

# Artikel Sofiyan

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

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## 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 determine 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. For 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.

## Keywords:

*Organizational Culture;  
Self-Efficacy; Innovative  
Work Behavior; Teacher  
Performance:*

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## 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 (Indajang et al., 2021) 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 organization (Rosdiana, 2020). According to (Berthon, 1993), 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. Whereas (Edgar, 1996), 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. 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 value espoused by the organization (Prayudhayanti, 2014). Research result (Baharuddin et al., 2019) and

(Sembiring et al., 2020), concluded that organizational culture is crucial in encouraging the improvement of innovative work behavior.

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). 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). Research result (Hsiao et al., 2011) and (Helmy & Pratama, 2018) said 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.

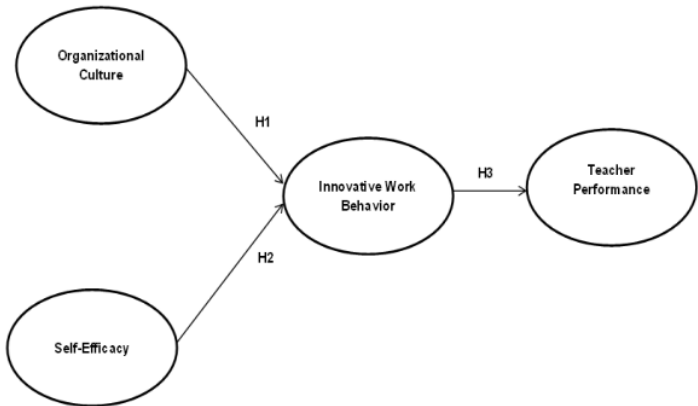
Individual conduct aimed at producing, introducing, and using new items that may be helpful at different levels of the business is referred to as innovative behavior (Leong & Rasli, 2014). Furthermore, (Janssen, 2000) also said that innovative work behavior is the behavior of individuals to display, promote, and implement new ideas in their work or work organization. When performance gaps and issues are identified, and ideas are produced in response to a perceived need for innovation, the innovation process begins (West, 2002). In line with this, (De Jong & Den Hartog, 2010) interpret innovative behavior as behavior that includes several processes. 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). Research result (Purwanto, Bernarto, et al., 2020) and Leong & Amran (2014) 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.

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 using (Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru, 2007) consisting of 14 items. 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). The overall framework of this research can be seen in Figure 1 below.



**Figure 1.** Model Framework

Based on Figure 1 above which is the framework of thought in this study, several research hypotheses can be formulated, including:

- H1:** Organizational culture influences innovative work behavior
- H2:** Self-efficacy affects innovative work behavior
- H3:** Innovative work behavior affects teacher performance

### 3. Results Of The Study

#### Descriptions of Research Respondents

| 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%     |
|                    | Masters     | 21     | 9.76%      |
| Years of service   | <1 year     | 12     | 5.58%      |
|                    | 1-5 Years   | 16     | 7.44%      |
|                    | 6-10 Years  | 44     | 20.47%     |
|                    | > 10 Years  | 143    | 66.51%     |

Based on Figure 1 above, it is known that 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%).

### Outer Model Measurement

The data obtained from the research questionnaire were processed using the SmartPLS version 3.2.9 application with processing guidelines by (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). According to (Hair, 2014), the model 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 2 and Table 2 below:

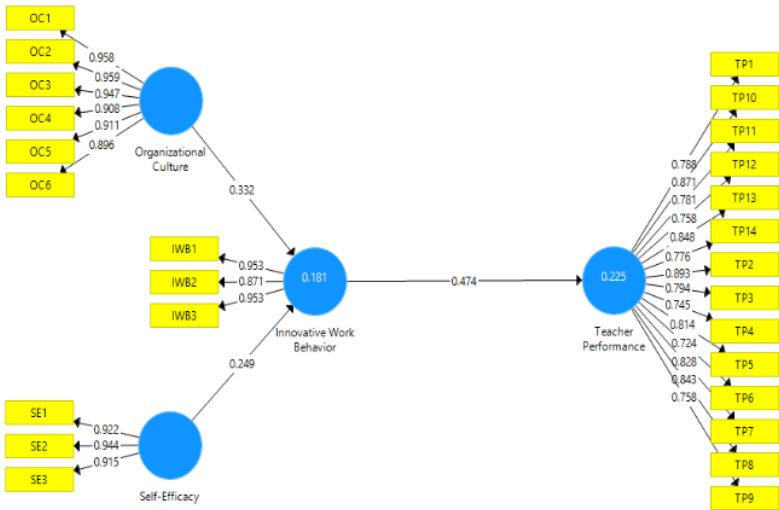


Figure 2.Outer Display Model

Table 2.Outer Model Measurement Results

| Construct/item                  | Outer Loadings | Cronbach's alpha | CR    | AVE   |
|---------------------------------|----------------|------------------|-------|-------|
| <b>Organizational Culture</b>   |                | 0.969            | 0.975 | 0.865 |
| OC1                             | 0.958          |                  |       |       |
| OC2                             | 0.959          |                  |       |       |
| OC3                             | 0.947          |                  |       |       |
| OC4                             | 0.908          |                  |       |       |
| OC5                             | 0.911          |                  |       |       |
| OC6                             | 0.896          |                  |       |       |
| <b>Self-Efficacy</b>            |                | 0.922            | 0.948 | 0.860 |
| SE1                             | 0.922          |                  |       |       |
| SE2                             | 0.944          |                  |       |       |
| SE3                             | 0.915          |                  |       |       |
| <b>Innovative Work Behavior</b> |                | 0.917            | 0.948 | 0.859 |
| IWB1                            | 0.953          |                  |       |       |
| IWB2                            | 0.871          |                  |       |       |
| IWB3                            | 0.953          |                  |       |       |
| <b>Teacher Performance</b>      |                | 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 |  |  |  |

Source: Processed Data (2021)

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 above. 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. According to Chin et al., (2008), 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, according to Sarwono (2016), the connection between endogenous and exogenous variables is extremely strong if the R-square value is more than 0.67.

**Table 3.**Calculation results of the R-Square value

| Notes                    | R Square | R Square Adjusted |
|--------------------------|----------|-------------------|
| Innovative Work Behavior | 0.181    | 0.173             |
| Teacher Performance      | 0.225    | 0.221             |

Source: Processed Data (2021)

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 4:



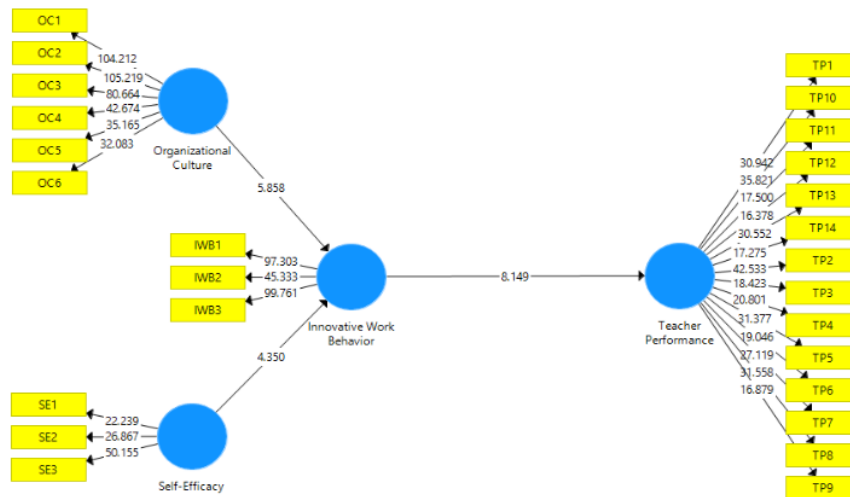


Figure 3. Inner Model Display

Table 4. 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   |

Source: Processed Data (2021)

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. The results of this study are in line with research (Nurdin et al., 2020) and

(Asbari et al., 2019), who conveyed that the implementation of a transparent and fair organizational culture has a direct positive and significant impact on innovative work behavior.

### **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 & Widyasari, 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). 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) dan (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. Of course 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 (Isnati & Priyono, 2021). This is what underlies every teacher who works with innovative behavior to be brave enough to leave their comfort zone to help cultivate a thriving mindset to improve their performance continuously. The results of this study are in line with research (Lahtifah & Kurniawati, 2021) and (Purwanto, Asbari, et al., 2020) 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.

## **CONCLUSIONS**

Based on the results of the hypothesis testing analysis, the conclusions in this study include: for testing the first hypothesis, it shows: organizational culture has a positive and significant effect on innovative work behavior. Then for the results of the second hypothesis, conclusions are obtained self-efficacy has a positive and significant effect on innovative work behavior. The results of further research as outlined through the third hypothesis prove innovative work behavior has a positive and significant effect on teacher performance. 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. On the other hand, high innovative work behavior will encourage more optimal teacher performance improvements.

## **SUGGESTIONS**

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. For further research, it is necessary to increase the sample size by choosing a wider research object, so that

Author F, Author S. (2012).

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generalizations can be made and increase the number of predictor variables, such as work discipline, work environment, work ethic, teamwork, competence and others.

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