

Digital Mindfulness and Growth Mindset on Innovative Work Behavior of Management Lecturers in South Tangerang

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ABSTRACT

The rapid digitalization of higher education increases lecturers' work complexity, requiring adaptive psychological resources to sustain innovative work behavior. This study explores the integrated roles of digital mindfulness and growth mindset as a qualitative contribution to academic innovation research in developing countries. Using a phenomenological approach, data were collected from eight management lecturers at several higher education institutions in South Tangerang through in-depth interviews, non-participant observations, and document analysis conducted between September and December 2025. Thematic analysis reveals that digital mindfulness enhances focus, emotional regulation, and balanced technology use, while growth mindset fosters persistence, openness to feedback, and experimentation. Their integration supports sustainable innovative work behavior, highlighting the importance of psychological resource development in lecturer professional training programs.

INTRODUCTION

The rapid advancement of digital technology has significantly transformed the landscape of higher education, reshaping how lecturers perform their academic, administrative, and professional responsibilities. In the digital era, lecturers are expected not only to demonstrate pedagogical and research competence but also to effectively integrate digital technologies into teaching, academic communication, and institutional processes. While digitalization offers opportunities for increased efficiency, collaboration, and innovation, it simultaneously presents challenges such as digital fatigue, information overload, and blurred boundaries between professional and personal life (Marsh et al., 2024). These conditions highlight the importance of adaptive psychological resources that enable lecturers to navigate digital demands while sustaining innovative work behavior.

One psychological resource that has gained increasing scholarly attention is digital mindfulness, which refers to individuals' conscious awareness, intentional engagement, and emotional regulation when interacting with digital technologies (Sode, 2024). Digital mindfulness enables lecturers to manage attention, regulate emotional responses, and reduce cognitive overload in digitally intensive academic environments. By fostering deliberate and balanced technology use, digital mindfulness has the potential to enhance lecturers' focus, well-being, and creative capacity.

Another critical psychological factor is growth mindset, defined as the belief that abilities and competencies can be developed through sustained effort, learning, and experience (Dweck, 2006). Lecturers with a growth mindset tend to perceive challenges as opportunities for development, remain open to feedback, and demonstrate persistence in the face of academic and technological change (Tong, 2022). In higher education contexts, this mindset supports experimentation with innovative pedagogical practices and adaptive responses to digital transformation.

Within organizational and educational research, innovative work behavior (IWB) represents the generation, promotion, and implementation of novel ideas that improve individual and institutional performance (Janssen, 2000). In higher education, IWB is reflected in lecturers' creativity in designing digital learning experiences, adopting educational technologies, engaging in collaborative research, and initiating community-based innovations. Previous studies have reported positive associations between mindfulness, growth mindset, and innovative work behavior (Chiu et al., 2024; Wang et al., 2025). However, empirical studies that integratively examine digital mindfulness and growth mindset in shaping innovative work behavior within academic contexts particularly in developing countries remain relatively limited.

Moreover, research focusing on lecturers in South Tangerang is still scarce, despite the region's rapid development as an educational hub characterized by increasing digitalization and academic competition. Understanding how lecturers manage digital demands while fostering innovation is therefore essential for strengthening institutional competitiveness and academic performance.

Accordingly, this study aims to explore how digital mindfulness and growth mindset shape innovative work behavior among management lecturers in South Tangerang. Specifically, this study seeks to (1) describe how lecturers apply digital mindfulness in their academic practices, (2) examine the role of growth mindset in fostering adaptive and innovative behavior, and (3) explain how the interaction between digital mindfulness and growth mindset promotes sustainable innovation in higher education.

LITERATURE REVIEW

Digital Mindfulness

Digital mindfulness refers to individuals' deliberate awareness, intentional engagement, and self-regulation in interactions with digital technologies (Sode, 2024). In higher education contexts, digital mindfulness supports lecturers' ability to manage attention, regulate emotional responses, and maintain balance in digitally intensive work environments. Empirical studies indicate that mindful digital engagement mitigates cognitive overload and digital fatigue while enhancing well-being, focus, and creative capacity among academic professionals (Marsh et al., 2024).

Growth Mindset

Growth mindset is defined as the belief that abilities and competencies are malleable and can be developed through sustained effort, learning, and experience (Dweck, 2006). Lecturers who adopt a growth mindset are more likely to interpret challenges as learning opportunities, remain receptive to feedback, and persist in adapting to pedagogical and technological changes. Prior research demonstrates that growth mindset facilitates instructional innovation and continuous professional development in higher education settings (Tong, 2022).

Innovative Work Behavior

Innovative work behavior (IWB) encompasses the generation, promotion, and implementation of novel ideas that enhance individual and organizational performance (Janssen, 2000). Within higher education, IWB is manifested through innovative curriculum design, adoption of digital learning technologies, collaborative research initiatives, and community engagement activities. Previous studies have shown that psychological resources, including mindfulness and growth mindset, positively influence innovative work behavior by fostering adaptability, intrinsic motivation, and proactive problem-solving (Chiu et al., 2024; Wang et al., 2025).

Integrative Perspective on Digital Mindfulness, Growth Mindset, and Innovative Work Behavior.

Digital mindfulness and growth mindset function as complementary psychological resources that jointly support innovative work behavior. Digital mindfulness provides a self-regulatory foundation through attentional control and emotional balance, whereas growth mindset operates as a motivational mechanism that encourages continuous learning and experimentation. Despite growing interest in these constructs, integrative empirical investigations within higher education – particularly in developing country contexts – remain limited.

Conceptual Focus of the Study

Drawing on the reviewed literature, this study conceptualizes digital mindfulness and growth mindset as interrelated psychological resources that shape lecturers' innovative work behavior. Adopting a qualitative phenomenological approach, the study seeks to capture lecturers' lived experiences in managing digital demands while sustaining innovation in higher education.

METHODOLOGY

This study employed a qualitative phenomenological approach to explore the lived experiences of management lecturers in South Tangerang in relation to digital mindfulness, growth mindset, and innovative work behavior. The phenomenological design was selected to capture lecturers' subjective meanings and interpretations of digital engagement and innovation within academic contexts. Conceptually, the study was grounded in the assumption that digital mindfulness and growth mindset jointly support the emergence of innovative work behavior in higher education.

Research Design and Focus

The research focused on three interrelated constructs: (1) digital mindfulness, referring to conscious awareness and self-regulation in the use of digital technologies; (2) growth mindset, defined as the belief that abilities can be developed through continuous learning and sustained effort; and (3) innovative work behavior, reflecting the generation and implementation of novel ideas in teaching, research, and academic activities. The study aimed to examine how these constructs are experienced and how they interact within lecturers' professional practices.

Participants

The participants consisted of eight management lecturers from several universities in South Tangerang, selected using purposive sampling. The inclusion criteria were as follows: (1) a minimum of five years of teaching experience, (2) active use of digital platforms for academic purposes, and (3) willingness to participate in interviews and observations. These criteria ensured that participants possessed sufficient professional experience to reflect meaningfully on digital engagement and innovation in higher education.

Data Collection Techniques

Data were collected through three complementary methods. First, in-depth semi-structured interviews lasting approximately 45–60 minutes were conducted to explore lecturers' perceptions and lived experiences. Second, non-participant observations were carried out to examine teaching practices and digital collaboration activities through virtual classrooms and institutional platforms. Third, document analysis was conducted on digital teaching materials, academic publications, and institutional records related to innovation initiatives. The use of multiple data sources enabled methodological and source triangulation, thereby enhancing the credibility of the findings.

Data Analysis

Data analysis followed the qualitative data analysis framework proposed by Miles, Huberman, and Saldaña (2014), which involves data reduction, data display, and conclusion drawing and verification. A thematic analysis approach was employed to identify key themes and subthemes across participants' experiences, following the guidelines of Braun and Clarke (2021). Analytical rigor was strengthened through continuous comparison across data sources and peer debriefing with academic colleagues.

Research Model Development

Conceptually, this study was guided by a research model suggesting that digital mindfulness supports lecturers' focus and emotional regulation, while growth mindset fosters learning orientation and adaptability. This conceptual perspective informed the exploration of how the interaction between these psychological resources contributes to the emergence of innovative work behavior, reflected in idea generation, idea promotion, and idea implementation within academic contexts. Through this framework, the study offers a holistic understanding of how management lecturers navigate digital transformation while maintaining mindful digital engagement, cultivating growth-oriented thinking, and demonstrating innovative behavior in their academic roles.

RESEARCH RESULT

This study identified three major themes describing how management lecturers in South Tangerang experience digital mindfulness and growth mindset in supporting innovative work behavior. The themes were derived from thematic analysis and are summarized in Table 1.

Theme 1: Digital Mindfulness as Reflective Awareness toward Technology

Participants described experiences related to conscious management of digital interactions, emotional regulation, and regulation of screen time to support focus, productivity, and well-being. Lecturers reported intentionally limiting digital distractions, maintaining calmness during intensive online activities, and organizing digital work schedules to avoid cognitive overload.

"I try to be more aware of my digital habits, such as limiting notifications when preparing teaching materials or conducting research." (P3)

"Practicing mindfulness helps me stay calm and focused during overwhelming online meetings." (P6)

These findings indicate that digital mindfulness functions as a reflective self-regulatory mechanism that enables lecturers to manage digital demands effectively. This result aligns with previous studies suggesting that mindfulness reduces cognitive overload and promotes focused engagement in digitally intensive work environments (Abaker et al., 2025).

Theme 2: Growth Mindset as a Motivational Force for Innovation

Lecturers demonstrated a growth mindset through learning orientation, openness to feedback, and resilience in responding to challenges associated with digital teaching and innovation. Participants viewed failures as part of the learning process and actively used feedback to refine their instructional practices.

“Even if I fail to use a new application at first, I see it as part of the learning process.” (P5)

“I try not to take criticism personally, but instead use it to improve my digital teaching strategies.” (P2)

These findings support the literature indicating that growth mindset fosters adaptive learning, persistence, and innovative behavior in academic contexts (Dweck, 2017; Chiu et al., 2024). Growth mindset enables lecturers to remain motivated and flexible amid ongoing technological change.

Theme 3: Synergy between Digital Mindfulness and Growth Mindset

Participants emphasized that digital mindfulness and growth mindset interact dynamically to support adaptive and sustainable innovative work behavior. Mindfulness facilitates reflective awareness, while growth mindset motivates experimentation and continuous improvement.

“Being mindful helps me reflect on my digital teaching practices, while having a growth mindset encourages me to keep improving.” (P4)

“Innovation becomes sustainable when awareness and motivation are balanced.” (P6)

This synergy manifests in creativity, collaboration, and proactive digital engagement, supporting the emergence of sustainable innovative work behavior. These findings are consistent with integrative models of innovation in higher education that emphasize the interaction of self-regulation and motivational resources (Zhou & George, 2023).

Practical Implications

The findings suggest that higher education institutions can enhance innovative work behavior by implementing professional development programs that integrate digital mindfulness and growth mindset training. Such initiatives may help lecturers manage digital demands, sustain motivation, and adopt innovative teaching practices more effectively.

Limitations and Future Research

This study involved a small sample of eight lecturers from South Tangerang, which may limit generalizability. In addition, reliance on self-reported data may introduce bias. Future research could involve larger and more diverse samples, longitudinal designs, and examine additional factors such as institutional support and leadership. Comparative studies across different national contexts are also recommended.

Table 1. Summary of Emergent Themes

Theme	Core Meaning	Supporting Evidence
Digital Mindfulness	Focused and balanced digital engagement	Interviews, observations
Growth Mindset	Learning orientation and persistence	Interviews

Theme	Core Meaning	Supporting Evidence
Innovative Work Behavior	Idea generation and implementation	Documents, interviews
Integrated Psychological Resources	Sustainable academic innovation	Triangulated data

DISCUSSION

This study provides an in-depth understanding of how digital mindfulness and growth mindset function as complementary psychological resources that support innovative work behavior among higher education lecturers. The findings extend existing innovation and educational psychology literature by demonstrating that innovation in academic contexts is not solely driven by technological competence, but also by lecturers' capacity for self-regulation and adaptive learning orientation.

The findings related to digital mindfulness align with mindfulness theory, which emphasizes present-moment awareness and intentional action in complex environments. In the context of higher education, digital mindfulness enables lecturers to manage cognitive load, regulate emotional responses, and maintain focus amid intensive digital demands. This supports prior studies suggesting that mindful technology use enhances professional well-being and performance, while reducing digital fatigue. The present study enriches this literature by positioning digital mindfulness as a reflective self-regulatory mechanism that stabilizes lecturers' engagement with digital tools, thereby creating psychological conditions conducive to innovation.

Growth mindset emerged as a key motivational driver that strengthens lecturers' willingness to experiment, persist through challenges, and continuously refine their teaching and academic practices. Consistent with mindset theory, lecturers who perceive abilities as malleable demonstrate greater openness to feedback and learning from failure. Within digitally transformed academic environments, this learning orientation is critical, as innovation often involves uncertainty and iterative trial-and-error processes. The findings confirm that growth mindset supports not only individual learning but also adaptive innovation in pedagogical and scholarly activities.

Importantly, this study reveals that innovative work behavior is most sustainable when digital mindfulness and growth mindset operate simultaneously. Digital mindfulness provides psychological balance and control, preventing technology-induced stress, while growth mindset supplies the motivation to explore and implement new ideas. This integrated mechanism supports the generation, promotion, and implementation of innovative practices in higher education. Such findings extend innovative work behavior theory by highlighting the interaction between self-regulatory and motivational resources within academic contexts, particularly in developing countries where digital transformation is often rapid and uneven.

From a contextual perspective, the study contributes to academic innovation literature by focusing on management lecturers in Indonesia, a setting that remains underrepresented in prior research. The findings suggest that innovation among lecturers is shaped not only by institutional policies or technological infrastructure, but also by internal psychological capacities that enable adaptation. This insight underscores the importance of designing professional development programs that cultivate mindful digital engagement alongside growth-oriented learning attitudes.

Overall, this study advances theoretical understanding by integrating digital mindfulness and growth mindset as interdependent drivers of innovative work behavior in higher education. Practically, the findings suggest that universities should move beyond technical training and incorporate psychological resource development to sustain long-term innovation among academic staff..

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that digital mindfulness and growth mindset play complementary roles in fostering innovative work behavior among higher education lecturers. Digital mindfulness functions as a reflective self-regulatory mechanism that enhances focus, emotional regulation, and balanced use of digital technologies, while growth mindset serves as a motivational driver that encourages continuous learning, persistence, and openness to feedback. The integration of these psychological resources enables lecturers to engage in sustained innovative practices, including idea generation, collaboration, and proactive implementation of digital teaching strategies.

From a theoretical perspective, this study contributes to the literature on academic innovation by integrating self-regulatory and motivational constructs to explain innovative work behavior in higher education, particularly within a developing country context. Practically, the findings suggest that higher education institutions should move beyond technical digital training and incorporate professional development programs that cultivate digital mindfulness and growth-oriented learning attitudes. Such initiatives may include reflective digital use workshops, mindset-based learning interventions, and supportive academic environments that encourage experimentation and innovation. By strengthening these internal psychological resources, universities can enhance lecturers' adaptability and long-term innovation capacity in an increasingly digital academic landscape.

ADVANCED RESEARCH

Despite its contributions, this study has several limitations that should be acknowledged. First, the research employed a qualitative phenomenological approach with a relatively small sample of eight management lecturers, which limits the generalizability of the findings beyond similar academic contexts. Second, the study focused on lecturers from universities in South Tangerang, and contextual factors specific to this region may influence perceptions of digital mindfulness, growth mindset, and innovative work behavior. Third, the findings

relied on self-reported experiences, which may be subject to personal bias and social desirability.

Future research is encouraged to extend this study by employing quantitative or mixed-method approaches to test the relationships among digital mindfulness, growth mindset, and innovative work behavior across broader and more diverse academic populations. Longitudinal studies could provide deeper insights into how these psychological resources develop over time and influence sustained innovation. Additionally, future research may consider incorporating organizational and contextual variables, such as leadership support, digital infrastructure, or organizational culture, to further explain the dynamics of innovative work behavior in higher education.

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