


# “Role of innovative work behavior of vocational lecturer in Indonesia”

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# ROLE OF INNOVATIVE WORK BEHAVIOR OF VOCATIONAL LECTURER IN INDONESIA

## Abstract

One aspect that needs to be developed in work is competence. In this case, competence is knowledge, skills, and attitudes sufficient to meet needs, such as good job performance. One of the employee behaviors that has not been developed and improved is the behavior of innovation at work. This study aims to analyze the role of Vocational Lecturers' innovative behavior. This study was conducted based on data about 1,494 lecturers from vocational higher education institutions in East Java, Indonesia (seven state polytechnics and two state community academies). Using the proportional random sampling method, the Slovin formula of 316 people was used. The questionnaire was conducted as through Google Forms, as a person by seeing research respondents, and by holding virtual meetings from March to April 2022. The collected data were processed using descriptive statistical analysis methods to determine the characteristics of the respondents and inferential statistics using the SmartPLS version 3.0 program. The results of this study indicate that organizational support and transglobal leadership characteristics significantly affect employee engagement, proactive personality, proactive work behavior, and performance. Transglobal leadership influences proactive personality and job engagement in positive and significant ways. Organizational support significantly and beneficially influences work engagement and proactive attitudes. Work engagement positively and meaningfully encourages innovative work behavior, with a path coefficient 0.22. The path coefficients of the relationship between inventive work style, proactive attitude, and employee performance are 0.55 and 0.617, respectively. In addition, job involvement has a statistically significant adverse effect on worker performance.

## Keywords

transglobal leadership, organizational support, work engagement, employee performance, innovative work behavior

## INTRODUCTION

Innovative work behavior is employee behavior that influences employee performance (Groselj et al., 2020). All employee actions contributing to innovative processes are included in the multidimensional construct known as innovative work behavior (Saeed et al., 2019). This leadership style will influence employee conduct. According to Harwika (2016) and Fuller and Marler (2009), leadership dramatically impacts employee performance. Specific actions have an impact on worker performance. Work engagement directly influences employee performance (Buil et al., 2019). Then, it may be feasible to control how well employees are engaged at work through innovative work behavior. Innovative work behavior is directly impacted by work engagement (Afsar et al., 2021; Garg & Dhar, 2017). Furthermore, according to Groselj et al. (2020), innovative work behavior directly impacts employee performance.

Proactive Personality also significantly affects Employee Performance (Chen & Wei, 2020). Organizational Support will encourage employees to reciprocate with positive Work Engagement (Buil et al., 2019).

One of the public institutions undergoing dynamic and rapid development is higher education (Tjahjadi et al., 2019). In addition, globalization produces a highly competitive higher education environment (Musselin, 2018), necessitating that every higher education system restructures its higher education system to compete in global competition (Peters, 2019). This also applies to Vocational Higher Education and Vocational Higher Education in East Java.

## 1. LITERATURE REVIEW AND HYPOTHESES

Competence is possessing the essential knowledge, abilities, and attitudes to meet needs, such as the capacity to perform a job satisfactorily (Man et al., 2002). Personnel management is an additional function in addition to those listed above. Employee maintenance aims to maintain or enhance an employee's physical, mental, and behavioral characteristics to remain dedicated to the organization's goals and function effectively (Heryanto, 2021). Behavior is an item in both positions and produces successful and productive performance.

Behavioral theory is the primary explanation for the variable relationships in this study. Behavioral theory explains a person's response or reaction to external stimuli; a person's response to a particular stimulus is reflexive (Skinner, 1938). The answer to the inspiration may involve observable behaviors or routines (Notoatmodjo, 2007). Emphasize the importance of lecturers who can incorporate new viewpoints into their work; this creativity is essential to learning and knowledge absorption in the workplace (Asbari, 2020; Asbari et al., 2021).

The behavioral leadership theory posits that a manager's management style directly affects teamwork productivity (Kreitner & Kinicki, 2005). According to (Conger et al., 2000), this is the most recent continuity of the two leadership philosophies. Transnational leadership also affects various countries and cultures (Sharkey et al., 2012). Sharkey et al. (2012) identify six distinct forms of transglobal leadership intelligence:

- 1) cognitive intelligence;
- 2) moral intelligence;
- 3) emotional intelligence;
- 4) cultural intelligence;
- 5) business intelligence; and
- 6) global intelligence.

Employee perceptions of firms that recognize their contributions and well-being are called organizational support theory (OST) (Kurtessis et al., 2017). Baran et al. (2012) propose that to do this, the OST idea must be built by linking technological aspects of the organization. The three fundamental perceptions in the OST theory are described by Baranik et al. (2010) as follows:

- 1) perceived organizational support (POS);
- 2) perceived supervisor support (PSS); and
- 3) perceived coworker support (PCS).

The contribution and well-being of each employee are crucial to the supervisor and the organization in POS and PSS (Baranik et al., 2010), which encompasses all interactions between workers and organizations (Cheng et al., 2015).

Organizations must adopt a change-oriented proactive behavior to cope with the changing environment and remain competitive (Fuller et al., 2009). A proactive personality is a relatively stable tendency amid environmental changes (Crant & Bateman, 2000). Proactive individuals have an active orientation, seek information, explore the environment, and anticipate future opportunities in their work environment (Thomas et al., 2010). In contrast, individuals with weak proactive personalities remain passive and fail to adjust to circumstances (Bergeron et al., 2013). Lecturers can adapt policies and rely on their abilities to implement the learning process (Budianyana et al., 2021). The proactive Personality of lecturers means that they are actively and creatively taking the initiative by taking advantage of opportunities to realize innovation at work (Sari & Najmudin, 2021).

Work engagement has drawn more academic attention recently and is still a very relevant and current issue (Karatepe, 2013). Employee engagement includes zeal, commitment, and immersion (Schaufeli et al., 2006). According to Schaufeli et

al. (2006), motivated employees exhibit high energy and mental resilience at work. The relationship between transformative leadership and job performance is mediated by work engagement. According to research, transformative leadership and employee engagement are positively correlated (Bass, 1985; Macey & Schneider, 2008).

Innovative work behavior refers to individual behavior in the workplace, which includes creating, introducing, and applying new ideas in their tasks, workgroups, or organizations to benefit the group and organizational performance (Scott & Bruce, 1994; West & Farr, 1990). In the academic world, I.W.B. refers to the innovative version of educators in observation, elicitation, and adaptation of ideas, development of strategic actions, assessment with reflection and evaluation, and adjustment of innovation (Messmann & Mulder, 2014).

The importance of innovation for business efficiency is well accepted (Janssen et al., 2004; and Woodman et al., 1993). Innovative work behavior is a critical resource that helps businesses thrive in a changing business environment, namely the generation, adoption, and implementation of new ideas for products and work processes (Janssen et al., 2004). In addition to modifying routines or implementing new solutions, simplifying work, enhancing end-user service, or providing distinctive products or services, innovative work behavior can also involve changing habits or utilizing novel approaches (Xerri & Brunetto, 2014). The educator's actions are based on their knowledge (Pal & Patra, 2021). Professors have a crucial role in assuring innovation at universities, and their inventive behavior contributes to the success of student learning. Innovative work behavior for professors is exploring ways and processes and inventing and generating new ideas or concepts to complete their assignments (Sari & Najmudin, 2021).

According to Wibowo (2013), work performance is a metric for comparing the work outcomes and duties assigned to an employee during a given period. Employee performance can also be indicative of an organization's performance. According to Rivai and Basri (2005), personnel performs well when they can achieve specific norms. The leadership style of colleges influences employee performance (Sulastri et al., 2020). Actual performance,

or the amount and caliber of work that employees complete while fulfilling their duties and commitments, is where performance is derived (Mangkunegara, 2005).

In its evolution, theoretical and empirical investigations demonstrate the relationship between human resource management performance, maintenance functions, and numerous variables. This study utilizes the fundamental theory proposed by Skinner (1938) and Blau (1964) to explain the relationship between transglobal leadership, work engagement, proactive personality, organizational support, employee performance, and innovative work behavior.

Past research has frequently utilized proactive personality as a mediating variable (Cheng et al., 2015; Liang & Luo, 2016). Nevertheless, it is imperative to acknowledge the significant influence of proactive personality on employee performance.

Based on the objective and literature review, the hypotheses are as follows:

- H1: *Transglobal Leadership has a significant impact on Work Engagement.*
- H2: *Transglobal Leadership has a significant impact on Work Engagement.*
- H3: *Organizational Support has a significant impact on Work Engagement.*
- H4: *Organizational Support has a significant impact on Work Engagement.*
- H5: *Work Engagement has a significant impact on Innovative Work Behavior.*
- H6: *Work Engagement has a significant impact on Employee Performance.*
- H7: *Proactive Personality has a significant impact on Innovative Work Behavior.*
- H8: *Proactive Personality has a significant impact on Employee Performance.*
- H9: *Innovative Work Behavior has a significant impact on Employer Performance.*

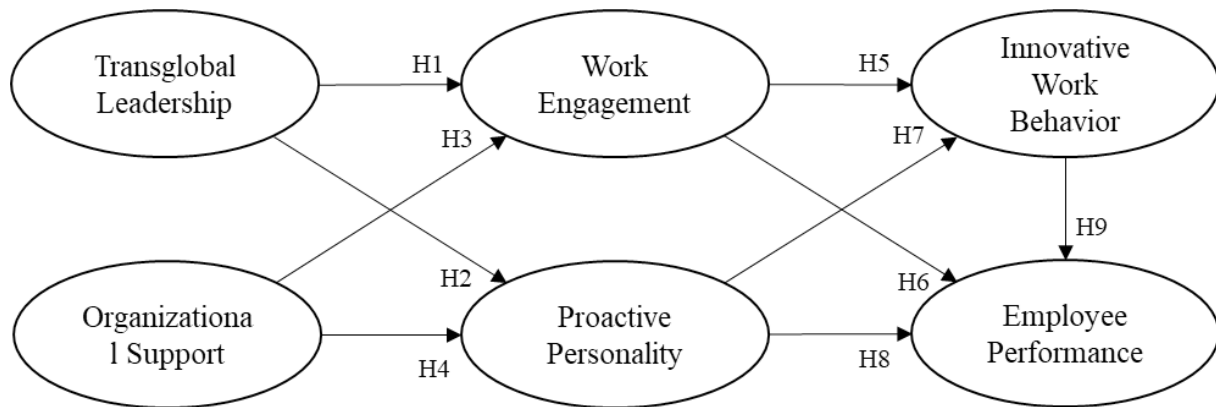


Figure 1. Research model

Therefore, this study aims to analyze and examine the impact of organizational support on a proactive personality, which impacts employee performance. This approach allows for a more comprehensive understanding of the intricate dynamics between organizational support, proactive personality, and, ultimately, employee performance.

## 2. METHOD

This study employs an explanatory approach and utilizes a survey design. The study encompasses vocational higher education institutions in East Java, Indonesia, which include seven state polytechnics (Surabaya State Electronics Polytechnic, Banyuwangi State Polytechnic, Jember State Polytechnic, Madiun State Polytechnic, Madura State Polytechnic, Malang State Polytechnic, and Surabaya State Shipping Polytechnic), as well as two state community academies (State Community College of Putra Sang Fajar Blitar and State Community College of Pacitan State). The selection of East Java as the research site was motivated by the presence of state polytechnics and community colleges, which are the primary focus of this study. The study population consists of 1,494 lecturers employed in state vocational higher education institutions. Using the Slovin method, a sample size of 316 individuals was determined. This sampling approach employed proportional stratified random sampling to ensure adequate representation of vocational school lecturers from all regions in East Java.

This study employed a questionnaire to collect data from research samples. The questionnaire used a 5-point Likert Scale to measure individuals' opinions, perceptions, and attitudes (Ferdinand,

2006). The descriptive analysis involved the demographic data and variable data using SEM-PLS. This study's SEM-PLS specification model consisted of the outer and inner relationships.

## 3. RESULT

This study uses a questionnaire as a research instrument. The questionnaires were distributed online through Google Forms and in-person by seeing research respondents and holding virtual meetings with respondents from March to April 2022. These 316 questionnaires were distributed in all, and each one was returned. Of 316 respondents, 203 (62.24%) were male, and 113 (35.76%) were female. Of 316 respondents, 230 (72.78%) were 16-50, and 86 (27.21%) were 51-65. Of 316 respondents, 269 (85.13%) held a Master's Degree, and 47 (14.87%) had a Doctoral Degree. Inferential statistical analysis in this study was carried out using the SmartPLS application.

Convergent validity determines whether the dimensions are valid in measuring variables. For example, a loading factor value  $> 0.7$  can be declared valid and correlated with the measured construct. However, Ghozali (2005) mentions that loading values of 0.5 to 0.6 are considered adequate for research in the early stages of development. The results of the concurrent validity test are presented in Table 1.

Table 1 shows that all constructs have loading factor values above 0.70. Thus, all indicators are valid. In reliability testing, the expected value of composite reliability and Cronbach's Alpha is more significant than 0.7 for the construct to be reliable, yet 0.60 is still acceptable in exploratory research.

**Table 1.** Outer loading

Variable	Dimensions	Loading Factor
Transglobal Leadership	Cognitive Intelligence	0.773
	Emotional Intelligence	0.904
	Business Intelligence	0.908
	Cultural Intelligence	0.843
	Global Intelligence	0.909
	Moral Intelligence	0.845
Organizational Support	Competence	0.908
	Impact	0.912
	Self-determination	0.948
Work Engagement	Vigor	0.896
	Dedication	0.942
	Absorption	0.859
Proactive Personality	Making constructive changes	0.885
	Actively resolving conflicts	0.825
	Helping colleagues who have problems at work	0.920
	Turning problems into opportunities	0.891
	Doing things a better way	0.846
	Solving problems immediately as they occur	0.859
	Trying the best to find opportunities before others	0.824
Innovative Work Behavior	Idea Generation	0.896
	Idea Promotion	0.917
	Idea Realization	0.906
Employee Performance	Quality of work	0.846
	Quantity of work	0.930
	Time required	0.868
	Resource effectiveness	0.938
	Needs for supervision	0.898

The composite reliability and Cronbach’s Alpha are presented in Table 2.

Table 2 demonstrates that all constructs have composite reliability and a Cronbach’s Alpha value over 0.70. Therefore, all signs are trustworthy.

Inner model evaluation measures and explains the relationship between one variable and another. It can be done using the R-square ( $R^2$ ) and the predictive relevance value ( $Q^2$ ).  $R^2$  values test the structural model by looking at the model’s goodness of fit. The predictive power can be seen using

**Table 2.** Composite reliability and Cronbach’s alpha

Variable	Dimensions	Cronbach’s Alpha	Composite Reliability
Transglobal Leadership	Cognitive Intelligence	0.861	0.869
	Emotional Intelligence	0.931	0.932
	Business Intelligence	0.917	0.919
	Cultural Intelligence	0.929	0.929
	Global Intelligence	0.931	0.934
	Moral Intelligence	0.977	0.977
Organizational Support	Competence	0.921	0.962
	Impact	0.929	0.955
	Self-determination	0.923	0.951
Work Engagement	Vigor	0.955	0.971
	Dedication	0.943	0.963
	Absorption	0.898	0.936
Proactive Personality		0.944	0.954
Innovative Work Behavior	Idea Generation	0.945	0.965
	Idea Promotion	0.907	0.942
	Idea Realization	0.966	0.978
Employee Performance		0.939	0.953

the R<sup>2</sup> values (0.67 means vital, 0.33 means moderate, and 0.19 standards weak) (Ghozali & Latan, 2014). Table 3 presents the R<sup>2</sup> and Q<sup>2</sup> values.

**Table 3.** R-square (R<sup>2</sup>) and predictive relevance (Q<sup>2</sup>) values

Endogenous	R-Square
Employee Performance	0.888
Innovative Work Behavior	0.667
Proactive Personality	0.889
Work Engagement	0.672
$Q \text{ Square} = 1 - [(1 - R_1^2)(1 - R_2^2)(1 - R_3^2)(1 - R_4^2)],$ $Q \text{ Square} = 1 - [(1 - 0.888)(1 - 0.667)(1 - 0.889)(1 - 0.672)] = 0.998.$	

Table 3 shows that the R<sup>2</sup> is 0.888 (88.8%) for employee performance, 0.667 (66.7%) for innovative work behavior, 0.889 (88.9%) for proactive Personality, and 0.672 (67.2%) for work engagement, these values confirm that the model is strong. The Q<sup>2</sup> predictive relevance value is 0.998 (99.8%). A proactive personality, work engagement, innovative work behavior, and employee performance can account for 99.8% of the variation in transglobal leadership and organizational support. In contrast, other factors outside this study's scope impacted the remaining 0.2%.

Hypothesis testing used the path coefficient and p-value. The criterion for hypothesis testing is that the path coefficient value must be between -1 to 1. If the path coefficient is negative, the relationship between variables is negative, or the dependent variable is negatively affected by the independent variable and vice versa. The exogenous variable significantly affects the endogenous variable if the p-value ≤ the significance level (alpha = 5%). Table 4 presents the results of hypothesis testing.

The p-value for the relationship between transglobal leadership and work engagement is 0.000,

and the path coefficient is 0.519. Moreover, with a p-value of 0.003 and a path coefficient of 0.397, transglobal leadership has a positive and statistically significant effect on proactive Personality.

Organizational Support positively and significantly impact work engagement with a p-value of 0.003 and a path coefficient of 0.344. Additionally, a p-value of 0.000 and a path coefficient of 0.596 show that organizational Support has a significant and positive relationship with proactive Personality.

The path coefficient for the relationship between job engagement and innovative work behavior is 0.227, with a p-value of 0.045. Work engagement negatively impacts employee performance, as shown by a p-value of 0.000 and a path coefficient of -0.275.

A proactive personality promotes inventive work behavior positively and substantially, as shown by the p-value of 0.000 and the path coefficient of 0.617. A Proactive Personality positively and significantly affects employee performance with a p-value of 0.000 and a path coefficient of 0.518. Innovative work behavior positively and significantly influences employee performance, as shown by a p-value of 0.000 and a path coefficient of 0.69.

## 4. DISCUSSIONS

The first hypothesis (H1) demonstrates that transglobal leadership positively and substantially affects employee engagement. These findings confirm Pujiono et al.'s (2020) assertion that leaders' transglobal leadership practices influence employee behavior and attitudes. Transglobal leadership is described by Pujiono et al. (2020) as the

**Table 4.** Hypothesis testing results on the direct effects

Hypothesis	Path coefficient	P-value
Transglobal Leadership → Work Engagement	0.519	0.000
Organizational Support → Work Engagement	0.344	0.003
Transglobal Leadership → Proactive Personality	0.397	0.000
Organizational Support → Proactive Personality	0.596	0.000
Work Engagement → Innovative Work Behavior	0.227	0.045
Proactive Personality → Innovative Work Behavior	0.617	0.000
Work Engagement → Employee Performance	-0.274	0.000
Proactive Personality → Employee Performance	0.518	0.000
Innovative Work Behavior → Employee Performance	0.696	0.000

visionary conduct of leaders of vocational higher education institutions in East Java. These leaders can adjust to new, more varied, and complex environments. This leadership motivates staff to work harder to achieve the institution's vision and aim. Furthermore, leaders are honest and open, significantly influencing the institution's strategic goal. The growing commitment among academics to the institution results from this vital leadership effect.

The second hypothesis testing (*H2*) shows that transglobal leadership positively and significantly affects proactive personality. These finding supports Bapuji et al. (2020), indicating that leaders understand that organizational successes depend on the skills employees develop over time. Lecturers of vocational higher institutions in East Java can improve learning processes. During the current COVID-19 pandemic, the government has instructed online learning; this policy has challenged lecturers to develop their skills in online learning. Lecturers must innovate how they teach, research, and serve the community.

The third hypothesis testing (*H3*) shows that organizational Support positively and significantly affects work engagement. These finding supports Buil et al. (2019), revealing that organizational Support encourages employees to show positive work engagement. The Support vocational higher institutions give their lecturers motivates them to show positive behavior and responsibility in implementing *tridharma* (education, research, and community service).

The fourth hypothesis testing (*H4*) shows that organizational Support positively and significantly affects proactive Personality. These finding supports the theory proposed by Cheng et al. (2015) that the contribution and welfare of each employee are essential for supervisors and the organization the interest and assistance of vocational lecturers are crucial for vocational higher institutions. The fifth hypothesis testing (*H5*) shows that work engagement positively and significantly affects innovative work behavior. These finding supports Afsar et al. (2021) and Garg and Dhar (2017). Lecturers delivering high engagement with their institution tend to offer innovative work behavior.

The sixth hypothesis testing (*H6*) shows that work engagement negatively and significantly affects employee performance. These finding supports Buil et al. (2019), revealing that high work engagement will increase employee performance. Enthusiasm for the work of vocational lecturers will drive them to perform better and dedicate their service to the institution. The seventh hypothesis testing (*H7*) shows that a proactive Personality positively and significantly affects innovative work behavior. These finding supports Su and Zhang (2020) and Akgunduz et al. (2018). Thus, a proactive Personality directly and indirectly affects innovative work behavior.

The eighth hypothesis testing (*H8*) shows that proactive Personality positively and significantly affects employee performance. These finding supports Chen and Wei (2020). Lecturers must be allowed to have their policies based on the current circumstances they face. They can also use their skills and knowledge to implement learning processes, research, and community services. The proactive Personality of vocational lecturers is represented in their active role in taking the initiative and opportunity and showing creativity to realize innovation in their work.

The ninth hypothesis testing (*H9*) demonstrates that creative work behavior significantly and favorably influences employee performance. According to Scott and Bruce (1994), Afsar et al. (2021), Groselj et al. (2020), and Pal and Patra (2021), employee behavior affects employee performance and is innovative behavior at work; These findings are consistent with this. Vocational lecturers are crucial in putting new concepts into practice about the three facets of their work: education, research, and community service (*tridharma*). Their creative thinking will inspire fresh approaches in their specialized sectors.

Based on the discussion above, the innovative behavior of lecturers is directed to generate, introduce, and apply new ideas, processes, products, solutions, and procedures that are useful in applying knowledge. Therefore, transglobal leadership is also essential in forming innovative behavior because new ideas and innovations will not be developed without lecturers and organizational support. It is necessary to have a proac-



tive personality to build creativity by taking the initiative by taking advantage of opportunities to realize innovation. This innovative behavior is to develop new products or ways of working, conduct experiments, and make modifications to

improve lecturers' performance. Efforts to find breakthroughs in the running as teachers and educators to produce quality graduates. Without innovation, organizations will become weak, so they lose competitiveness.

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## CONCLUSIONS

This study aims to analyze and examine the impact of organizational support on a proactive personality, which impacts employee performance. For analysis, 316 respondents (lecturers) from seven state polytechnics and two state community colleges were determined. 62.24% of respondents were male, and 35.76% were female. 85.13% of respondents held a Master's Degree, and 14.87% had a Doctoral Degree. The research highlights the critical importance of transglobal leadership in the rapidly evolving landscape of higher education in East Java. It underscores the pivotal roles played by work engagement and innovative behavior in influencing employee performance. The positive correlation observed between high work engagement and increased innovative behavior signifies the institution's proactive measures in creating a supportive work environment that strengthens both employee engagement and the institution as a whole (Path coefficient = 0.227; P-value = 0.045). Work engagement negatively impacts employee performance, as shown by a p-value of 0.000 and a path coefficient of -0.275.

Furthermore, the study emphasizes the significance of effective leadership, particularly in implementing policies that foster positive behavioral traits like organizational support, which in turn enhances work engagement. Additionally, the proactive personality trait is identified as a crucial attribute in adapting to dynamic environments and maintaining competitiveness. Ultimately, a proactive personality substantially contributes to achieving productive employee performance.

## AUTHOR CONTRIBUTIONS

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Formal analysis: Pudji Herijanto, Anna Widayani, Nilawati Fiernaningsih.

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Writing – original draft: Nilawati Fiernaningsih, Pudji Herijanto, Anna Widayani.

Writing – review & editing: Anna Widayani, Nilawati Fiernaningsih.

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