

INNOVATIVE WORK BEHAVIOR MODEL FOR TEACHERS WITH A GENERATION DIVERSITY APPROACH

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ABSTRACT

The purpose of this study was to build an innovative model of work behavior in private university lecturers in Banten. This research will contribute to research in the realm of generational diversity and innovative behavior, specifically the novelty that will be given is the innovative work behavior model of generation X, Y and Z groups, especially in the scope of higher education. This research method is quantitative and uses SmartPLS as a data processing tool. Collecting data by distributing online questionnaires with the snowball sampling method. Respondents in this study were 188 lecturers in private universities in Banten based on age groupings. The data analysis technique used is the structural equation model, which in principle is a multivariate analysis that describes the application of several models simultaneously, namely the factor analysis model, the path analysis model, and the regression analysis model..

Keywords:Innovative work behavior, Age diversity climate, Intergenerational learning, Psychological empowerment

I. INTRODUCTION

According to Hyun (2020);Asbari (2020) one aspect of demographic change is the shift in the composition of the workforce, where the composition of the age or generation groups in a work environment becomes diverse. Related to innovation in organizations, according to Kadiyono (2020); Bahdin (2020) in the current industrial era 4.0, the key to success and success for companies is the ability to innovate. Furthermore Yayan .(2021). Jaja(2021), Yanti (2021) also stated that in this disruptive environment, the role of human resources is very important, especially human resources who are motivated to contribute to learning and the innovation process in organizations. According to Haerofiatna (2021); Yayan .(2021). Jaja(2021), Yanti (2021)innovative work behavior is all work activities both physically and cognitively carried out by employees individually or in a social environment that aims to generate, promote, and realize new ideas that can be applied to their work environment.

Various factors have been explored to see their effect on innovative behavior in the workplace. Khoiri (2020) ; Haerofiatna (2021); Yayan .(2021). Jaja(2021), Yanti (2021)stated that individual factors have an influence in the innovation process. Individual internal factors and demographic factors in organizations are very diverse, therefore, to be able to create innovative work behavior, it requires the same perception of employees to recognize, acknowledge and appreciate diversity, as well as the commitment of organizational management to manage this diversity. Innovative work behavior or innovative work behavior can be formed through work behavior, individual encouragement, and support from the organization itself. The demand for innovative work

behavior requires the agility of individuals in the organization, because innovative work behavior is always faced with an unpredictable, dynamic and constantly changing work environment.

The creation of innovative work behavior also requires encouragement from the individual himself, because innovative work behavior is a form of behavior that is created from within the employee himself. According to Bahdin (2020) ; Yunita (2020) an encouragement or a psychological attitude that arises from within a person to feel and control his job is referred to as psychological empowerment or psychological environment. Sharing experiences between individuals in generational groups in organizations is believed to affect their knowledge, behavior, and work values . Therefore, organizations must accommodate the intergenerational learning process or what is called intergenerational learning. Still according to Purwanto (2020). Sartika (2020) ; Achmadi (2020) intergenerational learning is defined as an interactive process that involves individuals of different generations to share new knowledge, abilities, and new values. In the intergenerational learning process, individuals in the organization actively build new knowledge by exchanging information or learning about new things with other individuals from different generation groups. The role of leaders in the organization will greatly determine the realization of innovative individual work behavior, especially leaders who have a bond between the leader and members of the organization from various generations, thus creating a leadership style that is flexible and adaptive to generational differences which includes values, behavior and beliefs or known as intergenerational leadership. Support from the organization has an important role in employee innovation, where employees who are actively supported by the organization where they work tend to give positive performance to participate in helping organizations in making innovation effective and making efforts to be able to implement these innovations.

According to Ismaya (2020); Slamet (2020) In recent decades, demographic changes in the workplace or work environment have focused more on the environment of business organizations or corporations, whereas the work environment for academia or higher education has not been widely discussed. The composition of private lecturers in Indonesia is based on age, dominated by generations X, Y and Z, so it cannot be denied that the climate of diversity in the academic environment will also be a part that will determine the progress and innovation of higher education. Lecturers are higher education human resources who have a very central and strategic role in all activities in higher education. Lecturer performance will greatly determine the quality of a higher education institution if the lecturers carry out their assignments with full creativity through innovative behavior. Thus, an innovative behavior model is needed for university lecturers, especially private universities, where private universities are currently required to always innovate, especially the innovative work behavior of their lecturers. Thus, the research problem to be studied is the innovative work behavior model of generation X, Y and Z lecturers at private universities in Bante

This study will contribute to research in the realm of innovative work behavior and generational diversity, specifically the novelty that will be given is the innovative work behavior model of the X, Y and Z generation groups, especially in the scope of higher education. This has not been widely discussed in research because individual and organizational outcomes are usually associated with performance and not innovation, and organizations that are used as objects in research related to generational diversity are usually corporations or business organizations, so the next benefit of this research is to contribute to common sense in the discussion. regarding generations X, Y and Z within the scope of higher education, especially private universities in Banten.

According to Achmadi (2020); Sena (2020) ; Nugroho (2020) ; Nugroho (2020) ; Quddus (2020); Sunarsi (2020); Siagian (2020) an impulse or a psychological attitude that arises from a person to feel and control his work is called psychological empowerment. When employees are empowered in the organization, they exhibit creative behavior because they find value in their job roles . Furthermore, Nugroho (2020) ; Nugroho (2020) ; Quddus (2020) explained that the perception of employee empowerment is positively related to innovation. Nagarajan et al. (2005) add that psychological empowerment mediates the relationship between individual values and individual innovation and positive change. Employees who are empowered and find meaning in their work are motivated to have an influence on the organization, which in turn promotes innovative work behavior. Empowered employees can create more ideas because organizations expect them to give back without worrying about bureaucratic rules and regulations. According to Sunarsi (2020); Siagian (2020) ; Khoiri (2020) ; Haerofiatna (2021); Yayan .(2021). Jaja(2021), Yanti (2021) a higher perception of psychological empowerment will lead to increased inspiration and innovation in organizations. Based on this description, the following hypothesis can be formulated:

H1. Psychological Empowerment has a positive influence on innovative work behavior.

H2. Learning Agility has a positive influence on innovative work behavior

H3. Intergenaretion learning has a positive influence on innovative work behavior.

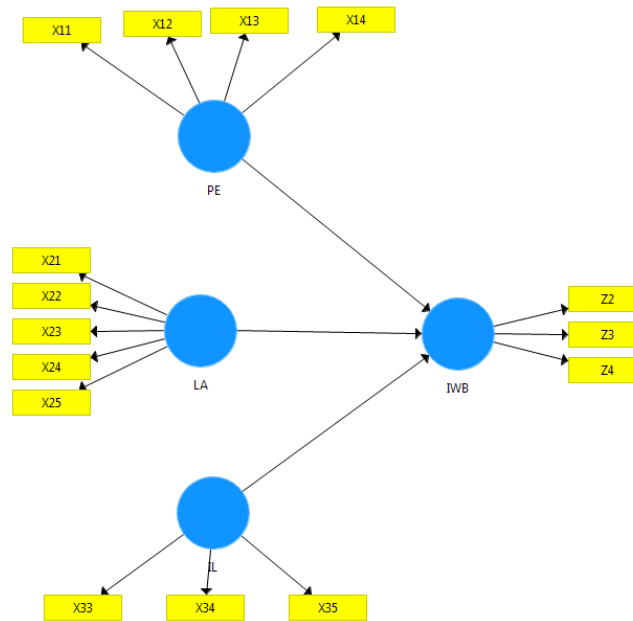


Fig 1. Research Model

II. METHOD

This research was conducted in Banten Province, especially lecturers from private universities in Banten, from private universities that have been accredited at least B, which is based on age-based generation groups, namely generations X, Y and Z. research problems that have been formulated in a conceptual framework. From calculations using the Slovin formula, the number of samples in this study was 188 private universities in Banten. Number of Respondents Based on Generation Groups, namely Generation X 40, Generation Y 79, Generation Z 69 Total 188 lecturers. Based on the research model and theoretical framework, the appropriate technique to use in this study is a multilevel model where there are endogenous and exogenous variables in one research model. , with a structural equation model. In principle, this structural equation model is a multivariate analysis that describes the application of several models simultaneously, namely the factor analysis model, the path analysis model, and the regression analysis model. In estimating parameters, the maximum likelihood method will be used using the SmartPLS 3.3.3 program. This approach assumes that the variables are normally distributed (Zabkar, 2000). In testing the model using structural equation modeling (SEM), there are seven steps taken (Hair, et al, 1985; Ferdinand, 2002).

III. RESULTS AND DISCUSSION

Test Results of the Validity and Reliability of Research Indicators

The testing phase of the measurement model includes testing for convergent validity, discriminant validity and composite reliability. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity and reliability testing. Convergent validity test is done by looking at the loading factor value of each indicator against the construct. In most references, a factor weight of 0.5 or more is considered to have sufficiently strong validation to explain latent constructs (Chin, 1998; Hair et al, 2010; Ghozali, 2014). In this study, the minimum limit for the accepted loading factor is 0.5, provided that the AVE value of each construct is > 0.5 (Ghozali, 2014).

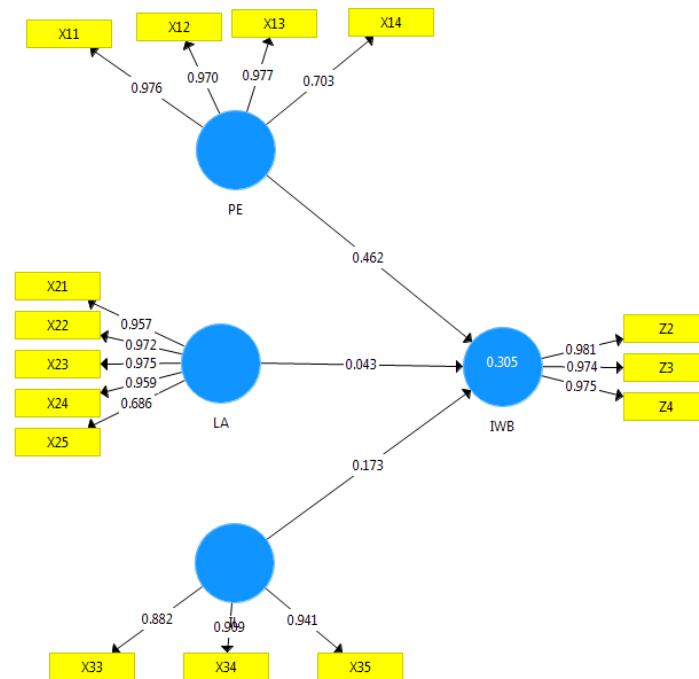


Fig 2. Convergent Validity Testing

Based on the estimation results of the PLS model in the image above, all indicators have a loading factor value above 0.5 so that the model has met the convergent validity requirements. Apart from looking at the loading factor value of each indicator, convergent validity was also assessed from the AVE value of each construct. The AVE value for each construct of this study is more than 0.5. So the convergent validity of this research model has met the requirements. The value of loadings, cronbach's alpha, composite reliability and AVE for each complete construct can be seen in table 1 below:

Table 1. Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

	Cronbach's Alpha	rho_A	Composite Reliability	(AVE)
IL	0.898	0.906	0.936	0.83
IWB	0.976	0.984	0.984	0.954
LA	0.949	0.949	0.963	0.84
PE	0.93	0.973	0.952	0.835

IV. CONSTRUCTION RELIABILITY TESTING

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

V. DESRIMINANT VALIDITY TESTING

Discriminant validity is done to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE square value of each exogenous construct (the value on the diagonal) exceeds the correlation between this construct and other constructs (values below the diagonal) (Ghozali, 2014). The results of discriminant validity testing using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value are obtained as follows:

Table 2. Discriminant Validity

	IL	IWB	LA	PE
IL	0.911			
IWB	0.268	0.977		
LA	0.216	0.398	0.917	
PE	0.186	0.523	0.688	0.914

The results of the discriminant validity test in Table 3 above show that all constructs have a square root value of AVE above the correlation value with other latent constructs (through the Fornell-Larcker criteria) so that it can be concluded that the model has met discriminant validity.

Hypothesis testing

Hypothesis testing in PLS is also known as the inner model test. This test includes a significance test for direct and indirect effects as well as a measurement of the magnitude of the influence of exogenous variables on endogenous variables. The effect test was performed using the t-statistic test in the partial least squared (PLS) analysis model using the SmartPLS 3.0 software. With the boothstrapping technique, the R Square value and the significance test value are obtained as shown in the table below:

Table 3. R Square

	R Square	R Square Adjusted
IWB	0.305	0.281

Based on Table 3 above, the R Square value for organization ambidexterity is 0.305, which means that innovative work behavior variable can be explained by Learning Agility Intregeneration learnin by 30.5 %, while the remaining 69.5 % is explained by other variables not discussed in this study.

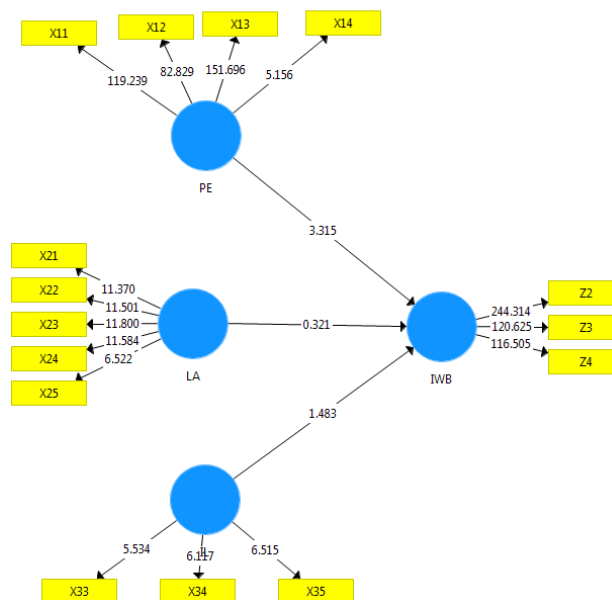


Fig 3. Hypotheses Testing

The results of hypothesis testing for all variables that have a direct effect are shown in the table below

Table 4. Hypotheses Testing Direct effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
IL -> IWB	0.173	0.157	0.117	1.483	0.139

LA -> IWB	0.043	0.034	0.135	0.321	0.748
PE -> IWB	0.462	0.463	0.139	3.315	0.001

The results of hypothesis testing for all variables that have indirect effect are shown in the table below

H1. Psychological empowerment has a positive influence on innovative work behavior.

Based on regression test results shows then the result of the p value is significant p value is $0.001 < 0.050$, which means Psychological empowerment has significant effect on innovative work behavior. This means that an increase of Psychological empowerment will encourage innovative work behavior and a decrease of Psychological empowerment alignment will encourage a decrease in innovative work behavior. According to Sartika (2020) ; Achmadi (2020); Sena (2020) ; Nugroho (2020) ; Nugroho (2020) ; Quddus (2020); Sunarsi (2020); Siagian (2020) ; Khoiri (2020) ; Haerofiatna (2021); Yayan .(2021). Jaja(2021), Yanti (2021)an impulse or a psychological attitude that arises from a person to feel and control his work is called psychological empowerment. When employees are empowered in the organization, they exhibit creative behavior because they find value in their job roles Furthermore, Bahdin (2020) ; Yunita (2020) explained that the perception of employee empowerment is positively related to innovation. Nagarajan et al. (2005) add that psychological empowerment mediates the relationship between individual values and individual innovation and positive change. Employees who are empowered and find meaning in their work are motivated to have an influence on the organization, which in turn promotes innovative work behavior. Empowered employees can create more ideas because organizations expect them to give back without worrying about bureaucratic rules and regulations. According to Quddus (2020); Sunarsi (2020) a higher perception of psychological empowerment will lead to increased inspiration and innovation in organizations.

H2. Learning Agility has a positive influence on innovative work behavior

Based on regression test results shows then the result of the p value is not significant p value is $0.0748 > 0.050$, which means learning agility has no significant effect on innovative work behavior. This means that an increase of learning agility will encourage innovative work behavior and a decrease of learning agility alignment will encourage a decrease in innovative work behavior. According to Achmadi (2020); Sena (2020) ; Nugroho (2020) ; Nugroho (2020) ; Quddus (2020); Sunarsi (2020); Siagian (2020) ; Khoiri (2020) ; Haerofiatna (2021); Yayan .(2021). Jaja(2021), Yanti (2021) Learning agility is an individual's willingness and ability to learn from experience, and then apply this learning to the new conditions. Learning agility includes two factors, namely: the ability of employees to respond to change and the ability of employees to take advantage of changes as opportunities for them to develop . From the perspective of the attitude of Kadiyono (2020); Bahdin (2020) ; Yunita (2020) ; Teguh (2020) ;, it is explained that employees who have learning agility will have a positive attitude towards learning and self-development; and has the ability to generate innovative ideas and is always ready to accept new responsibilities. This proactive behavior will give employees the courage to come up with new ideas. This is consistent with research conducted by Hammond et al. (2011) who show that a number of factors that facilitate innovation at the individual level are the behavior of the employees themselves.

H3. Intergenerational Learning has a positive influence on innovative work behavior.

Based on regression test results shows then the result of the p value is not significant p value is $0.139 > 0.050$, which means intergenerational learning has no significant effect on innovative work behavior. This means that an increase of intergenerational learning will not encourage innovative work behavior and a decrease of intergenerational learning alignment will not encourage a decrease in innovative work behavior. Individuals in organizations should feel that the organization they work for accommodates a workforce of diverse ages and take active action to recruit, promote and retain employees of all age groups. According to Bahdin (2020) ; Yunita (2020) ; Teguh (2020) ;An intergenerational learning process that will not only improve organizational performance but can also benefit individuals. Intergenerational learning can help develop employee skills and knowledge, both explicit knowledge that can be developed through interactions between individuals, and implicit knowledge that can be developed collaboratively . So it can be concluded that the intergenerational learning process has a positive effect on the work outcomes of individuals and organizations as a whole.

VI. CONCLUSION

Based on regression test results shows Psychological empowerment has significant effect on innovative work behavior. This means that an increase of Psychological empowerment will encourage innovative work behavior and a decrease of Psychological empowerment alignment will encourage a decrease in innovative work behavior. learning agility has no significant effect on innovative work This means that an increase of learning agility will encourage innovative work behavior and a decrease of learning agility alignment will encourage a decrease in innovative work behavior. Intergenerational learning has no significant effect on innovative work behavior. This means that an increase of intergenerational learning will encourage innovative work behavior and a decrease of intergenerational learning alignment will encourage a decrease in innovative work behavior.

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