

Innovation Capability Driven by Police Education and Training in Improving the Performance of the Central Java Polda Sabhara Personnel

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Abstract. *Improving personnel performance is a crucial factor in supporting the professionalism and effectiveness of the Indonesian National Police's (Polri) duties. Police education and training are strategic instruments in enhancing personnel competency, but their effectiveness in improving performance still requires a more comprehensive explanation through the innovation capability mechanism. This study aims to analyze the influence of police education and training on innovation capability and personnel performance, as well as to analyze the mediating role of innovation capability in the relationship between police education and training and the performance of Sabhara personnel of the Central Java Regional Police. This study employed a quantitative approach with a survey method. The study population comprised all Sabhara personnel of the Central Java Regional Police, and the sample was determined using purposive sampling with 140 individuals. Data collection was conducted through questionnaires using a five-point Likert scale. Data analysis was performed using the Structural Equation Modeling (SEM) method based on Partial Least Squares (PLS) using SmartPLS software. The results of the study indicate that police education and training have a positive and significant effect on innovation capability. Police education and training also have a positive and significant effect on personnel performance. Furthermore, innovation capability has been shown to have a positive and significant effect on personnel performance. The results of the indirect effect test indicate that innovation capability is able to mediate the influence of police education and training on personnel performance. These findings indicate that improving the quality of education and training not only directly improves personnel competence but also strengthens personnel's ability to generate innovation, which ultimately improves performance.*

Keywords: *Innovation Capability; Personnel Performance; Police Education and Training.*

1. Introduction

Improving the performance of police personnel is a strategic requirement given the increasingly complex dynamics of security and public order, as well as rising public expectations for the quality of police services. Police personnel are required not only to possess technical and procedural skills, but also to be adaptive, creative, and innovative in responding to various emerging social issues (Ulil Anshar & Setiyono, 2020). Police personnel performance is greatly influenced by the organizational and individual capabilities to develop and implement innovation sustainably.

Article 3 of the Republic of Indonesia National Police Regulation Number 2 of 2021 explains that the Police, which is part of the Resort Police and Sector Police levels, is responsible for carrying out the following duties: maintaining public security and order, enforcing the law, and providing protection, shelter, and services to the community, as well as carrying out other duties in accordance with laws and regulations. In carrying out its duties, the Police perform various functions, including: police services to the community, implementation of intelligence functions for early detection and early warning, investigation and prosecution of criminal acts, community development, implementation of the Police Samapta function, implementation of traffic functions, implementation of water and air police functions, and implementation of other functions in accordance with the provisions of laws and regulations. One of the challenges facing the police in improving the performance of its personnel is the diverse tasks and roles their officers must fulfill. Police often face high pressure to respond to various security and public order issues. Their duties include law enforcement, crime prevention, maintaining public order, and various investigative activities. However, this diversity of duties can place an additional burden on police personnel (Nurwandri et al., 2023).

Furthermore, the ever-evolving aspects of knowledge and technology are also important factors in efforts to improve human resource performance (Al Mamun et al., 2019; Eisenhardt et al., 2000). Police personnel need to stay abreast of legal developments, police tactics, and the latest technology to carry out their duties effectively. Uncertainty in the security situation and uncertainty in government policy can also impact the performance of police personnel (Tri Brata & Nashar, 2022). Changes in regulations or policy priorities can require rapid adjustments by the police, which may require changes in strategy, equipment, or operational tactics (Mayastinasari, 2019). The function of education in the police force is a series of tasks in which police officers acquire the knowledge, skills, and habits necessary to carry out the tasks that have been or may be assigned to them (Arif, 2021). The general objectives of police education are: improving work performance, continuously adapting, adjusting, and improving employee knowledge, skills, and abilities, avoiding outdated knowledge, resolving organizational problems, mentoring new employees, and preparing for career advancement and development (Shvets et al., 2020). Therefore, efforts to improve the quality of human resources (HR) can be carried out through education and training. Education and training play a significant role in equipping employees with the skills needed to achieve company goals effectively and efficiently (Tamsah et al., 2020).

The development and functioning of the educational process are influenced by all factors and conditions of the existence of society: economic, political, social, cultural, and others (Shvets et al., 2020). Reforming the police training system is one of the most important and challenging tasks in social transformation across various environments. Furthermore, police reform becomes particularly challenging in post-crisis situations, when implementing reforms involves more than just technical solutions or external changes in the activities of police educational institutions (Okhrimenko et al., 2021). Any changes in the field of police training undoubtedly have serious consequences, affecting both the professional performance of police officers and the public's assessment of their work (Bondarenko et al., 2020).

2. Research Methods

This type of research is conducted to test a hypothesis with the intention of confirming or strengthening the hypothesis, with the hope that it will ultimately strengthen the theory used as a basis. In relation to the above, the type of research used is "Explanatory research," meaning this research emphasizes the relationship between research variables by testing hypotheses. The description contains descriptions but the focus is on the relationship between variables (Singarimbun, 1982).

3. Results and Discussion

3.1. Respondent Description

The description of the respondents in this study is important to provide an overview of the profile of the Sabhara personnel of the Central Java Regional Police who are the subjects of the study. Understanding the characteristics of the respondents is necessary so that the analysis results can be read more contextually, especially in explaining how the composition of gender, age, education level, and length of service are potentially related to the implementation of tasks and HR performance. Based on the results of the study, the number of respondents involved was 140 Sabhara personnel of the Central Java Regional Police. The description of the respondents in this case can be presented according to the characteristics of the respondents presented as follows:

a. Gender

The characteristics of the personnel who were respondents in this study can be described according to gender as follows:

Table Respondent Description Based on Gender

Gender	Frequency	Percentage
Man	126	90.0
Woman	14	10.0
Total	140	100.0

Source: Data processing results, 2026.

Table above shows that the majority of respondents were male, amounting to 126 people (90.0%), while female personnel only represented 14 people (10.0%) of the total sample. The dominance of male personnel reflects the sociological characteristics of the Sabhara corps, which demands a high level of physical and tactical readiness in its preventive police function.

b. Age

The characteristics of the personnel who were respondents in this study can be described according to age level as follows:

Table Respondent Description Based on Age

Age	Frequency	Percentage
18 - 30 years old	39	27.9
31 - 40 years old	54	38.6
41 - 50 years old	36	25.7
>50 years	11	7.9
Total	140	100.0

Source: Data processing results, 2026.

Table shows that based on age, the age distribution of respondents is concentrated in the mature age group. The largest percentage is in the 31–40 age range with a total of 54 personnel (38.6%), followed by the 20–30 age group with 39 personnel (27.9%), the 41–50 age group with 36 personnel (25.7%), and the senior age group 51–58 with 11 personnel (7.9%). This distribution indicates the dominance of the productive workforce (20–40 years old) which reaches more than 66%. This demographic phenomenon indicates a positive structural strength for HR Performance. Personnel in the productive age group generally have excellent stamina, capable of adopting technology quickly, and high cognitive flexibility that can directly facilitate the process of internalizing innovation capabilities to improve operational work performance in the field.

c. Last education

The characteristics of the personnel who were respondents in this study can be described according to their last education as follows:

Table Respondent Description Based on Last Education

last education	Frequency	Percentage
High School/Vocational School	31	22.1
Diploma	19	13.6
Bachelor	72	51.4
Postgraduate	18	12.9
Total	140	100.0

Source: Data processing results, 2026.

Based on the latest educational data, the largest portion of personnel have a Bachelor's degree (S1), namely 72 personnel (51.4%). Furthermore, the group of personnel with a high school/vocational high school education ranks second with 31 personnel (22.1%), followed by Diploma graduates with 19 personnel (13.6%), and postgraduate (S2/S3) level with 18 personnel (12.9%) out of a total of 140 respondents.

These data indicate that the majority of personnel in the Sabhara unit of the Central Java Regional Police (more than 64%) have completed higher education, either at the Diploma, Bachelor's, or Postgraduate level. Theoretically and practically, this predominance of higher education backgrounds provides significant strategic advantages for the police organization. Highly educated personnel tend to have critical thinking capacity, more systematic problem-solving abilities, and good cognitive flexibility. These intellectual characteristics provide a very strong foundation for facilitating the absorption of material in the Police Education & Training program, while accelerating the internalization of innovation capabilities. Ultimately, the high quality of human resources from an academic aspect has a positive impact on improving HR performance, making it more professional and accountable in the field.

d. Length of work

The characteristics of the personnel who were respondents in this study can be described according to length of service as follows:

Table Respondent Description Based on Length of Service

Years of service	Frequency	Percentage
5 - 10 years	40	28.6
11 - 15 years	56	40.0
16 - 20 years	28	20.0
21 - 25 years old	16	11.4
Total	140	100.0

Source: Primary Data Processing Results, 2026.

Based on length of service, the empirical experience profile shows a mature and varied distribution of tenure. Respondents with 11–15 years of service dominated the sample with 56 personnel (40.0%), followed by 40 personnel (28.6%) with 5–10 years, 28 personnel (20.0%) with 16–20 years, and 16 personnel (11.4%) with senior service over 20 years (21–25 years). More than 71% of personnel have served for more than 10 years. Long tenure reflects high loyalty and a deep understanding of police regulations and work culture. More experienced personnel can minimize the level of errors in their duties, thus achieving more stable and professional human resource performance.

3.2. Descriptive Analysis of Research Data

Respondents' responses to the research variables were analyzed using descriptive statistics. The results of this analysis provide an overview of the trends in respondents' responses to each indicator item used to measure the research variables. Through this descriptive approach, researchers can observe general patterns emerging in the data, including trends in variable levels that fall into the low, medium, or high categories.

The questionnaire consists of several statements with Likert scale answers 1-5. Respondent response criteria follow the following assessment scale: Strongly Agree (SS) score 5, Agree (S) score 4, Quite Agree (CS) score 3, Disagree (TS) score 2, Strongly Disagree (STS) score 1. Furthermore, the variable descriptions are grouped into 3 categories, namely: low category, score = 1.00 – 2.33, medium category, score = 2.34 – 3.66 and high/good category, with a score of 3.67 – 5.00. The results of the analysis of the description of respondents' answers to each variable are presented in the following table:

Table Description of Research Variables

No	Variables and indicators	Mean	Standard Deviation
1	Education and job training	3.78	
	a. Skill acquisition	3.77	0.74
	b. Acquisition of new knowledge,	3.81	0.85
	c. Learning experience,	3.79	0.81
	d. Efficiency,	3.78	0.78
2	Innovation capability	3.84	
	a. Novelty in work completion,	3.85	0.94
	b. Novelty in creating new programs,	3.79	0.78
	c. Development of problem-solving skills	3,140	0.79
3	HR Performance	3.86	
	a. Quality of work results,	3,140	0.78
	b. Quantity of work,	3.87	0.72
	c. Timeliness of task completion,	3.84	0.83
	d. Attendance rate	3.81	0.77
	e. Ability to work together	3.91	0.66

3.3. Education and Job Training

Table shows that the Education and Job Training variable for Sabhara personnel of the Central Java Regional Police has an overall mean value of 3.78. Based on the assessment criteria, this score is in the range of 3.67 – 5.00, indicating that this variable falls into the high/good category. This indicates that the police education program and Sabhara technical function training conducted have been running optimally and effectively in improving the competence and readiness of personnel in the field. When broken down by indicator, the highest score was achieved by the indicator for acquiring new knowledge with a mean score of 3.81. This means that the main benefits most felt by Sabhara personnel from the training activities are increased insight, tactical discourse, and new legal regulations that strongly support the implementation of Sabhara's main functions. Although in the lowest position, this score is still included in the high/good category, meaning that the efficiency of official budget use and the impact on personnel's financial well-being after training are still felt positively, although the effect is not as strong as the aspect of absorbing new knowledge.

a. Innovation Capability

The description of Innovation Capability within the Central Java Regional Police Sabhara environment recorded an overall mean value of 3.84. This score is within the criteria range of 3.67 – 5.00, so that the innovation capability of personnel in the service is classified into the high/good category. This result means that Sabhara personnel have a very adequate capacity to adapt to the dynamics of public order and security in Central Java, think tactically, and bring about innovations in service methods and public security. The main advantage in this variable is shown by the indicator of developing capabilities in problem solving which achieved the highest mean score of 3.14. This value indicates that the personnel's innovation capability is most strongly manifested in independence and problem-solving skills when facing operational obstacles or social conflicts directly in the field. Meanwhile, the indicator with the lowest value is innovation in creating new programs with a mean score of 3.79. Despite being in the lowest position, this indicator remains in the high/good category, which indicates that the greatest challenge for personnel lies in designing new systems or work programs from scratch that are administrative in nature, but they are still able to implement them with good achievement standards.

b. HR Performance

The Human Resources Performance variable obtained the highest overall mean score among all variables, namely 3.86. Based on existing provisions, this score is in the range of 3.67 - 5.00, so the performance of Sabhara personnel of the Central Java Regional Police can generally be assessed as being in the high/good category. This value confirms that the quality of task implementation, both in patrols, guarding, escorting, and crowd control (Dalmas), has met the standard operating procedures (SOP) set by the institution. The main

strength of this personnel's performance is evidenced by the indicator of the ability to work together which successfully achieved the highest mean score of 3.91. This means that the most prominent aspects of the Sabhara Corps' performance are a high sense of esprit de corps, command solidity, and very strong teamwork coordination between personnel and between units when carrying out security duties. On the other hand, the indicator with the lowest value in this variable is the attendance rate with a mean score of 3.81. Despite being the lowest, the score is still within the high/good category, which means that the problem of absence or discipline in roll call is not an obstacle that damages the performance of the unit, but only requires regular supervision from the leadership/Provost elements so that individual discipline is maintained in line with strong teamwork in the field.

c. Evaluation of Measurement Model (Outer Model)

Data analysis in this study was conducted using PLS (Partial Least Square) and the data was processed using the Smart PLS 4.1.1.6 program. According to Ghazali and Latan (2015:7) the PLS measurement model consists of a measurement model (outer model), Goodness of fit (GoF) criteria and a structural model (inner model). PLS aims to test the predictive relationship between constructs by seeing whether there is an influence or relationship between the constructs.

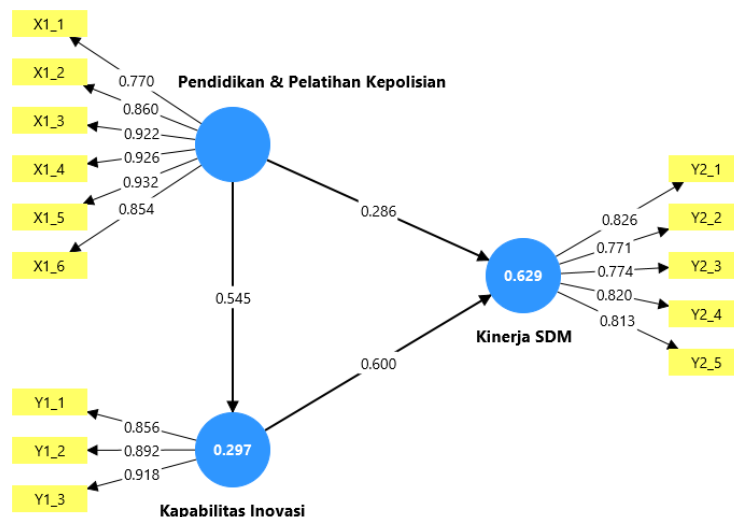


Figure.

Outer Model SEM-PLS

Source: Results of data processing with Smart PLS 4.1.1.6 (2026)

Measurement model testing (outer model) shows how the manifest or observed variables represent the latent variables to be measured. Measurement model evaluation is conducted to test the model's validity and reliability. Validity criteria are measured using convergent

and discriminant validity, while construct reliability criteria are measured using composite reliability, Average Variance Extracted (AVE), and Cronbach's alpha.

d. Convergent Validity

Convergent validity The measurement model with reflective indicators is assessed based on the correlation between item scores and component scores calculated using PLS. The measure of individual reflexivity is declared high if the loading factor value is more than 0.7 with the measured construct for confirmatory research and the loading factor value between 0.6 - 0.7 for exploratory research is still acceptable and the Average Variance Extracted (AVE) value must be greater than 0.5.

The convergent validity evaluation for each latent variable can be presented in the outer loading section, which describes the indicator's strength in explaining the latent variable. The results of the convergent validity test can be presented as follows:

3.3. Convergent Validity Evaluation Education and job training(X1)

The measurement of the Education and Job Training variables in this study reflects six indicators. The factor loading values for each Education and Job Training variable indicator indicate the evaluation of the outer model measurement model. The following shows the outer loading values for the Education and Job Training construct.

Table Estimation Results of Loading Values of Indicator Factors for Education and Job Training Variables (X1)

Code	Indicator	Outer loadings	Note
X11	Skill acquisition	0.770	Valid
X12	Acquisition of new knowledge,	0.860	Valid
X13	Learning experience,	0.922	Valid
X14	Efficiency,	0.932	Valid

The data presentation above shows that all indicators of the Education and Job Training variable (X1) have a factor loading value above 0.700. Based on these results, it can be stated that the Education and Job Training variable (X1) can be explained well or can be said to be valid convergently by the indicators of Skills Acquisition, New Knowledge Acquisition, Learning Experience, Efficiency.

a. Evaluation of Convergent Validity of Innovation Capability Variable (Y1)

The measurement of the Innovation Capability variable in this study is a reflection of three indicators. The factor loading values for each Innovation Capability variable indicator indicate the evaluation of the outer model measurement model. The following shows the outer loading values for the Innovation Capability construct.

Table Estimation Results of Loading Values of Innovation Capability Variable Indicator Factors

Code	Indicator	<i>Outer loadings</i>	Note
Y11	Novelty in work completion,	0.856	Valid
Y12	Novelty in creating new programs,	0.892	Valid
Y13	Development of problem-solving skills	0.918	Valid

The data presented above shows that all indicators of the Innovation Capability variable (Y1) have a factor loading value above 0.700. Based on these results, it can be stated that the Innovation Capability variable (Y1) can be explained well or can be called convergently valid by the indicators of Novelty in completing work, Novelty in creating new programs, and Development of abilities in problem solving.

b. Evaluation of Convergent Validity of HR Performance Variable (Y2)

The HR performance variable in this study reflects five indicators. The evaluation of the measurement model (outer model) was identified from the factor loading values of each HR Performance variable indicator. The following shows the loading values for the HR Performance variable.

Table Estimation Results of Loading Values of HR Performance Variable Indicator Factors

Code	Indicator	<i>Outer loadings</i>	Note
Y21	Quality of work results,	0.826	Valid
Y22	Quantity of work,	0.771	Valid

Y23	Timeliness of task completion,	0.774	Valid
Y24	Attendance rate	0.820	Valid
Y25	Ability to work together	0.813	Valid

The table above shows that the loading factor for each indicator for the HR Performance variable is above 0.700. Based on these results, it can be stated that the HR Performance variable (Y2) can be explained well or can be said to be valid convergently by the indicators of Quality of work results, Quantity of work, Timeliness of task completion, Attendance level and Ability to work together.

Based on the results of convergent validity testing on each variable, it can be said that all indicators used in this research model are declared valid, so they can be used as a measure for the variables used in this research.

c. Discriminant Validity

Discriminant validity testing aims to ensure that each construct in the research model is clearly distinct from the other constructs. In other words, a construct must be more capable of explaining the indicators that form it compared to other constructs in the model. In this study, discriminant validity was tested using three approaches: the Heterotrait-Monotrait Ratio (HTMT), the Fornell-Larcker Criterion, and Cross Loading. The test results for each variable can be explained as follows:

1. Fornell Lacker Criterion

The Fornell-Larcker approach is carried out by comparing the square root of the Average Variance Extracted (AVE) value for each construct with the correlation value between constructs in the model. A construct is declared to meet discriminant validity if the square root of the AVE value is greater than the correlation of that construct with other constructs.

Table Fornell Lacker Criterion Values

	Innovation Capability	HR Performance	Police Education & Training
Innovation Capability	0.889		

HR Performance	0.756	0.801	
Police Education & Training	0.545	0.613	0.879

Note: The values in bold are the AVE root values.

According to the Fornell Lacker Criterion test results in the table above, it can be seen that the AVE root value is higher than the correlation value between other constructs. This indicates that the constructs in the estimated model meet the criteria for high discriminant validity, meaning that the results of the data analysis are acceptable because the values that describe the relationship between constructs develop and the AVE root value has a value greater than the correlation value between constructs. This can mean that all constructs have good discriminant validity. Thus, the research instrument used to measure all constructs or latent variables in this study has met the criteria for discriminant validity.

2. Heterotrait-Monotrait Ratio (HTMT) Test Results

Validity testing using the Heterotrait-monotrait ratio (HTMT) criterion was conducted by examining the HTMT matrix. The accepted HTMT criterion was below 0.9, indicating that the discriminant validity evaluation was acceptable.

Table Discriminant Validity Test Value with Heterotrait-monotrait ratio (HTMT) criteria

	Heterotrait-monotrait ratio (HTMT)
Human Resource Performance <-> Innovation Capability	0.870
Police Education & Training <-> Innovation Capability	0.594
Police Education & Training <-> Human Resources Performance	0.666

Source: Processed primary data (2026)

Referring to the estimation results in the table above, the HTMT values among all constructs are consistently below the recommended limit ($HTMT < 0.90$), indicating that the model has met discriminant validity. This finding provides structural evidence that each latent variable is empirically distinct and does not experience high intercorrelation. This also reflects that each latent construct has strong theoretical differentiation and there is no duplication of

meaning between variables. Thus, this measurement model is valid and reliable for further structural analysis based on HTMT criteria.

4. Conclusion

Based on the results of the discussion and proof of the hypothesis, the answers to the research questions are as follows:

1. Education and job training have a positive and significant influence on innovation capability.
2. Education and job training have a positive and significant impact on personnel performance.
3. Innovation capability has a positive and significant impact on personnel performance.
4. Innovation capability mediates the influence of education and job training on police human resource performance.

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