ANTECEDENTS OF VARIABLES THAT AFFECT INNOVATIVE BEHAVIOR IN THE ERA OF THE COVID-19 PANDEMIC

Nilawati Fiernaningsih[*1], *Pudji Herijanto*[2], *Maskur* [3]

[1,2,3] Lecturer of State Polytechnic of Malang, Indonesia

Corresponding Author: *nilafh@polinema.ac.id*

Abstract

This study aims to determine the factors that can influence innovative behavior. Relational trust, job autonomy, and self-efficacy are proposed as determinants of innovative behavior in the research that will be carried out. This research plan is explanatory research using vocational state university lecturers as research objects and obtained a sample calculation of 220 respondents who will be conducted a direct survey using a questionnaire. This research aims to examine the effect of relational trust on innovative behavior through job autonomy and self-efficacy variables in vocational higher education institutions, State Polytechnic of Malang. This research is expected to contribute to higher education, which is the object of research to determine policies in increasing the innovative behavior of lecturers, which greatly influence the success of the strategic plans that have been set. Thus, even during the pandemic, the lecturers were still productive in implementing the Tri Dharma Public University. This research was intended to contribute to the development of Affective Events Theory, which can develop previous empirical studies as the basis for empirical research studies.

INTRODUCTION

The disruption caused by Covid-19 was not only felt by the industry but also by higher education institutions. According to the World Bank Organization (WHO) report written by Rogers & Sabarwal (2020), it is stated that higher education institutions will face several threats. Including a decrease in the quality of the learning process, an increase in the number of students who resign, and a health threat to education personnel and students due to limited intra-school health personnel, which impacts decreasing the economic quality of the teaching staff. Charoensukmongkol & Phungsoonthorn (2020) added that higher education institutions focus on shifting offline learning to online learning. It will impact the emergence of financial risk due to additional budgets for internet connections and employment termination due to no face

to-face learning activities. This, of course, has a profound impact on the educational staff's psychology that apart from having to survive during a pandemic, changing learning media, they must also face the fear of the unclear status of educators (insecurity among the workforce in academic sectors). Sahu (2020) stated that several key challenges must be mastered, especially by higher education institutions, especially in dealing with the impact of the Covid-19 crisis, including changing all components of education from teaching. Research to assessment from offline to online as well as the ability to maintain psychological well-being among educators.

Comunian & England (2020) states that cooperation that is systemic and based on high trust is needed to realize digital innovation that can help educational organizations survive from the critical point of educational patterns caused by the pandemic. Realizing innovation is the final process of innovative behavior. Individual innovative behavior in the workplace includes finding new ideas, championing ideas in the workplace, and securing planning for idea implementation (Hsiao et al., 2011). In a pandemic like now, relational trust is crucial to educational institutions in dealing with this crisis, both the trust built between educators and students, between educators, and between workers in higher education institutions.

Cutri et al. (2020) explained that the relational trust built during the pandemic could increase educators 'feelings to come to terms with the risk of a pandemic, increase educators' confidence to adjust to technology disruption and disruption of patterns and norms in teaching. If this relational trust occurs between superiors and employees, it will affect assignment autonomy by superiors. This is following the results of an empirical study conducted by (Brandmo et al., 2019), Paradis et al. (2019), Riaz et al. (2018), and Anand et al. (2012). So relational trust affects employees' perceptions of the assignment of autonomy by superiors. Orth & Volmer (2017) and Hughes et al. (2018) state that job autonomy has a positive and significant effect on innovative behavior variables.

Self-efficacy is an individual's perception or belief that they can complete a specific task, and this success is related to goal commitment. (Luthans, 2011). So self-efficacy is related to relational trust and innovative behavior. This is as stated by Brandmo et al. (2019) and Carmeli & Spreitzer (2009) that relational trust has a significant effect on self-efficacy. This study aims to determine the variables that can have an impact on innovative behavior. In contrast, some of the variables proposed in this study are relational trust, job autonomy, and self-efficacy. This study's results are expected to contribute to the performance of employees in state universities to increase innovative behavior and contribute to theories, especially Social Cognitive Theory.

LITERATURE REVIEW

Social Cognitive Theory

Social Cognitive Theory is a theory that derives from Psychology yet has been adopted in other interdisciplinary subject areas, including information science. The origins and key concepts of Social Cognitive Theory are presented, and the value of its contributions to information science research analysed, with particular reference to research into information-seeking behaviour and use and knowledge sharing. Prior applications of Social Cognitive Theory in information science research are related to a study of employee-led workplace learning and innovative work behaviour that has been designed to create new

insight on: (1) workplace information literacy; (2) knowledge management; and (3) the relationship between information behaviours and innovation processes (Middleton et al., 2019). It is anticipated that this research will also extend understandings of Social Cognitive Theory as a valuable tool for theory development across a range of domains that focus on learning processes.

The principles of Affective Events Theory states that the environment is an essential factor in producing affective events that cause emotional reactions in organizational members, which in turn, determine members' attitudes and behavior. We extend this model to include the effects of the different organizational environments and propose that emotions 'embed' cognitive processes that are essential to strategic decision-making (Hartel et al., 2015).

Relational Trust

Trust is the lifeblood of activity in the school community. The exchange patterns established from these interactions can have profound consequences on the school's operation, especially at times that require significant change (Bryk et al., 2010). It is important to note that developing an educational institution's management capacity needs support from various factors such as structural, institutional, and local community support. In short, cultivating and sustaining the efforts needed to secure educational institutions' long-term improvement requires a solid foundation of relational trust among educators (Bryk et al., 2010). Brandmo et al., (2019) state that a relational relationship full of trust between employees in educational institutions can have a positive and significant effect on improving educational organizations' performance. Mutual trust can lead to disseminating information about the duties and responsibilities that each education staff must carry in the success of reforming educational institutions (role clarity). Also, relative able to increase workers' job autonomy abilities and increase self-confidence among workers. Then Orth & Volmer (2017), in their findings, suggest that relational relationships that are based on trust and favorable emotional conditions can make employees more motivated to innovate on an ongoing basis.

Job Autonomy

Job autonomy is the level of freedom, independence, and wisdom that a person has in planning a job and determining what methods are used to carry out that job. This is as stated by Hutasuhut & Reskino (2016) that autonomy reflects the level of wisdom, freedom, and independence of a person in planning work and making decisions in carrying out tasks. The freedom given to employees at work will make employees feel confident and can improve their performance. Work autonomy can also reduce pressure at work. This is as stated by Tai & Liu (2007), who stated that autonomy has a positive effect on employees who have high emotional levels when experiencing pressure and tension. Saragih (2011) also argues that work autonomy has a significant negative effect on work stress, desire to move, and work and family conflicts. These findings are also corroborated by Tams et al. (2018) 's findings, which state that job autonomy plays an essential role in shaping innovative behavior in the work environment.

Self-Efficacy

Self-efficacy is defined as "people's beliefs about their ability to produce a determined level of performance that influences events that affect their lives. According to the theory presented by Bandura (2016), an individual who has a

high level of self-efficacy believes that they have high work performance and work commitment. It can tolerate all forms of frustration and always be oriented towards. Suppose it is related to the world of education. In that case, self-efficacy is described as an individual educator's belief in their own ability to plan and organize and carry out the activities needed to achieve predetermined educational goals (Efendi, 2013). Brandmo et al. (2019) that a positive work environment (there is a relationship of mutual trust / relational trust) can form self-efficacy. Non-education staff. Efendi (2013) also made a similar statement, which stated that social support could increase self-efficacy among Javanese teachers. High self-efficacy can have an impact on increasing teacher professionalism and increasing life satisfaction.

Innovative Behaviour

Individual innovative behavior in the workplace includes finding new ideas, championing ideas in the workplace, and securing planning for idea implementation (Hsiao et al., 2011). If it is related to job autonomy, employees who have a low level of job autonomy can have implications for employees' low opportunities to innovate in their work. This opinion is evidenced by Orth & Volmer's (2017) findings, which explain a positive and significant relationship between job autonomy variables and innovative behavior. Carmeli & Spreitzer (2009) also argue that there are three stages in forming innovative work, starting from creating solutions to problems found. The process of raising support from colleagues for the solutions offered and implementing solutions by consolidating partners to support the solution's implementation.

METHODS

The research to be carried out is explanatory research by conducting direct surveys of respondents. The population of this study was Polinema employees, which included lecturers and education staff. Determination of the number of samples using the Slovin formula, while the sampling technique used is proportionate random sampling to accommodate lecturers and academic staff's status proportionally. The population in this study were lecturers of vocational public universities with a total of 489 people. The sample was determined using the Slovin formula and obtained as many as 220 respondents.

CONCLUSION

The research that will be conducted aims to determine several factors that can influence innovative behavior. Various studies have proven that workers' innovative behavior can be determined by their job autonomy, self-efficacy, and trust. In their research, Tams et al. (2018) explained that the high level of trust between workers in achieving common goals could increase self-efficacy so that it has an impact on creating innovations regularly. This innovation-creating behavior also has implications for a low level of uncertainty because workers are always active in finding solutions to work problems. Uncertainty will appear when all parties cannot find solutions to various problems that have befallen their company.

Then Orth & Volmer (2017) also argues that if a worker feels that organizational change is determined by a change in work patterns (automation of routine work). A worker will then be motivated to make daily incremental innovations hoping that the organization can achieve its aim faster. Finally, Carmeli & Spreitzer (2009) also suggests that there are three stages in forming innovative work, starting from creating solutions to problems found. Then the

process of raising support from colleagues for the solutions offered and implementing solutions by consolidating colleagues to participate in support solution implementation. These three activities need trust as a foundation, trust with colleagues, leaders, and other stakeholders. Based on this, this study proposes a conceptual model as follows:
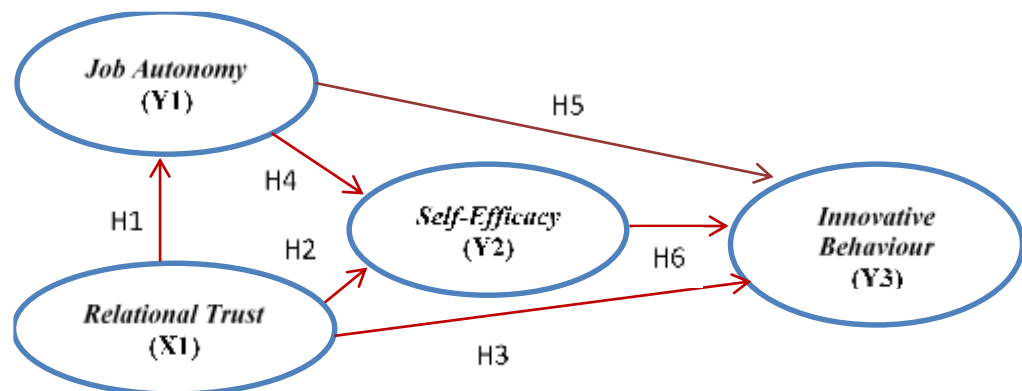

Figure 1. Conceptual Model Research

This research aims to examine the effect of relational trust on innovative behavior through job autonomy and self-efficacy variables in vocational higher education institutions, State Polytechnic of Malang. The results of this study are expected to contribute to state higher education institutions. One of the internal environmental factors for employees is other employees, including the leadership. In organizing, they communicate with each other in carrying out their duties and functions, thus forming a relational trust. This condition will affect superiors in making job autonomy policies.

On the other hand, employees will also carry out these tasks well based on positive self-efficacy. With an apparent job autonomy based on good self-efficacy, it will increase the innovative behavior of employees. Employees with high innovative behavior are needed by organizations to deal with environmental changes that are always happening. By enacting policies to increase lecturers' innovative behavior, it will significantly influence the success of the established strategic plans. Thus, even during the pandemic, the lecturers were still productive in implementing the Tri Dharma. This research was intended to develop the Affective Events Theory put forward by Härtel et al., (2015). Besides, it is hoped that this research can develop previous empirical studies used as the basis for empirical studies of this research.

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