Innovative Behavior: Antecedence and Consequences in Private Higher Education

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Abstract – The research exploring the antecedence and consequences of lecturer’s innovative behavior of private higher education in Indonesia. This research used a quantitative approach with a survey method. The sample of this research is 230 lecturers selected by purposive sampling. The data were obtained by spreading questionnaires and analyzed with path analysis by supporting descriptive statistics and correlation. The results of research confirm that talent management and learning organizations had a significant effect on OCB, both directly and indirectly by mediating innovative behavior. A fit research model was found about the effect of talent management and learning organization on OCB by mediating innovative behavior. This model can be discussed as a reference by researchers and practitioners in developing models of innovative behavior on actual conditions and any context in the future.

Keywords – Innovative behavior, Talent management, Learning organization, Organizational citizenship behavior

1. INTRODUCTION

Private higher education has a central role in Indonesia's development. Private higher education is an agent of development, specifically the development of human resources as human capital that drives all the potential of other resources. But in reality, private higher education in Indonesia has not sowed their existence as an educational institution whose responsibilities are of human resources development. Based on the ranking of the Ministry of Research, Technology and Higher Education of The Republic of Indonesia in 2019, none of the 3940 private higher education in Indonesia were ranked in the top 10. This indicates that the private higher education in Indonesia embracing a high organizational citizenship behavior (OCB) from lecturers as the main actors in the teaching, research, and community service activities. OCB is “discretionary behaviors performed outside of one’s formal role that help other employees perform their jobs or that show support for and conscientiousness toward the organization” [1]. OCB also reflects employee actions carried out based on volunteerism and outside of their role that can make a positive contribution to effective and efficient on the organization [2][3]. Several other expert states that OCBs are discretionary behaviors (employees don't have to perform them) based on the notion that they are outside the employee's job duties. Yet contrary to this view, research has found that many employees believe it is part of their job to engage in some OCBs. Furthermore, companies sometimes (if not always) advise employees that helping coworkers, supporting the company's public image, and other OCBs are a condition of employment [4][5][6]. Some OCBs are directed toward individuals, such as assisting coworkers, showing genuine courtesy toward coworkers, and sharing work resources (supplies, technology, staff) with coworkers. Other OCBs represent cooperation and helpfulness toward the organization, such as supporting the company's public image, taking discretionary action to help the organization avoid potential problems, offering, ideas beyond those required for their job, attending voluntary functions that support the organization, and keeping up with new developments in the organization [7]. With another word, OCB is individual behavior that is not regulated by the organization, and that reward systems are not formally calculated, for example, to help a colleague, to work overtime if needed, but this behavior will drive the effectiveness and efficiency of the overall functioning of the organization [8][9]. Organ and Ryan identify five indicators that can be used as parameters to measure OCB, namely: altruism (e.g., helping out when a coworker is not feeling well), conscientiousness (e.g., staying late to finish a project), civic virtue (e.g., volunteering for a community program to represent the firm), sportsmanship (e.g., sharing the failure of a team project that would have been successful if the team had followed your advice), and courtesy (e.g., being understanding and empathetic, even when provoked) [10]. Based on several research and studies in various countries, industrial, and occupational sectors, OCB among others influenced talent management, learning organization, and innovative behavior.
II. THEORETICAL FRAMEWORK AND HYPOTHESIS DEVELOPMENT

2.1 Talent Management and OCB

Talent management is very important for modern organizations, including higher educational organizations, because talent management is the goal-oriented and integrated process of planning, recruiting, developing, managing, and compensating employees [11]. Talent management is a set of processes designed to ensure that every employee at all levels of work is at its peak potential and there is sufficient flow of employees into jobs throughout the organization to contribute to the sustainability of the organization’s competitiveness [12][13][14]. Talent management also reflects a strategic activity aligned with the firm’s business strategy aiming at a systematic attraction, identification, development, retention, and deployment of talented employees with high potential who are of particular value to an organization [15][16]. Hence, talent management should be a strategic and holistic approach to both, human resources and business planning or a new way leading to the organization’s effectiveness [17]. Talent management has nine indicators, namely: the resourcing strategy, attraction, and retention policies and programs, talent audit, role development, talent relationship management, performance management, total reward, career management, and creating the best place to work [18]. These indicators, in practice, can be realized for developing OCB. As shown in some studies that talent management influences OCB [19][20]. Based on the studies and statements, the first hypothesis in this study is:

H1: Talent management has a direct effect on OCB.

2.2 Learning Organization and OCB

Every member of the organization, including lecturers in the context of higher education organizations, needs a learning organization so that their potential and capacity can grow optimally. Learning organization reflects “an organization that has developed the capacity to continuously learn, adapt, and change” [21]. Learning organizations also related the acquisition of knowledge through the application and mastery of new information, tools, and methods to transform themselves [22][23]. Senge [24] states that “learning organizations are organizations where members continually expand their capacity to create the results they want, where new expansive patterns of thought are fostered, collective aspirations are freed, and people continually learn to see the whole organization together.” In practice, a learning organization needs people who are intellectually curious about their work, who actively reflect on their experience, who develop experience-based theories of change and continuously test these in practice with colleagues, and who use their understanding and initiative to contribute to knowledge development [25]. If these conditions are available, the learning organization will truly become an organization that allows individual potential as members of the organization to grow optimally. The learning organization can be measured by four indicators, namely managerial commitment, system perspective, openness and experimentation, knowledge transfer and integration [26]. These indicators, in practice, if properly conditioned can be realized for developing OCB. The results of research conducted by researchers show that learning organizations influence OCB [27][28][29]. Based on the studies and statements, the first hypothesis in this study is:

H2: Learning organization has a direct effect on OCB.

2.3 Innovative Behavior and OCB

The modern organizations, especially higher education organizations, require innovative behavior from lecturers to survive and have high competitiveness. Innovative behavior is an innovation that is carried out individually. According to Scott and Bruce as quoted by Cingöz and Akdo [30], individual innovation begins with the decline of ideas, the promotion of ideas towards potential incorporation, the realization of ideas by producing a prototype or innovation model that can be felt, and the peak is applied in work roles, groups, or organizations overall. Innovative behavior is explained by internal factors [31] and external factors [32], which integrate and relate innovative results to certain organizational characteristics of the firm and its specific environment [33][34][35]. Hence, innovative behavior varies according to regional factors, such as access to educational, advisory and research services, which tend to be less concentrated in more remote areas [36]. Innovative behavior as an individual activity that aims to introduce new and useful ideas related to processes products or procedures [37]. In the workplace context, innovative behavior is individual behavior that aims to reach the stage of introduction or attempt to introduce (in his work, group or organization) ideas, processes, products or new and useful procedures [38]. Innovative behavior also reflects a multi-stage process in which an individual recognizes a problem for which she or he generates new (novel or adopted) ideas and solutions, works to promote and build support for them, and produces an applicable prototype or model for the use and benefit of the organization or parts within it [39] or an intentional creation, introduction, and application of new ideas within a work role, group or organization, to benefit role performance, the group, or the organization [40]. According to Kleyssen and Street [41], there are five indicators of innovative behavior, namely: opportunity exploration,
generativity, informative investigation, championing, and application. These indicators, if properly maintained and developed can be stimulate increasing of OCB. As shown in the result of research by Hwang and Choi [42] that innovative behavior influences OCB. Based on the studies and statements, the first hypothesis in this study is:

H3: Innovative behavior has a direct effect on OCB.

2.4 Talent Management and Innovative Behavior

Innovative behavior in addition to influencing OCB but in other conditions also influenced by talent management. The indicators of talent management which is reflected in the resourcing strategy, attraction, and retention policies and programs, talent audit, role development, talent relationship management, performance management, total reward, career management, and creating the best place to work [18] if in good conditions can be realized for stimulating opportunity exploration, generativity, informative investigation, championing, and application as indicators of innovative behavior [41]. Several studies also report that talent management has a direct effect on innovative behavior [43][44][45][46]. Based on the studies and statements, the first hypothesis in this study is:

H4: Talent management has a direct effect on innovative behavior.

2.5 Learning Organization and Innovative Behavior

Learning organizations also influenced innovative behavior. The indicators of learning organization which is reflected in managerial commitment, system perspective, openness and experimentation, knowledge transfer and integration [26] if in good conditions can be realized for stimulating innovative behavior such as opportunity exploration, generativity, informative investigation, championing, and application [41]. The results of research carried out by several researchers showed that learning organization has a direct effect on innovative behavior [47][48][49][50][51][52][53]. Based on the studies and statements, the first hypothesis in this study is:

H5: Learning organization has a direct effect on innovative behavior.

III. METHODS

This research uses a quantitative approach to the survey method. The sample of research is 230 permanent lecturers of private higher education in Indonesia spread across ten of provinces determined by purposive sampling based on certain characteristics [54]. The number of samples is good with the size is five to ten times the number of indicators (observations) of all research variables [55]. The number of indicators (observations) of the four latent variables in this study is 23, so if multiplied by ten = 230. The details of indicators for all variables are nine indicators of talent management variables, namely: the resourcing strategy (RS), attraction, retention policies and programs (ARPP), talent audit (TA), role development (RD), talent relationship management (TRM), performance management (PM), total reward (TR), career management (CM), and creating the best place to work (CBPW)[18], four indicators of learning organization variables, namely: managerial commitment (MC), system perspective (SP), openness and experimentation (OE), knowledge transfer and integration (KTI) [26], five indicators of innovative behavior variables, namely: opportunity exploration (OE), generativity (Gen), informative investigation (II), championing (Ch), and application (Ap)[41], and five OCB variable indicators, namely: altruism (Alt), conscientiousness (Cons), civic virtue (CV), sportsmanship (Spr), and courtesy (Crt)[10]. The data was collected by a questionnaire in the form of a Likert scale model with five alternative answers: strongly disagree, disagree, neutral, agree, and strongly agree. The questionnaire was made by researchers themselves based on the theoretical dimensions of the experts. The talent management questionnaire consists of 18 items with an alpha coefficient = .941, learning organization consists of 12 items with an alpha coefficient = .954, innovative behavior consists of 10 items with an alpha coefficient = .947, and OCB consists of 10 items with alpha coefficients = .877. Data analysis using the path analysis and to test the significance of the path coefficient uses a t-test supported by descriptive statistics and correlation.
Table 1. Profile of Respondents

<table>
<thead>
<tr>
<th>Profile</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Male</td>
<td>150</td>
<td>65.22%</td>
</tr>
<tr>
<td>2. Female</td>
<td>80</td>
<td>34.78%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. &lt;26 Year</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>2. 26–35 Year</td>
<td>77</td>
<td>33.48%</td>
</tr>
<tr>
<td>3. 36–45 Year</td>
<td>49</td>
<td>21.30%</td>
</tr>
<tr>
<td>4. 46–55 Year</td>
<td>61</td>
<td>26.52%</td>
</tr>
<tr>
<td>5. &gt;55 Year</td>
<td>43</td>
<td>18.70%</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Bachelor</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>2. Postgraduate</td>
<td>190</td>
<td>82.61%</td>
</tr>
<tr>
<td>3. PhD</td>
<td>40</td>
<td>17.39%</td>
</tr>
<tr>
<td>Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Married</td>
<td>200</td>
<td>86.96%</td>
</tr>
<tr>
<td>2. Unmarried</td>
<td>30</td>
<td>13.04%</td>
</tr>
<tr>
<td>Length of Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. &lt;5 Year</td>
<td>77</td>
<td>33.48%</td>
</tr>
<tr>
<td>2. 6–10 Year</td>
<td>69</td>
<td>30.00%</td>
</tr>
<tr>
<td>3. 11–15 Year</td>
<td>36</td>
<td>15.65%</td>
</tr>
<tr>
<td>4. &gt;16 Year</td>
<td>48</td>
<td>20.87%</td>
</tr>
</tbody>
</table>

As shown in Table 1, the majority of gender is male (65.22%), ages 26 - 35 years (33.48%), postgraduate education (82.61%), marital status (86.96%), and length of work <5 years (33.48%).

IV. RESULT

The results of the descriptive statistical analysis for the four research variables are presented as followed in Table 2. The mean values of the four variables from the lowest to the highest in succession are innovative behavior (40.10), OCB (40.26), learning organization (48.06), and talent management (71.01).

Table 2. Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>Talent Management</th>
<th>Learning Organization</th>
<th>Innovative Behavior</th>
<th>OCB</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>230</td>
<td>230</td>
<td>230</td>
<td>230</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Valid</th>
<th>Missing</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>71.01</td>
<td>48.06</td>
<td>40.10</td>
<td>40.26</td>
</tr>
<tr>
<td>Median</td>
<td>72.00</td>
<td>51.00</td>
<td>41.00</td>
<td>40.00</td>
</tr>
<tr>
<td>Mode</td>
<td>72</td>
<td>60</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Variance</td>
<td>181.904</td>
<td>108.289</td>
<td>57.383</td>
<td>59.198</td>
</tr>
<tr>
<td>Range</td>
<td>16332</td>
<td>11053</td>
<td>9223</td>
<td>9260</td>
</tr>
</tbody>
</table>

Table 3 shown all indicators on each variable have significant relationships with the indicators of the other variables at level p < .05, except CM on Spr (.11). This condition indicates that almost all the indicators of all variables have a significant relationship with each other.

The results of hypothesis testing with path analysis of the effects of talent management and learning organization on innovative behavior and OCB are summarized in table 4 and visualized in Figure 1 and Figure 2.
The test results in Table 4 show that all hypotheses were supported (t-value > t-table at α = .01). Therefore, the result of this study is that talent management, learning organization, and innovative behavior had a significant direct effect on OCB, and talent management and learning organization had a significant direct effect on innovative behavior. Besides, the results of this study also showed that talent management and learning organization had a significant indirect effect on OCB by mediating innovative behavior, each with path coefficient = .09**
and .13** and t-value = 3.58 and 4.26. In Figur 1 and Figur 2, the test results of the model with goodness of fit statistics indicates the significant with Chi-Square = 0.000, df = 0, p-value = 1.00000 > .05, and RMSEA = .000 < .08, so that the model tested is fit. That means the theoretical model being tested is supported by empirical data.

V. DISCUSSION

The results of this research revealed that talent management and learning organizations had a significant effect on OCB, either directly or indirectly by mediating innovative behavior. The results of the correlation test between indicators for all variables as a whole show a significant relationship. Finally, the result of a fit model test also indicates that the theoretical model was in accordance (fit) with empirical data. This finding confirms that talent management, learning organization, and innovative behavior are adequate antecedents for OCB. Moreover, innovative behavior plays an important role as a mediator of the influence of talent management and learning organizations on OCB. That means the talent management and learning organizations are antecedents of innovative behavior and OCB is a consequence of innovative behavior. These findings were in line and consistent with other results of research used as a reference to build this research hypothesis. In practice, leaders and managers of private higher education who give great attention and extra effort to the resourcing strategy, attraction, and retention policies and programs, talent audit, role development, talent relationship management, performance management, total reward, career management, and creating the best place to work tend to have lecturers who have altruism (e.g., helping out when a coworker is not feeling well), conscientiousness (e.g., staying late to finish a project), civic virtue (e.g., volunteering for a community program to represent the firm), sportsmanship (e.g., sharing the failure of a team project that would have been successful if the team had followed your advice), and courtesy (e.g., being understanding and empathetic, even when provoked). As an illustration, universities that prioritize aspects of performance management, total reward, and career management for lecturers will stimulate lecturers to have high conscientiousness and sportsmanship. This is in line and consistent with the results of correlational analysis between indicators which confirm that almost all talent management indicators have a significant relationship with all OCB indicators. These findings are consistent with the results of research by Ariffin, Amali and Puteri [19] and Kuntonbutr and Sangperm [20] who show that talent management influences OCB. Besides, leaders and managers of private higher education who give great attention to managerial commitment, system perspective, openness and experimentation, knowledge transfer and integration tend to have lecturers who have altruism, conscientiousness, civic virtue, sportsmanship, and courtesy. For example, the high managerial commitment of lecturers as a result of the learning organization developed by universities can encourage the spirit of sportsmanship among lecturers. This is consistent with the results of correlational analysis between indicators which confirm that all learning organization indicators have a significant relationship with all OCB indicators. These findings consistent with the results of research by several researcher show that learning organization affects OCB [27][28][29]. In reality, lecturers who adequate and strong opportunity exploration, generativity, informative investigation, championing, and applications have great potential to encourage the emergence of extra roles manifested in altruism, conscientiousness, civic virtue, sportsmanship, and courtesy. Such as lecturer who high championing an adequate in sportsmanship. This is in line and consistent with the results of correlational analysis between indicators that prove all innovative behavior has a significant relationship with all OCB indicators. Studies conducted by Hwang and Choi [42] also revealed that innovative behavior influences OCB. Moreover, seriousness and success of leaders and managers of private higher education in building and developing of the resourcing strategy, attraction, and retention policies and programs, talent audit, role development, talent relationship management, performance management, total reward, career management, and creating the best place to work also can stimulate an increase lecturer’s innovative behavior who manifested in opportunity exploration, generativity, informative investigation, championing, and applications. In reality, proficient lecturers who are creating the best place to work tend to be in good championing and applications. This is consistent with the results of correlational analysis between indicators of the talent management variable and innovative behavior, which are all significant. Several studies conducted by some researchers [43][44][45][46] also show that talent management affects innovative behavior. Finally, efforts of leaders and managers of private higher education to build optimally managerial commitment, perspective systems, openness and experimentation, knowledge transfer and integration of lecturers can also have implications for increasing the opportunity exploration, generativity, informative investigation, championing, and applications among lecturers. The lecturers with high openness and experimentation, knowledge transfer and integration can be championing in the workplace. As shown by the results of correlational analysis between indicators, all indicators of the learning organization and innovative behavior are significant. The results of research by several researchers also shows that learning organization influences innovative behavior [47][48][49][50][51][52][53]. The results of this study confirm the results of several such studies and find a new empirical model based on the data of private higher education lecturers in Indonesia, which can be adopted as theoretical or conceptual models in future research. The models can be
utilized by researchers concern on contemporary innovative behavior, both antecedence, and consequences. For organizational and management practitioners, this new model can be used as one of the strategic options in building innovative behavior of lecturers or employees as mediating factors of talent management and learning organization on OCB.

VI. CONCLUSION

This research has proven that talent management, learning organization, and innovative behavior had a significant direct effect on OCB, talent management and learning organization had a significant direct effect on innovative behavior, and then talent management and learning organization had a significant indirect effect on OCB by mediating innovative behavior. Therefore, a fit research model of the effect of talent management and learning organization on OCB by mediating innovative behavior with the research setting of the lecturers of private higher education in Indonesia was found. This evidence of the model can be used as a reference by researchers and practitioners in developing models of innovative behavior with consideration of the context and actual condition.

ACKNOWLEDGMENTS

We are very grateful to the lecturers in Indonesia who volunteered to spend their time and full dedication to responding to every statement item in the questionnaire completely and perfectly so that it could be used as research material in this article. May this willingness and dedication be a contribution to the development of science that can seeding to civilization.

REFERENCES


