



The Conceptual Framework of Natural and Social Science in Elementary School

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Abstract – This conceptual framework of natural and social science in elementary school to study measures the relationship between innovative and loving organizational climate. Data was collected among Indonesian academics from state and private elementary school and analyzed using Smart PLS. The students' perceptions of effective interactive teaching using this technology were evaluated statistically using questionnaires. Based on data collected through participation in learning of natural and social science in elementary school. The findings reveal a significant positive relationship between the innovative organizational climate and organizational commitment of natural and social science in elementary school.

Keywords – management of education, elementary, Students

1. Introduction

The dynamics of global higher education in Indonesia have led to a dynamic, challenging and competitive environment. This scenario directs institutions to find ways to manage and support academics in optimizing institutional achievements for sustainability purposes. This achievement can only be realized by a committed workforce because they have certain capacities and contributions needed by their institutions. Therefore, an important role of organizational commitment is significant. Low organizational commitment disrupts performance (Jaramillo, Mulki, & Marshall, 2005), increasing turnover (Nasyira, Othman, & Ghazali, 2014), negatively influencing retention (Nawab & Bhatti, 2011; Umamaheswari & Krishnan, 2016), more productivity low (Osa & Amos, 2014) and increase resistance to change (Vakola & Nikolaou, 2005). Thus, identifying factors to increase organizational commitment that global higher education relies on has led to a dynamic, challenging and competitive environment (Elihami, 2020). This scenario directs institutions to find ways to manage and

support academics in optimizing institutional achievements for sustainability purposes. This achievement can only be realized by a committed workforce because they have certain capacities and contributions needed by their institutions. Therefore, an important role of organizational commitment is significant. Low organizational commitment disrupts performance (Jaramillo, Mulki, & Marshall, 2005), increasing turnover (Nasyira, Othman, & Ghazali, 2014), negatively influencing retention (Nawab & Bhatti, 2011; Umamaheswari & Krishnan, 2016), more productivity low (Osa & Amos, 2014) and increase resistance to change (Vakola & Nikolaou, 2005). Thus, identifying factors to increase organizational commitment that are relevant to current workforce needs is considered beneficial.

Recent research confirms that organizational climate is a factor that leads to positive outcomes (Fu & Deshpande, 2014; Piro, 2016). While various determinants of organizational commitment have previously been studied including organizational climate, research on organizational climate, especially in innovative

organizational climates is still rare (Holliman, 2012). Therefore, the problem of aspects of support for innovative behavior and resources provided by the organization is not yet mature, especially in the context of higher education. As a result, problems with the lack of support and recognition for the work of individuals in the development of higher education in Malaysia were raised (Awang, Ibrahim, Nor, Razali, Arof, & Rahman, 2015) and attention returned. In addition, an innovative organizational climate has become more important than ever because innovation is an important element in organizational performance and growth (Sajid, Al-bloush, Mohammed, Monsef, & Sadeghi, 2015). Both theory and practice must be aware of an innovative organizational climate that is adequate to optimize organizational effectiveness (Van de Ven & Poole, 2000) especially HEIs. van with current labor requirements considered profitable.

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Being a major influence in Indonesia with Sinta2 Ristekdikti's benchmarking to maintain human

resource excellence, HEI's task is not only to produce high-quality graduates, but also to harmonize the delivery of quality education that supports industry needs. In this case, academics, through their role must adopt a creativity and innovation approach to attract students to study (Poon, 2013; Yen & Lee, 2011). According to Biggs (2011), learning outcomes must be integrated with teaching methods to enable students to apply the theories they have learned to the workplace. At present, it seems that instilling creativity and innovation in HEI must be a priority in meeting students and the expectations of HEIs. Such efforts must continue to be made to make it relevant to current and future generations (Elihami, 2020). Thus, an innovative organizational climate is an important approach that stimulates creativity in the team and innovation practices in an organization (Somech & Drach-Zahavy, 2013). More importantly, the creativity-based approach must be balanced with adequate support and resources to make them commit to achieving departmental and institutional goals (Elihami, 2020).

In the context of HEIs, institutions utilize academic capacity as a skilled resource with knowledge, skills, abilities and competencies that are relevant to achieving competitive advantage. At this point, it is the essence that an innovative organizational climate exists in the work of academics to support their career growth and the sustainability of HEIs. In the context of the Life-Span theory (Robbin, Chatterjee, & Canda, 1999), such organizations' 'influence' can influence the life stages of academics in their careers and professions as well. An innovative organizational climate practice will affect their level of commitment and performance achievement. As SET explained (Blau, 1964), joint obligations stem from perceived exchanges and experiences both by employers and employees. Therefore, it produces different levels of commitment as proposed by TCM (Meyer & Allen, 1997). Therefore, the integration of these theories is needed. Against the background of three theories, this study focuses on aspects of support for the supply of resources and innovation in the HEIs environment. Thus, this study seeks to build an innovative organizational climate relationship on organizational commitment. An understanding

of innovative organizational climate practices helps entrepreneurs to increase organizational commitment.

A survey was conducted through non-probability assessments that were judgmental among Indonesian HEI academics. This paper first discusses an innovative organizational climate and its relationship to organizational commitment in developing a conceptual framework. The following section outlines the methodology in this study and summarizes the findings. Finally, the empirical results are discussed and concluded. The monitor their progress in learning and make the classrooms more student-centered (Penuel et al., 2007). Therefore, a quick poll can present a competitive and interactive atmosphere during the lecture and can achieve maximum learning potential for students (Simpson & Oliver, 2007).

The purpose of this study was to investigate the impact of the Poll-Everywhere application on student engagement and academic performance in teaching for active learning by students. The lecture method is one of the best examples of teaching in which teachers explain learning materials or topic concepts to students, but due to time constraints, lecturers sometimes cannot get immediate feedback to understand the concepts of learners (Termos, 2013). It is always a challenge for teachers or lecturers in college to interact with each student in teaching. With this issue in mind, this paper aims to develop a realistic sense of how digital technology is now part of the student experience. Thus, this study discusses the following set of research questions: (RQ1) did the level of participation of students increase in lectures when a Poll-Everywhere as student response system (SRS) was used? (RQ2) Did the level of academic performance increase in lectures when Poll-Everywhere as a student response system (SRS) was used? (RQ3) What are the potential benefits of a voting system on improving lectures for students?

2. Theoretical foundations

This research is guided by the Life-Span theory developed by proponents of developmental psychology, Tetens (1777) (Baltes, Reese, & Lipsitt, 1980; Muller-Brettel & Dixon, 1990). The essence of this theory

views human development as a lifelong process involving advantages and disadvantages in which the process is influenced by sociocultural conditions, social change and historical transformation. Notably, ontogenetic development is not only a matter of growth but results from a multifaceted and multilinear adaptive transformation process (Baltes, Lindenberger, & Staudinger, 2006). Therefore, the phase of human growth depends on the age-related phase of life characterized by anticipated features, tensions, and changes that lead to success during their life cycle (Robbins, Chatterjee, & Canda, 2011). However, humans, especially employees, will not only experience their growth processes throughout their life cycle as an age orientation but, it is a natural aging process that affects their capacity, skills and behavior. They will face these changes in response to changes in employment policies, demands for innovative capabilities and technological innovation. Therefore, the process for the development of the next employee in the workplace is now different from the previous decade. Despite the increase in age, the presence of an innovative organizational climate that they have experienced throughout their services enhances their capacity in developing knowledge, skills and abilities to the next stage of growth. Therefore, the Life-Span theory is a relevant approach, because human development and growth lead to organizational expectations and outcomes (Jiang, Lepak, Hu, & Baer, 2012).

This research also uses SET (Blau, 1964). In line with SET, we argue that economic and social transactions occur as an exchange between two parties. There is an emphasis that the feeling of obligation is interdependent between the two parties. An innovative organizational climate in the form of support for innovation and provision of resources acts as an institutional obligation to support academic performance. How well academics view the innovative organizational climate support that they have received will determine their sense of duty to be dedicated and committed employees to their institutions. These transactions occur as individuals make rational decisions about behavior (Staw, 1981) based on the perception of return. Therefore,

SET tries to explain why employees vary in their commitment.

On the other hand, we link TCM established by Meyer and Allen (1997) in this study because it includes a multidimensional construct of organizational commitment, namely affective, sustainable and normative commitment. This theory strongly enables us to obtain information about three different levels of commitment because employees have different world views about the organizational practices they have received. Hypothetically, the better the innovative organizational climate support received by academics, the higher their level of commitment to their institutions.

3. Literature review

In relation to the organizational climate and organizational commitment, previous scholars focused their attention on aspects of support at work, comfortable workplaces (Khan, Mahmood, Ayoub, & Hussain, 2011), leadership, motivation, goal setting, decision making and communication (Lok, Westwood, & Crawford, 2005; Warsi, Fatima, & Sahibzada, 2009), ethical climate (Huang, You, & Tsai, 2012; Hung, Tsai, & Wu, 2015; Shafer, 2009; Tsai & Huang, 2008) and, work life balance and workplace climate that supports (Bajpai, Prasad, & Pandey, 2013; Deery, 2008; Kinyili, Karanja, & Namusonge, 2015; Neog & Barua, 2015). Therefore, recent research on organizational climate focuses on eight dimensions of community spirit, disruption, interest, dedication, for others, avoidance, influence and dynamics, and focus on production (Bahrami, Barati, Ghoroghchian, Montazer-alfaraj, & Ezzatabadi, 2016; Gheisari, Sheikhy, & Derakhshan, 2014). Upstream, studies in developing various dimensions of organizational climate are increasingly high. However, in moving downstream, the study of innovative organizational climate in relation to critical phenomena from the organizational aspect is still limited. This may seem obvious especially for organizational commitment. In rare studies, an innovative organizational climate is found to

be important in reflecting employee participation, involvement, longevity and innovation practices (Holliman, 2012). This initial work bridging the foundation for it became an important antecedent for organizational commitment. To date, research on this variable dimension in terms of support for innovation and supply of resources is still growing and debated. Therefore, feedback on support for both aspects from an employee perspective is needed in an effort to increase organizational commitment. Meanwhile, it provides information on whether organizations align their resources for targeted outcomes along with a drive to creativity and innovation practices. Thus, innovative organizational climate investigations, especially in both aspects of organizational commitment in HEI on time.

Most theorists coin the organizational commitment as employee-employer psychological bond that revolves around a willingness to wield significant endeavours on behalf of organizations. It is a sound trust and recognition of the organizations goals and values as well as a strong aspiration to preserve membership in the organization (Keskes, 2014). In the perspective of this paper, organizational commitment refers to the willingness to highly contribute on behalf of the university as a result of acceptability of values, goals as well as positive mindset towards the university. This paper adopts earlier literature (Meyer & Allen, 1997) that devises affective, normative and continuance as the three dimensions of Organizational Commitment. Affective commitment concerns on the emotional attachment resulted from academics feeling involved and clear identification with the university which in turn make them remain stay in the same university (Albdour & Altarawneh, 2014; Meyer & Allen, 1997). While, normative commitment is derived from organizational socialization factors that pull academics to keep stay with a university (Allen & Meyer, 1993; Markovits, Boer, & Van Dick, 2014), continuance commitment is defined as commitment resulted from consideration of cost associated with leaving or other economic factors concerned that influence academics to stay (Meyer & Allen, 1997; Ram & Prabhakar, 2011).

Innovative organizational climate is referred to as a continuous initiative to boost innovative oriented behaviour of employees (Amabile, 1988; Isaksen, 1987). It concerns a situation in organizations where perceptions on working environment are shared and innovative behaviours are rewarded. On another note, Scott and Bruce (1994) posit that there is an innovative organizational climate when there are acceptance of norms, values and expectations of innovative behaviour practiced by an organization. In summary, innovative organizational climate can be referred as organizational climate which encourages shared perception, creativity and innovative behaviour in the workplace. In this research, it is referred to support for academics innovative behaviour and adequate resources provided with regards to time, personnel and fund to be innovative (Holliman, 2012; Scott & Bruce, 1994). Specifically, the first dimension of support for innovation (SI) is concerned on practice of open to change in the context of individual, encouragement of participation in new idea generation from each colleague and team, and tolerance on the existence of diversity in the workplace (Scott & Bruce, 1994). This current paper adopts the earlier literature and defines it as the extent to which academics assess practice of their institution regarding supports for innovative idea.

This can be seen in the aspects of how open minded for changes the institution is in practice, and the level of tolerant to diversity of their members in resolving problem. The second dimension of resource supply (RS) is referred to the degree of resource such as personnel funding and time are sufficient in the organization (Scott & Bruce, 1994). In this paper, the same definition is adopted in the context of university. Effect of Innovative Organizational Climate on Organizational Commitment.

According to Irshad and Afridi (2011), employees are dealing with physical and psychological environment. The vibrant surrounding play the important role in creating employees' perception on organizational support (POS) that eventually influence employees' sense of belonging and organizational commitment (Lew, 2009; Reid, Riemenschneider, Allen, & Armstrong, 2008).

This requires organizations to provide adequate support for innovation to increase the organizational commitment among their employees (Holliman, 2012; Riad, Labib, & Nawar, 2016). For instance, high workload as a result of inadequate resources is found to have a negative effect to organizational commitment levels (Daly & Dee, 2006; Serhat, KITAPÇI, & ÇÖMEZ, 2017).

4. Methodology

This study aims to examine the effect of innovative organizational climate on the commitment of academic organizations in Indonesia HEIs. Therefore, the concern is to develop hypotheses based on existing theories. For this purpose, quantitative research design is used because it allows researchers to continue with quantitative data collection, hypothesis testing and data analysis (Saunders, Lewis, & Thornhill, 2009). Therefore, this study uses a deductive approach to test the innovative organizational climate relations on the commitment of academic organizations in Indonesia HEIs.

In this study, the population was chosen from permanent academics from both Indonesian and private government HEIs who work full time and have served for their current workplaces located in various countries: The basis of this requirement is in accordance with the needs of this study because academics should have at least a minimum experience that allows them to describe their perceptions of innovative organizational climate practices in their institutions. With this criterion, this study adopts non-probability sampling which leads to the opportunity to gather information from the right population that has the authority to represent the sample (Briggs & Coleman, 2007). According to Hair, Black, Babin, Anderson and Tatham (2010) and Kline (1998), the number of samples was determined by 10 cases per item, therefore, 440 respondents were suitable for the sample. The researchers estimated the sample to be 470 to avoid doubt and ensure strong results.

As stated earlier, organizational commitment is a multidimensional construction that is

reflected in the different behaviors adopted from the organizational commitment theory that is most applicable by Meyer and Allen (1997). Multidimensional construction consists of 1) affective commitment, 2) normative commitment and 3) ongoing commitment. Shaw, Delery, Jenkins and Gupta (1998) state that multidimensional constructs showing higher or lower levels of commitment to the organization are found to be the main determinants of organizational outcomes. There are 22 items for this variable, with a 7-point Likert scale from Strongly Disagree (SD), Disagree (D), Disagree somewhat (DS), Neutral (N), Agree Somewhat (AS), Agree (A) and Strongly Agree (SA) respectively.

An innovative organizational climate is adopted and measured by two dimensions. They are 1) support for innovation and 2) supply of resources (Scott & Bruce, 1994). Support for the dimensions of innovation shows innovative behavior, while the supply of resources measures the availability of innovative resources as support for academics received from their institutions. These two aspects are important for academics to commit to their profession, therefore, simultaneously in accordance with the context and purpose of this study. There are 22 items with a 5-point Likert scale from Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA).

1. The university can be described as flexible and continue to adapt to change. 2. I can be creative if my employer supports. 3. Here, people are allowed to try to solve the same problem in different ways. 4. Innovation is encouraged at this university. 5. Staff is expected to handle the problem in the same way. 6. Higher authorities usually get praise for other people's ideas. 7. I can do things that are too different here without provoking anger. 8. At this university, I tend to maintain the old way of doing things. 9. The university is open and responsive to change. 10. The university seems more concerned with the status quo than with change. 11. The best way to get along at this university is to think of ways that other groups do. 12. At this university, staff can experience many problems by being different. 13. The main function of members at this university is to follow orders from their superiors. 14. The award system at this university encourages

innovation. 15. The university recognizes those who are innovative. 16. This award system at the university is especially useful for those who maintain stability and order. 17. Assistance in developing new ideas is available. 18. There are adequate resources aimed at innovation at this university. 19. There is enough time to pursue creative ideas at this university. 20. Lack of funding hampers innovative ideas is a problem at this university. 21. Personnel shortages hamper innovation at this university. 22. This university gives me free time to pursue innovative ideas during workdays.

Content validity and face validity were performed to establish the validity of the instruments. Evaluating whether the scale measures the concept requires the application of content validity. It provides confirmation that the items in the instruments are appropriate (Lewis, Templeton, & Byrd, 2005; Straub, Boudreau, & Gefen, 2004; Straub, 1989). Content validity can be established by verifying the variables that are defined and used in the literature (Churchill & Iacobucci, 2006). In this research, a comparison with repeated and systematic reviews was applied to establish content validity. We also sought opinions from five experts in the field of management and organizational behaviour to give relevant inputs about the literature. Based on their comments and suggestions, minor amendments were made in terms of wording.

Face validity was employed to determine whether there is an association between meanings of the items with the conceptual definitions. It can be accomplished when there is a unanimous agreement that the items truly reflect the concept from a group of qualified individuals who read the items. Ten academics provided expert opinions in confirming the items validation.

Reliability denotes confirming whether the instrument is error free and all items within a single scale reflect the same as it supposed (Saunders, Lewis, & Thornhill, 2007). The scales should be able to be internally consistent and should not have a strong association with other constructs. The researchers examined the reliability of all 44 items in the questionnaires using Cronbach's Alpha. The Cronbach's Alpha values for all constructs surpass the suggested value of 0.70 (IC=0.893, OC=0.916) (Nunnally, 1978). Based on Sekaran and Bougie (2010), the

Cronbach's Alpha values which are within 0.8-0.95 are considered as having a very good reliability. Thus, it is confirmed that all indicators loaded highly on its corresponding construct.

In total, 870 questionnaires were disseminated to Indonesia HEIs located at ITB, UI, UGM, IPB, ITS, UNDIP, UB, UNPAD, LIPI (Scopus) and UI, UGM, IPB, ITB, UNHAS, UNDIP, LIPI, UPI, UAD, UNPAD (Google scholar). A "drop-off" and "pick-up" approach was employed due to HEIs proximity to the researchers. The respondents were allowed two weeks to answer the questionnaire and returned the completed survey to the drop box located in their faculty. This study managed to gain 468 respondents from the 870 questionnaires disseminated. Out of these 468 respondents, only 444 of them were found usable for further analysis.

Data collected was analysed using Statistical Package for Social Science (SPSS) version 21. The analysis includes descriptive statistics for demographic information of the participants and Cronbach's Alpha values of all variables, and inferential statistics for correlation between innovative organizational climate and organizational commitment. Structure equation modelling is used for hypothesis analysis. This research uses partial least squares (PLS) to predict and maximize the explained variance in organizational commitment as recommended by Hair, Hult, Ringle and Sarstedt (2013). In this study, two stage analysis was employed as the PLS model is a reflective formative type II model (Becker, Klein, & Wetzels, 2012; Diamantopoulos & Winklhofer, 2001; Reinartz, Krafft, & Hoyer, 2004; Ringle, Sarstedt, & Straub, 2012).

5. Findings

In this study there were no positions 42,609, Expert Assistant 33,766, Lector 30,296, Head Lector 20,343, Professor 4,109, Lecturer 4,575. The majority of respondents (48.4%) get less than five years working at their current institution, 65.5% and 56.5% of them are from state universities. Table 3 demographic demographics:

Next, the researchers determined to ascertain whether each construct consisting of many items

was able to measure the same concept in the analysis of convergent validity. Imposition for all indicators is above 0.5 (likely from 0.611 to 0.978) as ordered by Hulland (1999). The relevance was found to be higher than 0.7 (0.908-0.998), indicating internal consistency reliability (Henseler, Ringle, & Sinkovics, 2009). The average extracted variance (AVE) for both constructs is also higher than 0.5 (0.622-0.879), fulfilling the conditions of convergent validity.

The following test is discriminant validity as recommended by Fornell and Larcker (1981) to assert that the construct does not overlap with each other. As distributed in Table 5, the analysis of the value of each construct is greater than the other construction. AVE results indicate that each construct is well issued by items used by all constructs that exceed the door value of 0.5 (Bagozzi & Yi, 1988). The square root of AVE for each diagonal construct (indicator) exceeds the construction component (indicator) and other constructs (indicators) in the model (Chin, 1998). Therefore, discriminant validity is ensured.

The results of the validity for the formative construct of second order analysis and Table 8 results. The results of the validation of each indicator used for dimensions and dimensions of resources that are significant to the innovative organizational climate. In this context, the higher provisions (from indicators and t-values) are from various resources. Therefore, the operationalization used in various activities and resources possesses a unique uniqueness. Therefore, it is proven that the second dimension is different. Therefore, the costs in each dimension in this study in the context of HEIs are useful.

For organizational commitment variables, the results of validity indicate that the commitment, normative, and significant dimensions of the main construct of organizational commitment. Among the three components, affective commitment is found to be the most important contributor followed by normative and continuous commitment. Thus, the determination that the three dimensions used operationalized in this study is valid. As for collinearity, the results of Variance Inflation Factor (VIF) for all second-order construct indicators start from 1,233 to 1,633. As the

figure is below the conservative threshold value 5, there is no problem of collinearity between construct formative indicators (Hair, Hult, Ringle, & Sarstedt, 2014). Therefore, the researchers can continue to estimate the Partial Least Square (PLS) model.

In this research, innovative organizational climate was discovered to be positively significant related to organizational commitment ($\beta = 0.342$, $p < 0.001$). As presented in Table 9, the hypothesis linking innovative organizational climate and organizational commitment constructs was supported at t value of 7.516. While, Figure 2 depicts the bootstrapping result of hypothesis testing.

In other words, the academics prefer to work meaningfully. On top of that, the results signal that other factors contributing to the psychological needs of the employees in innovative organizational climate may contribute to strengthen their commitment as well. The factor could be from support for innovation aspect as it was found to be more important factor in innovative organizational climate. However, resource supply aspects cannot be ignored as they also play important roles in innovative organizational climate.

In summary, the hypotheses demonstrated that innovative organizational climate has a significant impact on organizational commitment among academics in HEIs. This implies that when a proper innovative organizational climate support provided by an institution was perceived as more effective, the academics shall be more committed. It shows that innovative organizational climate aspect is an important determinant to organizational commitment.

As identified in the previous section, the voting system can support teaching and learning in the lecture, any benefit will depend on how effectively they are used at every opportunity.

Given the improvements in online learning, there was an increasing interest involved to ensure that students today have a strong foundation in information. However, we see that the lecturer and students are not on the same page when it comes to evaluating the relative importance of a particular skill. As technology roles emerge in education, we may need to re-calibrate the value system to help

students develop the 21st-century skills necessary to meet the demands of their future workplace (Project Tomorrow, 2011).

6. Discussion

A significant positive relationship between the innovative organizational climate and organizational commitment is found to be consistent with previous findings by Holliman (2012) and Riad et al. (2016). The current study, along with previous research has shown the importance of organizational support in the form of maintaining an innovative organizational climate to create a positive impact on the level of employee commitment to their organization. Above that, the results are also in accordance with the integration of the Life-Span, SET and TCM theories proposed in this study. HEI is anticipated to be committed to facilitating an innovative organizational climate to gain commitment from academics. The results of this study confirm the significant contribution of the innovative organizational climate to the variable organizational commitment. An innovative organizational climate especially in HEI is very important to ensure academics perform their roles effectively. Their commitment to the institution also depends on an adequate climate of innovative organizations. Thus, effective support for innovation and resource supply must be increased to strengthen organizational commitment.

This study has important theoretical and practical implications. In terms of theory, this study adds additional support for the study by integrating the Life-Span, SET, and TCM theories to explain the innovative organizational climate relationship and organizational commitment. In addition, this research contributes to the strengthening of instruments for the innovative organizational climate of Scott and Bruce (1994).

As for practical implications, future studies can replicate and further enhance instruments for an innovative organizational climate to be more effective in the context of education. The findings from this study can remind practitioners of the current and future needs of innovative organizational climate support. In addition, findings about innovative organizational climate relations on the

commitment of academic organizations can provide valuable information for practitioners to begin more deeply which can influence policy reviews and implementation related to an innovative organizational climate.

7. Conclusion

The Sinta2 Ristekdikti Index must be strengthened so that HEIs are successful and sustainable. Various predictors including the university's climate benchmark have been studied, showing their important role in determining the achievement of tertiary institutions in Indonesia. Therefore, a review of the demands and expectations of new workforce, especially in higher education environments that focus on an innovative organizational climate to facilitate timely organizational commitment. The results of this study show a positive relationship of the innovative organizational climate and organizational commitment in the review (Elihami, E., & Ekawati, E. 2020). Utilizing the Life-Span, SET and TCM theories, the right innovative organizational climate is anticipated to increase organizational commitment which in turn contributes to the achievement of the organization.

In terms of the methodology approach, this study only conducted cross-sectional quantitative research. Still within its limitations, the variables examined show innovative organizational climate connectivity and organizational commitment, (Elihami, E., dkk., 2020), which to a certain extent must signal the management team of HEI. Further research can be carried out in the future to review variables and be tested against operational and management teams. The investigation can be expanded to get more information including a joint consensus on the hopes of an innovative organizational climate between academics and operational staff and management groups. In addition, future research is recommended to apply mixed methods or exploratory research to revision of items in support of innovation and resource supply variables.

This study adopted innovative organizational climate measurement items from Scott and Bruce (1994). Perhaps, in-depth qualitative research in the future can try to find specific and appropriate instruments to measure the innovative organizational climate in regulating

HEIs. In fact, more relevant items can be identified and explored to produce instruments that are more relevant in other industries as well. Therefore, future research can adopt a mix of quantitative and qualitative techniques to further explore new items, confirm and validate the uniqueness of both dimensions.

Moreover, by employing probability sampling in future, the study may provide generalizability. Choice of sample can be expanded to a wider population including polytechnic, private colleges and community colleges. Investigation can also be done based on university category such as research universities and comprehensive university, (Elihami, E., dkk., 2020)..

The significant results and a substantial R-Squared value of the association of innovative organizational climate on organizational commitment indicate a high contribution of the independent variable on the dependent variable. However, future studies that involve in-depth research are recommended to revise items for innovative organizational climate to provide a better impact to the construct as well as endogenous construct. Relevant items such as technical support system, flexible working hours and availability of training, research and development activities, balance workload, adequate fund and rewards for innovative behavior could be considered to be tested as items in innovative organizational climate. In overall, it is hoped that this paper could inspire more studies on innovative organizational climate within the context of education. This is timely especially in this decade where the education sector is moving toward change and innovation in various aspects of its quality and sustainable delivery and performance.

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