

The Effect of Learning Organization, Work Engagement, Work Motivation, and Work Stress on Innovative Work Behavior: Work Motivation and Work Stress as Mediation and Moderation

Adnan Rajak^{1*)}; Rusman Soleman²⁾

¹⁾ adnanmgtnan@gmail.com, Khairun University, Indonesia

²⁾ rusmansoleman@gmail.com, Khairun University, Indonesia

^{*)} Corresponding Author

ABSTRACT

Objective: This study uses a quantitative approach or post-positivism, which is looking at the influence between variables. Therefore, the main problems in this study are: Does learning organization, work engagement, work motivation, and work stress affect innovative work behavior, how is the learning organization, and work stress on work engagement, how learning organization affects work motivation, how work motivation and work engagement mediate the relationship between learning organization and Innovative Work Behavior, and the relationship between work stress and Innovative Work Behavior, and how work engagement moderates the relationship between work engagement and Innovative Work Behavior and the relationship between learning organization and Innovative Work Behavior.

Methodology: The analytical model used are Structural Equation Modeling and SMART PLS (Partial Least Square) as tools for the statistical test. Data collection tools used are questionnaires and interviews, and the number of respondents was 84 civil servants.

Finding: Based on the results of hypothesis testing using Smart PLS, it shows that, H1, H2, H4, and H6 are acceptable, because the *t* table value is greater than the calculated *t* value, or has an alpha (α) value smaller than 5%. Whereas H3, H5, and H7 cannot be accepted (rejected), because the value is greater than 5%.

Conclusion: The results showed that: (1) Learning organization had a positive and significant effect on Innovative Work Behavior, and work motivation but had no effect on work engagement, (2) Work engagement has an effect on Innovative Work Behavior, (3) Work motivation has no effect on Innovative Work Behavior, (4) Work stress has a positive and significant effect on Innovative Work Behavior but has no effect on work engagement, (5) Work motivation fully mediates the relationship between learning organization and Innovative Work Behavior, (6) Work engagement fully mediates the relationship/influence of learning organization and work stress on Innovative Work Behavior, and (7) Work motivation does not moderate the relationship or influence of learning organization and work engagement on Innovative Work Behavior.

Keywords: Learning Organization; Work Engagement; Work Motivation; Work Stress; Innovative Work Behavior.

Submitted:

2022-03-16

Revised:

2022-06-01

Accepted:

2022-06-16

Article Doi:

http://dx.doi.org/10.22441/jurnal_mix.2022.v12i2.003

INTRODUCTION

Hospital Dr. H. Chasan Boesoirie Ternate requires competent human resources for its needs. In addition, to realize the duties and functions of employees concerning the use of technology, technology-based, and innovative resource management is needed. Concerning innovation, Yuan & Woodman (2010) conceptualize innovative behavior both as the generation and introduction of new ideas and the realization or implementation of new ideas. Innovative behavior requires consistency of thinking and implementation related to the tasks that have been determined by the organization. Therefore, in theory, innovative behavior is influenced by various factors including 3 (tree) namely: (1) learning organization, (2) work engagement, motivation, and (3) work stress.

Learning organizations can also have an impact on work engagement and work motivation. The results of research by Malik & Garg (2020), Soetantyo & Ardiyanti, (2018), and Nugroho & Ranihusna (2020) shows that learning organization has a positive effect on work engagement. Nugroho & Ranihusna's research also shows that learning organization has a positive effect on innovative work behavior, and work engagement partially mediates the relationship between learning organization and innovative work behavior. Furthermore, the results of research by Usman (2011), Rahardjo (2015), and Islam (2019) show that learning organization has a significant effect on work motivation. Therefore, work motivation can ultimately affect innovative work behavior as research conducted by Nasir et al., (2019), Bawuro et al., (2019), Kundu et al., (2020), and Siyal et al., (2021).

According to Shimazu et al., (2015) work engagement is seen as a positive, satisfying, and work-related state of mind characterized by strength, dedication, and absorption. The results of research by Dogru (2018), and Ariyani & Hidayati (2018) show that work engagement has a positive and significant effect on innovative work behavior. Work engagement in addition to influencing innovative work behavior, can also be an endogenous variable or influenced by other variables such as work stress. The results of research by Sheikh Khairuddin & Nadzri (2017), Muhammad et al., (2018), Pérez-Fuentes et al., (2019), and Patience et al., (2020) show that work stress has a negative effect on work engagement. Work stress or work stress will have an impact on innovative work behavior as the results of research by Bani-Melhem et al., (2020) and Ijje et al., (2021) show that work stress comes from workload, work pressure, and frustration. Depression has a negative effect on innovative work behavior. However, the results of the research by Shaker Bani-Melhem et al., (2018) work stress has no effect on innovative work behavior, while Luis et al., (2020) stress positively affects innovative work behavior.

Based on the background of the problem above, the research problems are: (1) whether learning organization, work engagement, work motivation, and work stress affect innovative work behavior, (2) whether learning organization and work stress affects work engagement, (3) whether learning organization has an effect on work motivation, (4) whether work motivation and work engagement mediate the relationship between learning organization and innovative work behavior, and the relationship between work stress and innovative work behavior, (5) whether work engagement moderates the relationship between work engagement and innovative work behavior and the relationship between learning organization and innovative work behavior.

LITERATURE REVIEW

Theoretical Basis

Innovative Work Behavior

Scott and Bruce say that innovative work behavior is individual behavior to display, promote, and implement new ideas in work, groups, or work organizations (Yesil & Sozbilir, 2013). In line with this, Carmeli et al., (2006) innovative work behavior is the multiple-stage process in which an individual recognizes a problem for which she or he generates new (novel or adopted) ideas and solutions, works to promote and build support for them and produces an applicable prototype or model for the use and benefit of the organization or parts within it. Spreitzer defines innovative work behavior as the reflection of creating something new or different (Al-Omari et al., 2019). Adding to that, Yidong and Xinxin explained that individuals can be involved in a combination of different behaviors at any time of each stage in an organization (Al-Omari et al., 2019).

Zhou & George (2001) states that the characteristics of individuals who have innovative behavior are: (1) Finding out new technologies, processes, techniques, and new ideas, (2) Generating creative ideas, (3) Advancing and championing ideas to others, (4) Research and provide the necessary resources to realize new ideas, (5) Develop a well-thought plan and schedule to realize the new idea, and (6) Creative. Jong et al., (2003) characterizes four dimensions of innovative behavior as follows: (1) Opportunity exploration, the innovation process is determined by opportunity. Opportunities will trigger individuals to look for ways to improve services, and delivery processes, or try to think of a new alternative regarding work processes, products, or services, (2) Idea generation, generating a concept for improvement. Idea generation is the re-management of existing information and concepts to improve performance. Individuals who are high in this level will be able to see the solution to a problem with a different way of thinking, (3) Championing, involves behavior to seek support and build coalitions, such as inviting and influencing employees or management, and negotiating about a solution, and (4) Application, individuals not only think of creative ideas on a matter but also evaluate and apply these ideas into real action.

Learning Organization

According to Sidani & Reese (2018) learning is a key determinant for innovation in a learning organization's talent for creating, acquiring, and sharing knowledge, and changing its behavior to reflect new learning and insights. Meanwhile, according to Hedberg 1981 quoted by Hunter-Johnson (2012) that a learning organization is an organization in which members acquire and process information through interaction with their environments to increase their understanding of reality by observing the results of their acts. Senge (1990) defines learning organizations as follows: a learning organization as organizations where people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together. This also means that, apart from one's ability to work, it is also necessary to share knowledge and learn together on an ongoing basis. In addition, there are 2 important things from Senge's opinion, namely: (1) continuous ability development, and (2) continuous learning.

Senge in his book on *The Fifth Discipline* in Senge (1990) as a major contribution and popularization of the term learning organization (LO) and has been used as the basis for many researchers and academics in the field of learning organizations. According to West, Burnes

(2000), Argyris & Senge (2010) that, in the late 1980s and early 1990s the terms learning organization and organizational learning were often used interchangeably. According to Senge (1990), Basim et al., (2007), Soetantyo & Ardiyanti (2018), and Voolaid (2013) formulate there are five (5) disciplines or dimensions of a learning organization, namely: (1) Personal Mastery, (2) Mental Models, (3) Building a Shared Vision, (4) team learning, and (5) systems thinking. In addition, according to Marquardt (2002) that there are five dimensions of learning organizations, namely: (1) learning, (2) organization, and (3) people.

Work Engagement

According to Macey et al., (2009) engagement can be defined as an individual's sense and purpose, personal initiative, adaptability, effort, and persistence directed towards achieving organizational goals. According to Welbourne (2007) engagement is not an attitude, but rather a behavior that drives an organization's performance. According to Bakker et al., (2008) work engagement is seen as positivity, the fulfillment of work from the center of the mind which is characterized, work engagement is a motivation, and positive thought center related to work which is characterized by vigor, dedication, and absorption. In line with this opinion, Judge and Robbins (2013) explain that employee engagement involves an individual's involvement with satisfaction and with enthusiasm for the work he or she does.

According to Bakker et al., (2008) and Anwar & Niode (2017) employee engagement is divided into 3 (three) indicators: (1) Vigor involves a high level of energy and mental resilience at work, (2) Dedication refers to one's involvement in work and experiencing a sense of meaning, enthusiasm, and pride, and (3) Absorption is an aspect that refers to concentration and seriousness in work, enjoying work so that time seems to pass so quickly when you are working and you find it difficult to get away from work so you forget everything around you.

Work Motivation

Mangkunegara (2005) defines motivation as a condition (energy) that moves within the individual directed towards achieving organizational goals. Meanwhile, according to Luthans (2008) that technically, the term motivation (motivation) comes from the Latin word *move*, which means "to move". According to Greenberg and Baron (2003), motivation is the set of processes that arouse, direct and maintain human behavior toward attaining goals.

In line with the previous statement, Judge and Robbins (2013) define motivation as a process that plays a role in the intensity, direction, and duration of individual efforts towards achieving goals. Intensity is related to how hard a person tries. Meanwhile, Schermerhorn (2013) defines motivation as: "motivation refers to forces within an individual that accounts for the level, direction, and persistence of effort expended at work". Motivation refers to the strength that exists within the individual which includes the level, direction, and persistence of effort in doing his job.

Job Stress

An individual's response to a stressor depends on their personality, the resources available to help them cope, and the context in which the stress occurs (Daft, 2010). Meanwhile, suggested by Ivancevich et al., (2011) that from the perspective of ordinary people, stress can be described as a feeling of tension, anxiety, or worry, all feelings are a manifestation of the experience of stress, a complex programmed to perceive threats that can lead to positive or negative results. This means that stress can have a negative or positive impact psychologically and physiologically (Judge and Robbins, 2013). McShane and Von Glinow (2008) define stress as

an adaptive response to a situation that is perceived as challenging or threatening to the person's well-being

There are multiple stress measurement techniques, one of which is by using a person's adaptive response which can be seen from his psychological (emotional) reactions and physical (physiological) reactions. PSQ (Perceived Stress Questionnaire) was developed by Fliege et al., (2005) whose measurement dimensions include stress reactions and perceived environmental stressors or demands.

Framework

Organizational learning is an organizational skill in creating, acquiring, interpreting, transferring, and retaining knowledge, and deliberately modifying behavior to generate new knowledge and insights. Thus, an employee needs to understand the knowledge or skills he has and be able to transfer or share it with others so that he is continuously able to produce innovative behavior. This description shows that learning organizational factors can improve employee innovation behavior in the workplace.

Therefore, it can be concluded that learning organizations can directly influence innovative behavior as research results by Anwar & Niode (2017), Park et al., (2014), and Nadeem et al., (2018) show that learning organizations have a positive and significant effect on innovative behavior in the workplace. In addition, learning organization also affects work motivation as the results by Bawuro et al., (2019), and learning organizations can influence innovative work behavior as the results of research by Siyal et al., (2021).

Job involvement can affect innovative behavior, as previous research conducted by Dogru (2018) showed that work engagement has a positive and significant influence on innovative work behavior. In addition, work engagement can also be influenced by work stress as the results of research by Sheikh Khairuddin & Nadzri (2017), Pérez-Fuentes et al., (2019), and Patience et al., (2020). The results of the research by Bani-Melhem et al., (2020) show that work stress has a negative effect on innovative work behavior. Meanwhile, the results of research by Bani-Melhem et al., (2018) have no effect on innovative work behavior, while the results of research by Luis et al., (2020) have a positive effect on innovative work behavior.

Overall, the relationship or influence between variables has been described, but there are other important things that also need to be explained, namely, work engagement and work motivation factors can be assumed to mediate the relationship between learning organization and work stress on innovative work behavior, and the existence of work motivation and work stress variables, which will moderate the relationship between learning organization and work engagement on innovative work behavior. Therefore, this description illustration can be described as a research concept framework, as follows:

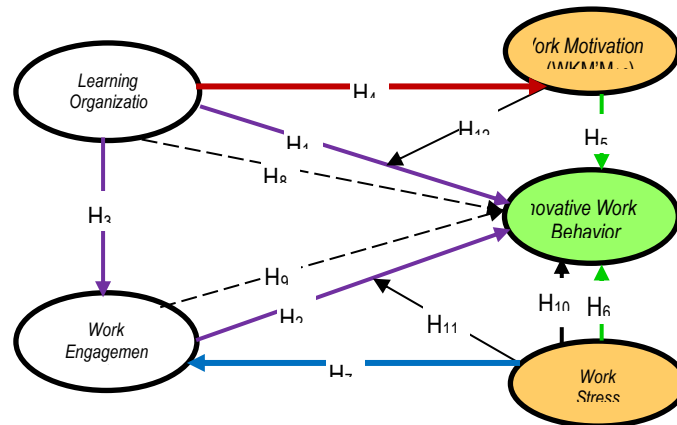


Figure 1. Framework of Research Concepts

Hypothesis

Based on the research framework above, the hypothesis of this research are: (1) learning organization, work engagement, work motivation, and work stress affect innovative work behavior, (2) learning organization and work stress affects work engagement, (3) learning organization has an effect on work motivation, (4) work motivation and work engagement mediates the relationship between learning organization and Innovative work behavior, (5) work motivation and work engagement mediates the relationship between work stress and Innovative work behavior, (6) work engagement moderates the relationship between work engagement and Innovative Work Behavior, and the relationship between learning organization and Innovative Work Behavior.

METHOD

The design used in this research is descriptive-verification which aims to present a structured, factual, and accurate description and test hypothesis. This research is descriptive and verification carried out through primary data collection in the field, therefore the research method used is an explanatory survey method which aims to collect data on objects in the field by taking samples from a population and using questionnaires as the primary data collection tool.

This type of research uses survey research methods with a quantitative research approach. Survey research is meant to explain causal relationships and test hypothesis. Partial Least Squares (PLS) is a multivariate statistical technique that performs comparisons between independent (exogenous) and dependent (endogenous) variables. Hair et al., (2014) have clarified the nature and role of PLS-SEM in social science research, "according to him: researchers need to realize a PLS-SEM analysis tool is a tool that will enable researchers to pursue research opportunities in new and different ways." Therefore, according to Jugiyanto (2011), parametric techniques to test the significance of parameters are not needed and the evaluation model for predictions is non-parametric. In addition, PLS-SEM was conducted to evaluate the outer and inner models (evaluation of the measurement model and evaluation of the structural model).

Evaluation of the measurement model (outer model) consists of convergent validity, discriminant validity (Fornell-larcker criterion and heterotrait-monotrait ratio), and composite reliability. Evaluation of the structural model (inner model) consists of coefficients of determination (R²), predictive relevance (Q²), size and significance of path coefficients, f² effect sizes, and q² effect sizes.

RESULT AND DISCUSSION

Result

To assess the significance of the predictive model in structural model testing, it can be seen from the t-statistic value between the independent variable to the dependent variable and the path coefficient table variable in the table and the SmartPLS 3.0 PLS bootstrapping output below:

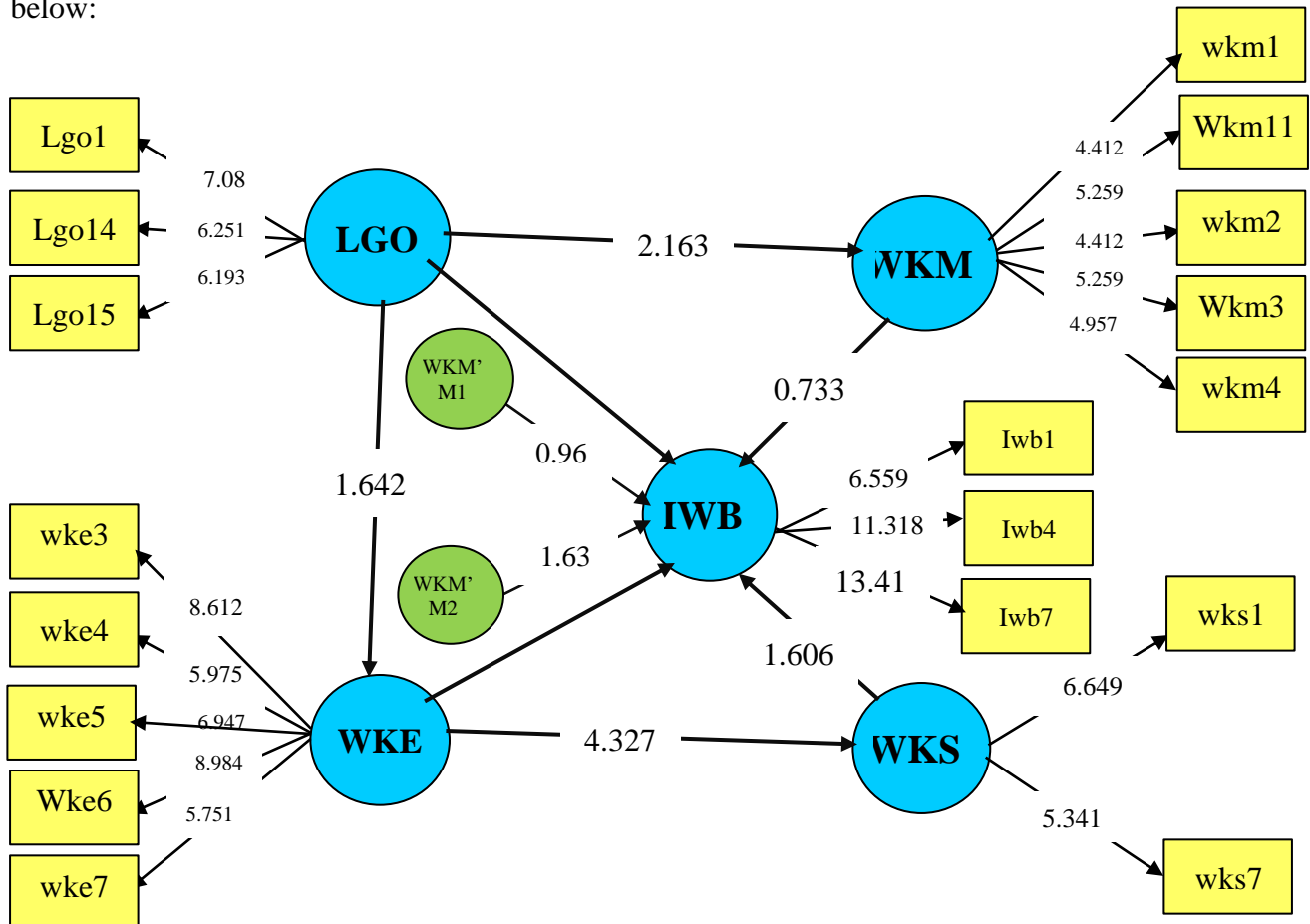


Figure 2. Output bootstrap
Sources : Output SmartPLS 3.0, 2021

Based on figure 2 above, the results of statistical hypothesis testing can be described below:

- The results of the t-statistical test for the Effect of learning organization on innovative work behavior show that the t-count is 4.883 (>1.98) and the P-value significance value is 0.000, and the original sample estimate value is positive, namely 0.537. The hypothesis (H1) which states that learning organization has a significant effect on innovative work behavior is accepted.
- The results of the t-statistical test of the effect of work engagement on innovative work behavior show that the t-count is 4.327 (>1.96) and the P-value significance value is 0.000, and the original sample estimate value is positive, namely 0.638. The hypothesis (H2) which states that Work engagement has a significant effect on innovative work behavior is accepted.
- The results of the t-statistical test of the Effect of Learning Organization on Work Engagement show that the t-count is 1.642 (<1.96) and the P-value significance value is 0.101, and the original sample estimate value is positive, namely 0.219. The hypothesis (H3)

which states that Learning Organization has no significant effect on Work Engagement is rejected.

- d. The results of the t-statistical test the effect of learning organization on work motivation shows that the t-count is 2.162 (>1.96) and the P-value significance value is 0.031, and the original sample estimate value is positive, namely 0.363. The hypothesis (H4) which states that learning organization has a significant effect on work motivation is accepted.
- e. The results of the t-statistical test for the effect of work motivation on innovative work behavior and work stress on work engagement show that the t-count <1.96 and the P-value significance value is 0.464, and the original sample estimate value is positive, namely 0.056. The hypothesis (H5) which states that work motivation has a significant effect on innovative work behavior, and work stress on work engagement is rejected.
- f. The results of the t-statistical test for the effect of work stress on innovative work behavior show that the t-count is 2,090 (>1.96) and the significance value of the P-value is 0.037, and the original sample estimate value is positive, namely 0.229. The hypothesis (h6) which states that work stress has a significant effect on innovative work behavior is accepted.

Mediation and Moderation Hypothesis Testing

The indirect effect of learning Organization (LGO) on innovative work behavior (IWB) through work motivation (WKM) has a T-statistical value (0.608) $<$ t table (1.96) and a P-value of 0.000 less than 0.05. While the value of the direct influence of LGO on WKM has a significant effect, LGO on IWB has a significant effect, and WKM on IWB is not significant, then WKM is able to fully mediate the influence of the LGO variable on innovative work behavior (IWB). So, the hypothesis which states that: (1) work motivation (WKM) mediates the relationship between learning organization (LGO) and innovative work behavior (IWB) (LGO- \rightarrow WKM- \rightarrow IWB) is accepted, (2) work engagement (WKE) mediating the relationship between learning organization (LGO) and innovative work behavior (IWB) (LGO- \rightarrow WKE- \rightarrow IWB) is accepted, and (3) work engagement (WKE) mediating the relationship between work stress (WKS) and innovative work behavior (IWB) (WKS- \rightarrow WKE- \rightarrow IWB) was accepted.

The t-statistic WKM'M1- \rightarrow IWB has a moderating effect of 0.969 $<$ from t-table 1.96 and the P-Value value of 0.333 is smaller than alpha 0.05, so work motivation is not able to moderate the influence of learning organization on innovative work behavior. Furthermore, the t-statistic of WKS'M2- \rightarrow IWB has a moderating effect of 1.634 $<$ from t-table 1.96 and the P-Value value is 0.103 which is smaller than alpha 0.05, so work stress is also unable to moderate the effect between work engagement on innovative work behavior.

Discussion

According to Senge (1990) opinion that a learning organization is a continuous development of people's capacities or abilities, where new and broad thinking patterns are nurtured by the organization, have the freedom to argue collectively, and people (individuals) learn how to learn together continuously within an organization to achieve organizational goals. The results of this study are also in line with the results of research conducted by Anwar & Niode (2017) showing that learning organization positively affects the innovative work behavior of employees. In addition, the research results of Park et al., (2014) and Nadeem et al., (2018) also show that learning organizations have a direct and indirect effect on employees' innovative work behavior. According to Welbourne (2007), that engagement is not an attitude, but rather a behavior that drives the performance of an organization. Work engagement of employees at RSUD Dr. Chasan Boesoirie is able to encourage them to innovate in carrying out their duties. In addition,

the work engagement of RSUD employees is able to display, promote, and implement new ideas in their work, group, or work organization (Soelton et al., 2021; Yesil & Sozibilir, 2013). The result is in line with the results of research conducted by Dogru (2018) and Ariyani & Hidayati (2018) showing that work engagement has a positive and significant effect on innovative work behavior.

Sidani & Reese (2018) explain that learning is a key determinant for innovation in a learning organization's talent for creating, acquiring, and sharing knowledge, and changing its behavior to reflect new learning and insights. This means that with learning in the organization, employees will involve themselves to carry out complete work that has a meaningful contribution to the organization. The results are different from research conducted by Malik & Garg (2017), Soelton & Atnani (2018); Soetantyo & Ardiyanti (2018), and Nugroho & Ranihusna (2020) which show that learning organization has a positive effect on work engagement. Meanwhile, the results of this study indicate that the hospital management needs to implement an outcome-based learning system. This means that the leadership of the hospital needs to design a learning activity that uses information technology as a facility for sharing knowledge for employees to continuously want to be involved in work. According to Armstrong (2010), a learning organization is an organizational action in facilitates all its members to learn and transform themselves continuously.

Meanwhile, work motivation according to Greenberg and Baron (2003) motivation is a process of building, directing, and maintaining human behavior in achieving goals. RSUD Dr. Chasan Boesoirie continuously facilitates its employees, resulting in: (1) employees trying to achieve better work performance than other co-workers, (2) employees looking for better ways of doing work, (3) employees trying to achieve or exceed the work standards set, (4) The work assigned to me is considered an opportunity for career development, and (5) employees try to control coworkers to carry out work. In addition to the description above, the results of this study are in accordance with the results of research conducted by Usman (2011), Rahardjo (2015), and Talat (2019) showing that learning organization has a positive and significant effect on work motivation.

In addition to the description above, the results of this study are relevant to the results of research conducted by Nasir et al., (2019), Bawuro et al., (2019), Kundu et al., (2020), and Siyal et al., (2021) shows that work motivation has a positive effect on innovative work behavior. The results of this study are in accordance with the opinion of Selye cited by Kinicki and Kreitner (2008), and Luthans (2008) that stress is not just nervous tension, stress can have positive consequences, and stress is not something to be avoided, and the absence of stress at all is death. This indicates that the workload or demands of employees are able to change their work behavior into a valuable opportunity or have an impact on continuous work innovation.

The results are also relevant to the results of research conducted by Luis et al., (2020) that stress has a positive effect on innovative work behavior. Meanwhile, Bani-Melhem et al., (2018) work stress has no effect on innovative work behavior. However, the logical consequence needs to be the attention of the organization that work stress has the potential to reduce or have a negative impact on work innovation, as research findings from Bani-Melhem et al., (2020) and Ijje et al., (2021) show that work stress comes from workload, work pressure, and frustration/depression have a negative effect on innovative work behavior.

Stress can have a negative as well as a positive impact psychologically and physiologically (Judge and Robbins, 2013). The effects of job stress are many and varied, some effects, of course positive, such as self-motivation and stimulation to satisfy individual goals (Ivancevich

et al., 2011). However, in a comprehensive manner, RSUD employees have work engagement consisting of sincerity, dedication, and appreciation which is shown through (1) persistence in completing work, (2) involve yourself with colleagues in completing a job, (3) feel that the work done is very meaningful for the benefit of the organization and individuals, (4) always enthusiastic at work, and (5) feel proud when doing the job completely and thoroughly (self-esteem). The result is also not in line with the research findings of Sheikh Khairuddin & Nadzri (2017), Muhammad et al., (2018), Pérez-Fuentes et al., (2019), and Patience et al., (2020) show that work stress has an effect on negative on work engagement.

The results showed that: (1) work motivation mediates the relationship between learning organization and innovative work behavior, (2) work engagement mediates the relationship between learning organization and innovative work behavior, and (3) work engagement mediates the relationship between work stress and innovative work behavior. In addition, because there is a direct influence between exogenous and endogenous variables that have no effect, then the mediating relationship or influence is full mediating.

The results of this study are relevant to the research conducted by Nugroho and Ranihusna that learning organization has a positive influence on innovative work behavior, and work engagement mediates the relationship between learning organization and innovative work behavior. The results of hypothesis testing 11 and 12 (H11 and H12) show that work motivation is not able to moderate the influence between learning organization and work engagement on innovative work behavior. This refers to the t-statistic having a moderating effect that is smaller than the t-table 1.96 and the P-Value value is smaller than alpha 0.05.

This moderating effect test is different from the mediation test above because the results of this test indicate that the presence or absence of moderating variables in exogenous and endogenous constructs does not contribute significantly to the relationship or influence between learning organization and work engagement on Innovative Work Behavior.

CONCLUSION

Based on the discussion above, the conclusions are:

1. Learning organization and work engagement have a positive and significant effect on innovative work behavior and work motivation but no effect on work engagement.
2. Work motivation has no effect on innovative work behavior.
3. Work stress has a positive and significant effect on innovative work behavior but has no effect on work engagement.
4. Work motivation fully mediates the relationship between learning organization and innovative work behavior.
5. Work engagement fully mediates the relationship/influence of learning organization and work stress on innovative work behavior.
6. Work motivation does not moderate the relationship or influence of learning organization and work engagement on innovative work behavior.

Suggestions in this research are: (1) The results of the LGO study have no effect on work engagement, therefore the organization (hospital) needs to improve the learning organization through (a) the leadership of all work units at the hospital seeks to encourage every employee to learn, both formally and informally, to develop employee abilities, (b) leaders need to maximize work communication and continuous group learning, and (c) providing an effective computer/website-based information system to facilitate the learning process. (2) The results of the WKM research have no effect on IWB, therefore the employees need to re-manage

work motivation factors by (a) trying to achieve better work performance and being willing to cooperate with colleagues voluntarily, (b) always striving to achieve or exceed work standards or innovate in work without violating the organization's code of ethics, and (c) strive to continuously build positive perceptions and/or constructive behavior as opportunities for career development.

REFERENCES

- Al-Omari, M. A., Choo, L. S., & Ali, M. A. M. (2019). Innovative work behavior: A review of literature. *International Journal of Psychosocial Rehabilitation*, 23(2), 39–47. <https://doi.org/10.37200/IJPR/V23I2/PR190268>
- Anwar, R., & Niode, S. H. M. (2017). *The effects of of Learning Organization towards Employes' Innovative Behavior Mediated by Work Engagement (A Study in Indonesia)*. 131(Icoi), 159–164. <https://doi.org/10.2991/icoi-17.2017.15>
- Argyris, C., & Senge, P. M. (2010). *The Learning Organization From the Perspective of the Evolutionary Epistemology*. Research-Based Paper M/O/T.
- Ariyani, N., & Hidayati, S. (2018). Influence of Transformational Leadership and Work Engagement On Innovative Behavior. *Etikonomi*, 17(2), 275–284. <https://doi.org/10.15408/etk.v17i2.7427>
- Armstrong, M. (2010). *Human Resource Management Practice a Guide to People Management*. London: Kogan Page Limited.
- Bakker, A. B., Schaufeli, W. B., Leiter, M. P., & Taris, T. W. (2008). Work engagement: An emerging concept in occupational health psychology. *Work and Stress*, 22(3), 187–200. <https://doi.org/10.1080/02678370802393649>
- Bani-Melhem, S., Abukhait, R. M., & Mohd. Shamsudin, F. (2020). Does job stress affect innovative behaviors? Evidence from dubai five-star hotels. *Journal of Human Resources in Hospitality and Tourism*, 19(3), 344–367. <https://doi.org/10.1080/15332845.2020.1737769>
- Bani-Melhem, S., Zeffane, R., & Albaity, M. (2018). Determinants of employees' innovative behavior. *International Journal of Contemporary Hospitality Management*, 30(3), 1601–1620. <https://doi.org/10.1108/IJCHM-02-2017-0079>
- Basim, H., Sesen, H., & Korkmazurek, H. (2007). A Turkish Translation, Validity and Reliability Study of the Dimensions of the Learning Organization Questionnaire. *World Applied Sciences Journal*, 2(4), 368–374. [http://www.idosi.org/wasj/wasj2\(4\)/16.pdf](http://www.idosi.org/wasj/wasj2(4)/16.pdf)
- Bawuro, F. A., Shamsuddin, A., Wahab, E., & Usman, H. (2019). Mediating role of meaningful work in the relationship between intrinsic motivation and innovative work behaviour. *International Journal of Scientific and Technology Research*, 8(9), 2076–2084.
- Carmeli, A., Meitar, R., & Weisberg, J. (2006). Self-leadership skills and innovative behavior at work. *International Journal of Manpower*, 27(1), 75–90. <https://doi.org/10.1108/01437720610652853>
- Dogru, Ç. (2018). The Relationship between Perceived Support and Innovative Behavior: Analyzing the Mediating Role of Work Engagement. *Journal of Business Research - Turk*, 10(2), 384–402. <https://doi.org/10.20491/isarder.2018.435>

- Fliege, H., Rose, M., Arck, P., Walter, O. B., Kocalevent, R. D., Weber, C., & Klapp, B. F. (2005). The Perceived Stress Questionnaire (PSQ) reconsidered: Validation and reference values from different clinical and healthy adult samples. *Psychosomatic Medicine*, 67(1), 78–88. <https://doi.org/10.1097/01.psy.0000151491.80178.78>
- Greenberg, Jerald, and Baron, A. R. (2003). *Behavior in Organization. Understanding and Managing the Human Side of Work Sixth Edition*. Prentice-Hall International, Inc., Allyn and Bacon, USA.
- Hair, Jr., Joseph F. G. Tomas M. Hultm, Christian M. Ringle, M. S. (2014). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. Washington, D.C. AGE Publications, Inc.
- Hunter-Johnson, Y. (2012). Perceptions of a Learning Organization and Factors Within the Work Environment That Influence Transfer of Training in Law Enforcement. *ProQuest Dissertations and Theses, January*, 214. http://navigator-iup.passhe.edu/login?url=http://search.proquest.com/docview/1282129532?accountid=11652%5Cnhttp://fn9cr5xf4p.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&rfr_id=info:sid/ProQuest+Dissertations+&+Theses+Global
- Ijie, E. H., Zhen, M., Korankye, B., Province, J., Province, J., & Province, J. (2021). *Exploring the Impact of Workload on Employee Innovative Behavior in Nigerian Manufacturing Sector* : 6(01), 58–77.
- Islam, T. (2019). Motivation to transfer training in learning organizations. *Journal of Management Development*, 38(4), 273–287. <https://doi.org/10.1108/JMD-03-2018-0098>
- John M. Ivancevich, Robert Konopaske, and M. T. M. (2011). *Organizational Behavior and Management, Ninth Edition*. New York: McGraw-Hill Companies Inc.
- Jong, J. de, Hartog, D. den, & Zoetermeer. (2003). Leadership as a Determinant of Innovative Behaviour: A Conceptual Framework. In *Scientific AnaLysis of Entrepreneurship and SMEs* (Issue June). www.eim.nl/smes-and-entrepreneurship.%0A2
- Judge, Timothy A and Robbins, S. P. (2013). *Organizational Behavior and Management, Ninth Edition*. New Jersey: Pearson Education, Inc.
- Jugiyanto H. M. (2011). *Konsep Dan Aplikasi Structural Equation Modeling : Berbasis Varian Dalam Penelitian Bisnis*. Yogyakarta UPP STIM YKPN.
- Kinicki, Angelo, and Kreitner, R. (2008). *Organizational Behavior Key Concept, Skill, and Best Practices, Tirhd Edition*. McGraw-Hill Irwin Companies, Inc., New York.
- Kundu, S. C., Kumar, S., & Lata, K. (2020). Effects of perceived role clarity on innovative work behavior: a multiple mediation model. *RAUSP Management Journal*, 55(4), 457–472. <https://doi.org/10.1108/RAUSP-04-2019-0056>
- Luis, D. J., Ruth, C. J., & Zhuofan, Z. (2020). Does Stress Lead to Creativity?: The Relationship between Occupational Stress and Individual Innovative Behavior. *Studies in Business and Economics*, 15(1), 21–30. <https://doi.org/10.2478/sbe-2020-0003>
- Luthans, F. (2008). *Organizational Behavior Eleventh Editions*. Mc Graw Hill Irwin, Companies, Inc. New York.
- Malik, P., & Garg, P. (2017). Learning organization and work engagement: Exploring the nexus

- in Indian IT sector. *Asia-Pacific Journal of Business Administration*, 9(3), 166–189. <https://doi.org/10.1108/APJBA-03-2016-0034>
- Malik, P., & Garg, P. (2020). Learning organization and work engagement: the mediating role of employee resilience. *International Journal of Human Resource Management*, 31(8), 1071–1094. <https://doi.org/10.1080/09585192.2017.1396549>
- Mangkunegara A. A. Anwar Prabu. (2005). *Perilaku dan Budaya Organisasi*. PT. Refika Aditama, Bandung.
- McShane and Von Glinow. (2008). *Organizational Behavior Fourt Edition*. McGraw Hill Irwin, Campanies, Inc. New York.
- Muhammad, A., Zeb Khattak, A., & Muhammad Zeb, K. (2018). Effects of Job Stress on Employee Engagement and Organizational Commitment: A Study on Employees of Emergency Rescue Service Rescue 1122 District Peshawar. *City University Research Journal*, 8(2), 200–208.
- Nadeem, M. T., Shafique, M. Z., Sattar, A., Nawaz, R., Din, M. U., & Farzand, U. (2018). The effect of learning organization environment and innovative work behavior under the moderation role of employee engagement in public sector organization. *International Journal of Recent Innovations in Academic Research*, 2(5), 263–272. https://www.researchgate.net/profile/Muhamad_Shafique/publication/330638454_The_Effect_of_Learning_Organization_Environment_and_Innovative_Work_Behavior_under_the_Moderation_Role_of_Employee_Engagement_in_Public_Sector_Organization/links/5c4b6b6d458515a4c
- Nasir, N., Halimatussakhidiah, H., Suryani, I., Zuhra, S. E., Armia, S., & Mahdani, M. (2019). *How Intrinsic Motivation and Innovative Work Behavior Affect Job Performance*. 292(Agc), 606–612. <https://doi.org/10.2991/agc-18.2019.91>
- Park, Y. K., Song, J. H., Yoon, S. W., & Kim, J. (2014). Learning organization and innovative behavior: The mediating effect of work engagement. *European Journal of Training and Development*, 38(1–2), 75–94. <https://doi.org/10.1108/EJTD-04-2013-0040>
- Patience, M. G., De Braine, R., & Dhanpat, N. (2020). Job demands, job resources, and work engagement among South African nurses. *Journal of Psychology in Africa*, 30(5), 408–416. <https://doi.org/10.1080/14330237.2020.1821315>
- Pérez-Fuentes, M. del C., Jurado, M. del M. M., Martín, A. B. B., Márquez, M. del M. S., Martínez, Á. M., & Linares, J. J. G. (2019). The mediating role of perceived stress in the relationship of self-efficacy and work engagement in nurses. *Journal of Clinical Medicine*, 8(1), 4–15. <https://doi.org/10.3390/jcm8010010>
- Rahardjo, M. (2015). The Influence of Learning Organization and Compensation on Work Motivation of Permanent Lecturers of S1 Management Study Program in Private Universities Accredited in DKI Jakarta. *The International Journal of Management Science and Business Administration*, 1(8), 47–52. <https://doi.org/10.18775/ijmsba.1849-5664-5419.2014.18.1005>
- Richard L. Daft. (2010). *New Era Management, Ninth Edition*. Canada: South-Western, Nelson Education Ltd.
- Schermerhorn, J. R. (2013). *Management, 12th ed*. New Jersey: John Wiley & Sons, Inc.

- Senge, P. M. (1990). *The fifth Discipline: The Art and Practice of the Learning Organization*. USA-New York, Doubleday.
- Sheikh Khairuddin, S. M. H., & Nadzri, F. H. (2017). Stress and Work Engagement: A Conceptual Study on Academics in Malaysian Private Universities. *International Journal of Innovation in Enterprise System*, 1(01), 7–12. <https://doi.org/10.25124/ijies.v1i01.4>
- Shimazu, A., Schaufeli, W. B., Kamiyama, K., & Kawakami, N. (2015). Workaholism vs. Work Engagement: the Two Different Predictors of Future Well-being and Performance. *International Journal of Behavioral Medicine*, 22(1), 18–23. <https://doi.org/10.1007/s12529-014-9410-x>
- Sidani, Y., & Reese, S. (2018). A view of the learning organization from a corporate governance perspective: Interview with Bob Garratt. *Learning Organization*, 25(6), 434–442. <https://doi.org/10.1108/TLO-07-2018-0122>
- Siyal, S., Xin, C., Umrani, W. A., Fatima, S., & Pal, D. (2021). How Do Leaders Influence Innovation and Creativity in Employees? The Mediating Role of Intrinsic Motivation. *Administration and Society*, 53(9), 1337–1361. <https://doi.org/10.1177/0095399721997427>
- Soelton, M & Atnani, M. (2018). How Work Environment, Work Satisfaction, Work Stress on The Turnover Intention Affect University Management. *Jurnal Manajemen Bisnis Indonesia*. 5 (3)
- Soelton, Mochamad; Noermijati, Noermijati; Rohman, Fatchur; Mugiono, Mugiono. 2021. Conceptualizing the Role of Organizational Performance in Indonesia. *Journal of Asian Finance, Economics and Business*. Vol 8 No 6 (2021) 1151–1160 1151 Print ISSN: 2288-4637 / Online ISSN 2288-4645. doi:10.13106/jafeb.2021.vol8.no6.1151
- Soetantyo, T. I., & Ardiyanti, N. (2018). Innovative behavior, learning organization, and the mediating role of work engagement in it sector. *Asia Pacific Institute of Advanced Research (APIAR)*, 1–12.
- Suryo Nugroho, A., & Ranikusna, D. (2020). Management Analysis Journal A Model for Enhancing Innovative Work Behavior Article Information. *Management Analysis Journal*, 9(2). <http://maj.unnes.ac.id>
- Usman, A. (2011). *Impact of Motivation To Learn , Organizational Commitment and Job Satisfaction on Organizational Learning Culture*. 2(3), 108–115.
- Voolaid, K. (2013). Measurement of organizational learning of business schools. In *Baltic Journal of Economics* (Vol. 13, Issue 2). <https://ezproxy.bibl.ulaval.ca/login?url=http://search.proquest.com/docview/1497175514?accountid=12008>
- Welbourne, T. M. (2007). Employee engagement: Beyond the fad and into the executive suite. *Leader to Leader*, 2007(44), 45–51. <https://doi.org/10.1002/ltl.231>
- William H. Macey, Benjamin Schneider, Karen M. Barbera, S. A. Y. (2009). *Employee Engagement Tools for Analysis, Practice, and Competitive Advantage*. United Kingdom: Willey – Blackwell.
- Yesil, S., & Sozbilir, F. (2013). An Empirical Investigation into the Impact of Personality on Individual Innovation Behaviour in the Workplace. *Procedia - Social and Behavioral Sciences*, 81(November), 540–551. <https://doi.org/10.1016/j.sbspro.2013.06.474>

-
- Yuan, F., & Woodman, R. W. (2010). Innovative behavior in the workplace: The role of performance and image outcome expectations. *Academy of Management Journal*, 53(2), 323–342. <https://doi.org/10.5465/amj.2010.49388995>
- Zhou, J., & George, J. M. (2001). When job dissatisfaction leads to creativity: Encouraging the expression of voice. *Academy of Management Journal*, 44(4), 682–696. <https://doi.org/10.2307/3069410>