

Innovative Work Behavior: A Strong Combination of Leadership, Learning, and Climate

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Abstract - The main objective of this research is to investigate the effect of innovation climate, learning capability, and transformational leadership on innovative work behavior. The sample of this research was taken from 102 lecturers of a private university in Indonesia using a simple random sampling technique and using SEM (Structural Equation Model) with SmartPLS version 3.0 software as a statistical tool. The results of this study state that all hypotheses are supported and it is found that innovation climate, learning capability, and transformational leadership have a positive and significant effect on innovative work behavior. The novelty of this research finding is that it is successful in combining individual, organizational, and environmental level variables in higher education that influence innovative work behavior among private higher education lecturers.

Keywords: Innovation climate, innovative work behavior, learning capability, and transformational leadership.

I. INTRODUCTION

An important factor in determining an organization's competitive advantage is the innovative work behavior of its employees. Likewise, for higher education organizations, the innovative work behavior of lecturers becomes a very important and critical need. Innovative work behavior refers to activities related to lecturer development, promotion, and implementation of useful innovations at any organizational level. Innovative work behavior includes developing new ideas, technologies, and techniques, as well as testing and applying new methods related to business procedures, in certain work areas. Higher education organizations need to develop innovations to solve problems and challenges that arise due to increasing global competition, the expectations of students and all stakeholders, or the rapidly changing education market.

This challenge requires lecturers to engage in innovative behavior to increase the excellence of higher education organizations and the nation in general. Innovation helps organizations become worthy and widely accepted as a success factor for an organization, especially higher education organizations, which are engaged in learning innovation and the like. One of the best ways to become an innovative higher education organization is to take advantage of the innovative capabilities of lecturers who are sustainable and have long-term effectiveness. Using their innovative abilities, lecturers can contribute better to organizational success by generating, promoting, and implementing new ideas, improving work procedures, products and services are among the essence of innovative work behavior. It is therefore important for organizations to identify and improve the factors that govern individual innovative work behavior.

Due to the complexity of the challenges, lecturers need to work and learn together to develop new and innovative solutions (Novitasari, Asbari, et al., 2021; Purwanto et al., 2021; Purwanto & Asbari, 2020; Suroso et al., 2021). Although transformational leadership is supposed to be positively related to followers' innovative work behavior, research has yielded inconsistent results and meta-analytic findings show a high variation in the

relationship between transformational leadership and innovative work behavior (Asbari, 2020; Fikri et al., 2021a; Novitasari, Supiana, et al., 2021; Novitasari et al., 2022b). Given these inconclusive findings, the researcher questions the role of transformational leadership variables learning variables, and innovation work climate on innovative behavior among lecturers.

In the domain of creativity research, most studies focus on the influence of campus management leadership on lecturer creativity rather than on innovative work behavior. This leaves lecturers involved in the creation and implementation of new ideas (Asbari, Hyun, Wijayanti, et al., 2020; Hutagalung et al., 2021; Tiara et al., 2021b). Therefore, considering the scarcity of research on the relationship between leadership and innovative work behavior of lecturers, which combines the personal, organizational, and work environment, it is hoped that this research will become the basis of findings that can be used to develop research in the field of leadership and higher education organizations in Indonesia.

Given the important role of leadership style in IT adoption and knowledge-sharing intentions, this study aims to answer the question: How are IT adoption and knowledge-sharing intentions related to various leaderships? By addressing this gap in existing research (Pebrina et al., 2021). This study seeks to make three key contributions. First, this study attempts to enrich research on the complex effects of IT adoption intentions, and knowledge sharing intentions. Therefore, this study is based on the concept of IT engagement and investigates whether this affects the intention of IT adoption and further affects the intention to share knowledge.

Second, this study focuses on a core variable, namely leadership style, as a moderator between IT adoption and knowledge sharing intentions. In other words, this study argues that the intention to adopt IT can increase the intention to share knowledge through the mechanism of leadership style. Third, this study proposes concrete suggestions that can be used as a reference by companies that want to increase the willingness of staff to share knowledge.

This paper is structured as follows. The theoretical background and hypotheses sections introduce the key constructs of research and develop hypotheses. The methodology section describes the procedures used for data collection and validation of construction properties measurements, and the results section presents the results of this empirical study. The implications for practice and research are presented in the discussion and implications. Finally, the study concludes with a discussion of the findings and suggestions for further research in the conclusion section.

II. LITERATURE REVIEW

Transformational leaders have a positive influence in enhancing organizational innovation (Asbari et al., 2019; Asbari, Fayzhall, et al., 2020; Asbari, Purwanto, & Budi, 2020; Fayzhall et al., 2020; Hutagalung et al., 2021; Pramono et al., 2021; Purwanto, Asbari, Prameswari, et al., 2020; Tiara et al., 2021a). This transformational leader mobilizes the innovative power of lecturers so that the lecturer's interests become the motivation to pursue the organization's vision. This effect is achieved through intellectual stimulation, emotional appeal, and inspiration of the leader and the innovation goal appears vibrant, lively, interesting, and even real (Bass & Stogdill, 1990).

Transformational leaders, through their visionary initiatives, functional expertise, individual mentoring, supportive culture, and intellectual stimulation abilities, can influence lecturers to engage in innovative work behaviors (Fikri et al., 2021b; Nadeak et al., 2021; Pramono et al., 2021). al., 2021). Such leaders usually encourage lecturers to engage in innovative work behavior by providing a supportive environment (Asbari, Purba, et al., 2021b, 2021a). According to Masood & Afsar (2017), transformational leaders create a supportive workplace through inspiration, motivation, and individual consideration. Such a supportive environment

effectively increases the motivation of lecturers to be involved in initiating and implementing new ideas. This environment also provides support and feedback in finding innovative and optimal solutions (Haq et al., 2022; Hutagalung et al., 2021; Jumiran et al., 2020; Muliati et al., 2022; Novitasari et al., 2022a; Purwanto, Tukiran, Asbari, et al., 2020; Tiara et al., 2021b).

It is argued that an ongoing commitment to continuous learning is central to innovation (Rhee et al., 2010). Weisberg (1999) argues that learning can be indispensable for creativity, and creative behavior in generating ideas. Learning is also a stepping stone to innovative work, adoption of innovative behavior, and implementation of useful ideas (Asbari, Wijayanti, Hyun, et al., 2020; Fayzhall et al., 2020; Fikri et al., 2020; Goestjahjanti et al., 2020; Hutagalung et al., 2020; Hyun et al., 2020; Novitasari et al., 2020; Putra et al., 2020; Putri et al., 2020; Setyowati Putri et al., 2020; Waruwu et al., 2020; Wijayanti et al., 2020). A learning orientation can be thought of as one of many motivational orientations, and this kind of behavior engages the individual in activities that help generate and implement useful ideas. The lecturer's decision to engage or not to engage in innovative behavior is influenced by their motivation to learn. Motivation to learn refers to the lecturer's desire to learn new knowledge or insights that encourage individuals to be creative and innovative in their work.

Individuals with a strong motivation to learn will make an effort to learn, whenever and wherever they identify learning opportunities, which have the potential to lead to the acquisition of new knowledge and skills. Asbari et al., (2020) stated that individuals who value learning, are often motivated, value personal growth, and enjoy completing any given task. Individuals with a strong motivation to learn to see difficult tasks as opportunities for growth and development, seek feedback from others to improve themselves, and frame failures as opportunities for learning.

One of the organizational factors that influence innovation is an innovative organizational climate. It has been stated that to encourage innovation, it is very important to create an organizational climate that is not psychologically threatening, supports risk-taking, and motivates lecturers to implement initiatives (Hutagalung et al., 2020). It has also been emphasized that organizational climate needs to incorporate certain characteristics, such as team cohesion, supervisor support, and autonomy, to encourage innovative work behavior from lecturers. Studies have shown empirically that a supportive innovation climate enhances innovative work behavior among teachers or lecturers by encouraging acceptance of new ideas and increasing proactiveness in exploring new opportunities (Fayzhall et al., 2020; Fikri et al., 2020; Goestjahjanti et al., 2020; Hutagalung et al., 2020; Novitasari et al., 2020; Setyowati Putri et al., 2020; Wijayanti et al., 2020). However, the limited literature on innovation climate separately influences innovation behavior. Therefore, this study proposes a multi-level relationship, which involves variables in the personal area of leadership, the personal learning capabilities of lecturers, and the innovation climate of higher education organizations. Recent multi-level studies have shown that individual innovative work behavior is positively related to group-level variables including leadership style, supportive coworkers (Afsar & Umrani, 2020).

III. METHODS

According to Creswell & Creswell (2017), if the purpose of this study is to determine the relationship between the variables studied, the quantitative approach is the best. Quantitative research methods are suitable for testing theories and hypotheses through the use of a set of statistical tools (Creswell & Creswell, 2017). Therefore, this study uses a survey method to test the formulated hypothesis. Therefore, a questionnaire was adopted as an instrument to collect the required data. The research population consisted of 167 lecturers at private universities in Tangerang. Using simple random sampling, 167 questionnaires were sent online to the population. A total of 102 questionnaires were returned and valid, making up a response rate of 61%. Therefore, according to Roscoe et al. (1975), the number of samples obtained was very adequate.

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The nature of this study involves a dependent effect between latent constructs and manifest variables, therefore, the reflective measurement model is suitable for this study (Hair Jr et al., 2017). All adopted items were rated on a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The innovative work behavior (IWB) instrument consists of 5 items (IWB1-IWB5) adapted from (Scott & Bruce, 1994). The instrument to measure transformational leadership consists of 5 items (TL1-TL5) adapted from (Bogler, 2001). The instrument for measuring learning capability consists of 3 items (LC1-LC3) adapting from (Lin et al., 2013). The instrument to measure innovative climate consists of 6 items (IC1-IC6) adapted from (Moolenaar et al., 2010).

The most popular statistical techniques under the Structural Equation Model SEM are the covariance-based approach (CB-SEM) and the variance-based partial least squares technique (PLS-SEM) (Sarstedt et al., 2014). However, PLS-SEM has recently received wide attention in many disciplines such as marketing, strategic management, management information systems, and other disciplines (Hair et al., 2012). The ability of PLS-SEM to deal with problematic modeling problems that commonly occur in the social science environment such as unusual data characteristics (e.g. non-normal data) and highly complex models is an important reason behind the increased use of this approach. Considering the advantages of this approach, this study uses PLS-SEM to fully test the proposed hypothesis. SmartPLS 3.0 software was performed to evaluate each outer model and inner model. Testing of the outer model is carried out to ensure the reliability and validity of the measurements, while the hypotheses introduced are checked through the inner model. Furthermore, the final results of the questionnaire which were then used in this study are as mentioned in Table 1.

Table 1. Research Items List

Notations	Item	References
Transformational Leadership (TL)		(Bogler, 2001)
TL1	The principal projects himself or herself as a role model.	
TL2	The principal displays talent and ability to cope with decision making	
TL3	The principal strives toward the collective goal of fulfilling a mission.	
TL4	The principal presents new challenges and projects.	
TL5	The principal believes in the teachers' ability to deal with obstacles.	
Innovative Work Behavior (IWB)		(Scott & Bruce, 1994)
IWB1	I try to come up with creative ideas to improve performance	
IWB2	I try to find new technologies, processes, techniques, and/or ideas	
IWB3	I develop adequate plans and schedules for the implementation of new ideas.	
IWB4	I promote and champion ideas to others.	
IWB5	I am an innovative person.	
Innovative Climate (IC)		(Moolenaar et al., 2010)
IC1	Lecturers are generally willing to try new ideas	
IC2	Lecturers are continuously learning and developing new ideas	
IC3	Lecturers have a positive "can-do" attitude.	
IC4	Lecturers are willing to take risks to make this school better.	
IC5	Lecturers are constantly trying to improve their teaching.	
IC6	Lecturers are encouraged to go as far as they can	
Learning Capability (LC)		(Lin et al., 2013)
LC1	The employees of this organization learn from one another.	
LC2	The employees of this organization exchange ideas with people from different areas of the organization.	
LC3	If I am working on a problem or new idea I am likely to seek out someone in the organization with whom to collaborate.	

According to Sekaran & Bougie (2003), the theoretical framework is the foundation on which all research projects are based. From the theoretical framework, hypotheses can be developed that can be tested to determine whether the formulated theory is valid or not. Then later it will be measured by appropriate statistical analysis. For this reason, the authors build a research model as shown in Figure 2 below:

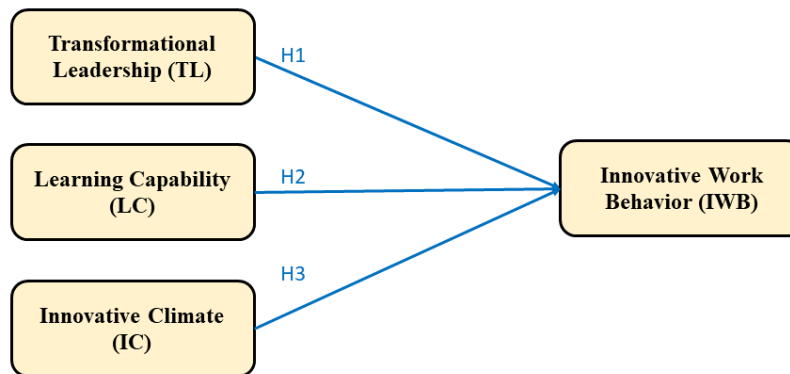


Figure 2. Research Model

Thus, this study establishes the following hypotheses:

H1: Transformational leadership has a positive effect on innovative work behavior.

H2: Learning capability has a positive effect on innovative work behavior.

H3: Innovative climate has a positive influence on innovative work behavior.

IV. RESULT AND DISCUSSION

Result

In total 102 lecturers participated. The most men (72.77%), then women (27.23%). They have different age groups, under 30 years (25.41%), ranging from 30-40 years (46.60%), and over 40 years (27.99%). The tenure as a lecturer also varies, some of them are under 5 years (35.66%), ranging from 5-10 years (48.52%), and more than 10 years (15.82%). Meanwhile, the majority of last education is Master's degree (94.01%) and doctorate (5.99%).

The measurement model testing phase includes testing of convergent validity, discriminant validity. Meanwhile, to test construct reliability, Cronbach's alpha and composite reliability values were used. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity, and reliability testing. Convergent validity test is done by looking at the loading factor value of each indicator to the construct. In most references, a factor weight of 0.7 or more is considered to have strong enough validity to explain the latent construct (Chin, 1998; Ghozali, 2014; J. F. Hair et al., 2010). In this study, the minimum accepted loading factor is 0.7 and provided that the AVE value of each construct is > 0.5 (Ghozali, 2014). After going through SmartPLS 3.0 processing, all indicators have a loading factor value above 0.7 and an AVE value above 0.5. The fit or valid model of this study can be seen in Figure 2. Thus, the convergent validity of this research model has met the requirements (Purwanto et al., 2019; Purwanto, Asbari, Santoso, et al., 2020; Purwanto et al., 2021; Purwanto, Asbari, & Santoso, 2021b, 2021a). The value of loadings, Cronbach's alpha, composite reliability, and AVE for each construct can be seen in Table 2.

Discriminant validity is carried out to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE squared value of each exogenous construct (the value on the diagonal) exceeds the correlation between the construct and other constructs (the value below the diagonal) (Ghozali, 2014). The results of the discriminant validity test are using the AVE squared value, namely by looking at the Fornell-Larcker Criterion Value obtained as shown in Table 3. The

results of the discriminant validity test in table 3 show that all constructs have the AVE square root value above the correlation value with other latent constructs (through the Fornell-Larcker criteria). Likewise, the cross-loading value of all items from one indicator is greater than the other indicator items as mentioned in Table 3, so it can be concluded that the model has met discriminant validity (Fornell & Larcker, 1981).

Furthermore, collinearity evaluation is carried out to determine whether there is a collinearity problem in the model. To find the collinearity, we need the VIF collinearity statistics of each construct. If the VIF is more than 5, then the model has collinearity (Hair et al., 2014). As shown in Table 4, all VIF scores are less than 5, i.e. the results of the collinearity structural model reveal VIF values below 2. This shows that this research model does not have multicollinearity problems.

Construct reliability can be assessed from the value of Cronbach's alpha and composite reliability of each construct. The recommended value of composite reliability and Cronbach's alpha is more than 0.7 (Ghozali, 2014). The results of the reliability test in table 2 show that all constructs have composite reliability and Cronbach's alpha values greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

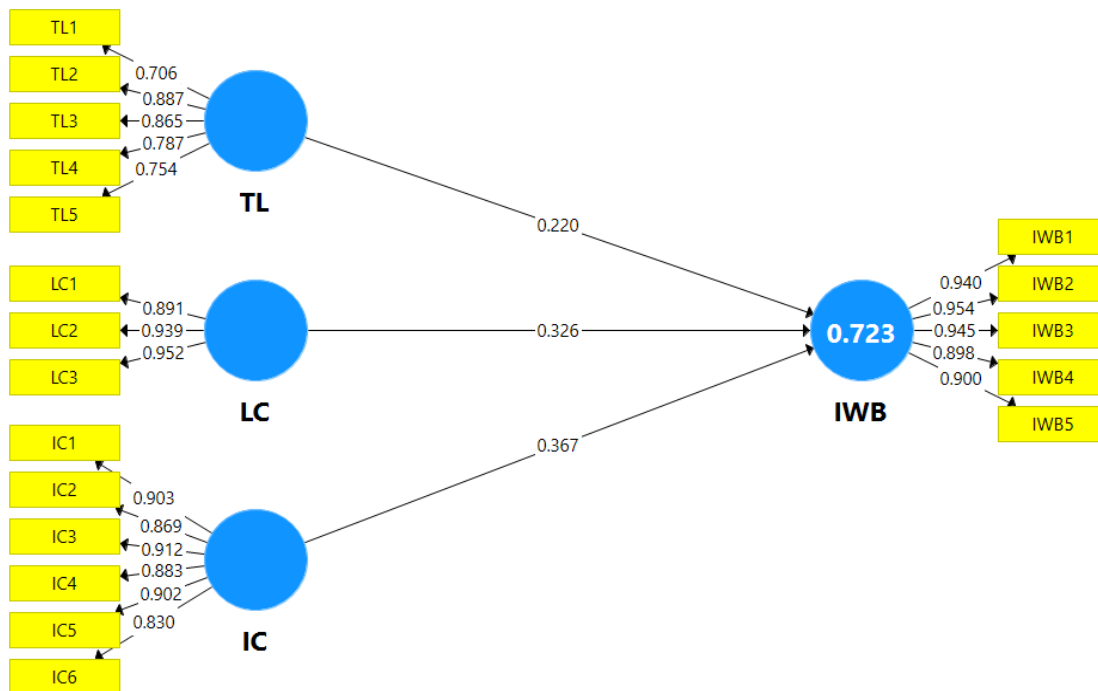


Figure 2. Valid Research Model
Source: SmartPLS 3.0 Processing Results (2022)

Table 2. Items Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach's Alpha	Rho_A	Composite Reliability	AVE
Innovative Climate (IC)	IC1	0,903	0,944	0,945	0,955	0,781
	IC2	0,869				
	IC3	0,912				
	IC4	0,883				
	IC5	0,902				
	IC6	0,830				
Innovative Work Behavior (IWB)	IWB1	0,940	0,959	0,961	0,969	0,861
	IWB2	0,954				
	IWB3	0,945				

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	IWB4	0,898				
	IWB5	0,900				
Learning Capability (LC)	LC1	0,891	0,918	0,924	0,949	0,860
	LC2	0,939				
	LC3	0,952				
Transformational Leadership (TL)	TL1	0,706	0,860	0,878	0,900	0,644
	TL2	0,887				
	TL3	0,865				
	TL4	0,787				
	TL5	0,754				

Source: SmartPLS 3.0 Processing Results (2022)

Table 3. Discriminant Validity

Var	IC	IWB	LC	TL
IC	0,884			
IWB	0,805	0,928		
LC	0,809	0,795	0,927	
TL	0,794	0,767	0,783	0,803

Source: SmartPLS 3.0 Processing Results (2022)

Table 4. Collinearity (VIF)

Var	IC	IWB	LC	TL
IC		3,579		
IWB				
LC		3,423		
TL		3,208		

Source: SmartPLS 3.0 Processing Results (2022)

Table 5. R Square Value

Variables	R Square	R Square Adjusted
IWB	0,723	0,719

Source: SmartPLS 3.0 Processing Results (2022)

Table 6. Hypotheses Testing

Hypotheses	Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values	Decision
H1	IC -> IWB	0,367	0,371	0,072	5,093	0,000	Supported
H2	LC -> IWB	0,326	0,325	0,074	4,423	0,000	Supported
H3	TL -> IWB	0,220	0,217	0,057	3,830	0,000	Supported

Source: SmartPLS 3.0 Processing Results (2022)

Discussion

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Based on Table 5, the R Square value of innovative work behavior (IWB) is 0.723 which means that the innovative work behavior (IWB) variable can be explained by the innovation climate (IC), learning capability (LC), and transformational leadership (TL) variables of 72.3 %, while the remaining 27.7% is explained by other variables not discussed in this study. Meanwhile, Table 6 displays the t-statistics and p-values that show the influence between the research variables that have been mentioned.

The main objective of this study is to investigate the effect of innovation climate, learning capability, and transformational leadership on innovative work behavior. The results of this study state that all hypotheses are supported and it is found that innovation climate, learning capability, and transformational leadership have a positive and significant effect on innovative work behavior.

Transformational leadership gives lecturers autonomy to learn and creates a conducive environment for individual learning. This study also finds the fact that learning capability has a positive effect on innovative work behavior. Why? Because in learning capability there is a strong motivation to keep learning. This motivation acts as a driving force for one's actions to meet the needs or desired success targets, namely the emergence of innovations from the individual concerned. When the cognitive ability of the lecturer is high, the lecturer will have more resources used to process information which ultimately results in innovation.

The findings of this study add new empirical evidence on the effectiveness of learning capability, transformational leadership, and innovation climate to encourage the emergence and development of innovative work behavior. The advantage of this research finding is that it successfully combines individual, organizational, and environmental level variables. This multi-level study is expected to be the basis for further research in Indonesia, especially in the higher education environment with the unit of analysis of lecturers and employees.

However, this research is also not without limitations. This study in the future needs to involve the gender and age factors of the respondents so that they can map out in more detail each influence of the existing brand leadership dimensions. Perhaps, the findings of this study will reveal new, more detailed, and useful facts for the development of e-commerce businesses in the future. It is also possible to extend the theoretical model of this study to include additional dependent variables such as consumer satisfaction and community culture.

V. CONCLUSION

Finally, the findings of this study confirm that all hypotheses are supported and it is found that innovation climate, learning capability, and transformational leadership have a positive and significant effect on innovative work behavior. The results of this study succeeded in combining individual, organizational, and environmental level variables. The findings and implications of this study are largely in line with the existing literature, which was discussed earlier.

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