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by Veronika Agustini Srimulyani

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The Relationship between Job Involvement and Innovative Work Behavior: Learning Agility as Mediation

Veronika Agustini Srimulyani ^{1*}

¹ PhD Candidate in Management Science at Graduate School, Widya Mandala Surabaya Chatolic University Indonesia

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. This research study was to explore the role of job involvement (JI) in enhancing 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. This finding is in line with the individual adaptability (I-ADAPT) theory which states that each individual's innovative behavior is the result of individuals in the organization who have agility in learning. Learning agility can be significantly improved when the individual has a high job involvement.

Keywords: Job involvement; learning agility; innovative work behaviour

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*Corresponding author: veronika.agustini.s@ukwms.ac.id

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 capability (DC) is a manifestation of agility (Walter, 2021). It is important for every organization to 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 can continue to exist and even thrive in a constantly changing and unpredictable business environment.

An organization's competitive advantage can be gained through DC and innovation. DC is one of the key organizational characteristics that contribute to the achievement of organizational sustainability (Bieńkowska & Tworek, 2020). Human capital (HC) is one of the factors that influence the DC of an organization (B. Singh & Rao, 2016), considering the need to build DC managerial (Salvato & Vassolo, 2018; Ambrosini & Altintas, 2019); in the context of various leadership practices (Sasmoko et al., 2019); organizational trust, or knowledge management

(Bieńkowska & Tworek, 2020). Therefore, it is necessary for organizations and academics to examine the DC element from a different point of view, namely Employees' Dynamic Capabilities (EDC) allows organizations to develop sustainable organizations through employees, which are considered important resources that contribute to corporate sustainability (Bieńkowska & Tworek, 2020).

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 IWB of employees. At the individual level, innovation is considered as IWB (Wali et al., 2020).

IWB can be interpreted as a person's desire to innovate (Sahaming et al., 2022). IWB employees are the main source of innovation within the company (Bain, 2018 in Khan et al., 2019). According to De Jong & Den Hartog (2010). IWB reflects the development of new ideas that are useful in the development of new products or new services, as well as the discovery of new, better ways of doing work. IWB includes the dimensions of idea exploration (IE), idea generation (IG), idea championing (IC), idea implementation (II) (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 (Ali et al., 2022; Contreras et

al., 2022; Ranihusna et al., 2021; Sari 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.

Innovation in the organization is influenced by every individual in the organization who feels that individual performance is important for self-esteem. Humans in the organization are capital to stimulate innovation. The uncertainty and complexity of a dynamic corporate environment, requires employees to be agile in learning with the aim of acquiring new skills and the ability to learn new ways of performing (Milai et al., 2021; dalam Jo & Hong, 2022). A corporate environment that requires employees to continue to innovate so that the company has a competitive advantage requires the ability of employees 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 an individual's ability to learn, in order to develop self-potential through self-experience and the ability to adapt quickly to situations or things that individuals face (Derue et al., 2012). According to De Meuse et al., (2010); Lombardo & Eichinger (2000) LA is divided into four dimensions, namely people agility (PA), mental agility (MA), change agility (CA), and result agility (RA). LA is a real practice of gaining experience, learning from mistakes, availability to learn through leveraging greater potentials aimed at maximizing employee productivity and employee career success (De

Meuse et al., 2010). In the industrial era 4.0, LA is needed, especially in the ability of employees to adapt 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).

The level of employee desire to work is called involvement (Sharma, 2016). Furthermore, Sahaming et al. (2022) revealed that job involvement (JI) is an important construction for an employee and a company. JI is the mindset and perception of each employee towards the involvement of each employee in carrying out work. Individuals who have high involvement in work and contribute to the success of carrying out the individual's work will increase individual self-esteem. The higher the job involvement of an employee, the employee will devote more energy and time to the work that is the individual's responsibility. Thus, JI describes how work is a reflection of self-concept or individual identity. Sharma (2016) conceptualizes JI as how a person is cognitively busy, engaged, and concerned with the current job, 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

JI and LA

JI is considered as a personal characteristic of 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 (A. 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) level of individual job roles as a person'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 (EI) is seen as key in making a truly agile workforce. EI is a predictor of workforce agility (WfA) level (Sherehiy et al., 2007). According to Muduli (2013) organized WfA and dynamic talent (DT) can quickly demonstrate the right skills, and knowledge at the right time, according to business needs. 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. Further study by Huang et al. (2019) revealed that there is a relationship between person-job fit (P-J Fit) and IWB mediated by JI. Based on this description, the first hypothesis (H1) and second hypothesis (H2) are formulated as follows:

H1: Job involvement increases employee learning agility

H2: Job involvement increases innovative work behavior

LA and IWB

IWB is recognized by organizational leaders as an intangible asset, which generates innovative ideas to keep the organization competitive, regardless of task category or organizational hierarchical standards (Jo & Hong, 2022). In order for every employee to have innovative behavior, every employee needs to try to be agile in learning and exploring knowledge (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. Every employee who has the ability to find new ideas and try to implement them, then an organizational environment will produce employees who behave innovatively (Singh & Sarkar, 2012).

According to Derue et al. (2012) LA is related to three basic differences of each individual in understanding self-ability to learn from experience, namely the goal orientation of each individual, each individual's cognitive ability, and each individual's openness to experience. LA is divided into four dimensions, namely: 1) People agility (PA): an individual knows himself well, learns from experience, mutually builds on others and is resilient under pressure of change; 2) Mental agility (MA): individuals who think about a problem from a new perspective and feel comfortable with complexity and ambiguity, as well as individual ability to explain individual thoughts to others; 3) Change agility (CA): a curious individual, passionate about ideas and involved in skills development activities; 4) Results agility (RA): 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, MA is characteristic of individual curiosity and comfort with complexity and ambiguity; PA is related to open-mindedness, flexibility, and individual communication skills; CA refers to the ability to experiment, the courage to try new things, and the ability to accept challenges; and RA related to the ability of individuals to create results that can serve as the main source of 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 third hypothesis (H3) is formulated as follows:

H3: Learning agility increases innovative work behavior

IWB can also be influenced indirectly by JI with LA as mediation. This is based on the I-ADAPT theory by assuming that individual innovative behavior is the result of individual LA in the organization, where LA can increase when individuals have high involvement. Ployhart & Bliese (2006) in Hua et al. (2019) explained that the concept of I-ADAPT is the tendency of individual dispositions to change themselves proactively to suit new tasks and environments. I-ADAPT theory assumes that (a) everyone's differences have an impact on everyone's thoughts and actions on new conditions or things, (b) the target for change is everyone as a form of response to the external environment or self-image managed by everyone, and (c) there is motivation for everyone to change because they want to survive. According to Sahaming et al. (2022) JI is an important construct for both employees and organizations. Job involvement is a personal characteristic of an employee (Hanif & Bukhari, 2015) and the key to a positive work culture (Sharma & Deolia, 2017). In a work environment in an organization that encourages and values innovation, the innovative abilities of members of the organization who have high job involvement can be enhanced by each member of the organization through the indicated IWB. This study explores the role of LA as

mediating the influence of *JI* on *IWB*, so that the fourth hypothesis (H4) is formulated as follows:
 H4: Learning agility mediates positively and significantly the impact of work involvement on increasing innovative work behavior.

This research model can be seen in Fig. 1 below:

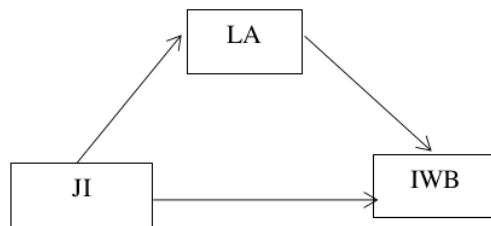


Fig. 1 Research Model

Methods

Variable Measurement

The measurement scale for *JI*, *LA*, and *IWB* variables is a 5-point Likert scale with alternative answers to favorable item scores: 1=SD (Strongly Disagree), 2= D(Disagree), 3=N (Neutral), A (Agree), 4=SA (Strongly Agree). *JI* is measured using 3 dimensions, namely being actively involved in the work being handled-active participation (AP) (Robbins & Judge, 2013) and two other dimensions from Lodahl and Kejner (1965), namely the importance of work as self-image (SI), and performance as self-esteem (SE).

LA is measured using four dimensions, namely PA, MA, CA, and RA (Lombardo & Eichinger, 2000; Derue et al., 2012), and the *IWB* measurement refers to De Jong & Den Hartog (2010) which consists of four dimensions, namely: IE, IG, IC, and II. 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 7 Madiun, 2022). Primary research data collection was carried out by filling out questionnaires assisted by the HR and General Affairs Section of PT KAI Daop 7 Madiun. Questionnaires were distributed to all permanent employees of PT KAI (Persero) Dop 7 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. Table 1 presents the profile of research respondents.

Table 1. Profile of Respondents

Category	Total	Percentage
Gender		
Man	73	67%
Female	36	33%
Total	109	100%
Age (Year)		
18-25	8	7.3%
>25-33	42	38.5%
>33-41	29	26.6%
>41-50	23	21.1%
>50	7	6.4%
Total	109	100%
Level of education		

SMA/Equivalent	65	59.6%
Diploma-3	17	15.6%
S-1	26	23.9%
S-2	1	0.9%
Total	109	100%
Working Period (Year)		
1-3	12	11%
>3-5	19	17.4%
>5-7	19	17.4%
>7-10	15	13.8%
>10	44	40.4%
Total	109	100%

Source: author's calculation results (2023)

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 Kolmogorov-Smirnov, whereas if the respondent is less than 50 then it is read using Shapiro Wilk.

Tabel 2. Normality Test Summary

Total N	109
T-Statistic	.06
Asymptotic Sig. (two-sided test)	.20

Source: author's calculation results (2023)

Table 2 shows the normality test with the Kolmogorov-Smirnov, with a significance level of 0.20 > 0.05, so that the normality assumption is fulfilled.

Validity Test and Reliability Test

Assessment of the measurement model was carried out by looking at the standardized loading factor (SLF) value, the construct reliability (CR) value, the variance extract (VE) value, and the Cronbach's Alpha value (Table 3).

Tabel 3. Validity and Reliability Constructs

Variables (Constructs)	Measurement Dimensions	Standardized Loading Factor (SLF)	Variance Extracted (VE)	Construct Reliability (CR)	Cronbach's Alpha
Job Involvement (JI)	AP		0.53	0.77	0.76
	SI	0.62			
	SE	0.89			
Learning Agility (LA)	PA	0.64	0.63	0.73	0.73
	MA	0.71			
	CA	0.50			
	RA	0.71			
Innovative Work Behaviour (IWB)	IE	0.59	0.62	0.86	0.86
	IG	0.64			
	IC	0.73			
	II	0.96			

Source: author's calculation results (2023)

Table 3 presents the results of the convergent validity test, it can be seen that the loading factor value of each indicator on the latent variable, with a loading factor value of > 0.50; VE > 0.50, then the indicator is considered valid. Likewise with the CR and Cronbach's Alpha values for each variable > 0.70 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
AP	3.5	High
SI	4.1	High
SE	4.1	High
Learning Agility (LA):	4.1	High
PA	4.3	High
MA	4.1	High
CA	4.1	High
RA	4.0	High
Innovative work Behaviour (IWB):	4.2	High
IE	4.2	High
IG	4.2	High
IC	4.2	High
II	4.2	High

Source: author's calculation results (2023)

Table 4 shows the average value of the research variables (JI, LA, and IWB) is high, and it can be seen from each measurement indicator that 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.

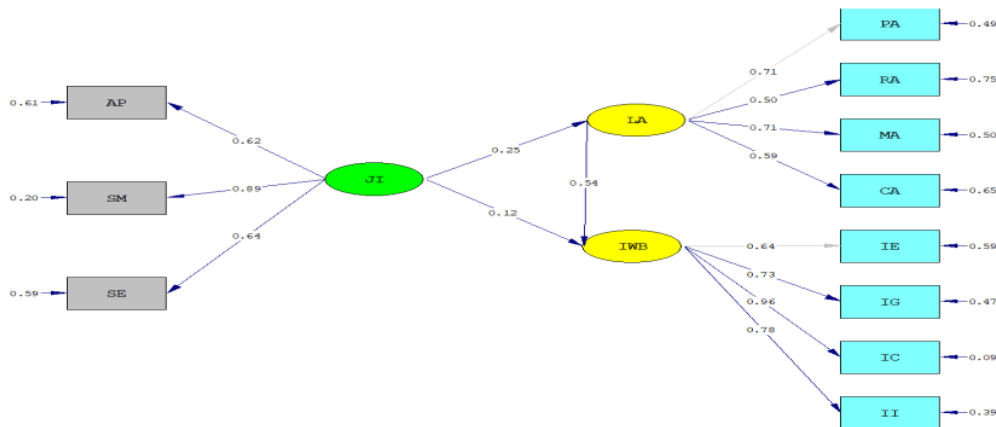


Fig. 2. Model Testing

Tabel 5. Evaluation of the Goodness of Fit (GoF) Criteria Index

GoF Measure	Cut Off Value	Analysis Result	Evaluation Result
χ^2	Expected be small	72.77	Fit
P-Value	≤ 0.05	0.0016	Fit
Min Fit Function	≥ 0.05	0.67	Fit
RMSEA	≤ 0.08	0.048	Fit
GFI	≥ 0.90	0.89	Moderate Fit
RMR	≤ 0.05	0.071	Moderate Fit
CFI	≥ 0.90	0.95	Fit
IFI	≥ 0.90	0.95	Fit

Source: author's calculation results (2023)

Table 5 shows that the 8 (eight) criteria used to assess the feasibility of a model, 6 (six) criteria stated good fit, and 2 (two) criteria namely GFI and RMR stated marginal fit. Thus, it is concluded that the model is acceptable, meaning that there is a match between the model and the data, so that it can be interpreted for each path coefficient which is the hypothesis in this study. The structural equation and R² value are presented in Table 6.

Table 6. Structural Equation Model and R² 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 R² 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:

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

The results of Q² calculations show that the model can explain innovative work behaviour 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):

Tabel 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 at α 0.05; ** sig at α 0.10

Source: author's calculation results (2023)

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

impact of the exogenous variable (IJ) is significant on the mediating variable (LA) and the mediating variable (LA) has a significant impact on the endogenous 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 Impact of JI on LA

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. Muduli (2017) states that WfA is an organized and dynamic talent so that it can quickly demonstrate knowledge and work skills according to business needs at the right time. LA can be interpreted as an individual's ability and willingness to learn from experience, then apply what has been learned to achieve success (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 findings from this study reveal the impact of work involvement which is expressed as the level of one's active participation in the work carried out (Robbins & Judge, 2013) and the level of work that symbolizes self-image (SI) (Varshney, 2020), and also described how self-esteem (SE) is affected by the level of perceived work output (Kabat-Farr et al., 2019) can increase the LA of each employee. Research findings support this 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 Impact of LA on IWB

The results of the LA impact 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. These findings reveal that the higher the LA of each individual, the higher the innovative behavior of each individual in finding new ways or strategies to respond to changes in the

work environment or work being handled. Someone with high agility can learn the right lessons from the experience gained, and apply these lessons in new conditions, and this person tends to seek new challenges continuously, actively seeks feedback from others with the aim of being able to grow and develop, tends to do self-reflection, as well as evaluating experiences and then drawing conclusions on the experiences gained (De Meuse, 2017), thereby increasing the IWB of related individuals. Forms of IWB employees such as developing new ideas, adopting new ideas, and implementing new ideas for products, services, and work methods are important assets that enable organizations to exist in a changing environment. This finding is in line with some previous empirical findings, such as Jo & Hong, (2022); Riswan et al. (2021); and Putri & Suharti, (2021) who showed that LA significantly increases IWB.

The effect of JI on IWB through LA

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 employee's ability to learn, then develop self-potential by considering the experience gained, as well as self-ability to adapt quickly to new situations or things encountered (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 research findings reveal 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), therefore extensive research is needed to explore other aspects that are predicted to increase KAI's innovation as one of Indonesia's state-owned public transportation service companies, both related to aspects of individual, group and corporate level behavior.

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