



Innovative Work Behavior and Its Impact on Teacher Performance: The Role of Organizational Culture and Self Efficacy as Predictors

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ABSTRAK

Dinamika perubahan yang signifikan dan mendadak dari pandemi saat ini membuat banyak institusi pendidikan mengalami tantangan dalam mengadopsi teknologi secara penuh ke dalam proses belajar mengajar. Kondisi ini membuat setiap pendidik dituntut untuk melakukan pekerjaan sehingga berorientasi pada perilaku kerja yang inovatif. Konsekuensi budaya kerja yang inovatif akan mendorong peningkatan kinerja guru di masa pandemi saat ini. Penelitian ini bertujuan untuk menganalisis seberapa besar kontribusi budaya organisasi dan efikasi diri terhadap perilaku kerja inovatif dan dampaknya terhadap kinerja guru. Desain penelitian menggunakan pendekatan kuantitatif kausal. Kemudian perolehan data penelitian menggunakan instrumen penyebaran kuesioner online. Sampel yang digunakan dalam penelitian ini sebanyak 215 responden. Dasar penentuan sampel berorientasi pada pendekatan non-probability sampling dengan menggunakan rumus purposive sampling. Pendekatan struktural persamaan model (SEM) menggunakan kuadrat terkecil parsial (PLS) digunakan untuk menguji budaya organisasi dan self-efficacy pada perilaku kerja yang inovatif dan dampaknya terhadap kinerja guru. Berdasarkan hasil analisis data penelitian menunjukkan bahwa budaya organisasi berpengaruh positif dan signifikan terhadap perilaku kerja inovatif. Kemudian disimpulkan bahwa efikasi diri berpengaruh positif dan signifikan terhadap perilaku kerja inovatif. Untuk hasil analisis data, penelitian lebih lanjut membuktikan bahwa perilaku kerja inovatif berpengaruh positif dan signifikan terhadap kinerja guru.

ABSTRACT

The dynamics of significant and sudden changes from the current pandemic have made many educational institutions experience challenges in fully adopting technology into the teaching and learning process. This condition makes every educator required to do work so that it is oriented to innovative work behavior. The consequences of an innovative work culture will encourage increased teacher performance during the current pandemic. This study aims to analyze how big organizational culture and self-efficacy contribute to innovative work behavior and its impact on teacher performance. The research design uses a causal quantitative approach. Then the acquisition of research data using an online questionnaire distribution instrument. The sample used in the study was 215 respondents. The basis for determining the sample is oriented to the non-probability sampling approach by using the purposive sampling formula. A structural equation modeling (SEM) approach using partial least squares (PLS) is used to test organizational culture and self-efficacy on innovative work behavior and its impact on teacher performance. Following the results of research data analysis, it shows that organizational culture has a positive and significant effect on innovative work behavior. Then it is concluded that self-efficacy has a positive and significant effect on innovative work behavior. For the results of data analysis, further research proves that innovative work behavior has a positive and significant effect on teacher performance.

1. INTRODUCTION

Building an effective organizational culture in the current pandemic period, it is necessary to make adjustments to the many changes that occur in the order of life, starting from social life and organization (Sudirman et al., 2021). Culture is "the way of life" for a society which is defined as a community value system that characterizes values that are shared and accepted in one understanding with different backgrounds of members of the organization and are used as the basis for the rules of behavior within the

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organization (Indajang et al., 2021; Rosdiana, 2020). Organizational culture may be defined as a set of shared values and beliefs that interact with individuals, as well as an organizational structure and control system, to create behavioral norms (Berthon, 1993; Schiefele & Schaffner, 2015). Whereas, other researcher defines culture as a set of fundamental assumptions that have been established or created in order to discover new methods of integrating that have worked effectively (Edgar, 1996; Elsbach & Stigliani, 2018). The presence of organizational culture is significant because it is taught to new members as an excellent way to think about, perceive, and be engaged in the organization's issues (Wardhani & Gulo, 2017). Therefore, Organizational culture is the group's desire to act according to the expectations and manifestations of life in achieving the values espoused by the organization (Prayudhayanti, 2014). Research result from other researcher concluded that organizational culture is crucial in encouraging the improvement of innovative work behavior (Baharuddin et al., 2019; Sembiring et al., 2020).

One element related to human resource management is self-efficacy which is a person's belief or ability in completing their tasks to achieve individual success (Wardhani & Gulo, 2017). Self-efficacy is interpreted as a person's assessment of his personal ability to initiate and successfully perform assigned tasks at a designated level, in greater effort, and persist in the face of adversity (Tierney & Farmer, 2011). Self-efficacy is a person's belief in completing something that can achieve certain results and the efforts made to achieve success (Bandura et al., 1996; Konakil, 2015). Self-efficacy inherent in a person is a form of belief in his ability to solve the problems he faces and each individual has confidence in his different abilities in solving the problems he faces depending on the experience and personality of each individual. Teacher creative self-efficacy has been defined as individual instructors' beliefs in their own capacity to plan, organize, and carry out the actions required to accomplish a particular educational objective, according to social cognitive theory (Skaalvik & Skaalvik, 2010). This supported by research result which state that self-efficacy has a positive impact on creative work behavior, implying that the greater the team member's self-efficacy, the more innovative behavior would be produced.

Individual conduct aimed at producing, introducing, and using new items that may be helpful at different levels of the business is referred to as innovative behavior (Leong & Rasli, 2014). Furthermore, innovative work behavior is the behavior of individuals to display, promote, and implement new ideas in their work or work organization (Janssen, 2000). When performance gaps and issues are identified, and ideas are produced in response to a perceived need for innovation, the innovation process begins. In line with this, the result of other researcher interprets innovative behavior as behavior that includes several processes (De Jong & Den Hartog, 2010). Individuals generate new ideas, promote and seek support for these ideas, and produce new things useful for its parts within the organization. Every innovative worker has a mindset that wants to learn, create and generate new ideas to solve driving problems, thereby improving their work performance (Amabile et al., 2005; Slåtten, 2014). Based on previous research result stated that innovative work behavior positively influences performance behavior, which means that the higher the innovation carried out on each job, this will have an impact on improving performance (Leong & Rasli, 2014; Purwanto, Bernarto, et al., 2020).

The importance of innovative work behavior for educators is one of the foundations for achieving effective and efficient organizational goals. Seeing the current pandemic situation, every educator is required to work optimally by utilizing existing resources. We believe that innovative work behavior will encourage more optimal teacher performance improvements. This is what underlies the creation of this article as a forum to bridge the results of previous studies that examine innovative work behavior on performance. The novelty of this research is the use of organizational culture and self-efficacy variables simultaneously which researchers use as stimulants to determine their effect on innovative work behavior. Then the author tries to use different indicator measurements on antecedent variables which are then poured into questions on an online questionnaire. This research aims to find out how much contribution is given by organizational culture and self-efficacy to innovative work behavior and its impact on teacher performance.

2. METHODS

In a two-stage procedure, this research utilizes a quantitative approach using a theoretical model evaluated by PLS-SEM analysis. First, Cronbach's alpha testing, composite reliability, outer loading, and average variance were used to assess the study data for validity and reliability. Then, using the variance-based Structural Equation Model, conduct a Confirmatory Factor Study analysis to verify the model's fit and reliability, and explain the hypothesis (Hair, 2014). To determine the sample size used the saturated sample method. The sampling technique was oriented to purposive sampling, so that the samples to be used in this study were all 125 teachers of the Sultan Agung Private High School. The measurement of the dependent and independent variables uses previous references relevant to the research topic and research variables.

The measurement of the dependent variable, namely the teacher's performance is measured consisting of 14 items (Lie et al., 2019). Then the next dependent variable, namely innovative work behavior using 3 research-oriented items (De Jong & Den Hartog, 2010). The first independent variable measurement, namely organizational culture using 6 research-oriented items (Wardhani & Gulo, 2017). Then measurement of the second independent variable, namely self-efficacy using 3 research-oriented items (Hsiao et al., 2011).

3. RESULT AND DISCUSSION

Results

Descriptions of Research Respondents

The characteristics of the research respondents who were male were 42.79% and female was 57.21%. For the age category, the majority of respondents have an age range of 30-39 years (44.19%) and the dominant level of education is Bachelor (61.86%) with most of the working period is over 10 years (66.51%). It based on data shown on Table 1.

Table 1. Respondent Characteristics

Category	Details	Amount	Percentage
Gender	Men	92	42.79%
	woman	123	57.21%
Age	20-29 years	38	17.67%
	30-39 years	95	44.19%
	40-49 years	53	24.65%
	50-59 years	29	13.49%
	20-29 years	38	17.67%
Level of Education	high school	7	3.26%
	D1 to D3	54	25.12%
	Bachelor	133	61.86%
Years of Service	Masters	21	9.76%
	<1 year	12	5.58%
	1-5 Years	16	7.44%
	6-10 Years	44	20.47%
	> 10 Years	143	66.51%

Outer Model Measurement

The data obtained from the research questionnaire were processed using the SmartPLS version 3.2.9 application with processing guidelines (Juliandi, 2018). In measuring the outer model, the tests conducted were the validity test and reliability test. The loading factor and AVE determine a convergent validity testing with the condition that the loading factor is above 0.7 and the AVE value is 0.5 (Hair, 2014). The model of reliability test is seen from the value of Cronbach's alpha and composite reliability (CR), which has a value higher than 0.7. The following will show an explanation of the measurement of the outlier model, which is presented in Figure 1 and Table 2.

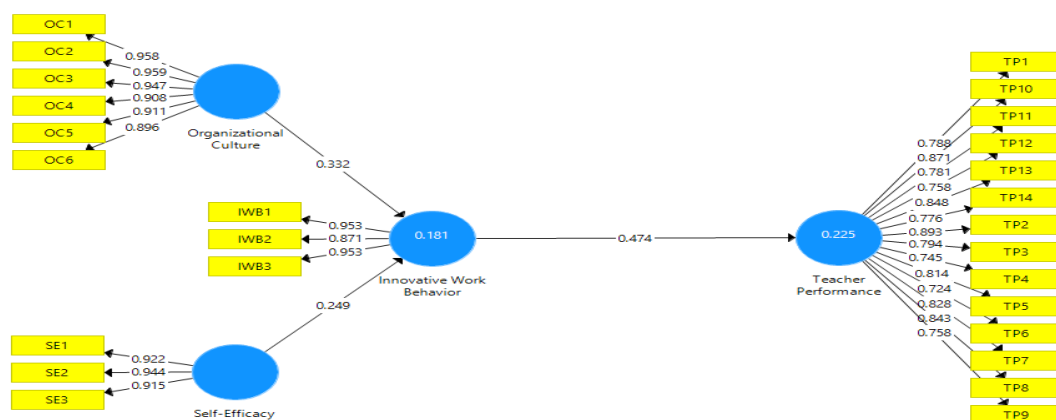


Figure 1. Outer Display Model

Table 2. Outlier Model Measurement Results

Construct/Item	Outlier Loadings	Cronbach's alpha	CR	AVE
Organizational Culture		0.969	0.975	0.865
OC1	0.958			
OC2	0.959			
OC3	0.947			
OC4	0.908			
OC5	0.911			
OC6	0.896			
Self-Efficacy		0.922	0.948	0.860
SE1	0.922			
SE2	0.944			
SE3	0.915			
Innovative Work Behavior		0.917	0.948	0.859
IWB1	0.953			
IWB2	0.871			
IWB3	0.953			
Teacher Performance		0.958	0.962	0.645
TP1	0.788			
TP2	0.893			
TP3	0.794			
TP4	0.745			
TP5	0.814			
TP6	0.724			
TP7	0.828			
TP8	0.843			
TP9	0.758			
TP10	0.871			
TP11	0.781			
TP12	0.758			
TP13	0.848			
TP14	0.776			

The value of each loading factor on the indicators of organizational culture, self-efficacy, innovative work behavior, and teacher performance was above 0.7 and above 0.5 for the average variance extracted (AVE) values in the validity test given in Table 2. Furthermore, the Cronbach's alpha value and composite reliability for each variable were both greater than 0.7, indicating that all study variables had high reliability. These excellent results may be used as an indication that the condition of the connection between variables is likewise good, allowing for additional testing.

Inner Model Measurement

SmartPLS 3.2.9 was used to bootstrap research data and assess the inner model. Bootstrapping yielded two results: the first was the importance of the two linked variables, as well as the study's R-square. The R-square value indicates the capacity of exogenous factors to construct endogenous variables. R-square values fall into three categories: weak, moderate, and strong. If the R-square value is 0.19, the relationship between exogenous variables forming endogenous variables is weak; if it is 0.33, the relationship is moderate; and if it is 0.67, the relationship is strong. Meanwhile, the connection between endogenous and exogenous variables is extremely strong if the R-square value is more than 0.67. According to the R-square value for the endogenous creative work behavior variable, it is 0.181, and the teacher performance endogenous variable is 0.225, with values ranging from 0.19 to 0.33, indicating that the exogenous variable's overall capacity to explain the endogenous variable is poor. A significance test was also utilized to establish the connection between exogenous and endogenous factors in order to verify hypothesis testing. The p-value reveals the significant criteria. If the p-value between the exogenous and endogenous variables is less than 0.05 with a significance level of 5%, it means that the exogenous variable has a significant effect on the endogenous variable; on the other hand, if the value is greater than 0, 05, it means that the exogenous variable has no significant effect on the endogenous variable. The following are the hypothesis testing findings, which are described in Figure 3 and Table 3.

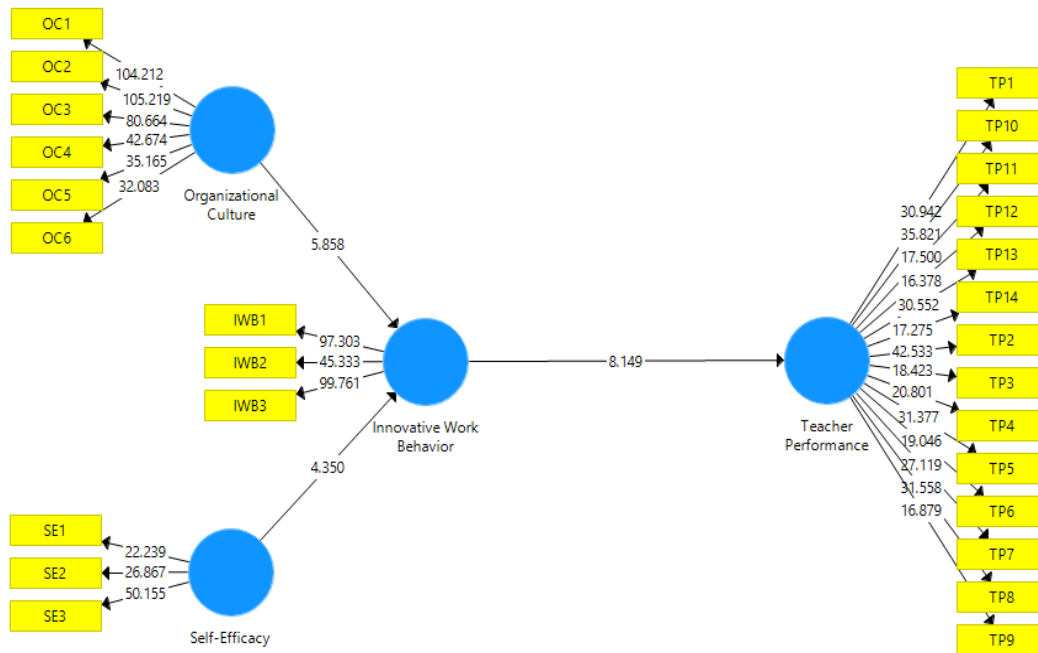


Figure 3. Inner Model Display

Table 3. Hypothesis Test Results

Path Between Variables	Coefficient	t-count	P-Value	Conclusion
Organizational Culture >> Innovative Work Behavior	0.332	5.858	0.000	Accepted
Self-Efficacy >> Innovative Work Behavior	0.249	4.350	0.000	Accepted
Innovative Work Behavior >>Teacher Performance	0.474	8.149	0.000	Accepted

Based on the processed data presented in Table 4 above, it is known that the influence of organizational culture on innovative work behavior has a positive and significant effect as evidenced by the acquisition of a p-value of 0.000, which is below 0.05. Furthermore, the effect of self-efficacy on innovative work behavior has a positive and significant effect as evidenced by the acquisition of a p-value of 0.000, which is below 0.05. The influence of innovative work behavior on teacher performance has a positive and significant effect as evidenced by the acquisition of a p-value of 0.000, below 0.05. Therefore, all of the hypotheses developed in the study are acceptable.

Discussion

The Influence of Organizational Culture on Innovative Work Behavior

The results show that organizational culture has a positive and significant effect on innovative work behavior. Culture is an important factor that can be a big driving force in the organization (Pakpahan et al., 2019). Building a strong school organizational culture relevant to current conditions is one of the most effective ways to adapt to the development of pandemic conditions so that school organizations have sufficient capabilities to face obstacles in the learning process (Sherly et al., 2021). This is intended so that the existing human resources within the school remain superior and able to compete in times of high uncertainty (Wardhani & Gulo, 2017). Culture always adapts to changes that occur around it, including the internal and external environment (Wahyunianti Dahri & Aqil, 2018). Culture is a reflection of society, including the smallest community. This will certainly impact the morale of the teachers to foster innovative work behavior (Shahab & Imran, 2018). With a strong organizational culture, it will affect innovative work behavior. By being an innovative person, it will also encourage increased productivity.. This will greatly impact both an organization and a company. By becoming a creative, innovative, and productive human resource, it will automatically bring the organization to the maximum achievement of the goals that have been set. The results of this study are in line with research that conveyed the implementation of a transparent and fair organizational culture has a direct positive and significant impact on innovative work behavior (Asbari et al., 2019; Nurdin et al., 2020).

The Influence of Self-Efficacy on Innovative Work Behavior

Self-efficacy had a favorable and substantial impact on creative work behavior, according to the findings. Teachers with a high level of creative self-efficacy are generally successful in the classroom. Students gain from instructors who have a strong sense of positive self-efficacy (Oktaria et al., 2021). Teachers who have high levels of self-efficacy seem to be more willing to try out novel teaching methods (Hsu et al., 2011). On the other hand, self-efficacy reflects the physical and emotional state in assessing one's abilities. Teachers with low self-efficacy will tend to interpret their stress and tension reactions as signs of vulnerability to unsatisfactory work outcomes (Nurmala & Widiasari, 2021). Then every teacher who views himself well is a person with high self-confidence. People with high self-efficacy know their abilities and know what is needed to solve problems. Thus every teacher needs positive self-efficacy to overcome uncertainty and failure in the innovation process (Aditya & Ardana, 2016). Individual compatibility with jobs that require creativity skills can be realized if employees have the knowledge and abilities and are facilitated by a work environment that supports employee creativity. Elements of self-efficacy, such as the ability to solve problems well, can encourage teachers' ability to contribute creatively. Such behavior can increase the teacher's self-efficacy in certain circumstances. Every teacher who has a level of self-efficacy, tends to choose to be involved in creative activities and remains motivated to generate new and innovative ideas. The results of this study have similarities with previous research which has shown that self-efficacy and optimism affect team member work performance, welfare, work attitudes and behaviors related to innovative behavior (Avey et al., 2006; Peterson et al., 2009).

Influence of Innovative Work Behavior on Teacher Performance

The results showed that innovative work behavior had a positive and significant effect on teacher performance. A teacher with an inventive growth mindset thinks that with commitment, hard effort, and feedback from others, they may improve their skills. They also place a premium on self-improvement as a result of learning from elements of creative work behavior (Yanuar Mufti et al., 2019). This will develop their mindset so that they have a growth mindset that is more open to challenges. Every challenge carries a risk of failure, but people with a growth mindset are not afraid to fail or make mistakes because they feel they have the opportunity to learn from those mistakes and failures (Nagarajan et al., 2005). Referring to this learning, they do not hesitate to try hard, look for the right strategy, seek feedback from others, and learn from the success of others to improve and improve their capabilities (Isniati & Priyono, 2021). One of the best ways to encourage creativity and innovation in learning in schools is to measure the extent to which innovation activities have been carried out. Each work evaluation is recommended to include elements of creativity and innovation in it. Because creativity is the beginning of change to achieve the school's vision and mission optimally. The placement of teachers with the concept of "the right people with the right job" is also one of the right ways to bring out creativity and innovation. Because the right placement of teachers will reduce supervision so as to provide autonomy for each individual in solving problems in his work. This also encourages teachers to improve their performance through various creative powers when carrying out their work. This is what underlies every teacher who works with innovative behavior to be brave enough to leave their comfort zone in order to help cultivate a thriving mindset to continuously improve their performance. The results of this study are in line with other research who said that every educator who carries out his work oriented to innovative work behavior directly has a positive and significant effect on teacher performance (Lathifah & Kurniawati, 2021; Purwanto, Asbari, et al., 2020). The limitation of this study lies in the subject of the study which was only conducted in Pematangsiantar City and the number of predictor variables used. The subject of this study may not be able to fully generalize what is happening in different areas. For further research, it is necessary to increase the sample size by choosing a wider research object, so that generalizations can be made and increase the number of predictor variables, such as work discipline, work environment, work ethic, teamwork, competence and others.

4. CONCLUSION

Overall, organizational culture and self-efficacy variables are strong predictors in influencing innovative work behavior. This underlies that the stronger the organizational culture, the more innovative work behavior will be. Furthermore, every high self-efficacy educator knows their abilities to create innovation power when carrying out work easily. Thus, every teacher needs positive self-efficacy to overcome uncertainty and failure in the innovation process. Teacher innovation during the COVID-19 pandemic to grow students to understand the subjects given. It is even difficult when it comes to practicing, and performance is an aspect of assessment in learning. So, it is very important that there is an adjustment of the curriculum during the pandemic so that the optimization of learning can still be carried out properly. Teachers not only give assignments, lectures, but also have to give examples to students. Therefore, teacher

innovation in packaging learning in theory and practice must be made with high creativity and innovation. By fostering innovative work behavior when carrying out duties as a teacher, this reflects the teacher's ability to manage optimal performance. So, it can be said, with high innovative work behavior, it will encourage more optimal teacher performance improvements.

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