

Job autonomy, Work Satisfaction, and Innovative work behavior: Investigation of Indonesian Lecturers

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ABSTRACT

This study examines the effect of Job Autonomy (JA) and Work Satisfaction (WS) on Innovative Work Behavior (IWB). It also examines the mediating effect of WS on the relationship between JA and IWB. This survey study involved 760 lecturers at various universities in Indonesia. The data were analyzed using the Structural Equation Modeling (SEM) approach. The findings showed that JA had a positive effect on WS. Meanwhile, the effect of WS on IWB is more dominant than JA's on IWB. Another finding is that WS can mediate the relationship between JA and IWB. It is implied that, first, the more autonomous the lecturers are in creating work methods, the more satisfied and creative they will be in their work. Second, the effect of job autonomy on innovative work behavior increases with the work satisfaction of lecturers. Third, changing innovative ideas into applicable ones is the strongest indicator of explaining the innovative behavior of lecturers at work.

Keywords: Job Autonomy, Work Satisfaction, Innovative Work Behavior, Mediating Effect, Lecturer

INTRODUCTION

Innovation is the core of an organizational strategy that is driven through employee work behavior in implementing new ideas to increase effectiveness and competitive advantage (Saether, 2019; Shanker, 2012). Thus, we should identify the factors that trigger innovative work behavior (IWB) (Khan et al., 2020; Pradana & Suhariadi, 2020; Sharma & Nambudiri, 2020). IWB is closely related to human resource (HR) management because HR can generate organizational competitive advantage and improve organizational performance (Pradana & Suhariadi, 2020). According to Mutonyi et al. (2020), IWB is an important factor for organizations to continue to survive and develop in an increasingly competitive industry.

Appel (2020) explains that an instrument used to measure innovation is the Global Innovation Index (GII). GII data shows that Indonesia's

innovation ranking is still low. Indonesia only has a score of 26.49 or ranked 85th out of 131 countries in the world. In the Southeast Asian region, Indonesia's innovation is ranked 7th out of 10 countries. Neighboring countries are much better than Indonesia, such as Singapore which is ranked in the top 10 in the world with a score of 56.61. Malaysia is ranked 33rd, Vietnam 42nd, Thailand 44th, the Philippines 50th, Brunei Darussalam 71st, Cambodia 110th, Laos 113th, and Myanmar 129th. One important indicator in the GII is innovation in education.

Innovation in education is inseparable from the role of innovation in universities. The challenge is that universities must be able to innovate in terms of education, such as strengthening digital learning methods, worker autonomy, technology empowerment, etc. Innovation to solve cognitive and social problems will be increasingly important while the need for physical skills will decrease (Kemendikbud,

2020). The determining factor of the innovation is the innovative behavior of the lecturers. It will be interesting if the lecturer becomes the focus of this research. Lecturers have a very important and strategic role in higher education activities. Therefore, lecturer performance can be realized if the lecturer carries out the task with full innovation (Yulianti, 2016). Innovation is essential, and many researchers are interested in doing research on innovative behavior by strengthening the focus on the individual aspect and encouraging more studies on the success of employee development, especially in the public sector (Bason, 2018; Suseno et al., 2019).

IWB is still interesting to discuss (Bos-Nehles et al., 2017). Researchers have identified that IWB is a key success factor for organizations to maintain their performance, effectiveness, and competitive advantage (Bason, 2018; Hansen & Pihl-Thingvad, 2019). Academic research on innovative behavior has been carried out by (Zahoor, 2018) in India. It was found there was a significant positive effect of proactive teaching staff on satisfaction and educated loyalty. In addition, work satisfaction (WS) was found to significantly mediate the relationship between innovation behavior and its predictor variables in academic practitioners in India. The literature findings are empirically strengthened from the results of a Ministry of Finance survey of lecturers at 16 universities in 2020 showing that there are still areas of improvement for IWB and strongly associated with the Job Autonomy (JA) and WS factors.

Research on the relationship between WS and IWB has also been carried out by Karavasilis and Georgios (2019) with the same object, namely academics; unfortunately, it has not considered JA. The results of their study explain that WS leads to an increase in IWB. The absence of JA can lead to emotional exhaustion and depersonalization, which can trigger negative effects on IWB (Kapiki & Tsakiridou, 2018). The literature on IWB is still discussed in a different conception. Amankwaa et al. (2019); Swaroop & Dixit, (2018); and Zito et al. (2019) focus on discussing JA as a predictor construct without considering WS. In contrast, the literature (Hrnjic et al., 2018; Kapiki & Tsakiridou, 2018; Karavasilis & Georgios, 2019; Riaz et al., 2018) sees WS as another predictor construct without considering JA. It is interesting to discuss the effect of JA and WS on

IWB together by including the mediating variable of WS in the model, which is then tested simultaneously.

LITERATURE REVIEW

Chiniara and Bentein. (2016) defined JA as the extent to which employees are given the freedom to schedule their work without limitations and their independence in performing their work duties and activities. Employees with a high autonomy tend to enjoy their activities compared to employees who are not given adequate freedom (Oluwaseun, G & Boboye, L, 2017). Ghani et al. (2019) explained that employees with lower autonomy perceive that their formal job design has been determined, thereby reducing the opportunity for employees to engage in creating new work methods. Malinowska et al. (2018) described autonomy as a state of independence in delivering work tasks.

JA has a positive effect on WS (Davidescu et al., 2020). Autonomy in the form of work flexibility provides employees with a balance between their professional and personal lives, which leads to WS. JA in the form of work flexibility is very important because, with today's digital and technological advances, employees can continue their work anywhere if they have an adequate Internet connection. According to Wang et al. (2020), the positive effect of JA that can be attributed to WS has been recognized in many studies. JA has even been considered as one of the best predictors of WS. JA can withstand the negative effect of work on WS. A high level of JA is certainly associated with greater WS because employees are motivated to do their jobs (Choi & Kim, 2019).

WS is combination of psychological, physiological, and environmental conditions that determine work satisfaction, including emotional stability and employee awareness (Davidescu et al., 2020). Regarding the role of employees in the workplace, satisfaction can be defined as the emotional orientation of employees towards the work roles they perform and dramatically affects their motivation, thus impacting productivity and organizational performance (Riaz et al., 2018). WS, in the study of Bellani et al. (2018), is defined as satisfaction with aspects of their work. When

employees perceive that their work meets their needs, values, and personal characteristics, their WS will increase (Wang et al., 2020). Studies from Lent and Brown. (2006) stated that WS is assumed to be reciprocally related to life satisfaction in general.

Interestingly, the study of Matijaš et al. (2018) found different perceptions between men and women in interpreting the relationship of JA and WS. They found that the effect of JA on WS in the relationship between job resources and WS levels was different for men and women. In women, JA gave a positive contribution to WS, but in men, the effect was not significant. JA affects WS positively, indicating that JA is an important element that contributes to increasing WS. The importance of JA has been recognized in many WS studies. JA is considered to play an important role in employee well-being because it can manage stress and problems related to their work (Ahmed et al., 2019). It is undeniable that the previous literature found the effect of JA and WS so, the following hypothesis can be proposed.

H1. There is a positive effect of Job Autonomy (JA) on Work Satisfaction (WS).

Job Autonomy (JA) and Innovative Work Behavior (IWB)

JA refers to the employee's perception of the freedom to carry out work roles, explore opportunities, and be responsible for their work. JA positively triggers employees to be innovative at work (Amankwaa et al., 2019). Suseno et al. (2019) explain that the freedom to determine task characteristics and work design plays an important role in motivating employees to innovate. For example, jobs that are designed with a variety of tasks and high skills increase employee creativity because of the high behavioral freedom to develop new ideas. Then, Swaroop and Dixit. (2018) in their study reported that JA showed a strong relationship with IWB. To implement new and creative ideas in the workplace, employees should inherently get out of the daily routine. JA can reduce dispositional resistance to individual change. Autonomy can provide flexibility in finding opportunities and implementing ideas.

Afsar et al. (2020) explained that IWB is the initiation of new ideas, processes, and

procedures that are delivered intentionally as the role of individuals, groups, and work organizations. It is an individual action to initiate practical new ideas related to processes, products, or procedures at work (Khan et al., 2020). Implementation of new ideas adopted from others and introduced and implemented in the workplace (Bos-Nehles et al., 2017). Mutonyi et al. (2020) explain innovative behavior as a multistage process of implementing new ideas. It is a person's way of recognizing problems, generating ideas or solutions, and setting directions for implementing perceived solutions. (Asurakkody & Kim, 2020) explain that IWB explain for idea formation, opportunity exploration, idea promotion, and application of ideas that lead to the creation of new things.

Employees who work proactively under higher levels of autonomy can innovate by generating new ideas while those who work proactively under lower levels of autonomy will innovate with more conflicts with their colleagues (Sönmez & Yıldırım, 2019). In a person, JA will be positively related to IWB. This finding supports the proposition of Orth & Volmer (2017) that autonomy is correlated with IWB. Implementation of innovative ideas is closely related to creative behavior and proactive performance dimensions such as personal initiative. Therefore, employees who have high work autonomy are more likely to generate new ideas and proactively tend to continue to innovate (Orth & Volmer, 2017). The literature has found the effect of JA and IWB, so the following hypothesis is proposed.

H2. There is a positive effect of Job Autonomy (JA) on Innovative Work Behavior (IWB).

Work Satisfaction (WS) and Innovative Work Behavior (IWB)

Hrnjic et al. (2018) explain that the effect of WS on IWB is important in building IWB, especially for telecommunication companies. Employees' satisfaction with their work often affects their level of relevance to organizational goals. An employee with a high WS has a lower turnover intention. It means that WS has a positive effect on increasing IWB (Tang et al., 2019). WS has been a significant topic in many studies and has been identified as influencing IWB. Employees will be attracted to IWB when they have higher

WS. It means that WS is a triggering factor for the growth of IWB (Attiq et al., 2017).

Chung and Kim. (2017) explain that WS should be associated with IWB. WS is a positive feeling that results from an appraisal of one's job or work experience. Individuals who are more satisfied with their jobs tend to be more committed to their organizations and then seek and carry out different jobs. This means that WS will have a positive impact on increasing IWB. WS means the feelings or affective responses of an employee regarding factors such as type of work, work experience, and work environment. Although WS is not the only factor that determines the behavior of organizational members, it is an important factor influencing IWB. In other words, employees who are highly satisfied with their jobs are more likely to exhibit IWB than those who are highly dissatisfied (John et al., 2020). Some of the literature discussed here has found the effect of WS on IWB, so the following hypothesis can be proposed.

H3. There is a positive effect of Work Satisfaction (WS) on Innovative Work Behavior (IWB).

Job Autonomy (JA), Work Satisfaction (WS), and Innovative Work Behavior (IWB)

JA can enhance positive experiences and is associated with indicators of well-being in the workplace, such as WS. WS is the result of an individual's positive or negative evaluation of his work. WS becomes an important construct and mostly depends on consequences at the organizational level, such as intention to leave work, absenteeism, individual performance, and service quality (Zito et al., 2019). At the

individual level, WS is also often associated with life satisfaction, anxiety, and distress at work. That is, JA can be described as a precursor element that enhances WS (Zito et al., 2019). On the other hand, employees will express greater satisfaction with their jobs if they can participate in various jobs and perform tasks following the value system and pleasant working conditions to manifest creativity and IWB (Hrnjic et al., 2018). Thus, it can be interpreted that JA is a good predictor in increasing IWB. This relationship shows that, if employees first feel a high level of satisfaction at work, it will affect their IWB.

Another study (Ahmed et al., 2019) proves that JA shows the behavior of employees who are given the freedom to make decisions about designing work and getting it done. JA is the independence that individuals enjoy while working. JA affects job satisfaction. It has been recognized that the importance of JA is related to WS so that JA is a precursor to WS (Attiq et al., 2017). Individuals who are more satisfied with their jobs are more likely to commit to finding and doing the best work. This indicates that WS is a basic need to shape IWB (Chung & Kim, 2017). JA can trigger WS, which will then enable someone to do their best by looking for new ideas at work. Thus, WS can be a good mediation of the JA and IWB relationship. This literature supports the conclusion about how JA influences IWB through WS, so the following hypothesis can be proposed.

H4. There is a positive effect of Job Autonomy (JA) on Innovative Work Behavior (IWB) through Work Satisfaction (WS).

The discussion of the literature above strengthens the logic of thinking so that a conceptual model is formed to solve the research problem, as shown in FIGURE-1 below.

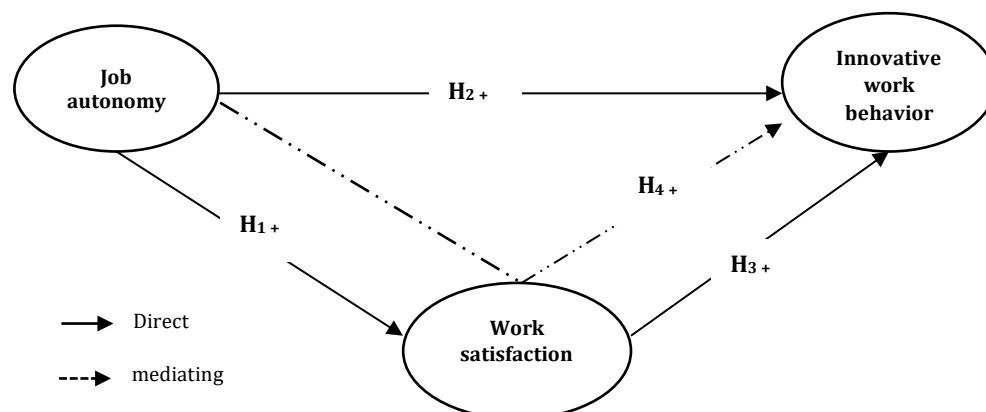


Figure 1 Conceptual Model**METHOD**

This research is survey research. The research sample was 760 lecturers at 33 universities in Indonesia. The research was conducted online using Google Form to collect answers to the questionnaire. To reduce the potential risk of bias in the instrument, the questionnaire (see TABLE-1) was tested for validity and reliability on 31 respondents before the survey. The questionnaire used 5-point Likert-type scales ranging from *strongly disagree* to *strongly agree*. The stages of

data processing were cleansing, tabulation, and data interpretation. The data were analyzed using a verification approach with the SEM method. The SEM technique was employed in this study. First, the measurement model was tested using the technical Second-Order Confirmatory Factor Analysis because the construct that is built needs to be described into dimensions and indicators. Second, the structural model was tested. The model feasibility was tested using the goodness of fit index.

TABLE 1. Instrument Outline

Variable	Dimensions	Indicator	Questionnaire
Job Autonomy (JA)	Work method autonomy	1 <i>The procedures</i>	I can freely make decisions in carrying out work procedures.
		2 <i>Method</i>	I can freely choose the best technique or approach to work.
		3 <i>The ways of work</i>	I can freely determine how to work to improve my performance freely.
	Work scheduling autonomy	4 <i>Control schedule</i>	I can freely control my work schedule.
		5 <i>The work timing</i>	I can freely set my working hours.
	Work criteria autonomy	6 <i>Working flexibility</i>	I can freely prioritize my work.
		7 <i>Free working hours</i>	I can freely manage the duration of my work.
	Work Locational autonomy	8 <i>Remote Working</i>	I can freely do my work anywhere/remotely.
		9 <i>Work From Home</i>	I can freely work from home.
Work Satisfaction (WS)	Work independently	1 <i>Fulfilled and proud of the work</i>	I am satisfied and proud of the fulfillment of my work targets.
		2 <i>Derive pleasure from their job</i>	I can get pleasure from my current job.

Variable	Dimensions	Indicator	Questionnaire
Innovative Work Behavior (IWB)	Wage	3 <i>Like current job</i>	I really like my current job.
		4 <i>The wage with the responsibilities</i>	I feel that the wages I receive are per my responsibilities.
		5 <i>Satisfied with the wage.</i>	I'm satisfied with my current wages.
	Promotion	6 <i>The career opportunities</i>	I am satisfied with the career opportunities at my current workplace.
		7 <i>The promotion</i>	I believe that the promotion in my workplace is in accordance with the abilities of the employee.
	Coworker	8 <i>Good cooperation</i>	I feel good cooperation with fellow lecturers and teaching staff.
		9 <i>Motivation from colleagues</i>	I always get motivation from my coworkers.
	Idea generation	1 <i>Creating new ideas</i>	I create new ideas for difficult problems.
		2 <i>Searching out new working methods</i>	I often look for new work methods, techniques at work.
		3 <i>Generating original solutions</i>	I provide problem-solving solutions to coworkers.
Innovative Work Behavior (IWB)	Idea promotion	4 <i>Mobilizing support</i>	I mobilize support to deliver innovative ideas.
		5 <i>Acquiring approval ideas</i>	I try to get approval for innovative ideas.
		6 <i>Enthusiastic</i>	I try to make my fellow lecturers enthusiastic about ideas.
	Idea realization	7 <i>Transforming ideas</i>	I try to turn innovative ideas into practical ones.
		8 <i>Introducing ideas</i>	I introduce new ideas into the work environment systematically.

Variable	Dimensions	Indicator	Questionnaire
		9 <i>Evaluating the utility of ideas</i>	I evaluate the usefulness of implemented new ideas.

Source: Processed data (2021)

FINDING AND DISCUSSION

Respondent Profile

Information on respondents in the form of gender, education, position, and years of service is shown in Table 2 below.

TABLE 2. Respondent Profile

N=760		freq	%	N=760		freq	%
Gender	Male	395	43.65	Position	Lecturer	335	44.08
	Female	365	56.35		Senior Lecturer	220	28.95
		760	100		Associate Professor	175	23.03
					Professor	30	3.95
						760	100
Education	Undergraduate	7	.92	Years of Service	< 15 years	326	42.89
	Master	487	68.08		6 to 15 years	235	30.92
	Doctoral	226	29.4		< 5 years	199	26.18
		760	100			760	100

N: total respondents

Source: Processing Result (2021)

Measurement Model Testing

The measurement model is used to test the validity and reliability of the instrument. The validity test aims to measure whether the questionnaire is valid or not. The results of the validity test in TABLE-3 show the loading factor values of WMA, WSA, WCA, and WLA of [.68, .81, .96, and .85] in the JA construct. In the WS construct, the values for WORK, WAGE, PROMO, and COWORK are [.58, .67, .84, and .78]. In the IWB construct IG, IP, and IR obtain [.82, .91, and .95],

respectively. Thus, the value that measures the latent construct is higher than the loading factor value of the other latent constructs. It can be identified that all these indicators can explain well the JA construct. Furthermore, the reliability test used Construct Reliability (CR) and Average Variance Extracted (AVE). The measurement results show the values of JA [.90 and .74], WS [.80 and .52], and IWB [.94 and .85]. All constructs have composite reliability on the values of CR and AVE that meet the rules of thumb above .70 and .70 (Hair et al., 2014).

TABLE 3. The results of instrument tests

Construct	Latent (Dimension)	Validity		Reliability			Result
		SFL	Critical Value	CR	Critical Value	AVE	Critical Value
JOB AUTONOMY (JA)				.90	.70	.74	.50
	WMA	.68	.50				
	WSA	.81	.50				
	WCA	.96	.50				
	WLA	.85	.50				
WORK SATISFACTION (WS)				.80	.70	.52	.50
	WORK	.58	.50				
	WAGE	.67	.50				
	PROMO	.84	.50				
	COWORK	.78	.50				
INNOVATIVE WORK BEHAVIOR (IWB)				.94	.70	.85	.50
	IG	.82	.50				
	IP	.91	.50				
	IR	.95	.50				

Source: Processing Result (2021)

Structural Model Testing

Based on the results of the feasibility test in FIGURE-2, with a degree of freedom of 41, the minimum fit function value of Chi-

Square is .00 ($P = 1.00$), the research model has a perfect fit. Thus, structural model testing was performed to test the research hypotheses (see TABLE-3).

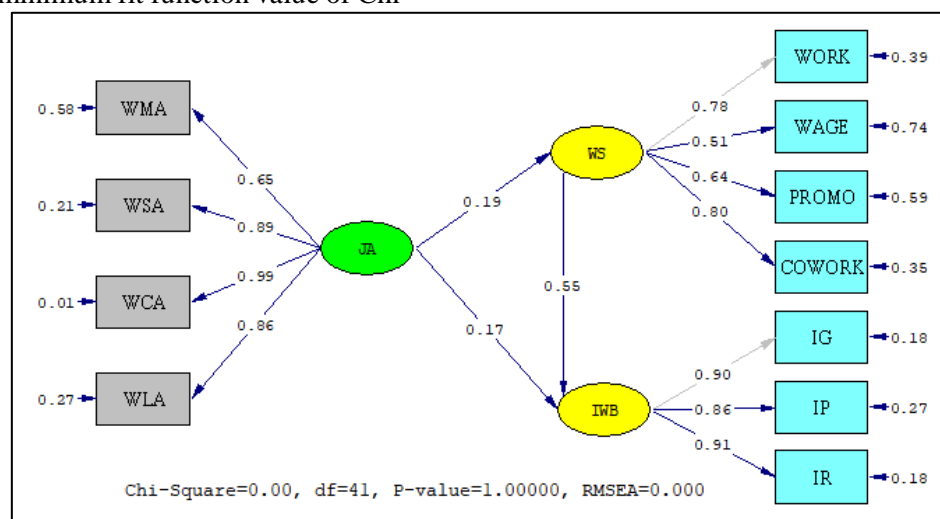


FIGURE 2. SEM results of all variables in the study

Notes. Model fit indices: Chi-Square = .00, df = 41, P-value = 1.00000, RMSEA = .000.

Hypothesis Test

Test 1 examines the direct effect for hypotheses 1, 2, and 3. Test 2 examines the effect of mediation for hypothesis 4. The test results are shown in Table 4. Hypothesis 1 shows that the path coefficient score of JA to WS (4.76) is above the critical t-value of 1.64 with a termination coefficient R^2 of .19. This means that at $\alpha = 5\%$, H_0 is rejected and H_1 is accepted. Hypothesis 1 (there is a positive effect of JA on WS) is **proven**. Hypothesis 2 shows that the path coefficient score of JA to IWB (5.21) is above the critical t-value of 1.64 with a

termination coefficient R^2 of .17. This means that at $\alpha = 5\%$, H_0 is rejected and H_2 is accepted. Hypothesis 2 (there is a positive effect of JA on IWB) is **proven**. Hypothesis 3 shows that the path coefficient score of WS to IWB (13.41) is above the critical t-value of 1.64 with a termination coefficient R^2 of .55. This means that at $\alpha = 5\%$, H_0 is rejected and H_3 is accepted. Hypothesis 3 (there is a positive effect of WS on IWB) is **proven**. Hypothesis 4 shows that the path coefficient score of JA mediation to IWB through WS (4.57) is above the critical t-value of 1.64 with a termination coefficient R^2 of .17. This means that at $\alpha = 5\%$, H_0 is rejected and H_4 is accepted. Hypothesis 4 (there is a positive mediating effect of JA on IWB through WS) is **proven**.

TABLE 4. Hypothesis testing results

Certificate	Path	Hypotheses Testing		Coefficient of Effect (R ²)			Decision
		Path Coefficient	Critical Value	Direct	Indirect	Total	
Test 1 (direct effect)							
1	JA → WS	4.76	1.64	.19	-	.19	Accepted
2	JA → IWB	5.21	1.64	.17	-	.17	Accepted
3	WS → IWB	13.41	1.64	.55		.55	Accepted
Test 2 (mediating effect)							
4	JA → WS → IWB	4.57	1.64	.17	0.21	.38	Accepted

$N = 760$; $p < .05$; one-tailed test

Source: Processing Result (2021)

Practical Contribution

The lecturers who are more autonomous will have a higher level of job satisfaction. The findings support those of Wang et al. (2020) that JA is one of the best predictors of WS. This finding explains that the

opportunity given by the university to lecturers to be independent in carrying out *tridharma* (three principles) of higher education, such as arranging their teaching schedule, can increase their WS. The relationship between JA and WS of the lecturers is shown in terms of how

autonomy in creating teaching methods increases lecturer satisfaction in carrying out the teaching process. For example, with the online teaching system during this pandemic, lecturers are encouraged to think about how to develop motivation and enthusiasm about learning independently in students. The lecturer's JA increases their WS. In research, autonomy in determining the research area also gives lecturers satisfaction in their work. JA is expected to create new ideas in teaching that focuses on experiential learning, the use of technology-based teaching media and innovation, future skills, and character development. In this digitalization era, lecturers are required to determine the most appropriate teaching technique and method.

The more JA the lecturers have, the better their IWB will be. This finding proves the previous studies (Amankwaa et al., 2019; Sönmez & Yıldırım, 2019) which explain that employees who are given work autonomy can explore opportunities and positively trigger them to be innovative at work. Giving them the freedom to determine teaching methods, research methods, and topics will encourage the lectures to create new ideas in carrying out their duties and functions. Lecturers who take ownership with high autonomy can innovate by generating new ideas. Meanwhile, those who take ownership under lower levels of autonomy will innovate with more conflicts with their coworkers. In this digitalization era, lecturers are required to determine the most appropriate teaching technique and method. This has been responded to by universities in giving JA to their lecturers. Most of them agree that it is important for universities to give them freedom in determining work methods to improve their performance.

The higher the level of WS of the lecturer is, the more innovative they will be at work. The results of this study prove the previous study (Hrnjic et al., 2018) that WS is important in encouraging IWB. WS often triggers lecturers to continue to think about innovative ways of working. The relationship between WS and IWB is

shown in terms of lecturers enjoying the process of completing research, for example, enjoying reading papers and looking for research literature. Lecturer satisfaction is also felt with the concept of remuneration applied by the university. Various incentives are provided for lecturers who can publish their writings in reputable journals. Another satisfaction is also felt from the current remuneration system. Lecturers who are innovative and able to produce good performance will be given incentives in remuneration points, increasing their income. WS can increase the influence of work autonomy on the IWB of lecturers. In this study, JA has a significant effect on the level of innovation of lecturers in working through the level of satisfaction felt at work. Most lecturers assume that their innovative behavior at work can be influenced by their autonomy as they feel satisfied at work.

Theoretical contribution

The findings have important theoretical contributions, particularly to human resource management research. In JA literature, WS triggers IWB. It is to be noted that this study tries to clearly define JA and proves that WS encourages IWB from the lecturer's perspective. JA and WS conceptualize the perception of lecturers in Indonesia about the extent to which their actions in the organization can trigger innovative behavior so that they can contribute to the university. This study explains how JA and WS are present as one's basic needs. This study identifies two psychological needs, namely autonomy and satisfaction, as a strong impetus for innovative behavior by seeking novelty, pursuing optimal challenges, training, expanding their abilities, exploring, and continuing to learn. The findings add insight into thinking about the concept of IWB.

CONCLUSION

The findings of this study can prove that IWB is strongly influenced by JA and WS predictors. Simultaneous testing shows that the effect of WS on IWB is greater than that of JA. Meanwhile, the results of

the WS mediation test prove the strong influence of the relationship between JA and IWB. It can be explained that the influence of JA and WS on IWB is, first, to foster the innovative behavior of lecturers at work. It is necessary to build a culture of mutual trust in the campus environment from the aspect of management, leaders, and fellow lecturers in determining teaching methods or techniques, topics, and research areas. It aims to encourage lecturers to generate new ideas. Second, the university leaders should allow lecturers to adjust their work approach in carrying out teaching methods, compiling teaching materials, and implementing them with full responsibility. The leaders should always exercise control and provide feedback on what the lecturer has done. Third, the leaders should continue to make regular meeting agendas to monitor and review progress, identify obstacles, and provide financial and non-financial resource support, as well as provide appreciation following their performance achievements. In terms of WS, the leaders should pay attention to the income received by lecturers while still considering their performance. Fourth, to foster innovative work behavior, it is necessary to improve the ability of lecturers to mobilize support in conveying innovative ideas in teaching, research, and community service. They should be given knowledge about strategies to get approval for innovative ideas that they propose to their leaders and colleagues. The leaders must provide extensive training on how to convey these innovative ideas so that the audience is enthusiastic about them.

LIMITATION

This research was conducted during the COVID-19 pandemic. Pandemic conditions that are different from normal conditions may affect the psychology of respondents in delivering answers. Although it had been anticipated using measured and closed questionnaire answer choices, this bias could not be eliminated entirely. There are still limitations in the data collection method. The limitation of using a cross-sectional survey design

allows the researcher to collect data from respondents at a specific time. Therefore, further research should consider using a longitudinal survey design that will enable data collection over a long period, thereby increasing the robustness and correctness of the research results. In addition, weaknesses are still found in the analytical method. The use of quantitative methods is highly dependent on the statistical tools used to analyze the data. Therefore, it is necessary to deepen the substance of the discussion by adding the interview process and discussion groups.

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