“Factors of innovative behavior affecting Indonesian lecturers' contextual and task performance”

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FACTORS OF INNOVATIVE BEHAVIOR AFFECTING INDONESIAN LECTURERS' CONTEXTUAL AND TASK PERFORMANCE

Abstract

This study aims to explore the innovative behavior mediation mechanism to illuminate Indonesian lecturers' contextual and task performance from the perspectives of talent management, learning organizations, and grit. Three hundred eighty-five lecturers from Indonesian private universities were inadvertently sampled using a Likert scale questionnaire to gather research data. The structural equation modeling method was used to examine the collected data. The results indicated that talent management, learning organization, and grit significantly affect lecturers' innovative behavior; innovative behavior, in turn, influences lecturers' contextual and task performance, and talent management, learning organization, and grit also significantly affect lecturers' contextual and task performance through innovative behavior. Grit has a more substantial influence on lecturers' innovative behavior than others. It also indirectly influences contextual and task performance through innovative behavior, which is more vital than talent management and learning organizations. This suggests that individual internal factors (grit) tend to have a more substantial influence on individual variables (innovative behavior and performance) than external factors (talent management and learning organizations). In conclusion, this evidence highlights that innovative behavior is crucial in transmitting talent management, learning organization, and grit into lecturers' contextual and task performance. It provides a new empirical model that theoretically advances studies of higher education management, particularly those concerning the connection between talent management, learning organization, and grit with lecturers' contextual and task performance through innovative behavior. The findings have practical implications for higher education practice, particularly in improving lecturers' contextual and task performance through the lenses of talent management, learning organization, grit, and innovative behavior.

Keywords talent, learning, grit, contextual, task, performance, behavior, lecturer, Indonesia

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INTRODUCTION

The performance of individual employees is a subject of constant discussion and considerable interest due to its substantial influence on organizations. Empirically, an individual's performance influences organizational performance (Nyathi & Kekwaletswe, 2023). It illustrates the importance of employee conduct in advancing the objectives of the organization (Colquitt et al., 2023). It addresses that individual performance is vital for organizations, including the performance of lecturers as university employees. However, in reality, lecturers' performance in Indonesia still needs to improve, especially in research performance. As an illustration, the average national publication for Indonesian lecturers is .6 article titles per lecturer per year. This means that only six of ten lecturers have journal publications annually.

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This proportion has yet to reach the minimum rational limit of one lecturer per publication per year. The uneven distribution further exacerbates this. In one year, some lecturers publish up to seven articles, but others have not published any articles (Suwignyo, 2023). It can be affected by innovative behavior. A recent study by Luhgiatno and Santoso (2021) proves that innovative behavior impacts contextual performance. Bastian and Widodo (2022) also argue that innovative behavior influences task performance. Additional research has shown that innovation behavior is influenced by talent management (Tanaka & Ishiyama, 2023), learning organization (Sulistiasih & Widodo, 2022), and grit (Bernardy & Antoni, 2021). The findings suggest that innovative behavior plays a unique role as a mediator in the causal link between grit, learning organization, and talent management with task and contextual performance. Another study also claims that innovative behavior mediates talent management and performance (Joseph et al., 2023). However, a specific investigation regarding the link between learning organization and grit with performance via innovative behavior still needs to be conducted. Therefore, a special study of the link between talent management, learning organization, and grit with contextual and task performance through innovative behavior is necessary. Based on this urgency, this study question is: How does innovative behavior mediate the impact of talent management, learning organization, and grit on Indonesian lecturers' contextual and task performance?

1. LITERATURE REVIEW

Conceptually, performance is a group of work-related activities meant to achieve organizational goals (Colquitt et al., 2023). Task performance and environmental factors are included. Performance on an individual, team, and organizational level is significantly influenced by contextual factors (Akanpaadgi et al., 2024). It represents worker behaviors – like going above and beyond what is expected of them by the organization – that are not directly tied to the official duties of the business but yet benefit the organization, interpersonal connections, and psychological well-being of workers (Chin & Yusoff, 2017). Its presence enhances organizational effectiveness by offering favorable working conditions that enable workers to perform their official responsibilities effectively (Aguinis, 2024). Consequently, voluntary activities extend beyond job descriptions and promote favorable employee perceptions of management styles, workforce diversity, and helpful behavior towards the company, all of which have a favorable impact on happier and more cohesive workplaces (Dongrey & Rokade, 2022). Thus, contextual performance reflects employee voluntary behavior beyond formal job boundaries and positively contributes to the organization. Contextual performance indicators encompass the following: adhering to organizational rules and procedures, supporting, endorsing, and defending organizational objectives, volunteering to perform task activities that are not formally part of the job, and persevering with enthusiasm and extra effort as necessary to successfully complete one's task activities (Aguinis, 2024). Task performance is related to how well workers complete their assignments in accordance with the official and informal company needs (Mom et al., 2015). It also clarifies how well they pick up and apply their professional skills on a daily basis. The significance of task performance in relation to the organization's objectives is underscored (Kalia & Bhardwaj, 2019). It pertains to the efficacy and effectiveness with which employees execute their responsibilities (Aslan et al., 2022). Another instance of in-role behavior that is evident in task performance is adhering to organizational procedures to adhere to the formal job criteria (Hussain et al., 2022). To determine the nature of their interrelationships, it consists of three factors: job number, job quality, and time limit (Adekiya, 2024). Therefore, task performance relates to how workers comply with organizational procedures and job criteria, carry out responsibilities, and complete formal and informal tasks by utilizing their professional skills. Task performance is measured by two key metrics: the conversion of organizational resources into products or services and the enhancement of organizational effectiveness and efficiency (Aguinis, 2024). Thus, individual performance can take the form of results (task performance) or the process of achieving those results (contextual performance). Under these conditions, performance can be influenced by internal factors (e.g., innovative behavior and grit) and external factors (e.g., talent management and learning organization).

Innovative behavior is a contributing factor to contextual and task-related performance. It is people's deliberate actions to create and apply fresh, practical concepts for the benefit of themselves, their communities, or their organizations (Bos-Nehles et al., 2017). In addition to surpassing creativity, particularly in the initial stages, to generate innovative and valuable concepts, it also refers to identifying issues and possibilities, locating alternate solutions, encouraging others to innovate, and embracing the most recent innovations (Udin & Yuniawan, 2020). Complexity also characterizes innovative behavior, which includes idea generation, dissemination, and implementation (Stoffers et al., 2020). Finally, it illustrates the introduction of fresh concepts to support problem-solving (Tan et al., 2021). Thus, innovative behavior is a deliberate action to create and apply new concepts for the benefit of individuals, communities, or organizations to produce innovative and valuable concepts. In many cases, organizations can get a competitive advantage through innovative behavior (Wu et al., 2023). Innovative behavior by employees plays a key role in the organization, and this function has become more prominent with the rapid development of artificial intelligence (Li et al., 2023). Innovative behavior also impacts organizational citizenship behavior (OCB) (Cho & Song, 2021). Moreover, innovative behavior has been considered critical in enhancing project-based organizations' vitality and promoting project success (Korhonen et al., 2023). Therefore, the long-term challenge of fostering employee innovative behavior is a critical area of organizational behavior and management research (Wang & Hou, 2023), so it is essential and urgent to research to increase employee innovative behavior (Wang et al., 2024), including lecturers in the context of higher education organizations. There are five indicators of innovative conduct. First, investigate potential prospects by looking for, identifying, and gathering information about them from various sources. The second is generativity, which involves generating concepts and solutions, outlining and classifying opportunities, and creating connections and pairings between concepts and solutions. The third type of study is informational, which involves developing, testing, and assessing concepts and fixes. Fourth, advocating entails organizing, influencing, motivating, engaging in negotiations, and taking chances. Fifth, application: put new ideas into practice, alter them, and make them routine (Kleysen & Street, 2001). Under favorable circumstances, the five indicators of innovative behavior can promote enhanced contextual and task performance. Researchers demonstrate that performance is greatly impacted by innovative behavior (Alshahrani et al., 2024; Subaidi et al., 2024). Innovative behavior specifically affects contextual performance (Fitriano et al., 2023) and task performance (Bastian & Widodo, 2022; Ding et al., 2024). This means empirically high innovative behavior can spur increased contextual and task performance.

Empirically, innovative behavior is impacted by talent management. Talent management is a topic of increasing interest among practitioners, academics, and researchers and plays a crucial role in both individual and organizational contexts. At the organizational level, talent management is a key driver of sustainability and performance (Battisti et al., 2023; Rozman et al., 2023). For individuals, talent management has been shown to enhance work productivity (Oladimeji et al., 2023), OCB (Widodo & Ciptaningsih, 2023), voice behavior (Sugiono et al., 2023), performance (Kravariti et al., 2023), and career development (Merwe et al., 2024). In the context of universities, talent is a cornerstone of performance (Ramaditya et al., 2022), with successful talent management contributing to enhanced reputation and status (Sułkowski et al., 2019). Given these practical implications, the study of talent management is not only important but also essential for continuous investigation and implementation. Talent management is a strategic business planning and human resource management component that involves the identification and cultivation of employee potential to achieve the organization's objectives and goals (Sugiono et al., 2023; Kafetzopoulos et al., 2022). It is the deliberate recruitment and retention of qualified employees who can effectively contribute to the realization of an organization's objectives (Vieira et al., 2024). It also illustrates the organizational efforts to locate, cultivate, involve, hold onto, and utilize resources (Gallardo-Gallardo et al., 2020). Thus, talent management reflects the organization's efforts to find, develop, involve, empower, retain, and utilize its human resources to contribute to achieving organizational goals. It is a crucial component of enhancing employee develop-

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ment via education and empowerment, which can motivate workers to succeed in the workplace. The goal of talent management is to manage people who are considered talented differently from other employees in a company's human capital portfolio (Caligiuri et al., 2024). A company's competitiveness is contingent upon the location and retention of talent, which is why talent management is a necessary response to the demands of the modern economy (Skuza et al., 2022). Therefore, strategic human resource management requires excellent talent management to support corporate objectives (Caligiuri et al., 2024). Because of this, talent management has been more and more well-known over the past 20 years as a crucial component of human resources, which are viewed as strategic allies for an effective company plan (Kaliannan et al., 2023). Several indicators of talent management include a strategy for resource allocation, policies that are appealing and maintain policyholders' interest, talent audits, relationship management, role development, career management, overall rewards, and the creation of the ideal work environment (Smilansky, 2007). Innovative behavior can be encouraged by these indicators when they are in good condition. For instance, lecturers may be motivated to generate ideas and solutions by the formation of associations and combinations of ideas through the implementation of effective and harmonious relationship management. Providing ideal workplace (campus) facilities can also encourage lecturers to apply ideas that produce something new easily. Scholars also claim that talent management significantly impacts innovative behavior (Joseph et al., 2023; Tanaka & Ishiyama, 2023). Thus, empirically, excellent talent management can stimulate the innovative behavior of individuals, including lecturers.

Innovative behavior is also influenced by learning organization (Sulistiasih & Widodo, 2022). Conceptually, a learning organization makes sure that everyone working there can keep improving their abilities to accomplish goals, that new ways of thinking and growing are welcomed, that group goals are given room and importance, and that society can keep learning from one another (Senge, 2006). It is characterized by a specific work environment that allows management to respond flexibly to internal and external challenges. Its effectiveness can be improved through decentralized responsibility, teamwork, staff rotation between departments, training, and positive influence on performance (Antalová et al., 2022). To transform knowledge into skills and continuously reinvent themselves, learning companies leverage novel ideas (Goula et al., 2021). Thus, a learning organization reflects an organization where each member can continuously improve their capacity, has the opportunity to develop their way of thinking freely, adapt or react quickly and uniquely, and continue to learn from each other, and groups are given adequate space to fight for their interests, and management can respond flexibly to internal and external challenges by utilizing new ideas. Under such conditions, learning organizations are not only needed and beneficial for individuals and groups but also become capital for organizations to respond to challenges so that they can continue to grow and be highly competitive. In reality, better products and services, customer happiness, and enhanced market performance result from its increased ability to identify opportunities and perceive market trends and events. It also makes responsible innovation easier to accomplish (Hansen et al., 2020). Learning organizations develop a strategic learning-oriented capacity by utilizing systematic processes and practices and internal and externally available information. Learning organizations incorporate knowledge into strategic behavior, prioritize performance-oriented outcomes, and establish other futures that provide a superior quality of life (Alerasoul et al., 2022). Consequently, a learning organization is associated with the enhancement of organizational performance (Alrashidi et al., 2023). It will be a valuable asset to the organization. The learning organization model will manifest scientifically in numerous instances. A learning organization model is implemented by numerous multinational corporations, including Apple, IBM, 3M, and Microsoft, in order to develop products (Vedhathiri, 2020). Four indicators of learning organizations are identified by Ortenblad (2018). First and foremost, the term "learning at work" pertains to the skilled and well-organized learning facilitators who help members of the organization acquire the relevant knowledge. Secondly, the learning atmosphere is associated with the organization's role as a learning tool for people, groups, or teams. Third, organizational learning is linked to both the gathering of knowledge and

the preservation of important information for the people of the organization. Last but not least is the learning framework, which includes grouping members into, is designed to ensure that team performance is not contingent upon individual performance. The four indicators are essential for the organization's members, including lecturers, who are the primary foundation of the university. The lecturer's innovative behavior can be approximated if the four indicators are sufficient, consistent, and expanding. Learning at work, learning climate, and organizational learning are the capital of lectures for developing innovative behavior. Hence, learning capital is a crucial antecedent of innovative behavior.

Several prior studies also demonstrated that grit influences innovative behavior (Bernardy & Antoni, 2021). Even though it was tainted by racist issues (Locks & Mendoza, 2023), studies on grit continue to grow. The issue circulating in the United States has invited curiosity, making researchers even more enthusiastic about exploring it, including other variables that have proven to be significant. Grit has been proven to make a positive contribution to employees' performance (Wetzler et al., 2024), work effectiveness (Wibawanti, 2024), engagement (Lorenço-Lima, 2023), and OCB (Farroukh et al., 2023). At the organizational level, grit influences performance (Lee, 2022). In an educational context, grit impacts student academic achievement (Vinson et al., 2022), and enhances job satisfaction, affective commitment, and professional competence (Widodo, 2021a), creativity (Gonlepa et al., 2023), and engagement (Hanley et al., 2024). These empirical facts show the crucial role of grit in individual and organizational life. Conceptually, grit is the propensity to pursue difficult, long-term goals with tenacity and passion, emphasizing persistence as a critical factor in achieving long-term success (Duckworth, 2016). It also represents the inclination to persist, work diligently, and maintain resilience in the face of adversity for an extended period in order to accomplish substantial life objectives (Widodo & Gunawan, 2021). This means that grit is related to an individual's efforts in striving to achieve long-term goals with persistence, perseverance, and dedication, including in the face of difficulties and challenges that hinder them. Therefore, grit is crucial for individual life and determines the long-term sustainability of an organization. Grit combines two indicators: persistence of effort and consistency of interest (Duckworth & Quinn, 2009). If solid and consistent over a long period, these indicators can simulate an increase in innovative behavior, for example, in mobilizing and exerting one's strength/potential to research challenging topics and discover new things that greatly benefit the development of science and technology.

The previous studies above show that innovative behavior, besides being influenced by talent management (Tanaka & Ishiyama, 2023), learning organization (Sulistiasih & Widodo, 2022), and grit (Bernardy & Antoni, 2021), also influences contextual performance (Fitriano et al., 2023) and task performance (Bastian & Widodo, 2022; Ding et al., 2024). This empirical fact suggests that innovative behavior may serve to mediate the link between learning organization, talent management, and grit with contextual and task performance. Nevertheless, it remains challenging to locate research that specifically examines innovative behavior in mediating the effect of talent management, learning organization, and grit on contextual and task performance. Therefore, this is a crucial matter to investigate further, primarily because several prior studies indicated contradictory results. For instance, talent management and learning organizations do not significantly impact innovative behavior (Dzimbiri & Molefi, 2021). Additionally, Ramdhan et al. (2021) demonstrate that task performance was unaffected by innovative behavior. Inconsistencies in research results can appear to be a research gap that can confuse practitioners, academics, and researchers, requiring clarification through scientific research.

Based on the urgency, the purpose of this study is to examine the role of innovative behavior as a mediator between talent management, learning organization, and grit as it relates to lecturers' contextual and task performance. Therefore, the following hypotheses are proposed:

H_1: *Innovative behavior affects lecturer contextual performance.*

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H_2: *Innovative behavior affects lecturer task performance.*

H_3: *Talent management affects the lecturer's innovative behavior.*

H_4: *Learning organization affects the lecturer's innovative behavior.*

H_5: *Grit directly affects the lecturer's innovative behavior.*

H_6: *Talent management affects lecturer contextual performance through innovative behavior.*

H_7: *Learning organization affects lecturer contextual performance through innovative behavior.*

H_8: *Grit affects lecturer contextual performance through innovative behavior.*

H_9: *Talent management affects lecturer task performance through innovative behavior.*

H_{10}: *Learning organization affects lecturer task performance through innovative behavior.*

H_{11}: *Grit affects lecturer task performance through innovative behavior.*

2. METHODS

Indonesian provinces of Jakarta, West Java, and Banten accounted for 385 lecturers who taught in private higher education, making up the research participants (sample). They were chosen by accidental sampling and permitted the information to be utilized in research and scientific publications. This was based on their availability and willingness to complete the questionnaire (Widodo, 2021b). The number of samples is consistent with the threshold number of samples necessary for structural equation modeling (SEM) analysis, which is ten times the number of indicators. In this study, there are 26 indicators (Hair et al., 2022). As presented in Table 1, most of them are male (67.27%), aged 26-35 years (36.1%), with postgraduate education (74.03%), married (87.01%), and with a < 5-year length of teaching (32.99%).

Table 1. Profile of study participants

Profile	Amount	Percentage
Gender		
Male	259	67.27
Female	126	32.73
Ages		
< 26 Year	0	0
26–35 Years	139	36.1
36–45 Years	81	21.04
46–55 Years	103	26.75
>55 Years	62	16.1
Education		
Bachelor	0	0
Postgraduate	285	74.03
Ph.D.	100	25.97
Status		
Married	335	87.01
Unmarried	50	12.99
Length of Teaching		
<5 Years	127	32.99
6–10 Years	114	29.61
11–15 Years	60	15.58
>16 Years	84	21.82

The quantitative approach employed in this research is operationalized through a questionnaire-based survey method that was developed by the researchers in accordance with theoretical dimensions/indicators from experts. Five alternative answers were included in the questionnaire's Likert scale format, with 1 denoting strongly disagree/never and 5 denoting strongly agree/always. The survey was created as a Google Form and sent online using WhatsApp and email to facilitate data gathering during January-February 2024 in the provinces of Jakarta, West Java, and Banten.

As Appendix A shows, talent management comprises fourteen items with an alpha coefficient (AC) of .976 and a coefficient of corrected item-total correlation (CCI-TC) ranging from .467 to .945. The learning organization comprises twelve items with CCI-TC between .630 and .922 and an AC of .954. The grit includes eight items with CCI-TC between .368 and .798, and an AC is .869. The innovative behavior is made up of ten items with CCI-TC between .392 and an AC of .836. The contextual performance comprises ten items with a CCI-TC ranging from .397 to .789 and an AC of .882. Lastly, task performance comprises nine items with CCI-TC between .543 and .794 and an AC of .902. The CCI-TC and CA values for all items and

variables are greater than .361 and .7, thus indicating item validity and variable reliability. Therefore, any questionnaire can be used as a research tool to gather data for studies (Hair et al., 2022).

To make sure that the research data were free of bias, this study also performed a general method bias (CMB) test. Many scholars contend that the CMB issue is overlooked by the self-report questionnaire used in this cross-sectional survey study, which is a potential source of measurement error. The disparity between the true correlation between the variables and the reported association is generated by the common method variance (CMV), which is quantified by the correlation matrix (CMB). When compared to the real correlation, CMV can increase the apparent correlation (Spector et al., 2019). As such, CMV poses a risk to the generation of dependable and meaningful research findings. Procedural and statistical improvements are recommended by Fuller et al. (2016) to regulate and decrease CMV. Harman's single-factor test and the correlation matrix technique are the statistical processes used in this work (Tehseen et al., 2017). As per Harman's single-factor test, the total variation that a single component accounts for is 38.623%, which is less than the recommended 50% level. Less than .90 is the correlation coefficient between the construct (variable). It indicates that there is not any CMV (CMB) in the study's data (Aryani et al., 2024; Kock et al., 2021).

As interval data were frequently employed in Likert scale questionnaires, SEM analysis was implemented to evaluate the hypothesis. The CMB test was performed to detect any data bias. In addition, descriptive analysis and correlational testing were performed to ascertain the state of each study variable and the link between them. SPSS version 26 was operationalized for CMB, descriptive, and correlational testing, while LisRel 8.80 was utilized for SEM analysis.

3. RESULTS

Descriptive statistical analysis findings for the six research variables depict the mean value in descending order: grit = 35.01, task performance = 37.70, contextual performance = 39.67, innovative behavior = 43.70, learning organization = 48.82, and talent management = 55.37. From the lowest to the highest standard deviation (SD) values in succession: grit = 2.726, innovative behavior = 3.543, task performance = 4.967, contextual performance = 6.477, learning organization = 9.080, and talent management = 10.915. In Table 2, in general, the standard deviation is smaller than the mean, which suggests that the total data are accurately represented. Every research variable shows a significant relationship with other factors at the $p < .01$ level according to the correlation analysis results. This illustrates the interconnections between each variable. Nevertheless, the correlation coefficient results between the variables are less than .8, suggesting that multicollinearity does not exist.

Confirmatory factor analysis estimates for the measurement model are shown in Table 3. The fact that all of the indicators' factor loading values are higher than .3 shows their validity (Costello & Osborne, 2005). Every indication is implied to be a variable. For the evaluation of reliability, alpha (α), variance extracted (VE), and construct reliability (CR) are employed. The findings demonstrate that all variables have VE values more than .50 and CR and α values greater than .70, which implies good convergence. Under these conditions, the structural equation model can be estimated (Hair et al., 2022).

Table 2. Descriptive and correlation statistical results

Variables	Mean	SD	1	2	3	4	5	6
Talent Management (X_1)	55.37	10.915	1.00	–	–	–	–	–
Learning Organization (X_2)	48.82	9.080	.503**	1.00	–	–	–	–
Grit (X_3)	35.01	2.726	.381**	.271**	1.00	–	–	–
Innovative Behavior (Y_1)	43.70	3.543	.520**	.515**	.615**	1.00	–	–
Contextual Performance (Y_2)	39.67	6.477	.345**	.320**	.219**	.530**	1.00	–
Task Performance (Y_3)	37.70	4.967	.279**	.307**	.356**	.519**	.313**	1.00

Note: ** $p < .01$.

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Table 3. Measurement model result

Constructs	Indicators	Loading Factor	CR	VE	α
Talent Management (X_1)	Attractiveness and retention of policies ($X_{1.1}$)	.84	.963	.788	.976
	Talent audits ($X_{1.2}$)	.88			
	Relationship management ($X_{1.3}$)	.88			
	Role development ($X_{1.4}$)	.92			
	Career management ($X_{1.5}$)	.91			
	Total rewards ($X_{1.6}$)	.92			
	Construction on an ideal workplace ($X_{1.7}$)	.86			
Learning Organization (X_2)	Learning at work ($X_{2.1}$)	.83	.911	.720	.954
	Climate for learning ($X_{2.2}$)	.92			
	Organizational learning ($X_{2.3}$)	.80			
	Learning structure ($X_{2.4}$)	.84			
Grit (X_3)	Consistency of interests ($X_{3.1}$)	.85	.773	.504	.869
	Persistence of efforts ($X_{3.2}$)	.70			
Innovative Behavior (Y_1)	Opportunity exploration ($Y_{1.1}$)	.75	.793	.526	.871
	Generativity ($Y_{1.2}$)	.69			
	Informative investigation ($Y_{1.3}$)	.45			
	Championing ($Y_{1.4}$)	.36			
	Application ($Y_{1.5}$)	.51			
Contextual Performance (Y_2)	Enthusiasm and exerting extra effort ($Y_{2.1}$)	.64	.826	.591	.882
	Volunteering to carry out task activities ($Y_{2.2}$)	.70			
	Helping and cooperating with others ($Y_{2.3}$)	.85			
	Following organizational rules and procedures ($Y_{2.4}$)	.62			
	Endorsing, supporting, and defending organizational objectives ($Y_{2.5}$)	.67			
Task Performance (Y_3)	Transforming raw materials into goods/services ($Y_{3.1}$)	.82	.824	.613	.902
	Helping organizational effectiveness ($Y_{3.2}$)	.87			
	Encouraging organizational efficiency ($Y_{3.3}$)	.64			

The goodness of fit (GOF) statistical study found that eight of the eleven criteria, the Parsimony Normal of Fit Index, the N-Normed Fit Index, the Adjusted Goodness Fit Index, the Comparative Fit Index, the Goodness Fit Index, and the Normed Chi-square, were well-matched (fit). Root Mean Square of Approximation, Chi-square, and Significant Probability comprise the third set of criteria, or inadequate fit. This study, which included 385 lecturers, demonstrates the Chi-square test's sensitivity to sample sizes exceeding 200 (Hair et al., 2022). As a result, the test's performance was lacking. However, as eight of the eleven indices gathered satisfy the requirements, the GOF results are still valid (fit). It indicates that the empirical model, which was created using research data, is appropriate for use with the theoretical model, which was founded on pertinent earlier research. The novel empirical model that this study has created is plausible in these circumstances.

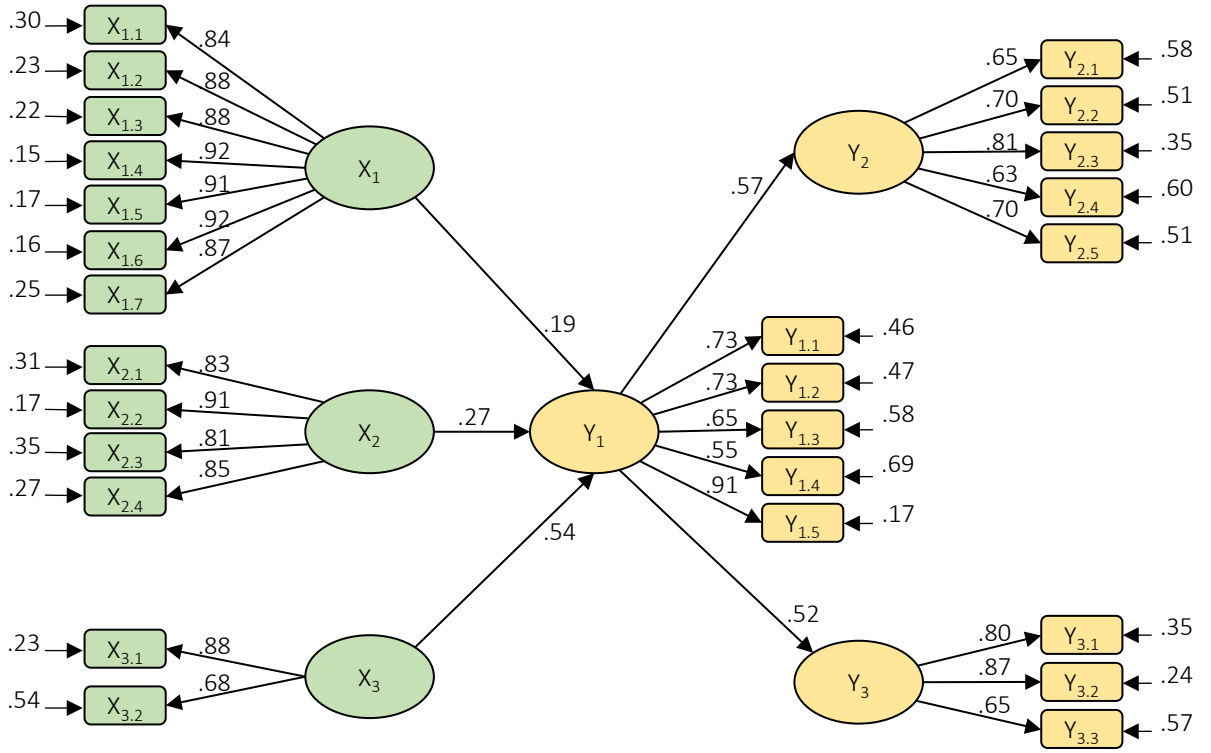
Table 4 summarizes the findings of the hypothesis tests, which are shown in Figures 1 and 2. All hypotheses, ranging from H_1 to H_{11}, had t values larger than the t table at α = .01 (1.65), indicating high support (significant). In detail, innovative behavior significantly affects lecturers' contextual and task performance (β = .57, .52, p < .01). Furthermore, talent management, learning organization, and grit significantly affect lecturers' innovative behavior (γ = .19, .27, .54, p < .01). Innovative behavior influences contextual performance more than task performance. Grit has a stronger influence on lecturers' innovative behavior than others. This shows that grit is more dominant than talent management and learning organization.

Table 4. Hypothesis testing results

Hypothesis	γ/β	T-value	Decision
H_1: Innovative behavior (Y_1) affects contextual performance (Y_2)	.57**	8.41	Supported
H_2: Innovative behavior (Y_1) affects task performance (Y_3)	.52**	8.45	Supported
H_3: Talent management (X_1) affects innovative behavior (Y_1)	.19**	3.56	Supported
H_4: Learning organization (X_2) affects innovative behavior (Y_1)	.27**	5.25	Supported
H_5: Grit (X_3) affects innovative behavior (Y_1)	.54**	9.04	Supported
H_6: Talent management (X_1) affects contextual performance (Y_2) through innovative behavior (Y_1)	.11**	3.37	Supported
H_7: Learning organization (X_2) affects contextual performance (Y_2) through innovative behavior (Y_1)	.15**	4.70	Supported
H_8: Grit (X_3) affects contextual performance (Y_2) through innovative behavior (Y_1)	.31**	6.85	Supported
H_9: Talent management (X_1) affects task performance (Y_3) through innovative behavior (Y_1)	.10**	3.37	Supported
H_{10}: Learning organization (X_2) affects task performance (Y_3) through innovative behavior (Y_1)	.14**	4.70	Supported
H_{11}: Grit (X_3) affects task performance (Y_3) through innovative behavior (Y_1)	.28**	6.87	Supported

Note: ** $p < .01$.

Additionally, talent management, learning organization, and grit affect lecturers' contextual performance through innovative behavior, with path coefficient (β) = .11, .15, and .31, p < .01, along with talent management, learning organization, and grit affect lecturers' task performance through innovative behavior, with path coefficient (β) = .10, .14, and .28, p < .01). As in the case of direct influence, grit also indirectly influences contextual and task performance, mediating by innovative behavior, which is more vital than talent management and learning organizations. This indicates that individual internal factors (grit) tend to have a more substantial influence on individual variables (innovative behavior and performance) than external factors (talent management and learning organizations).



Note: Chi-Square=1135.34, df=291, P-value=.00000, RMSEA=.087; X_1 = Talent management, X_2 = Learning organization, X_3 = Grit, Y_1 = Innovative behavior, Y_2 = Contextual performance, Y_3 = Task performance.

Figure 1. Standardized structural model

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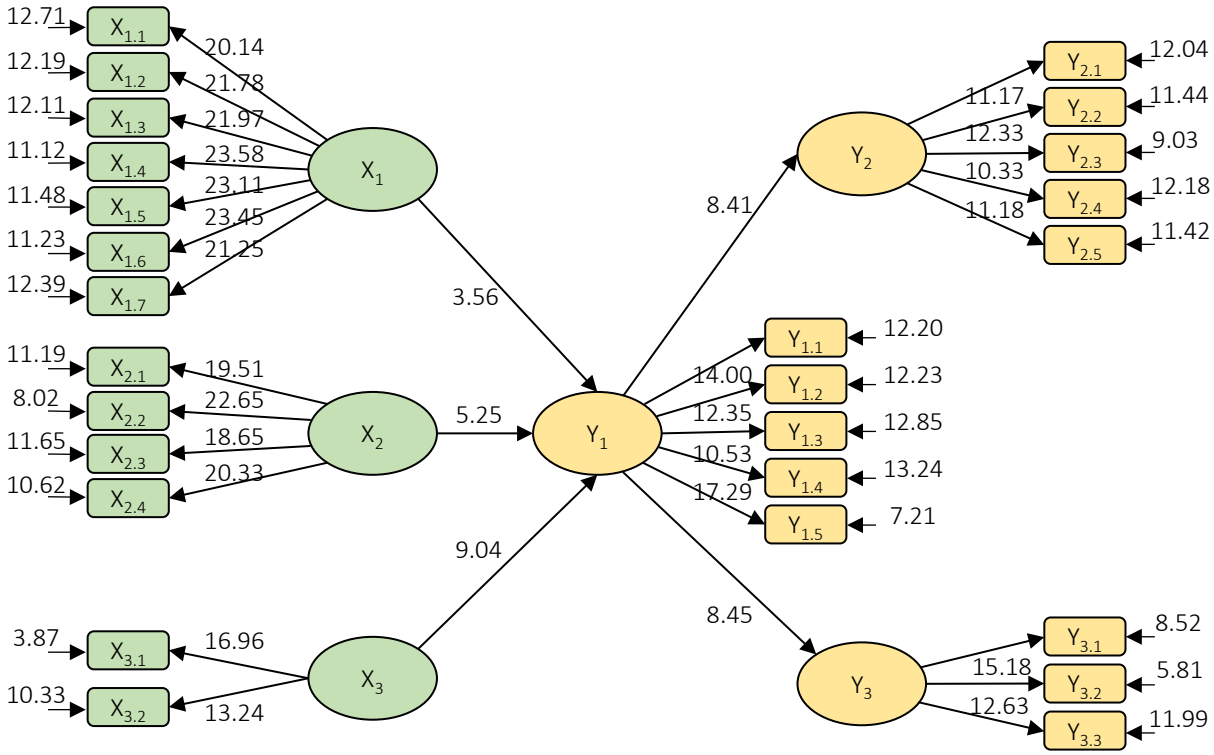

Note: Chi-Square = 1135.34, df =291, P-value = .00000, RMSEA=.087; X_1 = Talent management, X_2 = Learning organization, X_3 = Grit, Y_1 = Innovative behavior, Y_2 = Contextual performance, Y_3 = Task performance.

Figure 2. T-value structural model

4. DISCUSSION

This study generally shows three important findings. First, innovative behavior affects lecturers' contextual and task performance. This empirical fact indicates that innovative behavior is an important predictor of lecturers' contextual and task performance. Consequently, when lecturers' innovative behavior is improved, it can stimulate the improvement of their contextual and task performance. For example, the level of work behavior (contextual performance) will be increased through an individual's strong desire to achieve organizational (university) goals, work dedication, willingness to carry out tasks outside the job description, enthusiasm for helping and collaborating with others, and determination to fulfill organizational (work) rules and procedures. Likewise, their task performance in transforming organizational (university) resources into products (for example, research results) or services (for example, providing consultancy) that are superior and increase effectiveness and efficiency in realizing organizational goals is increasingly solid. This discovery is consistent with and supports prior research that innovative behavior affects contextual and task performance (Bastian & Widodo, 2022; Ding et al., 2024; Fitriano et al., 2023). In contrast, it refutes other studies that claim innovative behavior does not significantly influence task performance (Ramdhan et al., 2021). In light of these new discoveries, the significance of innovative behavior's influence on contextual and task performance is now undeniable.

Second, talent management, learning organization, and grit impact lecturers' innovative behavior. According to this study, grit, learning organization, and talent management are important determinants of lecturers' innovative behavior; thus, improving these three factors can stimulate the improvement of lecturers' innovative behavior. In practice, for example, a superior resource strategy, future-oriented policies, careful talent audits, solid relationship management, clear lecturer role development, good lecturer career management, performance-based rewards in accordance with the actual needs of lecturers, and creating an ideal workplace can stimu-

late an increase in the capacity of lecturers' innovative behavior, for example, in carrying out the three pillars of higher education (teaching, research, and community service). Improvements in learning organization manifested in the increased capacity of learning at work, learning climate and structure, and organizational learning can also trigger and spur innovative behavior of lecturers, for instance, exploring opportunities to find new teaching models, conducting research by applying, modifying, and discovering new things; and carrying out community service activities that provide great benefits to the community. These two discoveries agree with and confirm the findings of prior research, which indicate that innovative behavior is significantly influenced by talent management (Joseph et al., 2023; Tanaka & Ishiyama, 2023), and learning organizations (Sulistiasih & Widodo, 2022). However, they also exclude other studies that claim innovative behavior is not substantially influenced by talent management and learning organizations (Dzimbiri & Molefi, 2021). Thus, this finding strengthens and, at the same time, erases doubt about previous studies that talent management and learning organizations significantly affect innovative behavior. In addition, the improvement of grit manifested in the consistency of lecturers' interest in teaching, research, and community service, as well as the perseverance of efforts in realizing the three pillars, also triggered their innovative behavior to conduct more creative and innovative teaching, research, and community service so that the long-term goals of lecturers can be realized and then provide implications for the achievement of university goals. This result supports and validates other research showing that grit significantly influences innovative behavior (Bernardy & Antoni, 2021).

Third, innovative behavior mediates the effect of talent management, learning organization, and grit on lecturers' contextual and task performance. This discovery demonstrates the critical role of innovative behavior in the transmission of talent management, learning organization, and grit to the contextual and task performance of lecturers. This evidence supports the limited findings of prior research that innovative behavior mediates the effect of talent management and learning organizations on performance (Ambarwati et al., 2021; Joseph et al., 2023). Additionally, it identifies specific novelty regarding the mediating role of innovative behavior in the causal relationship between talent management, learning organization, and grit with lecturers' contextual and task performance. This evidence thus provides a new empirical model that theoretically advances studies of higher education management, particularly those concerning the connection between talent management, learning organization, and grit with lecturers' contextual and task performance via innovative behavior. The findings also have practical implications for higher education practice, particularly in improving lecturers' contextual and task performance through the lenses of talent management, learning organization, grit, and innovative behavior. Grit has a more substantial impact on contextual and task performance, as well as innovative behavior, in comparison to talent management and learning organizations. Consequently, its existence warrants further investigation. This emphasizes that in every effort to improve talent management, learning organization, and grit, for example, through training activities or workshops, the existence of grit should be given more attention than others.

CONCLUSION

This study aims to explore the innovative behavior mediation mechanism to illuminate Indonesian lecturers' contextual and task performance from the perspectives of talent management, learning organization, and grit. This study found three important results. First, innovative behavior significantly directly affects lecturers' contextual and task performance. Second, talent management, learning organization, and grit significantly impact lecturers' innovative behavior. Third, talent management, learning organization, and grit indirectly affect lecturers' contextual performance through innovative behavior. Therefore, as a conclusion, innovative behavior mediates the effect of talent management, learning organization, and grit on Indonesian lecturers' contextual and task performance. These findings produce a new empirical model that provides insight for higher education researchers and practitioners to improve lecturers' contextual and task performance through talent management, learning organization, and grit

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via innovative behavior. Some of the limitations of the results of this study should not be disregarded in the realization of these insights. These limitations include the fact that the sample was restricted to college lecturers in Jakarta, West Java, and Banten, the study only utilized a single data source (lecturers) and did not control variables that could potentially interfere with the results; the study also exclusively employed quantitative methods to avoid revealing the qualitative facts behind the causal relationship between variables. Therefore, future research as a follow-up to the results of this study needs to consider covering more research samples with a broader area; using other data sources, such as leaders, peers, or students; controlling for other variables that have the potential to affect the results of the study, such as personality, emotional intelligence, locus of control, and others; and using more comprehensive research methods, which involve quantitative and qualitative methods (mixed methods).

AUTHOR CONTRIBUTIONS

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APPENDIX A

Table A1. Variables, indicators, and items

Variables	Indicators	Items
Talent Management	Attractiveness and retention of policies	1. The management of the university identifies the talents of the lecturers
		2. The management of the university tries to develop the potential of the lecturers according to their talents
	Talent audits	3. The management of the university conducts a talent audit to determine the career planning of the lecturers
		4. The management of the university ensures that talented lecturers receive specific guidance programs
	Relationship management	5. The management of the university builds interactive relationships with lecturers
		6. The management of the university creates good conditions for the development of the potential of lecturers
	Role development	7. The management of the university tries to increase the engagement of lecturers with positive feedback
		8. The management of the university tries to build the work motivation of lecturers by providing recognition
	Career management	9. The university's management carries out careful career planning for lecturers
		10. The university's management carries out the succession of the university's leadership objectively
	Total rewards	11. The management of the university implements a reward system consistently
		12. The management of the university implements a competitive lecturer reward pattern
	Construction of an ideal workplace	13. The management of the university provides a decent workplace for lecturers
		14. The management of the university tries to make the university a pleasant learning organization for lecturers
Learning Organization	Learning at work	1. The university's management fully supports lecturers in carrying out their duties
		2. The university's management values the personal competence of lecturers
		3. The university's management facilitates lecturers to continue learning
	Climate for learning	4. The university's management builds a shared vision with lecturers
		5. The university's management emphasizes a systemic mindset.
		6.The university's management uses a systems perspective in managing the university
	Organizational learning	7. The university's management is open to new, prospective ideas.
		8. The university management emphasizes the importance of independence in solving various problems on campus
		9. The university's management strives to integrate knowledge from the external environment
	Learning structure	10. The university's management encourages the development of solid teamwork
		11. The university's management emphasizes the urgency of team learning
		12. The university's management facilitates the transfer of knowledge among lecturers
Grit	Consistency of interests	1. I will remain a lecturer until retirement age
		2. I will continue my career as a lecturer even if other jobs promise greater compensation
		3. I will fight for the peak of my career even if it takes a long time
		4. I will remain focused on achieving educational goals
	Persistence of efforts	5. I try to pursue the profession of lecturer as part of my life goals
		6. I try to place long-term educational goals as a life orientation that needs to be fought for
		7. I try to realize sustainable career achievements
		8. I will continue to strive until educational goals are achieved.
Innovative Behavior	Opportunity exploration	I actively pay attention to promising opportunities for improving the teaching system
		I collect new opportunities that have the potential to improve the teaching system
	Generativity	I categorize various information to generate prospective new opportunities
		I point out new opportunities that increase teaching practice capacity
	Informative investigation	I formulated a new teaching strategy that lecturers can use
		I actively conduct experiments to improve teaching effectiveness
	Championing	I proactively mobilize university resources to improve teaching quality
		I am proactive in influencing campus residents to improve the quality of the learning process
	Application	I actively apply new teaching approach ideas
		I proactively modify learning activities if necessary

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Table A1 (cont.). Variables, indicators, and items

Variables	Indicators	Items
Contextual Performance	Enthusiasm and exerting extra effort	1. I continue to teach even though I am not feeling well
		2. I am ready to complete unfinished work outside of working hours
	Volunteering to carry out task activities	3. I accommodate students' aspirations to support better academic achievement
		4. I prioritize the interests of my duties over personal interests
	Helping and cooperating with others	5. I am enthusiastic about helping students who have low academic achievement
		6. I utilize all resources available on campus to improve teaching services
	Following organizational rules and procedures	7. I teach according to the provisions of the curriculum applicable at the University
		8. I conduct research activities with high scientific standards.
	Endorsing, supporting, and defending organizational objectives	9. I prioritize alternative mindsets in solving complex problems that arise on campus
		10. I make the necessary changes to respond to the dynamics of actual developments outside the campus
Task Performance	Transforming raw materials into goods/ services	1. I use the references provided by the campus as material for compiling scientific publications
		2. I use various learning tools to support the optimal implementation of teaching
		3. I optimally use university research resources to produce quality research output
	Helping organizational effectiveness	4. I actively help the realization of university goals more quickly
		5. I am actively completing university work programs that are hampered
		6. I am proactive in building the university's competitiveness
	Encouraging organizational efficiency	7. I only use university facilities for work purposes
		8. I support the university's budget savings
		9. I support universities in working more time-savingly