish its strategic targets and aims (Idongesit Etim and Victoria, 2023). Performance is measured not just by achieving these goals, but also by analyzing the resources and processes used to get there, with a focus on satisfaction among both internal and external stakeholders. Furthermore, performance is more than just an evaluation of final results; it includes an institution's ability to effectively implement plans that provide a long-term competitive advantage (Otoo, 2019). Departmental performance is assessed using metrics such as the quality of instructional services, research outputs, and graduate skills (Gede and Huluka, 2024). The characteristics of this performance are highly dependent on the satisfaction of key stakeholders (Tabiu, 2019). Finally, departmental performance combines financial efficiency, stakeholder satisfaction, the Tridharma (the Three Pillars of Higher Education), and the ongoing development of human capital within the institution (Guthrie et al., 2024).

Given that educational institutions are primarily knowledge-intensive organizations, departmental performance is mostly determined by the productivity and engagement of their human resources, particularly faculty members (Aboramadan et al., 2020). Beyond involvement, human resource training and development are critical in improving organizational effectiveness within these academic divisions. Strategic investment in faculty training improves their core abilities and pedagogical skills, resulting in better departmental outcomes (Lee and Park, 2022). Furthermore, departments that successfully transition administrative norms into service-oriented operational procedures outperform those that rely simply on document compliance (Seyfried and Pohlenz, 2018).

In the Indonesian context, departmental performance is most frequently evaluated through its accreditation status or ranking. Accreditation serves as a critical benchmark for external quality

because it functions as a formal quality assurance mechanism involving rigorous evaluation by external bodies, requiring institutions and departments to meet absolute standards (Garcia and Martinez, 2021). Within the framework of HR practices in higher education, faculty achievements across the Tridharma (the Three Pillars of Higher Education) activities are pivotal factors that directly influence these rankings and accreditation outcomes (Wahid et al., 2022). Ultimately, the performance of faculty members as the primary actors in the academic realm remains central to higher education, serving as the ultimate guarantor of quality for their respective departments (Medya Apriliansyah, 2025).

2.2. Faculty Empowerment

Faculty empowerment is conceptualized as a multidimensional construct that encompasses both psychological and structural perspectives (Afram et al., 2022). Empowerment in psychology is often conceptualized as a reflection of an individual's cognitive orientation toward their work role, fundamentally defined as a transformative pathway to bolster individual self-belief (Conger and Kanungo, 1988). In contrast, structural empowerment emphasizes the systematic redistribution of power and the formal transfer of decision-making rights from higher-level management to frontline personnel, as well as the accessibility of resources necessary to support professional tasks (Afram et al., 2022). Crucially, these two dimensions exhibit a synergistic relationship while maintaining conceptual independence; to illustrate, a faculty member may be granted structural authority, yet if they perceive their work as lacking intrinsic meaning, they may still experience psychological disempowerment (Baek-Kyoo et al., 2019). Therefore, true empowerment in an academic setting requires a synergy between organizational support and the internal psychological state of the educator.

In her seminal study, Spreitzer (1995) identified four cognitive dimensions that constitute psychological empowerment. These dimensions must be viewed as an integrated whole, as the absence or deficiency of any single element will significantly diminish the overall sense of empowerment (Rusidy and Naidah, 2017). The first dimension is meaning, defined as the alignment between a faculty member's personal values and their professional role; it serves as 'intrinsic fuel,' enabling those who find profound meaning in Tridharma activities to be more resilient under professional pressure (Ghosh et al., 2020). Second is competence, which construct that pertains to an individual's perceived self-efficacy regarding their proficiency in executing professional duties. Consequently, faculty members with a strong sense of cognitive mastery are more inclined to adopt and successfully attain ambitious institutional objectives (Ahmed et al., 2022). The third dimension, self-determination, reflects the autonomy faculty members have in regulating their work actions. This serves as a potent predictor of innovation and creativity; educators who are rigidly dictated tend to be less innovative compared to those granted autonomy (Ibukun and Perotin, 2022). Finally, impact describes the perception that a faculty member's contributions significantly influence strategic outcomes for departmental performance (Chandhok and Saranya, 2019).

Structural empowerment represents the objective conditions within the faculty's work environment. (Rosabeth Moss Kanter, 1977) argued that workplace behavior and attitudes are primarily shaped by an organization's social structures rather than individual personality traits alone (Dvorakova and Striteska, 2024). Based on Kanter's theory, as expanded by Laschinger (2001) Empowerment in structure comprises four primary dimensions: availability of professional growth opportunities, transparency of institutional information, equitable allocation of resources, and the provision of organizational support. Granting faculty members access to these critical elements enables them to contribute more effectively to their roles, which ultimately enhances departmental performance (Modise and Modise, 2023).

Moreover, (Afram et al., 2022) underscore that the opportunity dimension encompasses the accessibility of career advancement, skill enhancement, and pathways for promotion. Regarding information, it entails the degree of institutional transparency and the ease with which critical data can be retrieved to fulfill operational objectives. Support is characterized by the provision of mentorship and collaborative aid from both management and colleagues. Lastly, resource accessibility involves the adequate supply of technical instruments, fiscal sponsorship, and sufficient timeframes requisite for successful project execution.

Extensive literature demonstrates that faculty empowerment exerts a positive influence on departmental performance. This is largely attributable to the fact that empowered personnel are predisposed to demonstrate enhanced operational excellence, foster heightened innovative capabilities, and possess a greater proficiency in aligning with the diverse requirements of stakeholders (Balwant et al., 2022; Demġrcġ and Erbaġ, 2010; García-Juan et al., 2019; Ma, 2024). Furthermore, when faculty members are empowered, they develop a heightened sense of accountability for their professional outcomes, which ultimately bolsters the overall effectiveness of the academic department (Agustina et al., 2021). Sound human resource management practices, particularly those emphasizing empowerment and faculty participation, create a positive ripple effect on the performance and satisfaction of both educators and academic staff, thereby driving institutional excellence (Xing, 2009).

- H_1: Faculty empowerment exerts a favorable influence on departmental performance.

Empowerment is positioned as a potent predictor of faculty engagement; once educators gain an internal locus of control about their professional duties, they exhibit a greater propensity to develop deep emotional and cognitive attachments to their work (Hanaysha, 2016). A vast body of literature confirms that intrinsic motivational states have a profound constructive effect on employee absorption in their roles. (Afram et al., 2022; Alhozi et al., 2021; Baek-Kyoo et al., 2019; Chandhok and Saranya, 2019). Furthermore, empowerment provides the necessary motivation for faculty members to fully immerse themselves in Tridharma activities, which is essential for driving departmental performance (Atapattu and Huybers, 2022). Empowerment acts as a psychological resource that catalyzes engagement, ensuring that empowered faculty are not merely satisfied; instead, they are

dynamically channeling their intellectual, affective, and behavioral resources toward their scholarly endeavors (Lina Meng et al., 2016).

- H_2: Faculty empowerment exerts a favorable influence on faculty engagement.

2.3. Faculty Productivity

Productivity is fundamentally defined as the ratio of generated outputs to the resources utilized in the process (Nuutinen et al., 2022). It serves as a metric for both efficiency and effectiveness in transforming inputs into valuable outcomes, encompassing not only quantitative measures—such as the volume of output—but also qualitative aspects, including the caliber of products or services rendered (Smith and Brown, 2020). In the academic sphere, faculty productivity is predominantly measured by achievements within the Tridharma framework, which includes teaching, research, and community service (Amer et al., 2022). More specifically, academic productivity is often operationalized as the efficiency of faculty members in producing tangible scholarly outputs, such as research articles, textbooks, or innovative works recognized at both national and international levels (Andriani et al., 2020).

The Resource-Based View (RBV) framework provides a robust theoretical lens to examine the synergistic link between the output efficiency of educators and the overall effectiveness of the department (Wright et al., 2001), proposing that sustainable excellence arises from an organization's ability to utilize resources that fulfill the criteria of being strategically vital, unique, inimitable, and non-interchangeable (Gerhart and Feng, 2021). The success and viability of an academic department are heavily dependent on the performance of its faculty, who represent strategic assets that are unique and difficult to replicate, ultimately determining the quality of service and stakeholder satisfaction (Akor et al., 2024). Generally, high faculty productivity bolsters the competitive edge, reputation, and strategic goal attainment of a department (Andriani et al., 2020; Ichdan, 2024). Conversely, suboptimal faculty performance can impede the achievement of organizational objectives and diminish the quality of graduates produced (Girsang et al., 2023).

- H_3: Faculty productivity exerts a favorable influence on departmental performance.

The Conservation of Resources (COR) perspective posits that personal resources and engagement do not operate in isolation but rather form a mutually reinforcing cycle, creating a positive feedback loop that enhances an educator's professional capacity (Hobfoll, 1989). In this context, faculty productivity can trigger work engagement through a "gain spiral" mechanism; when educators achieve high productivity, it generates positive feedback that bolsters their self-efficacy (Ahmed et al., 2022; Salanova et al., 2010). This enhanced self-belief, rooted in past successful experiences, encourages faculty members to become more dedicated and deeply engaged with their professional roles (Thomas and Velthouse, 1990). Furthermore, high productivity creates a positive perception of the work environment and fosters satisfaction, which subsequently deepens engagement (AlKahtani et al., 2021; Nazir and Islam, 2017). When faculty members perceive their efforts as successful and productive, they develop a stronger emotional bond with their work, ultimately reinforcing their dedication to maintaining high performance standards (Mer and Vijay, 2021).

- H_4: Faculty productivity exerts a favorable influence on faculty engagement.

2.4. Faculty Engagement

Faculty engagement is defined as the multidimensional manifestation of an educator's intellectual, affective, and physical presence during the execution of their professional duties, serving as an indicator of their psychological investment in their roles (Saks, 2019). Engagement is further characterized as an affective-cognitive work-related framework, evidenced by high levels of energy (vigor), a strong sense of significance (dedication), and a state of total concentration (absorption) (Hanaysha, 2016). Beyond mere job satisfaction, engagement encompasses both the emotional and intellectual commitment an educator holds toward their institution (Juevesa et al., 2020). Furthermore, faculty engagement serves as a primary mechanism linking human resource practices to organizational performance. Effective HR practices enhance faculty perceptions of their academic departments, which subsequently strengthens their commitment to departmental goals (Truss et al., 2011). In addition to driving departmental performance, engagement contributes significantly to individual well-being; educators who perceive themselves as esteemed and empowered are predisposed to exhibit reduced occupational strain and attain enhanced psychological flourishing (Li et al., 2025).

- H_5: Faculty engagement exerts a favorable influence on departmental performance.

Faculty empowerment, in structural and psychological forms, serves as a critical catalyst for enhancing work engagement (Alhozi et al., 2021). Synthesizing SDT or Self-Determination Theory and SET or Social Exchange Theory perspectives, when an organization grants decision-making latitude, it effectively addresses the inner psychological needs of faculty. Such institutional support triggers a positive motivational response, resulting in heightened levels of affective dedication to their roles (Baek-Kyoo et al., 2019). The heightened engagement resulting from such empowerment acts as a potent predictor of departmental performance; there is a strong likelihood that highly engaged faculty will commit their entire spectrum of resources - ranging from intellectual to temporal - to the advancement of their professional roles, manifesting in innovative behaviors and a strong orientation toward organizational goals (Saks, 2019). As a result, the level of involvement among educators functions as an essential conduit, channeling the beneficial effects of autonomy into tangible institutional achievements (Park et al., 2022). Empowerment effectively bolsters performance precisely because it cultivates a deeper sense of attachment and involvement within the academic department (Kumari et al., 2025).

- H_6: Faculty empowerment positively influences departmental performance through the mediating mechanism of faculty engagement.

Faculty productivity serves as a vital resource that can catalyze work engagement through feedback mechanisms and resource accumulation. When educators perceive themselves as competent in fulfilling their duties, their professional achievements reinforce

their dedication and absorption, stemming from their acquired proficiency and perceived authority in managing their workplace responsibilities (Balwant et al., 2022). In this context, faculty engagement acts as a crucial mediator that translates individual productivity into significant contributions toward the department (Christian et al., 2011). Furthermore, engagement functions as a motivational mechanism that transforms an individual's ability into a proactive willingness to support and contribute to the institution's goals (Amir et al., 2022). The accumulation of high engagement levels directly culminates in the enhancement of overall departmental performance (Lisdiyanto et al., 2023). Consequently, fostering a state of high engagement through optimized individual performance enhances the collective competency of the department, ensuring superior outcomes within the prevailing evaluation frameworks (Abdullahi et al., 2021).

- H_7: Faculty productivity positively influences departmental performance through the mediating mechanism of faculty engagement.

2.5. Conceptual Framework

The proposed relationships between variables are synthesized in the following conceptual model. It operationalizes Faculty Empowerment and Productivity as independent antecedents, with Departmental Performance as the dependent consequence. The model specifically highlights the mediatory role of Faculty Engagement in channeling these influences Figure 1 below.

The schematic representation of this research is detailed below.

3. RESEARCH METHODOLOGY

A quantitative research architecture is implemented in this study, aligning with the positivist paradigm to provide a rigorous statistical examination of the conceptual model. This method was selected to test established theories by measuring research variables to derive generalizations with predictive value (Creswell and Creswell, 2018; Fadilla et al., 2022). The investigation implements a deductive path, transitioning from general theoretical constructs to the formulation of testable hypotheses from a theoretical framework, which are subsequently tested empirically using data collected from respondents. According to (Sekaran and Bougie, 2016) to ensure analytical validity, the population is operationalized as the totality of the group under investigation, providing the basis for all subsequent findings and inferences. The population for this study consists of all heads of academic departments (Heads of Study Programs) within private higher education institutions in the Jakarta region (DKI Jakarta). Based on data from the Higher Education Service Department Region III (LLDIKTI III) dashboard as of February 05, 2025, there are 2,037 academic departments across 264 private universities in Jakarta. This population was chosen based on the premise that department heads possess the most comprehensive understanding of HR practices, the academic climate, and the operational performance of their respective units. From the total available departments, this research specifically targets a population of 1,240 individuals, comprising 383 department heads from programs with "Excellent" accreditation status and 857 from programs with "Very Good" accreditation status

The determination of the sample size followed the stringent statistical criteria necessitated by multivariate analysis within a Structural Equation Modeling (SEM) framework. To achieve adequate representation across different subgroups, a Stratified Random Sampling approach was implemented. Specifically, the Slovin formula was applied with a 95% confidence level (0.05 margin of error) to establish the minimum required participant count. (Sevilla, 2007), which yielded a minimum required sample of 304 respondents. Given that the selected population consists of two heterogeneous strata based on accreditation status, a proportional sampling technique was applied to ensure that each stratum is accurately represented according to its actual composition (Sekaran and Bougie, 2016). Following the proportional calculation, the sample of 304 respondents was distributed as follows: 94 heads of study programs with "Excellent" accreditation and 211 heads of study programs with "Very Good" accreditation. The comprehensive breakdown of the participants' characteristics is itemized in the following Table 1:

The data collection phase yielded 228 valid returns from the 304 distributed questionnaires, resulting in a robust sample size for the planned statistical analysis. The actual sample consists of 45 heads of academic departments with "Excellent" accreditation and 183 with "Very Good" accreditation, resulting in a robust response rate of 75%. A return rate of over 50% is considered academically acceptable for subsequent data processing, aligning with the evaluative standards proposed by (Baruch and Holtom, 2008) for survey-based investigations. Guided by the heuristics proposed by (Hair et al., 2017). The optimal participant count for Structural Equation Modeling (SEM) is determined by a ratio of 5-10 observations per estimated indicator. Consequently, this ensures sufficient statistical power for the measurement and structural models. Considering the 17 indicators evaluated, a minimum recruitment of 170 individuals was mandated. Hence, the final pool of 228 valid responses provides sufficient statistical power to proceed with the SEM analysis.

Fieldwork for this investigation was executed over 6 months, concluding in August 2025. First-hand data collection involved distributing questionnaires to a targeted cohort that satisfied the inclusion criteria established for this study. Construct measurement was operationalized using a six-point Likert-type scale, anchored by "1: Strongly Disagree" at the lower extremity and "6: Strongly Agree" at the upper extremity (Hair et al., 2017; Sekaran and Bougie, 2016). As highlighted by (Zikmund, 2003) survey instruments serve as a proficient and systematic medium for data collection, offering a streamlined approach to gathering empirical metrics from a broad respondent base. This investigation employed self-administered survey instruments to facilitate primary data acquisition concerning the structural links between faculty empowerment, faculty productivity, and departmental

Table 1: Granular breakdown of sample stratification

No	Accreditation	Population (N)	Proportion (%)	Sample (n)
1	Excellent/A	383	30.88	30.88%×304=94
2	Very Good/B	857	69.11	69.11%×304=211
	Total	1.240	100	304

performance, with faculty engagement serving as the mediating variable.

In alignment with the research framework, departmental performance is the dependent variable, measured using an instrument adopted from (Steers, 1977). Faculty empowerment and faculty productivity serve as the independent variables, measured using instruments developed by (Spreitzer, 1995) and (Susanti, 2020), respectively. Furthermore, faculty engagement is defined as the mediating variable, measured using an instrument that encompasses the UWES (Utrecht Work Engagement Scale) typology. Engagement is evaluated based on its core constituents, namely vigor, dedication, and absorption (Saks, 2019). The constructs for all tested variables—Faculty Empowerment, Faculty Productivity, Faculty Engagement, and Departmental Performance—are operationalized through several questionnaire items. A systematic overview of the operational measures is detailed in Table 2 below:

4. RESULTS

The empirical results derived from the 228 participants indicate a heterogeneous distribution among department heads. Regarding gender demographics, a preponderance of male respondents was observed within the sample for 158 individuals (69.3%), while the remaining 70 respondents are female (30.7%). Regarding the age distribution, 62 respondents (27.2%) fall within the 30-40 age bracket, 66 respondents (28.9%) are aged between 40 and 50, and the largest group consists of 100 individuals (43.9%) who are aged 50 or older.

An examination of the educational attainment within the sample reveals a high concentration of Master's/Postgraduate degrees, totaling 155 individuals (68%), while 73 respondents (32%) have attained a Doctoral degree. Analysis of their academic ranks (jabatan fungsional) shows that 2 respondents (0.8%) are Professors (Guru Besar), 25 (11%) are Associate Professors (Lektor Kepala), 147 (64.5%) are Assistant Professors (Lektor), and 54 (23.7%) serve as Senior Lecturers (Asisten Ahli). Finally, regarding professional experience in their current roles, 66 respondents (28.9%) have served for <2 years, 37 (16.2%) for 2-4 years, and more than half of the total sample—125 individuals (54.9%)—possess over 4 years of experience.

The outer model was initially examined to ensure the empirical integrity of the instrument, focusing on the attainment of requisite validity and reliability thresholds. This assessment involves testing each construct to determine the suitability of the indicators used. This study comprises four constructs: Faculty Empowerment (EM), Faculty Productivity (PR), Faculty Engagement (EG), and Departmental Performance (PP), measured by 5, 5, 4, and 3 items, respectively.

The initial evaluation of the measurement model revealed that two indicators, EG4 (0.599) and PR5 (0.582), had outer loading values below the ideal threshold of 0.70. Nevertheless, in alignment with the evaluative criteria proposed by (Hair et al., 2017), these specific items were preserved in the model instead of being omitted, as they contributed to the overall content validity. According to these guidelines, indicators with loading values between 0.40 and 0.70 do not require removal as the Average Variance Extracted (AVE) for each construct satisfies the minimum 0.50 threshold, maintaining the empirical integrity of the measurement model. In this study, the AVE values for the EG and PR variables remained above the threshold, at 0.543 and 0.587, respectively.

Table 2: Construct details

Construct	Code	Item
1	2	3
Faculty Empowerment (Spreitzer, 1995; Rosabeth Moss Kanter, 1977)	EM1	The department provides training programs that effectively enhance faculty competencies.
	EM2	Information and communication systems are well-established, facilitating easy access to data that supports professional tasks.
	EM3	Faculty members have the autonomy to manage their workflows and complete assignments within established deadlines.
	EM4	The department provides adequate resources to support the execution of faculty duties.
	EM5	The head of the department provides clear direction and fosters an open environment for professional discussion.
Faculty Productivity (Gilbert, 1978)	PR1	Faculty members teach courses aligned with the curriculum and their specific expertise, supported by innovative pedagogical methods.
	PR2	Faculty members actively publish research in both national and international journals on an annual basis.
	PR3	Faculty members are consistently involved in community service activities (PKM) aligned with their expertise and partner needs.
	PR4	Faculty work outputs significantly contribute to the attainment of departmental targets (e.g., Accreditation, Key Performance Indicators/IKU).
	PR5	Faculty members produce innovations or scholarly works that impact the overall development of the department.
Faculty Engagement (Saks, 2006)	EG1	Faculty members feel a strong emotional attachment to and take pride in their academic department.
	EG2	Faculty members maintain high levels of energy and vigor in completing tasks, even under significant work pressure.
	EG3	Faculty members are deeply focused and feel involved in decision-making and idea generation, often experiencing a state of "flow" (absorption).
	EG4	Faculty members show enthusiasm in communicating and receiving open, clear feedback from colleagues and department heads.
Departmental Performance (Richard M. Steers, 1977; Diana Dwi Septyaningrum et al., 2025)	PP1	Faculty members believe the department maintains a strong reputation and is widely recognized by the public.
	PP2	Stakeholders express satisfaction with departmental services and support development through positive feedback.
	PP3	The department supports technological advancement through service innovation and remains adaptive to environmental changes.

Across the entire measurement model, AVE values were observed within the 0.543-0.766 range. These results provide empirical evidence of satisfactory convergent validity, indicating that the constructs capture a significant portion of their indicators' variance. The measurement model demonstrated satisfactory reliability with Composite Reliability (CR) scores fluctuating between 0.709 and 0.865. Each value effectively exceeded the 0.70 benchmark proposed by Hair et al. (2017), validating the stability of the research items. Cronbach's Alpha scores for all latent constructs ranged from 0.712 to 0.861, consistently surpassing the 0.70 ideal threshold. These empirical findings confirm the integrity of the outer model in terms of both validity and reliability, as delineated in Table 3.

This study further conducted a Discriminant Validity (DV) analysis to ensure that each variable is empirically unique and distinct from the others. Discriminant validity was established through the Heterotrait-Monotrait Ratio (HTMT) of correlations, a method advocated by (Henseler et al., 2015) as a more rigorous alternative to traditional assessment techniques. This was assessed using the Heterotrait-Monotrait Ratio of Correlations (HTMT) criterion, as recommended by (Henseler et al., 2015). The analysis results revealed that three inter-variable relationships exceeded the conservative threshold of 0.85: the relationship between EM and EG (0.872), PR and EG (0.873), and PR and EM (0.894).

Although certain estimates marginally exceed the stringent 0.85 criterion, they consistently align with the permissible 0.90 threshold. According to the benchmarks established in contemporary PLS-SEM literature, these results are deemed acceptable for establishing discriminant validity. According to (Gold et al., 2001; Henseler et al., 2015), ensuring that the HTMT values stay within the permissible limit of 0.90, validating the independence of the latent variables. Consequently, the results substantiate that all latent variables utilized in this investigation attain the requisite discriminant validity benchmarks. A detailed breakdown of these findings is delineated in Table 4.

Table 3: Reliability and validity of the instrument

Constructs	Items	Outer loadings	AVE	Composite reliability
1	2	3	4	5
Faculty Empowerment	EM1	0.773	0.643	0.865
	EM2	0.757		
	EM3	0.850		
	EM4	0.815		
	EM5	0.811		
Faculty Productivity	PR1	0.746	0.587	0.842
	PR2	0.825		
	PR3	0.791		
	PR4	0.858		
	PR5	0.582		
Faculty Engagement	EG1	0.738	0.543	0.709
	EG2	0.802		
	EG3	0.790		
	EG4	0.599		
Departmental Performance	PP1	0.850	0.766	0.853
	PP2	0.894		
	PP3	0.881		

Source: Authors' own study

Table 4: Discriminant validity (DV)

Variable	EG	EM	PP
EM	0.872		
PP	0.822	0.836	
PR	0.873	0.894	0.845

Source: Authors' own study. EM: Faculty Empowerment, PR: Faculty Productivity, EG: Faculty Engagement, PP: Departmental Performance

The structural relationships between the constructs within the theoretical framework were evaluated using the PLS-SEM bootstrapping procedure to test the significance of the proposed hypotheses. This analysis provides the necessary statistical basis to validate the path coefficients, as detailed in the Table 5 below.

Based on the statistical results presented in Table 5, all direct hypotheses are confirmed. Faculty Empowerment (EM) is found to have a significant positive effect on Departmental Performance (PP), with a path coefficient of 0.343, a t-statistic of 6.070, and a P = 0.000. Similarly, Faculty Productivity (PR) exerts a significant positive direct influence on Departmental Performance (PP), as evidenced by a coefficient of 0.345, a t-statistic of 6.843, and a P = 0.000. Furthermore, Faculty Engagement (EG) is also confirmed to positively and significantly impact Departmental Performance (PP), with a coefficient of 0.208, a t-statistic of 5.509, and a P = 0.000.

Regarding the predictors of engagement, the analysis reveals that Faculty Empowerment (EM) has a significant positive effect on Faculty Engagement (EG), yielding a path coefficient of 0.362, a t-statistic of 5.944, and a P = 0.000. Finally, Faculty Productivity (PR) is also confirmed to have a significant positive impact on Faculty Engagement (EG), with a path coefficient of 0.278, a t-statistic of 4.756, and a P = 0.000. These results indicate that both internal resources and individual outputs are crucial drivers for fostering educator engagement and overall organizational performance.

Regarding the mediation analysis presented in Table 5, the results confirm that Faculty Engagement (EG) significantly mediates the relationship between Faculty Empowerment (EM) and Departmental Performance (PP), with a mediation coefficient of 0.075, a t-statistic of 4.129, and a P = 0.000. This finding indicates that higher levels of faculty empowerment lead to increased faculty engagement, which in turn exerts a positive influence on departmental performance.

Similarly, Faculty Engagement (EG) is also confirmed as a significant mediator between Faculty Productivity (PR) and Departmental Performance (PP), yielding a coefficient of 0.058, a t-statistic of 3.512, and a P = 0.000. This suggests that the contribution of faculty productivity in enhancing departmental performance can be optimized through the strengthening of faculty engagement. Furthermore, these results demonstrate that faculty engagement, as a mediating variable, bolsters the total effect of both empowerment and productivity on departmental performance.

Table 6 presents the evaluation of the structural model through the Coefficient of Determination (R^2). The analysis reveals that the R^2 value for Faculty Engagement (EG) is 0.359, indicating

Table 5: Hypotheses testing

Hypothesis	Coefficient	Standard deviation	T-statistics	P-values	Conclusion
H_1: EM → PP	0.343	0.056	6.070	0.0000	Supported
H_2: EM → EG	0.362	0.061	5.944	0.0000	Supported
H_3: PR → PP	0.345	0.050	6.843	0.0000	Supported
H_4: PR → EG	0.278	0.058	4.756	0.0000	Supported
H_5: EG → PP	0.208	0.038	5.509	0.0000	Supported
H_6: EM → EG → PP	0.075	0.018	4.129	0.0000	Supported
H_7: PR → EG → PP	0.058	0.016	3.513	0.0000	Supported

Source: Authors' own study. EM: Faculty Empowerment, PR: Faculty Productivity, EG: Faculty Engagement, PP: Departmental Performance

Table 6: Coefficient of determination, R^2 and adjusted R^2

Constructs	R^2	Adjusted R^2
EG: Facukty Engagement (Indirect Effect)	0.359	0.356
PP: Departmental Performance (Direct Effect)	0.616	0.614

Source: Authors' own study

Table 7: Fit indices of the structural path model

Model Fitness	SRMR	d_ULS	d_G	Chi-square	NFI
Saturated Model	0.070	0.592	0.289	768.176	0.810
Estimated Model	0.070	0.592	0.289	768.176	0.810

Source: Authors' own study

that the independent variables (EM and PR) account for 35.9% of the variance in faculty engagement. The remaining 64.1% is explained by other factors outside the scope of this research model. For Departmental Performance (PP), the R^2 value reached 0.616, demonstrating that Faculty Empowerment, Faculty Productivity, and Faculty Engagement simultaneously contribute 61.6% to the variance in departmental performance.Furthermore, the Adjusted R^2 values were analyzed to ensure model stability and account for the number of predictors used. The Adjusted R^2 for Faculty Engagement is 0.356, reflecting a stable level of accuracy after adjusting for the independent variables. For Departmental Performance, the Adjusted R^2 value is 0.614, which further reinforces the validity and predictive power of the model in explaining the variations in departmental performance.

Based on the Table 7, the evaluation of the Model Fit yields a Standardized Root Mean Square Residual (SRMR) value of 0.070, which is below the recommended threshold of 0.080. This indicates that the research model possesses a good fit with the empirical data. Furthermore, the Normed Fit Index (NFI) reached 0.810, confirming that the proposed model accounts for 81% of the variance compared to the baseline model. The Chi-square value for this research model is 768.176. Additionally, the exact fit criteria, represented by the d_ULS (unweighted least squares distance) value of 0.591 and the d_G (geodesic distance) value of 0.289, demonstrate a high degree of consistency between the saturated and estimated models. Collectively, these fit indices confirm that the research model is robust and suitable for further hypothesis testing and interpretation.

5. DISCUSSION

5.1. Analyzing the Influence of Faculty Empowerment on Departmental Performance

The empirical results of this study confirm that faculty empowerment exerts a significant positive influence on departmental performance. These findings suggest that both structural empowerment—such as equitable access to information and resources—and psychological empowerment—including a sense of meaning and autonomy—effectively enhance faculty quality, which subsequently bolsters overall departmental performance (García-Juan et al., 2019; Medya Apriliansyah, 2025). From an empirical standpoint, faculty members who perceive themselves as empowered possess higher self-confidence and intrinsic motivation, which encourages them to take greater initiative and assume more significant responsibilities within their roles (Baek-Kyoo et al., 2019).

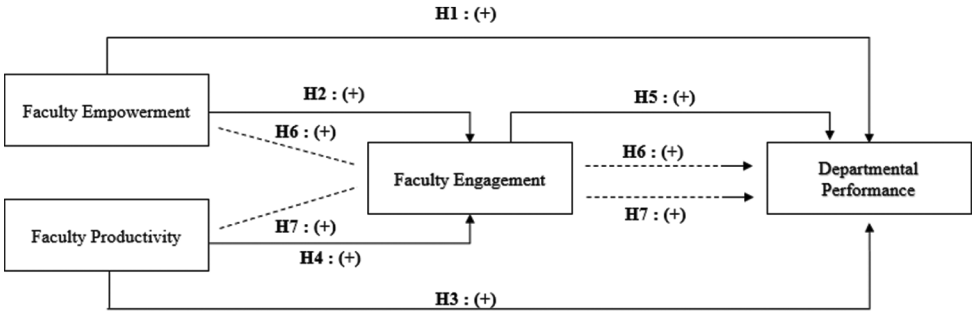
Furthermore, the empowerment experienced by faculty members fosters a more conducive and supportive work environment, as they feel genuinely valued by their institution (Liden et al., 2000). When educators are provided with institutional support and professional trust, they tend to demonstrate higher levels of engagement and organizational loyalty. This positive psychological state serves to minimize operational barriers while maximizing the effectiveness and attainment of departmental performance targets (Nazir and Islam, 2017).

5.2. Analyzing the Influence of Faculty Productivity on Departmental Performance

The analysis demonstrates that faculty productivity has a positive and significant impact on departmental performance. This finding aligns with research by (Andriani et al., 2020), which posits that faculty productivity—measured by the effectiveness and efficiency in fulfilling the Tri Dharma obligations—is a primary determinant of a department's success. Specifically, the generation of tangible scholarly outputs, such as textbooks, research publications, and community service involvement, directly enhances the department's standing. High levels of faculty productivity contribute substantially to the institution's academic reputation, ranking improvements, and the securing of departmental funding (Lisdiyanto et al., 2023; Nyoto, 2021).

From an organizational perspective, the performance of academic departments in Indonesia is fundamentally an accumulation of the individual performances of its faculty members (Nyoto, 2021). When educators work efficiently to achieve academic targets, it creates a sustainable competitive advantage, enabling the department to distinguish itself in a competitive landscape (Andriani et al., 2020). Consequently, it can be concluded that departments that consistently demonstrate high performance are supported by faculty members who exhibit not only high productivity levels but also deep professional engagement (Wahid et al., 2022).

Figure 1: Conceptual framework



Source: Author's own elaboration

5.3. The Intervening Effect of Faculty Engagement

These results validate the mediating function of faculty engagement, illustrating its role in bridging the gap between academic empowerment and overall institutional effectiveness. These findings align with extant literature, which posits that engagement operates as a vital nexus connecting organizational empowerment strategies and workforce productivity to broader institutional success (Aboramadan et al., 2020). Structural and psychological empowerment do not automatically translate into superior departmental performance; rather, they require the cultivation of vigor, dedication, and absorption within the faculty (Gede and Huluka, 2024). When institutions grant autonomy and involve faculty in decision-making, it triggers a positive emotional feedback loop, motivating educators to maximize their efforts toward achieving excellence in departmental performance (Alghunaimi and Alghenaimi, 2024).

In relation to faculty productivity, high levels of engagement transform individual outputs into collective success for the department (Nazir and Islam, 2017). Productive faculty members tend to possess higher self-efficacy and personal resources, which further enhances their future engagement—a phenomenon often described as a "gain spiral" (Balwant et al., 2022). This sustained engagement fosters long-term productive behaviors that directly impact academic reputation, particularly across the Tri Dharma pillars, including the quality of instruction, scholarly outputs, and community service initiatives—all of which are vital indicators of departmental performance (Aboramadan et al., 2020).

Overall, this study confirms that faculty engagement is a robust mediator because it elucidates the underlying mechanism by which empowerment and productivity culminate in institutional performance (Akor et al., 2024). Without a high degree of engagement, empowerment efforts may be perceived merely as additional administrative burdens, and individual productivity may fail to generate a lasting impact on the competitive advantage or sustainability of the department within the increasingly rigorous higher education landscape (Seyfried and Pohlenz, 2018).

6. CONCLUSION

This study concludes that Faculty Empowerment (EM) and Faculty Productivity (PR) exert a significant positive influence on Faculty Engagement (EG) within private higher education institutions in the DKI Jakarta region. Moreover, the empirical evidence demonstrates a constructive association between Faculty Engagement (EG) and Departmental Performance (PP), confirming that engaged faculty members are vital to achieving unit-level objectives. These observations point toward the conclusion that superior departmental performance is not merely a result of administrative compliance; rather, it is the product of strategic empowerment and high faculty productivity that collectively drive excellence. This positive outcome demonstrates that when institutions provide autonomy, resource access, and institutional support—as forms of empowerment—complemented by a strong track record of scholarly outputs—as a form of productivity—departmental performance inevitably improves.

Additionally, this research identifies Faculty Engagement (EG) as a central and significant mediating variable. Neither structural nor psychological empowerment can fully maximize departmental performance if they fail to evoke Vigor, Dedication, and Absorption within faculty members. Ultimately, faculty engagement acts as a transmission mechanism that converts the potential for involvement into tangible results that bolster departmental objectives. The mediating role of engagement suggests that productive educators tend to feel more competent, fostering a deeper emotional attachment to their work, which in turn drives higher institutional contributions. In the context of Indonesia's higher education environment, past productivity serves as an inexhaustible energy resource that catalyzes even higher levels of engagement in the future. In an empowering environment, productivity inherently breeds engagement.

The managerial insights derived from this investigation offer actionable strategies for academic leaders to derive from the consistently positive relationships among all variables, indicating that academic units should move beyond the perceived dichotomy between faculty well-being—comprising empowerment and engagement—and performance metrics. Instead, these elements should be viewed as mutually reinforcing rather than competing interests. Rather, these elements are reciprocal and mutually reinforcing. To achieve superior departmental performance, heads of departments must cultivate an empowering climate characterized by trust and professional autonomy. By providing genuine appreciation for faculty productivity, leaders can trigger a surge in engagement, recognizing that deeply engaged educators are irreplaceable assets and the primary determinants of a department's competitive advantage.

While this research provides valuable insights, it is important to acknowledge the inherent boundaries of the study, which provide a contextual framework for evaluating the results. First, the study's reliance on a single-point-in-time assessment restricts the analysis to a static observation, preventing the exploration of longitudinal shifts in faculty engagement and performance, which precludes the ability to observe longitudinal shifts in engagement levels following a spike in productivity. Second, the scope of this research is confined to a specific geographical and institutional context—private higher education institutions within the DKI Jakarta region. Consequently, the generalization of these findings to the broader population of faculty members across Indonesia should be handled with caution. Future research could benefit from a longitudinal design and a broader institutional scope to validate the consistency of these relationships across diverse educational landscapes.

Further research is essential to gain a more nuanced and profound understanding of how empowerment and productivity, channeled through engagement, influence departmental performance. Future studies should consider adopting a longitudinal design to measure how fluctuations in productivity influence shifts in faculty engagement over time; such an approach would clarify how past successes serve as catalysts for future productivity.

Additionally, subsequent research could enhance objectivity by integrating secondary data, such as utilizing SINTA scores for precise productivity measurement or official institutional accreditation ratings as proxies for departmental performance. Finally, to broaden the conceptual understanding of the mediation process, future investigations could employ mixed-methods approaches. Incorporating qualitative techniques, such as in-depth interviews, would provide richer insights into the precise psychological transitions' faculty experience—from feeling empowered to becoming deeply engaged—thereby ensuring the sustainable enhancement of departmental performance in the long term.

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