

Self-Efficacy Studies and Innovative Behaviors: The Role of Organizational Support at the Manokwari District Social Office

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Abstract

This research aims to analyze the influence of self-efficacy on innovative behavior and the moderating role of organizational support on self-efficacy and innovative behavior. This research uses explanatory research. The respondents of this research were lecturers at private universities in Surabaya, totaling 52 respondents. Data was collected using a questionnaire. Sampling used purposive sampling technique. Data analysis uses Partial Least Square (PLS) software. The research results show that self-efficacy has a positive and significant effect on lecturers' innovative behavior. Organizational support directly has a positive and insignificant effect on innovative behavior. However, organizational support strengthens self-efficacy towards innovative behavior of private university lecturers in Surabaya. The research results follow social exchange theory. This research implies that the faculty support given to lecturers will make them increase their self-efficacy and strengthen their innovative behavior to produce their best performance.

Keywords: Self-efficacy, Innovative behavior, Organizational support.

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INTRODUCTION

Self-efficacy is an individual's confidence or confidence about his ability to be entrepreneurial, perform a task, achieve a goal, produce something, and implement actions to achieve a certain goal or achievement. According to Bandura, (2011), in Dewi & Herlina, (2021) self-efficacy is an individual's belief in his ability to succeed in doing something. The high self-efficacy possessed by an individual makes him like challenges or feel himself challenged to achieve new things for him. Together with high endurance in the face of various conditions, self-efficacy drives the individual to achieve his goals. Individuals with high self-efficacy tend to overcome challenges without problems. Women will not hesitate because they believe in her abilities and effort, every woman has individual characteristics, not the same as each other.

King in Sulistyowati & Lestari, (2016) said that self-efficacy is a person's belief that someone can master a situation and produce various positive results. Meanwhile, according to Friedman and Schustack in Jaenudin, (2015) self-efficacy is the expectation of beliefs (expectations) about how far individuals can perform one behavior in a particular situation. While according to Woolfalk in Miola et al.,(2021) Self-efficacy

refers to an individual's knowledge of his own ability to complete a specific task without the need to compare with the abilities of others. According to De Jong & Den Hartog, (2008) innovative work behavior is individual behavior that aims to achieve initiation and intentional introduction to new ideas, processes, products and procedures including their implementation.

Innovative work behavior begins with innovation that comes from planning and that effectively introduces a process of change in the organization. Innovation is increasingly recognized as a resource for businesses to achieve sustainable competitive advantage in the face of a rapidly changing business environment. Innovations that are specifically displayed by individuals within an organization or company are called innovative work behaviors (Tjosvold et al., 2004). High innovation will increase the company's ability to create quality products. Innovation is useful as a tool to improve one's performance and efficiency, as long as the worker considers that innovative work behavior carried out will have a positive impact on his performance (Cingöz & Akdoğan, 2011).

Schulz, (2005) defines self-efficacy as a feeling of adequacy, efficiency, and ability to cope with life. Bandura (1997), defines that self-efficacy is an assessment of a person's ability to devise actions needed to complete specific tasks at hand. Efficacy itself has a very important role in everyday life, a person will be able to use his potential optimally if self-efficacy supports it (Rustika, 2012). The role of the ability to think in the development of creative self-efficacy is quite large, because people with high intelligence will be better able to remember and analyze events that have been experienced so that the conclusions made are more appropriate.

The theory of innovative work behavior developed by De Jong & Den Hartog, (2008) has four dimensions, namely (1) Opportunity exploration which refers to the exploration of opportunities with the aim of improving a process, product or service in finding other alternatives to overcome problems, (2) Idea generation which refers to the emergence of an idea or idea of innovation in individuals triggered by a problem, (3) Championing which refers to the behavior of individuals to seek support from colleagues in the surrounding environment so that new ideas or ideas can become implemented innovations, and (4) Application which refers to the innovation process that involves the application of ideas or ideas by producing new products, processes, or procedures that can ultimately be applied in work roles, groups or the entire organization. In the next study, De Jong and Hartog (2010) revealed that the higher the innovative work behavior raised by employees, the more innovation produced by an organization.

Based on the theory of self-efficacy from Bandura, (2011) self-efficacy is a person's assessment of his ability to structure actions needed in completing specific tasks at hand. The concept of creative self-efficacy has been derived from the idea of beliefs about self-capacity in terms of knowledge (intelligence), skills and abilities required for creative performance (Jaiswal & Dhar, 2015). People who have high self-efficacy will choose a challenging task to show their ability to face difficulties or obstacles in the job or task, people who tend to have self-efficacy tend to believe in their abilities so as to drive the motivation and creativity needed to achieve success from the task given Rego et al., (2010). Innovative work behavior is related to the implementation of new ideas which are certainly related to success and risk of failure. Therefore, individuals who have strong beliefs are needed to create successful innovations. Farmer & Tierney, (2017) proposed the concept of high Creative Self Efficacy (CSE), able to increase self-confidence and motivation to behave innovatively. Individuals who engage in work creatively will eventually have an impact on job innovation.

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There are several factors influencing innovative work behavior, namely, organizational commitment and psychological capital (Li & Zheng, 2014), team climate inventory, learning orientation, organizational support, and transformational leadership Chatchawan et al., (2017), happiness at work, organizational climate, affective commitment, and transformational leadership Bawuro et al., (2018) ethical leadership Yidong & Xinxin, (2013), learning organization, knowledge sharing, and organizational commitment Fauzia et al., (2017) and individual characteristics (Voo et al., 2019). Knowledge sharing, intellectual stimulation and intrinsic motivation (Saripin & Kassim, 2019). However, according to (Li & Zheng, 2014), there is still very limited research on individual factors that influence innovation work behavior.

Variables that have not been studied much are intelligence and creative self-efficacy, both of which are important in improving innovative work behavior and are still debated by researchers. In research Kuncel et al., (2004) intelligence correlates with creative performance, psychometrically one of the factors that influence innovative work behavior is intelligence. People who have high intelligence are easy to accept lessons, people who are able to solve problems well and quickly and are able to make new innovations in their lives. But according to (Sternberg, 2005) the correlation of creativity with intelligence does not apply at higher levels of intelligence. There is thus no reason to expect a link between intelligence and creativity (De Dreu et al., 2012)

Innovative employee behavior can develop well if there is organizational support. Organizational support is employee trust in the organization in contributing and caring for employee welfare (Celep & Yilmazturk, 2012). The agency needs to provide support to employees behaving innovatively to produce innovation and establish good relationships between leaders and employees. Employees who receive organizational support feel the need to reciprocate the organization's treatment with innovative attitudes and behaviors, and contribute to organizational goals. Positive organizational support can influence innovative behavior by providing intrinsic motivation to employees and making employees feel fully supported by the organization, so that employees do not hesitate to display innovative behaviors that can benefit the organization (Shanker et al., 2017).

Innovative behavior can be influenced by individual internal factors, namely self-efficacy (Putri et al., 2021). Self-efficacy is a belief in one's own ability to organize and carry out actions to achieve certain results (Indriani & Sritresna, 2022). Employees who have good self-efficacy will be more confident in the knowledge and skills they have in completing their work, have the ability to handle problems, and be able to achieve performance even though various problems occur in their work. This is in line with the opinion of Noerchoidah et al., (2022) that self-efficacy is a reflection of the confident spirit to realize organizational goals.

Previous research related to innovative behavior is more prevalent in the corporate sector, but in government organizations is still limited (Roffeei et al., 2017). Innovative research on employees is important because there are differences in innovative behavior between employees and employees. In the company area, employees produce innovative behaviors, such as developing new products, expanding market share, and increasing business activities (Zhang et al., 2021). However, this is different from the innovative behavior produced by employees, therefore, the difference is interesting to be studied further on the innovative behavior of employees in government organizations. Some factors that can influence innovative behavior are self-efficacy (Berliana & Arsanti, 2018) (Hsiao et al., 2011) and organizational support (Choi et al., 2021).

This study is to bridge these differences in examining the factors that influence employee innovative behavior. Employees who behave innovatively are thought to be able to improve their performance and make a major contribution to the organization. This research focused on self-efficacy of innovative behavior with the moderation role of organizational support. The basic theory used to explain self-efficacy, organizational support, and innovative behavior is social exchange theory from Blau, (2017) which explains the existence of reciprocal relationships in exchange with others will produce a reward at a later time. Self-Efficacy and Innovative Behavior: The role of Organizational Support is carried out on employees because they are required to have creative thinking in coming up with new ideas that are implemented in innovative behavior to provide learning according to work needs which in turn can improve lecturer performance which will support organizational performance.

In this connection, this study is intended to analyze the direct influence of self-efficacy on innovative behavior and analyze the role of moderation of organizational support on self-efficacy and innovative behavior of employees of the Manokwari Kabupaten Social Service. To realize writing in this study and so that research has a clear direction in interpreting facts and data in writing, the formulation of the problem to be studied is: (1) Does self-efficacy affect innovative behavior? (2) Does self-efficacy affect innovative behavior, organizational support moderation at the Manokwari District Social Office.

RESEARCH METHODS

This study is an explanatory research, that examines the effect of self-efficacy, and organizational support on the innovative behavior of employees in the Manokwari District Social Office. This research data was obtained from questionnaires given to respondents. The population and sample of this study were 52. Respondents. All statement item measurements use the five-point Likert scale. Processing of research data using Partial Least Square (PLS).

RESULT AND DISCUSSION

Validity Test Results

Validity test to explain the degree of accuracy of research measuring instruments in measuring what is measured. Assessing validity can be done by looking at the average variance extracted (AVE) value for each latent variable and the outer loading of the indicator for each specified latent variable. The expected loading factor value >0.7 , but the loading factor value between $0.6-0.7$ is still acceptable and considered sufficient for explanatory research. Another method to measure validity is with the $AVE > 0.5$ value of each variable (Ghozali & Latan, 2015). Figure 2 shows the qualified validity measurement results for all indicators.

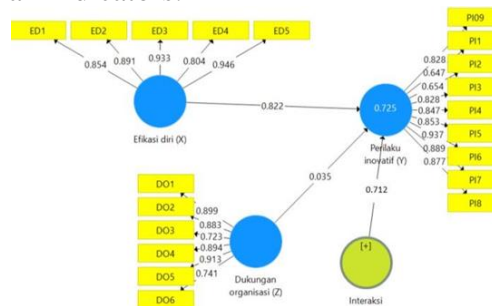


Figure 1. Smart PLS Results
 Source: Data processed (2023)

Based on Figure 1, all indicators reflecting each construct of the self-efficacy variable (X) are 5 indicators, namely (ED1) of 0.854, (ED2) of 0.891, (ED3) of 0.933, (ED4) of 0.804, and (ED5) of 0.946. Organizational support (Z) as many as 6 indicators, namely (DO1) of 0.899, (DO2) of 0.883, (DO3) of 0.723, (DO4) of 0.894, (DO5) of 0.913, and (DO6) of 0.741. Innovative behavior (PI) has 9 indicators, namely (PI1) of 0.647, (PI2) of 0.654, (PI3) of 0.828, (PI4) of 0.847, (PI5) of 0.853, (PI6) of 0.937, (PI7) of 0.889, (PI8) of 0.877, (PI9) of 0.828. Thus, all indicators have a loading factor value of >0.6 so they are declared valid. Table 2 explains that the average variance extracted (AVE) value on self-efficacy, organizational support, and innovative behavior >0.5 so that it can be declared valid.

Table 1 Hasil Cronbach’s Alpha Average Variance Extracted, Composite Reliability

Variable	Cronbach’s Alpha	Average Variance Extracted (AVE)	Composite Reliability (CR)
Self-efficacy (X)	0.943	0.782	0.955
Organization support (Z)	0.932	0.790	0.949
Innovative Behavior (Y)	0.939	0.678	0.949

Source: Data processed (2023)

Reliability Test Results

Reliability test results are used to prove consistency, accuracy, and accuracy in measuring variables. Reliability testing is done through Cronbach's Alpha or Composite Reliability value >0.7, meaning the variable has good reliability. Table 1 found that self-efficacy, organizational support, and innovative behavior have Cronbach's alpha value >0.5 and Composite Reliability (CR) >0.7, so all variables are reliable.

Structural Model

Structural tests are used to determine whether or not the relationship between variables in the research model is strong and to test hypotheses (Hair et al., 1998). The results of bootstrapping to find out the accepted or rejected research hypothesis can be seen in Table 2.

Table 2 Results of Direct Influence and Moderation

Variabel	Original Sample (O)	T Statistics (O/STDEV)	P Values	R Square	Description
Direct influence: Self-efficacy (X) □ innovative behavior (Y)	0.890	12.319	0.000		Positive and significant
Organization support (Z) □ behavior innovative (Y)	0.002	0.043	0.966		Positive and insignificant
Effects of moderation: ED*DO Interaction □ Innovative behavior (Y)	0.712	6.211	0.000	0.725	Positive and significant

Source: Data processed, 2022

Table 2 explains the effect of self-efficacy on innovative behavior. The results showed the original sample value of 0.890, the statistical t value of 12.319>1.96 and the

P value (0.000) $<$ 0.05, this means that self-efficacy has a positive and significant effect on innovative behavior so that H1 is accepted. Further, hypothesis 2 (H2) of organizational support moderates the influence of self-efficacy and innovative behavior. The results of the analysis showed that the original sample value of 0.712, the statistical t value of 6.211 $>$ 1.96 and the P value (0.000) $<$ 0.05, means that organizational support moderating the influence of self-efficacy and innovative behavior H2 is accepted. However, organizational support has no effect on innovative behavior. The results of the analysis showed the original sample value of 0.002, the statistical t value of 0.043 $<$ 1.96 and the P value (0.966) $>$ 0.05. That R Square for innovative employee behavior is 0.725. It can be explained that innovative behavior is influenced by self-efficacy and organizational support by 72.5% while 27.5% is explained by other variables outside the variables of this study. Based on the presentation of these findings, R square is included in the moderate category.

The Effect of Self-Efficacy on Innovative Behavior

Empirical results prove that self-efficacy has a positive and significant effect on innovative behavior. This means that employees have high self-efficacy, which has an impact on the innovative behavior of employees for the better at the Manokwari Regency Social Office. Indicators of self-efficacy on confidence in one's own abilities in the tri dharma task received the largest answers from respondents. This indicates that the self-efficacy possessed by employees is very necessary in carrying out job duties according to their duties. Confidence in one's own abilities in duties can help employees to carry out their obligations and responsibilities. Therefore, self-efficacy can influence innovative employee behavior, the desire to achieve is able to motivate employees to generate new ideas and implement them in their offices.

The results of this study are corroborated by Bandura, (2011) that the higher a person's self-efficacy will be able to produce their best performance. The results of the frequency distribution of respondents found that the self-efficacy of lecturers was included in the high category value and innovative behavior also received high attention from lecturers. This shows that there is a harmony between employees who claim high self-efficacy and high innovative employee behavior. Self-efficacy arising from the competencies, knowledge, skills and capabilities possessed by lecturers is important for carrying out innovative behavior through generating creative ideas, seeking support for ideas and implementing constructive ideas for the improvement of lecturer and university performance. This shows that the innovative behavior produced by lecturers is very dependent on employee self-efficacy so that the more innovative employees are, the better performance will result. Employee behavior is shown by being serious about giving advice to their organization, providing new ideas, providing support for colleagues, and implementing new methods to overcome work problems. Innovative behavior is needed in supporting the success of the Manokwari District Social Office. Therefore, better innovative employee behavior will be able to provide quality learning in an effort to meet organizational needs.

The results of this study are in line with Hsiao et al., (2011) which states that teacher self-efficacy is good performance such as innovative work behavior. This is in line with the findings of Berliana & Arsanti,(2018) that teacher efficacy is required to behave

innovatively because their students need different treatment. Therefore, teacher self-efficacy is very necessary to achieve the best performance. This is reinforced by the opinion of Sofiyan et al., (2022) that every educator with high self-efficacy knows his ability to create innovation power so that he can carry out work easily. Every educator must have self-efficacy in the face of uncertainty and failure in the innovation process.

Organizational Support Moderates Self-Efficacy and Innovative Behaviors

The results proved that organizational support positively strengthened the existence of self-efficacy and innovative behavior of Manokwari District Social Service employees. High support from the organization can encourage employee self-efficacy by producing innovative behaviors to produce the best performance. The results of respondents' answers stated that organizational support received the highest rating, namely on leaders who pay attention to employees. This means that leaders care about their employees in carrying out their duties and responsibilities. Such organizational support can strengthen employees' self-efficacy and innovative behavior. Innovative behavior arises because it is based on the self-efficacy of employees to produce creative ideas. Employees with high self-efficacy will be more likely to contribute to the organization and be positive to encourage innovative behavior.

This research shows that organizational support acts as moderation that is able to moderate the relationship between efficacy and innovative behavior of lecturers at PTS in Surabaya. This means that the existence of organizational support can strengthen in supporting the self-efficacy of lecturers and implement innovative behavior in the faculty. Lecturers who feel they get support from faculty tend to reciprocate that support in the form of innovative behavior. Lecturers' perception of organizational support is getting better when lecturers experience various tangible results during exchanges with faculty in their daily work. When exchanges between lecturers and faculty produce positive results, lecturers will show a tendency to provide creative ideas, explore opportunities, solve problems and apply in work.

The results of this study are in line with *social exchange theory* related to the mutual exchange of resources between employees and leaders (Blau, 2017). When lecturers get support from organizations, lecturers will replace the treatment with self-efficacy and manifest in innovative behaviors in the workplace. Furthermore, the results of the study found that organizational support directly did not have a significant effect on innovative behavior. This means that organizational support has not been able to fully directly improve the innovative behavior of private university lecturers in Surabaya. Innovative behavior of lecturers is very necessary in generating creative ideas related to ways to find methods to solve problems and to produce the best performance is not only influenced by organizational support but there are other factors as determinants of lecturer creative performance. The formation of innovative behavior must begin with creativity that arises in the lecturers themselves. When lecturers believe they have self-efficacy, they will be able to produce innovative behavior.

The results of this study are not in line with Yulianti et al., (2018) research conducted at State Universities in Surabaya that university support has a significant effect on innovative behavior. The difference in the findings of this study can be due to the creative culture of organizations built in different private universities.

CONCLUSION

The empirical results of the study concluded that self-efficacy has a positive and significant effect on innovative behavior. This explains that better self-efficacy can improve the innovative behavior of Manokwari District Social Service employees. Furthermore, organizational support has been shown to moderate self-efficacy against innovative behavior. This finding explains that organizational support is able to strengthen the existence of self-efficacy for innovative behavior of Manokwari District Social Service employees. From the research findings, managerial implications that can be done by university leaders to always provide facility and moral support to lecturers so that there are no obstacles in doing creativity. Leaders need to motivate Manokwari District Social Office employees to increase their self-efficacy in strengthening their innovative behavior so as to increase the intensity in providing new ideas, providing support to colleagues for their creative ideas, and actively implementing these new ideas. The study had some limitations. First, this study was conducted by cross section. Further research should be carried out longitudinally. Second, the research sample is only PTS lecturers in Surabaya. Future studies should use samples over a wider area. Third, current research methods in quantitative Further research to obtain information on innovative employee behavior in more depth using mixed methods..

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