



Personal Innovation: The Role of Leadership dan Motivation to Learn

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Abstract

This study aimed to investigate the influence of transformational leadership on the innovative work behavior of employees and the mediating role of learning motivation in the relationship between transformational leadership and innovative work behavior. The questionnaire, designed as a self-reported survey, was distributed to regular employees of a manufacturing company in the automotive sector. Data was collected from 203 employees. The hypothesis is tested using structural equation modeling. Data processing uses the SEM method with SmartPLS 3.0 software. The findings indicate that transformational leadership has a positive impact on employees' innovative work behavior and motivation to learn to mediate the transformational leadership-innovative work behavior relationship. This study contributes to the existing literature by providing empirical evidence about the effect of transformational leadership on employee innovative work behavior and the impact of innovative work behavior variables. The implication is that organizations must pay attention to creating a climate that supports innovation and encourages individuals to learn new knowledge and skills, and provides employees with opportunities to use the knowledge and skills they have acquired.

Keywords: Innovation work behavior, motivation to learn, transformational leadership.

INTRODUCTION

An important factor in determining an organization's competitive advantage is innovative work behavior (Asbari, Novitasari, et al., 2021; Asbari, Purba, et al., 2021a; Fikri et al., 2020; Novitasari, Supiana, et al., 2021; Suroso et al., 2021; Sutardi et al., 2022; Waruwu et al., 2020). Innovative work behavior refers to activities related to employee development, promotion, and implementation of useful innovations at any level of the organization (Asbari, Purba, et al., 2021a, 2021b). Innovative work behavior includes developing new ideas, technologies, and techniques, as well as testing and implementing new methods related to business procedures, in certain work areas.

Organizations need to develop innovations to meet problems and challenges that arise due to increasing global competition, customer expectations, or market changes (Asbari, Santoso, et al., 2019; Hutagalung et al., 2021). This is a challenge that requires employees to engage in innovative behavior to increase the innovation power of a nation more communally. Innovation helps organizations to become feasible and widely accepted as a factor of organizational success (Asbari, 2019; Jumiran et al., 2020). One of the best ways to be innovative is to leverage employees' innovative abilities (Bernarto et al., 2020; Novitasari, Asbari, et al., 2021). Using their innovative abilities, employees can better contribute to organizational success by generating, promoting, and implementing new and useful ideas to improve work procedures, products, and services. Therefore, organizations need to identify and improve the factors that govern individual innovative work behavior.

Due to the complexity of the challenges, employees need to work and learn together to develop new and innovative solutions (Asbari, Wijayanti, et al., 2019; Novitasari, Radita, et al., 2022). Although transformational leadership is supposed to be positively related to followers' innovative work behaviors, research has

yielded inconsistent results and meta-analytic findings indicate high variation in the relationship between transformational leadership and innovative work behaviors (Afsar et al., 2020; Masood & Afsar, 2017). Given these inconclusive findings, researchers re-question the relationship of transformational leadership with innovative behavior by considering what explanatory mechanisms or mediators enable transformational leaders to promote innovative work behaviors. The purpose of this research is to clarify and answer the impact of the relationship between these variables. Thus, this study examines the mediating role of employee motivation to learn in the process by which transformational leadership influences employee innovative work behavior. In the creativity research domain, most of the research focuses on the influence of leadership on employee creativity rather than on innovative work behavior, as well as leaving employees involved in the generation and implementation of ideas (Lee et al., 2020). Therefore, from an interactionist perspective, this research is here to explain the important role of learning in leadership and innovation factors.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Transformational leadership is described as a process in which leaders play an idealized role, such as modeling, stimulating, and encouraging innovative work behavior. Leaders are also idealized to provide inspirational motivation and are involved in supporting and guiding followers to achieve the shared vision and goals of the organization (Goldsmith et al., 2004). The transformational leader's concern for and personal support of the leader's needs and requirements of followers can increase their influence on follower engagement in creative activities. By constantly questioning and challenging followers' assumptions and thinking, these leaders stimulate followers' intellectual thinking, which ultimately

encourages followers to engage in the generation and implementation of ideas.

Such leaders can articulate organizational visions interwoven with individual goals, increasing inspirational motivation among followers (Luthans et al., 2007). Therefore, it is assumed that transformational leaders will be able to inspire individual employees by connecting their future with the future of the organization and encourage them to engage in innovative work behaviors by developing a strong sense of shared vision and a sense of belonging with the organization. Transformational leaders have a positive influence on increasing organizational innovation (Asbari & Novitasari, 2022; Haq et al., 2022). This transformational leader can move employees, to drive the personal interests of employees to become the motivation to pursue the vision of the organization. This effect is achieved through intellectual stimulation, emotional attraction, and inspiration from leaders and innovation goals appear vibrant, lively, interesting, and even real (Zuraik & Kelly, 2019). Transformational leaders, through visionary initiatives, functional expertise, individual assistance, a supportive culture, and intellectual stimulation abilities, can influence employees to engage in innovative work (Asbari, 2020; Novitasari, Johan, et al., 2022). Such leaders usually encourage employees to engage in innovative work behavior by providing a supportive environment (Singgih et al., 2020). According to Asbari, Purba, et al. (2021a), transformational leaders create supportive workspaces through inspiration, motivation, and individual preferences. Such a supportive environment effectively increases employee motivation to engage in initiating and implementing new ideas. This environment also provides support and feedback in finding innovative and optimal solutions. Based on the above arguments, it is hypothesized:

H1. Transformational leadership has a positive effect on innovative work behavior.

Motivation to Learn as a Factor Mediating Innovative Work Behavior

It is said that “a continuous commitment to learning is central to innovation” (Rhee et al., 2010). Meanwhile, Weisberg (1999) states that learning can be very necessary to increase creativity. So, creative behavior in generating ideas is a stepping stone towards innovative work behavior in order to adopt and implement useful ideas (Asbari & Novitasari, 2020; Fayzhall et al., 2020; Tiara et al., 2021). Learning orientation can be considered as one of many motivational orientations, and according to the authors, this kind of behavior engages individuals in activities that assist individuals in generating and implementing useful ideas. Employees' decisions to engage or not to engage in innovative behavior are influenced by their motivation to learn. Learning motivation refers to the desire of employees to learn new knowledge or insights that encourage individuals to be creative and innovative in their work (Asbari, Novitasari, et al., 2021). Individuals with a strong motivation to learn will make diverse efforts to learn whenever they identify learning opportunities, potentially leading to the acquisition of new knowledge and skills. Sujana et al. (1994) stated that individuals who value learning, are often motivated, value personal growth and enjoy mastering any given task. Individuals with a strong motivation to learn see difficult tasks as opportunities for growth and development, seeking feedback from others to improve their performance. The strong learning orientation of employees will reduce excessive attention to image and all efforts to protect self-reputation during interpersonal interactions (Frink & Ferris, 1998). Other studies support this notion by suggesting that individuals with a learning orientation will often seek out challenges that individuals offer, opportunities to learn and master any given task in an effective way. Colquitt et al. (2014). Transformational leaders focus on intrinsic motivation, facilitate employee professional development, and have a shared vision (Yukl, 2012). It is also assumed

that transformational leadership, by developing an equitable climate, can increase the intrinsic motivation of employees and ultimately foster innovation in an organizational context. Many researchers have found the fact that transformational leadership has a significant effect on employees' desire to change, their motivation to learn and make additional efforts at work, and the ability to implement innovation (Asbari & Prasetya, 2021; Nugroho et al., 2021). It is assumed that learning motivation can play a mediating role in the process of influencing transformational leaders on innovative work behavior of employees (Saeed, 2020). Therefore, based on the theory, assumptions and evidence of previous research, this study proposes the following hypotheses:

H2. Transformational leadership has a positive effect on employee motivation.

H3. Learning motivation has a positive effect on innovative work behavior.

H4. Motivation to learn mediates the relationship between transformational leadership and innovative work behavior of employees.

For this reason, the authors built a research model as shown in Figure 1 below:

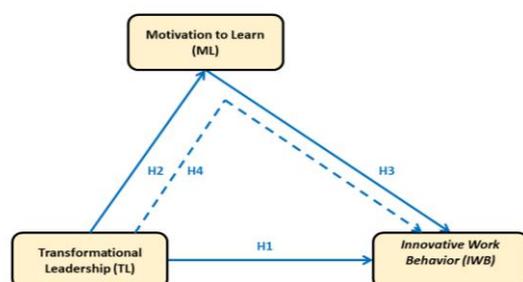


Figure 1. Research Model

RESEARCH METHODS

A quantitative approach and survey methodology are used to collect employee data. For the purpose of this study, 300 sets of questionnaires were given and 203 sets were

returned and valid. So, as many as 67.7% of employees involved in this study as respondents. Employees were asked to voluntarily fill out a questionnaire containing statements about demographics, transformational leadership, motivation to learn, innovative work behavior. The questionnaire contains the names of the respondents on the back which are only used for identification and matching purposes. Complete guaranteed confidentiality where the names of the respondents are owned only by the researcher.

All research constructs were measured on a five-point Likert scale. All measurement items were adapted from previous studies after studying the evolution of the variables of interest. Innovative work behavior on a ten-item scale was adopted from the study of De Jong & Den Hartog (2010). Transformational leadership is measured using employee ratings on the 20 transformational leadership items from the Multifactor Leadership Questionnaire, specifically the Form 5X-Short in which followers rate their leaders. This scale has 20 items measuring four subscales (ideal influence, individual consideration, inspirational motivation and intellectual stimulation), each of which has five items (Bass & Avolio, 1997). Learning motivation was measured by three items adapted from Noe & Schmitt (1986), complemented by one item from (VandeWalle, 1997).

RESULTS AND DISCUSSION

Results

A total of 203 employees participated, consisting of men (78.6%) and women (21.4%). Respondents belonged to different age groups, ranging from under 29 years of age (47.6%), 30-49 years (44.5%), and over 50 years of age (7.9%). Their length of service also varies, 34% of them are under 5 years, 50% have worked between 5-10 years, and the remaining 16% have worked for more than 10 years. The highest education of the respondents was the majority at the high school level (SMA/SMK),

namely 75%, and the remaining 25% were bachelors.

The measurement model testing phase includes convergent validity testing, discriminant validity. Meanwhile, to test construct reliability, Cronbach's alpha and composite reliability were used. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model meet the requirements of convergent validity, discriminant validity and reliability testing. The convergent validity test is carried out by looking at the loading factor value of each indicator against the construct. In most references, a factor weight of 0.7 or more is considered to have strong enough validation to explain latent constructs (Chin, 1998; Ghozali, 2014; Hair et al., 2010). In this study, the minimum limit for the size of the loading factor received is 0.7, and with the condition that the AVE value of each construct is > 0.5 (Ghozali, 2014). After going through SmartPLS 3.0 processing, all indicators have a loading factor value above 0.7 and an AVE value above 0.5. The fit or valid model of this study can be seen in Figure 2. Thus, the convergent validity of this research model meets the requirements (Purwanto et al., 2019; Purwanto, Asbari, et al., 2020; Purwanto, Asbari, & Santoso, 2021b, 2021a; Purwanto, Asbari, Santoso, et al., 2021). The full loadings, Cronbach's alpha, composite reliability and AVE values for each construct can be seen in Table 1.

Discriminant validity is carried out to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE squared value of each exogenous construct

(value on the diagonal) exceeds the correlation between that construct and other constructs (value below the diagonal) (Ghozali, 2014). The results of discriminant validity testing are by using the AVE squared value, namely by looking at the Fornell-Larcker Criterion Value obtained as shown in Table 3. The results of the discriminant validity test in table 3 show that all constructs have an AVE square root value above the correlation value with the other latent construct (via Fornell-Larcker criteria). Likewise, the cross-loading value of all items from an indicator is greater than the other indicator items as mentioned in Table 3, so that it can be concluded that the model meets discriminant validity (Fornell & Larcker, 1981).

Furthermore, a collinearity evaluation is carried out to determine whether there is a collinearity problem in the model. To find the collinearity, VIF collinearity statistics are needed for each construct. If VIF is greater than 5, then the model has collinearity (Hair et al., 2014). As shown in Table 4, all VIF scores are less than 5, that is, the results of the collinearity structural model reveal VIF values below 2. This shows that this research model has no multicollinearity problem.

Construct reliability can be assessed from Cronbach's alpha and composite reliability of each construct. The recommended composite reliability and Cronbach's alpha values are more than 0.7 (Ghozali, 2014). The results of the reliability test in Table 1 show that all constructs have composite reliability and Cronbach's alpha values greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

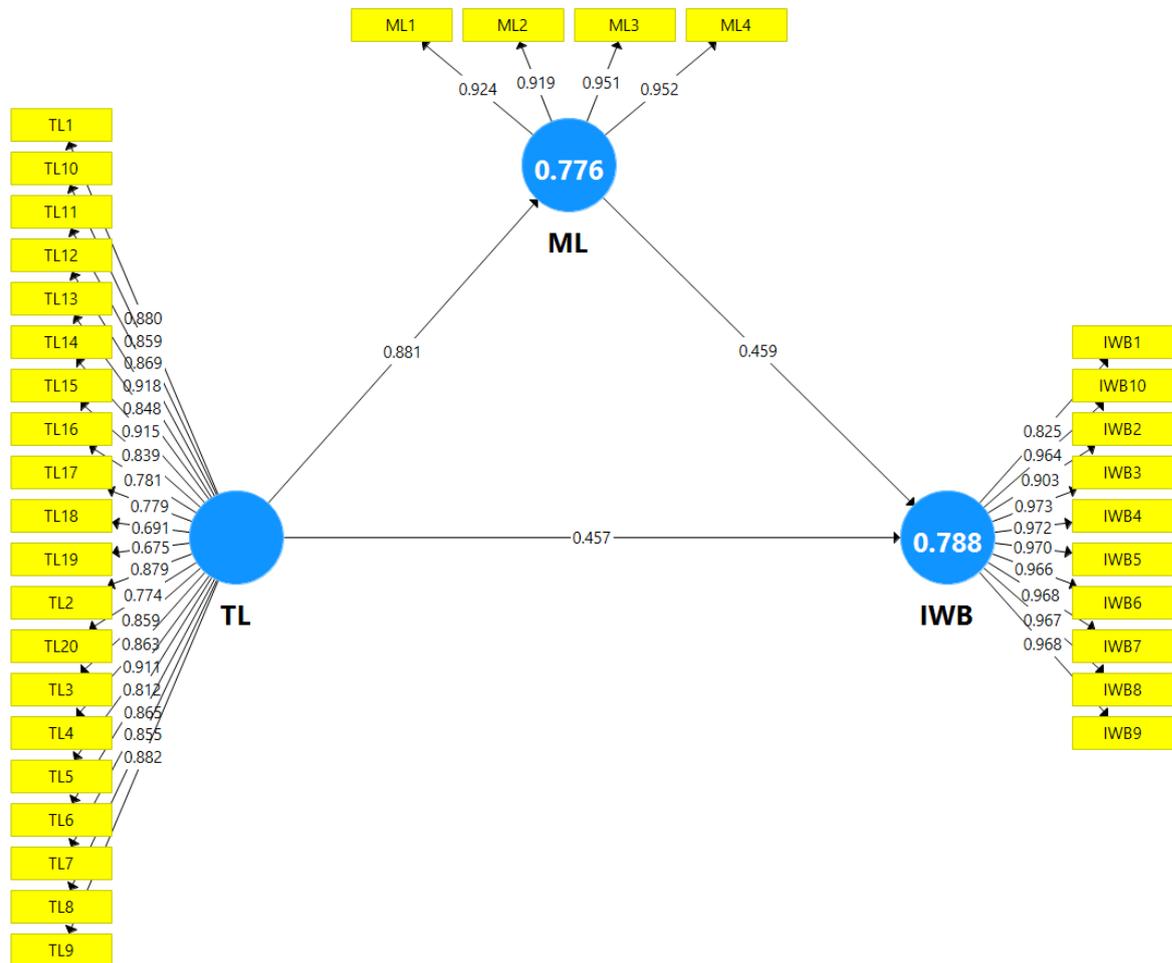


Figure 2. Valid Research Model
 Source: SmartPLS Processing Results 3.0 (2022)

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

Variables	Cronbach’s Alpha	Rho_A	Composite Reliability	AVE
Innovative Work Behavior (IWB)	0,987	0,988	0,989	0,900
Motivation to Learn (ML)	0,954	0,954	0,966	0,878
Transformational Leadership (TL)	0,978	0,979	0,979	0,706

Source: SmartPLS Processing Results 3.0 (2022)

Table 2. Discriminant Validity

Variables	IWB	ML	TL
IWB	0,949		
ML	0,861	0,937	
TL	0,861	0,881	0,840

Source: SmartPLS Processing Results 3.0 (2022)

Table 3. Collinearity (VIF)

Variables	IWB	ML	TL
IWB			
ML	2,456		

TL	2,456	1,000
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Source: SmartPLS Processing Results 3.0 (2022)

Table 4. R Square Value

Variables	R Square	R Square Adjusted
IWB	0,788	0,786
ML	0,776	0,775

Source: SmartPLS Processing Results 3.0 (2022)

Table 5. Hypotheses Testing

Hypotheses	Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Decision
H1	TL -> IWB	0,457	0,466	0,081	5,644	0,000	Supported
H2	TL -> ML	0,881	0,883	0,018	49,746	0,000	Supported
H3	ML -> IWB	0,459	0,450	0,081	5,662	0,000	Supported
H4	TL -> ML -> IWB	0,404	0,397	0,071	5,715	0,000	Supported

Source: SmartPLS Processing Results 3.0 (2022)

Hypothesis testing in PLS is also known as the inner model test. This test includes a significance test of direct and indirect effects as well as measurement of the magnitude of the influence of exogenous variables on endogenous variables. To determine the effect of transformational leadership on innovative work behavior and support for motivation to learn, direct and indirect influence tests are needed. The influence test was carried out using the t-statistic test in the partial least squared (PLS) analysis model using SmartPLS 3.0 software. With the bootstrapping technique, the R Square value and significance test values were obtained as Table 4 and Table 5. The results are that **all hypotheses (H1, H2, H3, H4) are supported.**

Discussion

The growing importance of innovative work behavior in all types of business organizations has prompted authors to look for mechanisms that stimulate innovative work behavior among employees. There is a consistent gap in the literature regarding what constitutes a mediating effect on the process of predicting employee innovative work behavior through various antecedents. The current study investigates the process of promoting employee innovative work behavior through transformational leadership and motivation to

learn. The authors found that transformational leadership substantially influences innovative work behavior of employees. This finding is in line with previous studies that found a direct positive relationship between transformational leadership and work behavior innovation (Purwanto, Bernarto, et al., 2020; Putra et al., 2021; Suprapti et al., 2020). The results of this study strengthen the notion that transformational leadership has a stronger influence on innovative work behavior when learning motivation mediators are used alone to predict it (Masood & Afsar, 2017). The use of learning motivation as a mediator strengthens the predictability of transformational leadership to explain innovative work behavior from 0.776 (R2) to 0.788 (R2). From the principle of transformational leadership, it seems that leaders increase the motivation of followers to learn to enjoy and engage in the creative endeavors of the organization. The results of this study are in line with the results of research by Jyoti & Bhau (2015) which states that transformational leadership has a positive effect on learning motivation. Transformational leadership gives employees autonomy to learn and creates an environment conducive to individual learning. Asbari & Novitasari (2022) also found that learning motivation has a positive effect on employee creativity. Motivation acts as a process of driving one's

actions to meet the needs or targets desired by success. Differences in individual learning motivation will play an important role in influencing employee creativity. When employees' cognitive abilities are high, these employees will have more resources to use for processing information.

CONCLUSION

The research findings contribute to the existing literature in the following ways. First, despite the growing research on creative outcomes and innovation, there is little research focusing on innovative work behavior (Masood & Afsar, 2017). The findings of this study can help advance knowledge of the interaction effects of motivation to learn through exploring the impact of transformational leadership on employees' innovative work behavior. While previous research has used more organizational interactionist perspectives such as organizational learning. Second, this study considers transformational leadership and innovative work behavior as multi-dimensional behavioral phenomena and investigates the impact of transformational leadership on creative processes. The findings justify the relevance of the multi-level analysis for investigating employee behavior from a holistic perspective, and we find that the innovative work behavior of employees is the result of the interaction of individual and organizational factors.

In addition to theoretical contributions, this research offers practical implications for: managers, individuals and academics. Current research indicates that innovative work behaviors in the workplace are less likely to emerge if organizations do not focus on developing transformational leadership among managers. The findings show that transformational leadership has a positive impact on employees' innovative work behavior. Therefore, managers can use the essence of transformational leadership to enhance employees' innovative work behavior in individual contexts. Transformational leaders, on the basis of optimism and enthusiasm, provide intellectual material, make themselves available to support their followers and encourage them to work more uniquely and tenaciously to carry out tasks.

Managers must provide autonomy, growth opportunities, and a variety of skills in the workplace to intrinsically motivate employees to learn new things at work, which will increase engagement in creative and innovative activities.

Despite the theoretical and practical significance of this study, it also has basic limitations, which point to avenues for further research in similar and different contexts. The sample used in this study consisted of employees working in manufacturing company organizations within Indonesia's geographical boundaries and are relatively small which might limit the generalizability and external validity of the findings. Therefore, future researchers need to use longitudinal or experimental research designs to address concern for causality relationships. The use of self-reported questionnaires may be of increasing concern because informants are more likely to give socially desirable answers than are the most accurate responses. Finally, while this research takes into account transformational leadership as a facilitator of innovative work behavior, it cannot take into account a variety of other leadership styles that have the potential to enhance employee innovative work behavior. Therefore, it is suggested that future studies examine how other leadership styles enhance innovative work behavior. Moreover, follower empowerment has been highlighted as an important ingredient for enhancing innovative work behavior, and therefore, future research may consider the role of psychological empowerment.

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