Jurnal Manajemen Universitas Bung Hatta **ISSN : 1907-6576 (print)**
Vol.18, No. 02, July 2023 **ISSN : 2615-5370 (online)**

Job Involvement and Innovative Work Behavior: The Role of Learning Agility as Mediation

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Abstract

The main factor in achieving organizational success in a competitive environment is innovation, and the idea of innovation in the organization is largely generated by human resources behaving innovatively. The purpose of this study is to explore the effect of job involvement (JI) on innovative work behavior (IWB) by highlighting learning agility (LA) as mediation. The research hypothesis was tested using a sample of 109 permanent employees of PT KAI Operating Area 7 Madiun. The test results reveal that JI can significantly increase LA, and LA can significantly increase IWB. In addition, the test results also show that JI can increase IWB through learning agility which acts as full mediating. The findings of this study provide an additional literature review of the role of individuals in organizations in improving innovation in organizations through employee job involvement and employee agility in learning about job demands due to the dynamics of a highly dynamic organizational environment. These findings are consistent with the individual adaptability theory (I-ADAPT) which describes that an individual's innovative behavior is the result of individuals in organizations having agility in learning. Learning agility can be significantly improved when the individual has a high job involvement.

Keywords: Job involvement; learning agility; innovative work behavior

Received: March, 17th, 2023 *Revised: June, 9th, 2023* *Accepted: July, 23rd, 2023*
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Introduction

In the millennial era, all work activities in companies, government agencies, hospitals, schools already use a digital system that is connected via the internet, so that the term also appears with just one click, everything can change and be connected to one another. The State of Indonesia seeks to actively build infrastructure to support and respond to world challenges in the millennial era. Companies that used to operate in a conventional style are required to be more flexible in order to meet the demands of a diverse and fast market. In other words, in order not to be eliminated, companies are required to be agile and quickly adapt to current business developments. An agile company means being able to operate profitably in an environment of constant and unpredictable competition. Dynamic capabilities (DC) are useful in the context of agility (Walter, 2021). Organizations must have the ability to adapt to changing demands effectively and efficiently, shown by individuals in the organization, both leaders and members of the organization. Organizational agility capability is determined by agile and qualified individuals, so that the organization is able to survive and thrive in a competitive environment that is constantly changing and unpredictable.

Innovation plays an important role in adapting and surviving in a highly competitive world and increasingly advanced technology (Smith & Tushman, 2005). Innovation contributes to efforts to increase corporate value to achieve a sustainable competitive advantage. Innovative companies have better levels of productivity and economic growth than innovative zero companies (Cainelli, 2004 in Khan et al., 2019). Corporate

innovation cannot be separated from individual innovation within it. New ideas are born from individuals within the company. According to Getz & Robinson (2003) 80% of innovative ideas are created by employees and 20% are created by organizations, where 80% of innovative ideas originating from employees are not created instantly but go through a process that shapes innovative work behavior (IWB) of employees.

IWB is an individual's desire to be innovative (Sahaming et al., 2022). IWB employees are the main source of innovation within the company (Bason, 2018 in Khan et al., 2019). IWB reflects on the development of useful new ideas as well as the implementation of new ideas on products or services and the discovery of new, better ways to do work (De Jong & Den Hartog, 2010). IWB includes the dimensions of idea exploration, idea generation, efforts to promote ideas (idea promotion) or idea championing, and implementing new ideas (idea implementation) (De Jong & Den Hartog, 2010; Sari et al., 2021). According to Li et al. (2019) IWB contributes to increasing worker innovation and creativity. IWB can be grown by several factors such as learning agility (Jo & Hong, 2022; Putri & Suharti, 2021); employee engagement (Contreras et al., 2022; Ali et al., 2022; Sari et al., 2021; Ranihusna et al., 2021); leader member-exchange and job involvement (Sahaming et al., 2022). Every employee's innovative actions at work can lead to the discovery and introduction of new ideas that are profitable for the organization. New ideas initiated by every employee in a company can help organizations adapt and survive in a competitive environment.

The degree to which a person feels that job performance is important to self-esteem growth of innovation in organizations is influenced by humans. Humans in the organization are capital to stimulate innovation. The complexity and uncertainty of the moving business environment requires employees to be agile in learning with the aim of acquiring new skills and the ability to learn new ways for their performance (Milai et al., 2021; dalam Jo & Hong, 2022). A dynamic environment with demands to continue to innovate in order to achieve competitive advantage requires the ability to learn quickly. Individual ability to learn quickly in dealing with unexpected situations is needed in building IWB to create the best innovations. Learning agility (LA) is an individual's adaptability based on previous experiences to achieve optimal results (Riswan et al., 2021), thus impacting organizational innovation (Tripathi & Kalia, 2022). In achieving optimal results, individuals can innovate so that they find new ways of dealing with unexpected situations with the experience they have.

LA is defined as a person's ability to learn, develop potential based on experience and adapt quickly to new situations or new things (Derue et al., 2012). LA has been validated and then segmented into four dimensions, namely people agility, mental agility, change agility, and agility results' (Lombardo & Eichinger, 2000; De Meuse et al., 2010). LA is a real practice in gaining experience, learning from mistakes, availability to learn through the utilization of greater potential with the aim of improving employee performance and career success (De Meuse et al., 2010). LA is needed in the era of the industrial revolution 4.0, especially in terms of adapting to technological advances. Employees can utilize LA to create solutions through new innovations based on experience to meet company needs. LA influences IWB (Jo & Hong, 2022; Putri & Suharti, 2021; Riswan et al., 2021).

Involvement is the extent to which employees of an organization are willing to work (Sharma, 2016). Job involvement is an important construct for both employees and organizations (Sahaming et al., 2022). Job involvement (JI) is the mindset and perception of employees towards their job involvement. Someone who feels involved in and contributes to a successful job will gain substantial self-esteem. The higher the JI, the individual will devote more time and effort into the

work for which the individual is responsible. Thus, JI represents the degree to which work is central to an individual's self-concept or identity. JI has been conceptualized as the extent to which a person is cognitively preoccupied, engaged in, and concerned with his current job (Sharma, 2016), so that JI can increase employees' LA, but the role of JI in LA and IWB has not been widely explored by academics, because academics have explored a broader framework, namely employee work engagement and its role in improving LA (Taufik et al., 2022; (Taufik et al., 2022; Jo & Hong, 2022).

Literature Review

Job Involvement and Learning Agility

JI is considered as a personal characteristic of an employee (Hanif & Bukhari, 2015). Involvement is the extent to which employees of an organization are willing to work, and individuals who are willing to work hard are highly involved, while individuals without this will have low involvement (Sharma, 2016). According to Jans (1982) JI is a feeling of psychological identification with work (the position one occupies) associated with the expression of self-image in a valued life role. Individuals who show high involvement in work consider the work undertaken to be a very important part of the individual's life and whether the individual feels good or not about the individual is closely related to how the individual performs in the work undertaken. Highly engaged individuals perform well at work and this is important for individual self-esteem (Lodahl & Kejner, 1965, in Hoole & Boshoff, 1998). JI in various literature is defined as: a) a level where a person actively takes part in his work (Allport, 1943; Robbins & Judge, 2013); b) The degree of importance of one's job to one's self-image (Lawler, 1970; Lodahl & Kejner, 1965, in Hoole & Boshoff, 1998); c) The degree to which a person feels that job performance is important to self-esteem (Hall, 1960;Lodahl & Kejner, 1965, in Hoole & Boshoff, 1998)

Employee involvement is seen as key in making a truly agile workforce. Employee involvement is a predictor of workforce agility (Sherehiy et al., 2007). An agile workforce is organized and dynamic talent that can quickly provide the right skills and knowledge at the right time, as dictated by business needs (Muduli, 2013). The results of the study by Natapoera & Mangundjaya (2020) show that employee involvement can increase workforce agility. LA is the willingness to learn from experience and apply that learning to new situations, and LA is a core ability to develop effective behavior and keep pace with changing situations. LA can be driven by high employee involvement. Innovative employees are also indicated as employees who are more involved in their work. This is evidenced by the results of the study by Hanif & Bukhari (2015) which shows that JI is positively related to IWB, while the study by Huang et al. (2019) show that the person-job fit relationship with IWB is mediated by JI. Based on this description, the hypothesis is formulated as follows:

H 1: Job involvement has a positive effect learning agility

H2: Job involvement has a positive effect innovative work behavior

Learning Agility and Innovative Work Behavior

IWB is recognized by organizational leaders as an intangible asset that generates the best ideas to remain competitive, regardless of the task category or organizational hierarchical standards (Jo & Hong, 2022). To become an individual who has innovative behavior, it takes agile efforts in learning and exploring knowledge or what is known as LA. Since experiential learning is considered a way to increase productivity in an uncertain market environment, learning agility can be one of the most important competencies. Individuals have the ability to find new ideas and try to implement them, will produce individuals

ISSN : 1907-6576 (print)
ISSN : 2615-5370 (online)

who have innovative behavior (Singh & Sarkar, 2012).

LA is related to three individual differences that are fundamental to understanding individual abilities to learn from experience: individual goal orientation, cognitive ability, and openness to experience (Derue et al., 2012). LA is divided into four dimensions, namely: 1) People agility: an individual knows himself well, learns from experience, mutually builds on others and is resilient under pressure of change; 2) Mental agility: an individual who thinks about a problem from a new perspective and is comfortable with ambiguity, complexity and explaining their thoughts to others; 3) Change agility: a curious individual, passionate about ideas and involved in skills development activities; 4) Results agility: an individual who obtains results under difficult conditions, inspires others, and builds confidence in others with his/her presence (Lombardo & Eichinger, 2000; Derue et al., 2012).

The four dimensions of LA are directly related to innovative behavior. In particular, mental agility, which is characterized by curiosity and comfort with ambiguity and complexity; people agility, which is related to open-mindedness, flexibility, and communication skills; change agility, which includes experimenting, trying new things, and easily accepting challenges; and result agility, which is related to creating results, can serve as a key resource for innovative behavior (Jo & Hong, 2022). Several empirical studies have shown that LA can increase IWB (Jo & Hong, 2022; Putri & Suharti, 2021; Riswan et al., 2021). Based on this description, the hypothesis is formulated as follows:

H3: Learning agility has a positive effect innovative work behavior

IWB can also be influenced indirectly by JI with LA as mediation. This is based on the theory of individual adaptability (I-ADAPT) which illustrates that innovative behavior is the result of LA members in the organization, LA can be increased when organizational members have high involvement. I-ADAPT theory, which emphasizes the concept of I-ADAPT, that is, individual dispositional tendencies to change themselves proactively to suit new tasks and environments (Ployhart and Bliese, 2006 in Hua et al., 2019). I-ADAPT shows that (a) individual differences affect people's thoughts and actions towards new circumstances, (b) the target of change is the person himself as opposed to the external environment (or managed image), and (c) there is a will/motivation for the individual to change in order to survive. According to Sahaming et al. (2022) JI is an important construct for both employees and organizations. In a work environment where innovation is encouraged and valued throughout the organization, organizational members' innovative abilities are enhanced by successful organizational members learning agile through IWB for organizational members who are more involved in the work being carried out. This study explores the role of LA as mediating the influence of JI on IWB, so the hypothesis is formulated as follows:

H4: Learning agility mediates the effect of job involvement on innovative work behavior.

The research model in this study can be seen in Figure 1 below:

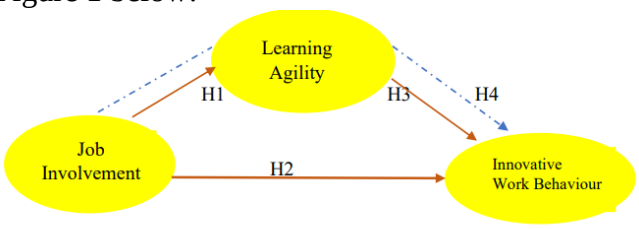

Fig. 1 Research Model

Methods

Variable Measurement

The scale used to measure JI, LA, and IWB is a Likert scale with a range of 1-5 with alternative answers to favorable item scores: 1=STS (Strongly Disagree), 2=TS (Disagree), 3=Neutral, S (Agree), 4=SS (Strongly Agree). JI is measured using 3 dimensions, namely being actively involved in the work being handled (Robbins & Judge, 2013) and two other dimensions from Lodahl and Kejner

(1965), namely the importance of work as self-image, and performance as self-esteem. LA is measured using four dimensions, namely people agility, mental agility, change agility, and agility results' (Lombardo & Eichinger, 2000; Derue et al., 2012), and the IWB measurement refers to De Jong & Den Hartog (2010) which consists of four dimensions, namely: idea exploration, idea generation, idea championing, and idea implementation. This refers to Azwar, (2017) that a measuring instrument with high validity of its measuring function will produce minimal measurement error, meaning that the score of each subject obtained by the test is not much different from the actual score. Data analysis using IBM SPSS version 25, Lisrel, and Sobel Test.

Population and Sample

The study population was 150 permanent employees of PT KAI Daop 7 Madiun (Source: HRD PT KAI (Persero) Daop VII Madiun, 2022). Data was collected through a survey with a questionnaire with the help of the HR and General Affairs department. Questionnaires were distributed to all permanent employees of PT KAI (Persero) Dop VII Madiun, totaling 150 permanent employees.

Results and Discussion

Result

The results of data collection through 150 questionnaires distributed, obtained 109 questionnaires that can be used, with the characteristics of the respondents presented in table 1.

Table 1. Characteristics of Respondents

No.	Category	Amount	Percentage
Gender	Man	73	67.0
	Woman	36	33.0
Total		109	100.0
	18-25 years	8	7.3
	26-33 years	42	38.5
Age	34-41 years	29	26.6
	42-50 years	23	21.1
	>50 years	7	6.4
Total		109	100.0
	High School	65	59.6
	Diploma	17	15.6
Last Education	Bachelor	26	23.9
	Master	1	0.9
Total		109	100.0
	1-3 years	12	11.0
	4-5 years	19	17.4
Length of work	6-7 years	19	17.4
	8-10 years	15	13.8
	>10 years	44	40.4
Total		109	100.0

Respondents in this study were mostly male (67 percent), aged >25-33 years (38.5 percent) and second place were ages >31-41 years, most had high school education/equivalent (59.6 percent) and second place S1 (23.9 percent), with the longest working period being >10 years (40.4 percent) and second place being >3-5 years and >5-7 years.

Normality test

The normality test used is the Kolmogorov-Smirnov (Table 2). This refers to the general provisions in normality testing that if the respondent is greater than 50 then the test results use Kolgomorov-Smirnov, whereas if the respondent is less than 50 then it is read using Shapiro Wilk.

Table 2 shows the results of the normality test with the Kolmogorov-Smirnov obtained a sig value of 0.200> 0.05, so that the assumption of normality is fulfilled.

Tabel 2. Normality Test Summary

Total N		109
Most Extreme Differences	Absolute	0.060
	Positive	0.043
	Negative	-0.060
Test Statistic		0.060
Asymptotic Sig. (2-sided test)		0.200

Validity Test and Reliability Test

Assessment of the measurement model was carried out by looking at the construct reliability (CR) value and the variance extracted (VE) value and Cronbach's Alpha value (Table 3)

Table 3. Validity and Reliability Constructs

Variables (Constructs)	Measurement Dimensions	Standardized Loading Factor (SLF)	Construct Reliability (CR)	Variance Extracted (VE)	Cronbach's Alpha
Job Involvement (JI)	Active Participation (AP)	0.62	0.53	0.77	0.76
	Self-Image (SI)	0.89			
	Self-Esteem (SE)	0.64			
Learning Agility (LA)	People Agility (PA)	0.71	0.63	0.73	0.73
	Mental Agility (MA)	0.50			
	Change Agility (CA)	0.71			
	Result Agility	0.59			
Innovative Work Behavior (IWB)	Idea Exploration (IE)	0.64	0.62	0.86	0.86
	Idea Generation (IG)	0.73			
	Idea Championing (IC)	0.96			
	Idea Implementation (II)	0.78			

The results of the validity and reliability tests of each latent variable are shown in Table 5. To conduct a convergent validity test, it can be seen that the loading factor value of each indicator on its latent variable, with a value of VE > 0.5, the indicator is considered valid. Likewise, the CR and Cronbach's Alpha values for each variable are > 0.7 so that they meet the reliability requirements.

Categorization of Variable Measurement Results

Categorization of respondents' answers uses the average value of respondents' answers (Table 4), which is calculated based on the scale range of the minimum value (1) and maximum (5).

Table 4. Mean Value of Research Variables

Variables	Mean	Category
Job Involvement (JI):	3.9	High
Active Participation (AP)	3.5	High
Self-Image (SI)	4.1	High
Self-Esteem (SE)	4.1	High
Learning Agility (LA):	4.1	High
People Agility (PA)	4.3	High
Mental Agility (MA)	4.1	High
Change Agility (CA)	4.1	High
Result Agility (RA)	4.0	High
Innovative work Behaviour (IWB):	4.2	High
Idea Exploration (IE)	4.2	High
Idea Generation (IG)	4.2	High
Idea Championing (IC)	4.2	High
Idea Implementation (II)	4.2	High

Table 4 shows that the average value of the research variables (JI, LA, and IWB) is high, so if you look at each measurement indicator it also shows a high value. The highest average (4.2) is IWB, then LA (4.1), and the last is JI (3.9). Figure 2 below shows a complete model of the role of LA in mediating the effect of IJ on IWB.

ISSN : 1907-6576 (print)
ISSN : 2615-5370 (online)

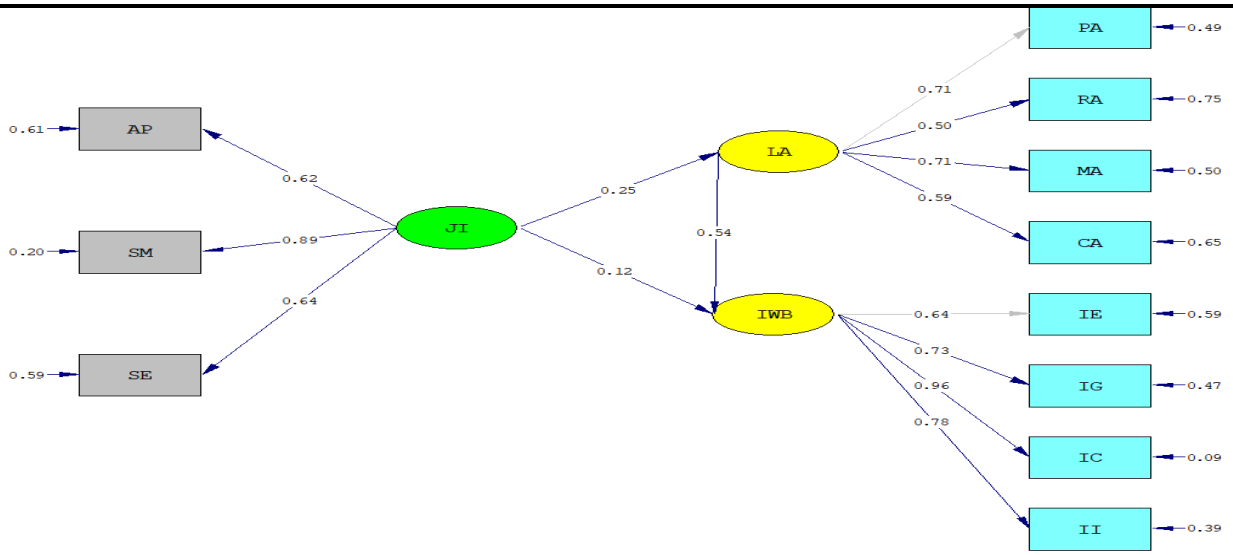

Fig. 2. Model Testing

Tabel 5. Evaluation of the Goodness of Fit Criteria Index

GoF Measure	Cut Off Value	Analysis Result	Model Evaluation
Chi-square	Expected be small	72.77	Good fit
P-Value	≤ 0.05	0.0016	Good fit
Min Fit Function	≥ 0.05	0.67	Good fit
RMSEA	≤ 0.08	0.048	Good fit
GFI	≥ 0.90	0.89	Moderate
RMR	≤ 0.05	0.071	Moderate
CFI	≥ 0.90	0.95	Good fit
IFI	≥ 0.90	0.95	Good fit

Table 5 shows that the 8 (eight) criteria used to assess the feasibility of a model, 6 (six) criteria stated good, and 2 (two) criteria namely GFI and RMR stated marginal. It can be said that the model is acceptable, which means there is a match between the model and the data. From the appropriate model, it can be interpreted for each path coefficient which is a hypothesis in this study, which can be presented in the structural equation and R^2 value in table 6 below:

Table 6. Structural Equation Model and R^2 Value

Model	R^2
LA = 0.25*JI	0.24
IWB = 0.54*LA + 0.12*JI	0.34

Source: author's calculation results (2023)

Equation 1 shows that job involvement contributes 25 percent to changes in learning agility. Equation 2 shows that learning agility can increase 54 percent, changes in innovative work behavior every time learning agility increases 1 percent, while job involvement can increase 12 percent every time job involvement increases 1 percent. The R^2 value in Table 6 shows that all R2 values> 0. This shows that this research model meets the criteria of Goodness of Fit. The results of calculating the value of Q2 based on table 6 obtained the following results:

$$\mathbf{Q^2 = 1- (1-0.24) \times (1-0.34) = 0.50}$$

The results of Q2 calculations show that the model can explain organizational citizenship behavior as a whole by 50 percent, and 50 percent is explained by other variables not examined.

Table 7 below is a summary of the results of hypothesis testing from the 2 structural models formed (Table 6)

Table 7. Hypothesis Testing

Path	*B*	SE	T Statistic	p-value	Result
JI→LA (path a)	0.25	0.12	2.00	0.01**	Sig
JI→ IWB (path c')	0.12	0.10	1.19	0.61	Un-sig
LA→ IWB (path b)	0.54	0.14	3.90	0.06*	Sig
JI→ → LA→ IWB		0.07	1.821	0.06*	Sig

*** Sig on p-value 0.01; * Sig on p-value 0.05*

Table 7 shows that, the direct effect of JI on LA is significantly positive, meaning that H1 is accepted (JI increases LA significantly). The effect of LA on IWB is also significantly positive, this means that H3 is accepted (LA significantly increases IWB). The direct effect of JI on IWB is not significant, so H2 is rejected. Referring to Baron & Kenny (1986) the conditional variable acts as a mediation if the influence of the independent variable (IJ) is significant on the mediating variable (LA) and the mediating variable (LA) has a significant effect on the dependent variable (IWB), and because the influence of JI on IWB is not significant, it is concluded that LA acts as a full mediation in the influence of IJ on IWB, so that H4 is accepted.

Discussion

The effect of Job Involvement on Learning Agility

The results of the influence test (Table 7) show that LA can be increased due to employee involvement in the work being undertaken, this can be seen from the t value of 2.00> t table 1.659, a significance value of 0.01 <0.05. A high JI average score (3.9) followed by a high LA average score (4.1) strengthens this. According to (Muduli, 2017) an agile workforce is an organized and dynamic talent that can quickly provide the right skills and knowledge at the right time, as dictated by business needs. LA is needed by every member of the organization to become an agile workforce. LA is the willingness and ability to learn from experience, then apply what has been learned to gain success in new situations (De Meuse et al., 2010). Individuals who have high involvement generally also have agility in learning. Individuals who are actively involved in work and in every company activity will contribute their ideas and energy as a whole to survive and increase company productivity (Natapoera & Mangundjaya, 2020).

The results of this study focus on the impact of job involvement which is stated as well as the extent to which a person participates actively in his/her work (Robbins & Judge, 2013) and the level of work that symbolizes self-image (Varshney, 2020), and is also interpreted as the extent to which self-esteem is influenced by perceived level of performance (Kabat-Farr et al., 2019) can increase an employee's learning agility. The results of the study support the opinion of Sherehiy et al. (2007) which states that employee involvement can be a predictor of workforce agility and complements the results of a study by Natapoera & Mangundjaya (2020) which shows that employee involvement creates workforce agility.

The effect of learning agility on innovative work behavior

The results of the LA influence test obtained a t value of 3.90 > t table 1.659, a significance value of 0.01 <0.05 means that the LA variable increases IWB significantly. The results of the study show

that the higher the learning agility, the higher the innovative behavior of individuals to find new ways or strategies in dealing with changes in the work being handled. Individuals with high agility take the right lessons from the experience gained and apply these lessons in new situations, and these individuals tend to seek new challenges continuously, actively seek feedback from others with the aim of growing and developing, tend to self-reflect , and evaluate experiences and draw conclusions(De Meuse, 2017) thereby increasing the IWB of related individuals. Employee IWB forms such as developing, adopting, and implementing new ideas for products and work methods are important assets that enable organizations to survive, sustain themselves, and succeed in a dynamic environment. This result is in line with several previous studies, such as Jo & Hong, (2022); Riswan et al. (2021); and Putri & Suharti, (2021) who showed that LA significantly increases IWB.

The effect of Job Involvement on Innovative Work Behavior through Learning Agility

The results show that JI can increase employee IWB at work through LA. JI is more related to the psychological identification of workers' opinions about their work (Arts, 2020). JI is strongly influenced by the perception of work that allows individuals to increase employee involvement in the organization. Therefore the behavior of employees who involve themselves actively in their work can increase learning agility (LA) in the organization, because individual success in carrying out work and adapting to new things is very meaningful for the individual's self-image and self-esteem. High LA in individuals can increase individual innovative behavior at work. Meanwhile, LA is intellectual capital which is part of human capital, which encourages innovative employee work behavior because LA is an individual's ability to learn, develop potential based on experience and adapt quickly to new situations or new things (Derue et al., 2012). Intellectual capital is not only the level of formal education but also lies in the willingness of individuals to think about new things and easily accept challenges in their work roles. Individuals who are agile are certainly able to overcome all difficulties from changes that occur in the company where they work and are able to survive various situations as a result of these changes.

Conclusions

The results of the study show that: 1) job involvement significantly increases learning agility; 2) learning agility significantly increases work innovative behavior; 3) job involvement affects innovative work behavior through learning agility. This research only reveals a small number of factors that can increase innovative work behavior by only taking studies in one of the operational areas of PT KAI (Persero), so that extensive research is needed to explore other aspects that are predicted to increase KAI's innovation as one of the state-owned companies that engaged in the public transportation sector, both from the aspect of individual, group and corporate level behavior.

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