



ORGANIZATIONAL COMMITMENT: BOOSTING INNOVATION THROUGH KNOWLEDGE SHARING

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ABSTRACT

Employee innovative behavior is crucial in an era characterized by rapid change and intense competition. This research aims to investigate the influence of organizational commitment on teacher innovative work behavior, mediated by knowledge sharing. A total of 191 teachers from several prestigious private schools in Jakarta, Indonesia, agreed to participate as respondents by completing an online questionnaire. The analysis employed Structural Equation Modeling (SEM) with SMART Partial Least Squares (SMARTPLS). The results indicate that affective and continuance commitment significantly influence teacher innovative behavior both directly and through the mediating role of knowledge sharing. However, normative commitment was not found to have a significant influence on innovative behavior. These findings are expected to provide valuable insights for the development of human resource management strategies in the education context and contribute significantly to the enhancement of overall education quality.

KEYWORDS: innovative work behavior, knowledge sharing, organizational commitment, teacher

INTRODUCTION

Education serves as the cornerstone of building an advanced and sustainable society. Teachers, as primary agents in the learning process, play a crucial role in ensuring the quality and relevance of education for future generations. As education faces evolving challenges, the innovative work behavior of teachers becomes increasingly important. Innovative teachers can adapt to changes by creating new teaching methods, utilizing the latest technology, and adopting approaches that are relevant to students' needs. According to Dalima et al. (2023), the demands of society and industry for quality human resources and rapid social change mean that educational institutions are always in dynamics. This is necessary to meet the expectations of the younger generation who are competent in the fields of knowledge, skills and virtuous character.

Previous studies have concluded that innovative work behavior within organizations is not only a product of individual talents and traits but also results from social and psychological influences (Khaola & Coldwell, 2019) such as commitment and willingness to share. Organizational commitment has been recognized as a crucial factor influencing employee work behavior (Hakimian et al., 2016) which contributes to the success of organizational change (Mações & Román-Portas, 2022). Teacher commitment determines school success because it is related to creating a conducive learning environment, supporting positive behavior, and ongoing guidance. Teachers' level of commitment to the organization has the potential to influence their engagement in innovative practices. However, the influence of organizational

commitment on teachers' innovative work behavior still requires deeper understanding.

In an era where information and knowledge are easily accessible, the concept of knowledge sharing becomes increasingly significant. Knowledge sharing enables teachers to access new ideas, best practices, and relevant knowledge to enrich the learning experience and service provision. According to Alblooshi et al. (2020), it is important for organizations to encourage, foster, and support organizational learning, and knowledge sharing should be embraced by every individual within the organization. Phung et al. (2017) stated that knowledge is a crucial resource for organizations to develop competitive advantages, especially in complex environments. Knowledge plays a role in enhancing intellectual capital by promoting the exchange and creation of knowledge within the organization.

This paper aims to explore the influence of organizational commitment on teachers' innovative work behavior, considering the role of knowledge sharing as a mediator. By understanding these dynamics, it is hoped to gain a deeper understanding of how organizational commitment affects teachers' innovative behavior through the process of knowledge sharing. Knowledge sharing as a mediating variable is an innovation that has not been previously undertaken by researchers, especially in the field of education.



LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Organizational Commitment

Organizational commitment yields benefits for both employees and organizations (Phetsombat & Na-Nan, 2023). Commitment relates to employees' mental and emotional engagement with the organization, influenced by how employees identify themselves, engage in organizational activities, and feel valued as members of the organization (Maiti et al., 2021). Organizational commitment refers to the extent to which an employee feels bound to or identifies with the organization they work for. This encompasses the employee's desire to remain a part of the organization. Emotional attachment to the organization and belief in its values are considered primary indicators of employee commitment (Robbins & Judge, 2022). Meyer & Allen (1991) developed organizational commitment as a multidimensional construct consisting of affective commitment (AC), normative commitment (NC), and continuance commitment (CC). These three dimensions represent psychological states that describe the relationship between employees and the organization, impacting employees' decisions to continue or terminate their membership in the organization. Affective commitment is developed when there is a mutually beneficial exchange-based relationship between employees and the organization, as employees who are affectively committed feel a sense of ownership and connection to the workplace and the organization (Abbasi et al., 2022). Continuance commitment relates to an employee's choice to remain employed in a company based on cost-benefit calculations. Normative commitment reflects a sense of obligation to continue the job. Employees with high levels of normative commitment feel they ought to stay with the organization (Meyer & Allen, 1991). Employees experiencing all three forms of commitment will demonstrate a strong desire to remain within the organization (Noesgaard & Jørgensen, 2023).

Knowledge Sharing

Motivating people to share knowledge within an organization is one of the most important priorities for knowledge management practitioners (Salehi et al., 2023). Knowledge sharing is a form of high-level donation involving sacrifice, where individuals willingly make their knowledge available to be understood, adopted, and utilized by others. This, in turn, can result in shared ownership of knowledge (Nham et al., 2020), mutual understanding, and new wisdom (Rattanawichai et al., 2022). Knowledge sharing holds significant value for organizations as it can enhance efficiency, prevent waste, reduce training costs, and minimize risks (Nguyen et al., 2019). It also contributes to the development of employee and organizational capabilities (Siri & Lorsuwannarat, 2020) and enhances innovation performance (Iqbal et al., 2023). Organizations that can effectively or sustainably share knowledge possessed by employees will continue to access new knowledge, opening opportunities to gain sustainable competitive advantages (Israilidis et al., 2020). Sharing knowledge in today's competitive environment will aid in the growth of skills and abilities of staff and managers (Salehi &

Alanbari, 2023). Knowledge sharing serves as an informal learning source that assists teachers in preparing and planning teaching programs and enhancing teaching practices (Langdal, 2023).

Innovative Work Behavior

Innovative behavior is the ability of employees to discover innovative solutions to problems through new thinking processes while making additional efforts to enhance long-term performance, create advantages, and effectiveness (Javed et al., 2021). Creative and innovative behavior is necessary to generate fresh and applicable ideas that can enhance organizational efficiency (Shafaei & Nejati, 2023). Employee innovation encompasses changes in beliefs and behaviors of individuals working within the organization (Neck et al., 2017). The use of innovative methods or approaches can enable employees to enhance performance with better outcomes through more efficient means (Nasir et al., 2018). Innovation activities require the ability to think and do things differently (Battistelli et al., 2019). Such behavior not only generates new ideas but also promotes and realizes innovative ideas (Stoffers et al., 2020). Innovative behavior requires motivational triggers and intrinsic identification by employees, enabling this behavior to be sustained when facing challenges (Wu & Wu, 2019).

Organizational Commitment and Innovative Work Behavior (IWB)

Organizational commitment is a strong belief in the values and goals of the organization, a desire to continue working with the organization, and a willingness to contribute to the organization's development (Nguyen & McGuirk, 2022). Affective commitment drives employees to better understand and embrace the values and goals of the organization, and to strive for the organization's aspirations to be achieved through new and innovative ways (Hakimian et al., 2016). Previous research findings have concluded that there was inconsistency in the influence of organizational commitment dimensions on innovative work behavior. Studies by Azinga et al. (2023) and Tajeddini et al. (2023) showed that affective commitment enhanced employees' innovative work behavior in the healthcare, textile, and SME sectors. However, in public organizations, affective commitment among civil servants did not promote innovative behavior (Batmomolin et al., 2022). On the other hand, normative commitment also significantly impacts employees' innovative work behavior (Hakimian et al., 2016). Normative commitment is defined as employees' belief in their moral obligation to remain with the organization. This obligation drives employees to strive harder in performing their tasks and also encourages them to seek solutions to enhance performance and generate innovative work behavior. Employees with high levels of normative commitment will exert themselves because they believe that such efforts are right and moral. Therefore, normative commitment, rooted in morality, encourages employees to be innovative and share new ideas within the organization (Hakimian et al., 2016).

H1a Affective Commitment (AC) has a positive effect on IWB



H1b Continuance Commitment (CC) has a positive effect on IWB

H1c Normative commitment (NC) has a positive effect on IWB

Organizational Commitment and Knowledge Sharing (KS)

Knowledge sharing depends on the relationships and interactions of individual employees (Ngee Ng, 2022). The findings of Sharif et al. (2022) indicated that library employees in Pakistan are more inclined to require trust from their coworkers to share tacit knowledge with others under female leadership compared to male leadership, and under male leadership, library employees engaged in more tacit knowledge sharing practices when they are emotionally committed to the organization. Affective and normative commitment significantly influenced employees' knowledge sharing intention. Continuance commitment did not affect knowledge sharing intention. Additionally, there was a positive reciprocal influence between affective and normative commitment contributing to knowledge (Luo et al., 2021). Ouakouak & Ouedraogo (2019) reported that organizational commitment influenced employees' willingness to give and receive knowledge as part of a sharing culture. Employees with affective commitment contributed to improving the level of knowledge management maturity in pursuing organizational goals (Marques et al., 2019).

H2a AC has a positive effect on KS

H2b CC has a positive effect on KS

H2c NC has a positive effect on KS

Knowledge Sharing and Innovative Work Behavior

Knowledge sharing is a social asset that can influence the future success of organizations, where sharing knowledge enables organizations to operate effectively and efficiently (Ye et al.,

2022). When employees engage in knowledge sharing, they collaborate and learn together, thereby opening opportunities for them to generate innovative ideas (Perotti et al., 2022; Muhammed et al., 2020). Employees with greater knowledge are more likely to share it with their colleagues. This behavior recurs, as employees who receive knowledge will reciprocate it in various forms, ultimately providing opportunities for employees to exhibit innovative behaviors (Jabid et al., 2023). One characteristic of innovation is value creation, made possible through knowledge exchange (Salehi & Alanbari, 2023).

H3 KS has a positive effect on IWB

Knowledge Sharing as Mediator

Knowledge sharing is crucial for externalizing individual knowledge within an organization, ensuring that employees in need of that knowledge can effectively carry out their job tasks (Lee et al., 2023). In complex contexts like today's, knowledge sharing is a primary mechanism for designing collaborative solutions tailored to address environmental needs (Castaneda & Cuellar, 2021). According to Ahmed et al. (2018), knowledge sharing plays a significant role in intervening in employees' ingrained commitment with innovative work behavior. Shared knowledge and skills enable employees to integrate and cultivate new knowledge and ideas. Thinking processes and work methods can be enhanced, thereby boosting employees' knowledge levels and work capabilities and influencing organizational innovation performance. Therefore, employees' knowledge sharing behavior can positively impact organizational innovation performance (Zhao et al., 2020).

H4a KS mediates the influence of AC on IWB

H4b KS mediates the influence of CC on IWB

H4c KS mediates the influence of NC on IWB

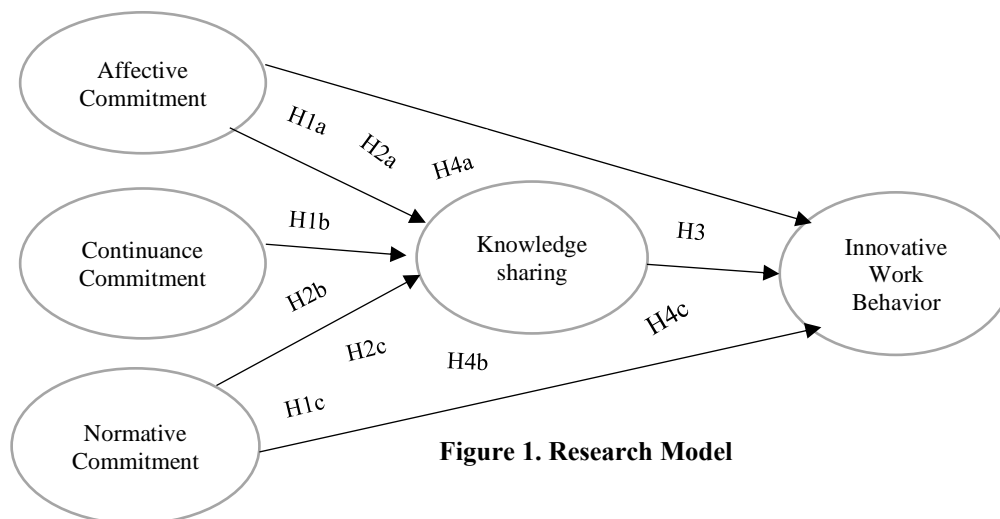


Figure 1. Research Model

METHODOLOGY

This study is causal research aimed at testing hypotheses by analyzing the influence between research variables. The approach used is a quantitative approach, which examines the influence of organizational commitment on innovative work

behavior mediated by knowledge sharing. Data collection is cross-sectional or one-shot, meaning data is collected at a single point in time, specifically in July 2023, while the unit of analysis is 191 individual teachers distributed across seven private high schools in the capital city of Jakarta, Indonesia.



Measurement of organizational commitment utilizes twenty-four statement items developed by Allen & Meyer (1990), comprising 8 statements each for affective commitment, continuance commitment, and normative commitment. To measure innovative work behavior, nine items adopted from Janssen (2000) are employed. Eight statement items adopted from De Vries et al., (2006) are used to measure knowledge sharing. All items in the research instrument employ a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

RESULTS AND DISCUSSION

Characteristics of Respondents and Descriptive Statistics

The majority of respondents are female teachers (54.4%), aged over 50 years (35.2%), have a bachelor's degree as their highest education level (79.7%), and have been working for more than 20 years in the same school (31.8%).

The mean for the affective commitment variable is 4.44. This indicates that employees have an emotional attachment and are happy to spend their lives and energy for the school. Employees also enjoy talking about their school to others. Employees feel part of the school. The school is very meaningful to the employees, and school issues are the teachers' concerns. The mean for continuance commitment is 4.21, indicating that employees strongly desire to continue working at the current school until retirement age. There is a fear within the employees of leaving the school, and their lives would be disrupted if they were to switch to another school or job. There are losses to be incurred if they were to leave this school. The average for normative commitment is 4.16. This means that employees are loyal, faithful, and unwilling to move even if there are better offers at other schools. Loyalty is a fundamental attitude of the employees, and they want to continue working at the current school out of a sense of moral obligation.

The mean for knowledge sharing is 4.08, indicating that knowledge sharing is practiced among the teachers. Teachers are willing and eager to accept and share information,

knowledge, and skills. There is an exchange of knowledge among fellow teachers to enrich and help each other for the progress and development of the school. There is a relationship and collaboration created among the teachers in ensuring the availability of knowledge needed for student learning, teacher career development, and service to customers.

The average for innovative work behavior is 3.94, meaning that teachers feel they have exhibited innovative work behavior. Teachers strive to create ideas, seek methods, techniques, or instruments, and generate solutions to the problems they face. Teachers who have ideas are able to garner support from colleagues to implement the ideas generated. Teachers are also able to transform creative ideas into good practices that can be shared with colleagues and students.

Measurement Model

The measurement model reflects all variables while considering outer loadings, Cronbach's alpha, composite reliability (CR), and Average Variance Extracted (AVE). An instrument is categorized as valid based on the value of factor loading. In this case, referring to Hair et al. (2019), if the sample size is 150, then a factor loading of 0.45 is considered valid, and if the sample size is 200, then a factor loading of 0.40 is considered valid. With a sample size of 191 respondents, a minimum factor loading of 0.40 is considered valid. The data in table 1 show that the factor loading values range from 0.458 to 0.793, indicating that all items are valid reflections of variable measurements.

Similarly, an instrument is considered reliable if the Cronbach's alpha and composite reliability values are ≥ 0.60 , as per the guidelines of Hair et al. (2019). The data in table 1 indicate that the Cronbach's alpha and composite reliability are above 0.60, indicating that all statement items are reliable as instruments. Meanwhile, an AVE value above 0.50 reflects that the indicators represent the measured constructs.

Table 1. Outer Loadings, Cronbach's Alpha, CR and AVE

Variable	Items	Outer Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Affective Commitment	AC1	.651	.826	.869	.663
	AC2	.458			
	AC3	.700			
	AC4	.616			
	AC5	.732			
	AC6	.739			
	AC7	.766			
	AC8	.785			
Continuance Commitment	CC1	.668	.811	.858	.634
	CC2	.770			
	CC3	.660			
	CC4	.754			
	CC5	.680			
	CC6	.618			



	CC7	.525			
	CC8	.560			
Normative Commitment	NC1	.583	.733	.834	.688
	NC2	.668			
	NC3	.592			
	NC4	.655			
	NC5	.575			
	NC6	.682			
	NC7	.644			
	NC8	.571			
Knowledge Sharing	KS1	.722	.851	.884	.849
	KS2	.759			
	KS3	.719			
	KS4	.629			
	KS5	.750			
	KS6	.693			
	KS7	.620			
	KS8	.686			
Innovative Work Behavior	IWB1	.637	.890	.911	.734
	IWB2	.683			
	IWB3	.670			
	IWB4	.762			
	IWB5	.761			
	IWB6	.763			
	IWB7	.793			
	IWB8	.729			
	IWB9	.760			

Source: Data is processed with SmartPLS

Hypothesis Testing

The results of hypothesis testing are presented in table 2. The data in the table 2 indicates that out of the ten hypotheses

proposed, seven of them are accepted, and three are rejected. Hypotheses are accepted if the p-value is < 0.05 and rejected if the p-value is > 0.05.

Table 2. Hypothesis Testing Results

Hypothesis	Path Coefficient	T-Values	P-Values	Decision
AC → IWB	.206	2.579	.010	Supported
CC → IWB	.197	2.343	.020	Supported
NC → IWB	.128	1.295	.196	Not Supported
AC → KS	.263	3.121	.002	Supported
CC → KS	.327	4.014	.000	Supported
NC → KS	.141	1.538	.125	Not Supported
KS → IWB	.207	2.752	.006	Supported
AC → KS → IWB	.055	1.983	.048	Supported
CC → KS → IWB	.068	2.182	.030	Supported
NC → KS → IWB	.029	1.340	.258	Not Supported

Source: Data is processed with SmartPLS

DISCUSSION

The statistical testing results indicate that high affective commitment fosters innovative work behavior. H1a is supported. This finding reaffirms studies by Hakimian et al. (2016); Ouakouak & Ouedraogo (2019); Azinga et al. (2023); Tajeddini et al. (2023). The emotional connection teachers have towards their job and work environment can motivate them to engage in innovative activities, especially in seeking new ways to enhance student learning experiences and parent engagement. Teachers are more willing to try new teaching methods or utilize new technologies to support learning and are

open to new ideas, actively seeking innovative solutions to challenges they face. Affective commitment can help build an innovative culture in schools, fostering experimentation and positive change.

Continuance commitment contributes positively to the level of innovation in work behavior. H1b is supported. This result contrasts with previous research conducted by Ouakouak & Ouedraogo (2019) but is consistent with Hakimian et al. (2016). Individuals who feel continuously committed to the organization tend to stay and invest in the organization. In other



words, employees perceive that they must remain in the organization because of the needs or dependencies they have built. This continued attachment may lead to greater efforts by individuals to create added value for the organization, including through innovative work behavior. Individuals who feel continuously committed may feel more secure in taking risks, proposing new ideas, and trying different approaches in their work because they believe that their investment in the organization will bring long-term benefits. Additionally, individuals who feel continuously committed are more likely to seek new ways to improve their own performance and that of the organization as a whole, including through innovation. Employees may be more motivated to face new challenges and opportunities because they see the organization as an integral part of their identity and long-term future. Thus, continuous commitment can be a key driver of innovative work behavior, as it enhances motivation, courage to take risks, and focus on creating added value for the organization.

Normative commitment does not influence innovative work behavior. H1c is not supported. This result is consistent with Marques et al. (2019) that normative commitment does not affect knowledge transfer. It may be because employees feel they have to continue working solely out of moral obligation or adherence to social norms. This moral responsibility gives rise to commitment and loyalty to strive to remain in the organization. Loyalty to the organization may foster comfort without developing innovative aspects that may require taking risks or significant change.

The research findings conclude that strong affective commitment positively influences knowledge sharing. H2a is supported. This result is consistent with the studies by Hakimian et al. (2016); Ouakouak & Ouedraogo (2019); and Sharif et al. (2022). Teachers with high affective commitment to their job tend to feel more attached to the organization. They foster a sense of ownership towards the school and form stronger interpersonal relationships with colleagues. A strong sense of ownership enables teachers to be more willing to collaborate and share knowledge with coworkers as a positive contribution to collective efforts and organizational success. Strong interpersonal relationships with coworkers can enhance trust and support, making teachers more comfortable in sharing knowledge, experiences, and best practices. This knowledge-sharing process can broaden insights, sharpen skills, and enhance overall teaching effectiveness.

High continuance commitment has a positive impact on knowledge sharing. H2b is supported. This result is consistent with the study by Ouakouak & Ouedraogo (2019). Continuance commitment is related to individual involvement based on the needs or dependencies created by the individual's investment in the organization, such as time, effort, and experience. Innovative work behavior tends to be more related to individuals' ability to think creatively, generate new ideas, and change existing work methods to create added value for the organization. Therefore, commitments more closely related to direct involvement in the organization, such as continuance

commitment, are more likely to influence innovative work behavior by encouraging individuals to invest more time, energy, and resources into creating change and innovation. Normative commitment does not influence knowledge sharing. H2c is not supported. A teacher's attachment to the school due to moral obligation is not sufficient to encourage teachers to be generous in sharing. Although normative commitment can be an important factor in the relationship between individuals and organizations, the generosity of sharing knowledge is often driven by intrinsic motivation, personal satisfaction in helping colleagues, or perceptions of the benefits of sharing actions.

Knowledge sharing has a positive influence on innovative work behavior. H3 is supported. This finding is consistent with previous studies conducted by Munir & Beh (2019); Vandavasi et al. (2020); Islam et al. (2022). The practice of knowledge sharing creates an environment where organizational learning can thrive. When knowledge and experiences are widely shared among members of the organization, it opens the door to enhanced collaboration, innovation, and adaptation to change. Collaboration and interaction among individuals through the knowledge-sharing process can generate more creative ideas and innovative solutions. Through discussions, exchange of ideas, and open thinking, individuals can combine their knowledge and experiences to produce better solutions than what can be achieved individually. When individuals feel that their knowledge and ideas are valued and appreciated by their peers, it can boost their confidence and motivation to actively contribute to the innovation process. Feeling noticed and supported, individuals are more motivated to create and experiment with new ideas, even if it involves risk or failure.

Knowledge sharing mediates the influence of affective commitment on innovative work behavior. H4a is supported. This finding confirms previous research on SME employees in Bali conducted by Arsawan et al. (2022). Affective commitment can motivate individuals to share knowledge with their colleagues. Through this practice of knowledge sharing, teachers can disseminate ideas, experiences, and resources that can trigger innovation in the workplace. Through knowledge sharing, teachers can access new knowledge, alternative perspectives, and creative ideas from their peers. This can enhance their problem-solving abilities, develop new solutions, and adopt innovative work behaviors. Teachers who feel emotionally committed to their job, actively share knowledge with coworkers, and have a willingness to try new things are more likely to demonstrate innovative work behavior.

Knowledge sharing plays a role as a mediator between continuance commitment and innovative work behavior. H4b is supported. The exchange of knowledge and information between teachers is an effective means for loyal and committed teachers to foster creativity and innovation in schools. When sharing knowledge, teachers who have a high level of affection for the school will gain new ideas and strive to implement them to improve the quality of classroom learning and provide excellent service to students. By sharing knowledge, experience, information, and ideas among teachers, individuals



will feel more bound and morally engaged in the school. Commitment to being bound and engaged in the school will motivate teachers to contribute to creating change in the school by daring to take risks and develop new ideas that support innovation. According to Azizi et al. (2023), to achieve the appropriate level of knowledge creation and innovation, organizations must selectively promote the knowledge and skills of their employees. This process requires the crucial role of knowledge sharing within an organization. If motivated, employees can become more efficient and produce better outputs in knowledge creation in a shorter amount of time.

Knowledge sharing is unable to mediate the influence of normative commitment on innovative work behavior. H4c is not supported. When individuals have high normative commitment, they may be more inclined to comply with existing social norms and expectations rather than thinking creatively or taking risks to effect change. In this case, normative commitment may not directly support innovative work behavior because its focus is more on maintaining the status quo and loyalty to the organization without considering innovative aspects that may require risk-taking or significant changes. Therefore, knowledge sharing, which refers to the exchange and dissemination of knowledge within the organization, may not be sufficient to mediate the influence of normative commitment on innovative work behavior. Although knowledge sharing can enhance individuals' access to new information, ideas, and other intellectual resources, individuals with high normative commitment may still be reluctant to take risks or try new approaches in their work due to their adherence to existing norms. As a result, knowledge sharing may not effectively facilitate the relationship between normative commitment and innovative work behavior.

CONCLUSION

Innovative work behavior of teachers is influenced by organizational commitment. Specifically, affective and continuance commitment affect teachers' innovative behavior both directly and through the mediating role of knowledge sharing. Meanwhile, normative commitment does not have a significant influence either directly or indirectly on innovative behavior. This study contributes to human resource development in the field of education.

Several implications of this research for school management are as follows: Firstly, school management can direct efforts to enhance affective and continuance commitment among teachers. This can be done through various means, such as creating a supportive work climate and addressing the emotional needs of teachers; organizing training and self-development programs aimed at increasing teachers' attachment and involvement with the school; and establishing incentive and reward systems that encourage long-term commitment of teachers to the school. Secondly, school management needs to identify and encourage knowledge sharing practices among teaching staff. This can be achieved through: establishing learning communities among teachers to share experiences and knowledge, implementing online

platforms or forums that facilitate teachers to share ideas, best practices, and educational resources, and providing rewards and recognition to teachers who are actively engaged in sharing knowledge and experiences with their colleagues. Thirdly, school management needs to develop policies and procedures that support innovation in the school environment by allocating sufficient time and resources for research, curriculum development, granting teachers the freedom to experiment with new teaching methods, building partnerships with educational institutions, industries, and the local community to support innovation and sustainable learning.

As for the limitations of this research, it was only conducted in a few select schools in Jakarta, Indonesia. Further research could be conducted in other institutions and cultures to gain a deeper understanding of the relationships between variables across different cultures. Future research could utilize other social and psychological factors as mediating variables, such as organizational support, resilience, and self-efficacy.

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ORGANIZATIONAL COMMITMENT: BOOSTING INNOVATION THROUGH KNOWLEDGE SHARING

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ORGANIZATIONAL COMMITMENT: BOOSTING INNOVATION THROUGH KNOWLEDGE SHARING

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ABSTRACT

Employee innovative behavior is crucial in an era characterized by rapid change and intense competition. This research aims to investigate the influence of organizational commitment on teacher innovative work behavior, mediated by knowledge sharing. A total of 191 teachers from several prestigious private schools in Jakarta, Indonesia, agreed to participate as respondents by completing an online questionnaire. The analysis employed Structural Equation Modeling (SEM) with SMART Partial Least Squares (SMARTPLS). The results indicate that affective and continuance commitment significantly influence teacher innovative behavior both directly and through the mediating role of knowledge sharing. However, normative commitment was not found to have a significant influence on innovative behavior. These findings are expected to provide valuable insights for the development of human resource management strategies in the education context and contribute significantly to the enhancement of overall education quality.

KEYWORDS: innovative work behavior, knowledge sharing, organizational commitment, teacher

INTRODUCTION

Education serves as the cornerstone of building an advanced and sustainable society. Teachers, as primary agents in the learning process, play a crucial role in ensuring the quality and relevance of education for future generations. As education faces evolving challenges, the innovative work behavior of teachers becomes increasingly important. Innovative teachers can adapt to changes by creating new teaching methods, utilizing the latest technology, and adopting approaches that are relevant to students' needs. According to Dalima et al. (2023), the demands of society and industry for quality human resources and rapid social change mean that educational institutions are always in dynamics. This is necessary to meet the expectations of the younger generation who are competent in the fields of knowledge, skills and virtuous character.

Previous studies have concluded that innovative work behavior within organizations is not only a product of individual talents and traits but also results from social and psychological influences (Khaola & Coldwell, 2019) such as commitment and willingness to share. Organizational commitment has been recognized as a crucial factor influencing employee work behavior (Hakimian et al., 2016) which contributes to the success of organizational change (Maçães & Román-Portas, 2022). Teacher commitment determines school success because it is related to creating a conducive learning environment, supporting positive behavior, and ongoing guidance. Teachers' level of commitment to the organization has the potential to influence their engagement in innovative practices. However, the influence of organizational

commitment on teachers' innovative work behavior still requires deeper understanding.

In an era where information and knowledge are easily accessible, the concept of knowledge sharing becomes increasingly significant. Knowledge sharing enables teachers to access new ideas, best practices, and relevant knowledge to enrich the learning experience and service provision. According to Alblooshi et al. (2020), it is important for organizations to encourage, foster, and support organizational learning, and knowledge sharing should be embraced by every individual within the organization. Phung et al. (2017) stated that knowledge is a crucial resource for organizations to develop competitive advantages, especially in complex environments. Knowledge plays a role in enhancing intellectual capital by promoting the exchange and creation of knowledge within the organization.

This paper aims to explore the influence of organizational commitment on teachers' innovative work behavior, considering the role of knowledge sharing as a mediator. By understanding these dynamics, it is hoped to gain a deeper understanding of how organizational commitment affects teachers' innovative behavior through the process of knowledge sharing. Knowledge sharing as a mediating variable is an innovation that has not been previously undertaken by researchers, especially in the field of education.



LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Organizational Commitment

Organizational commitment yields benefits for both employees and organizations (Phetsombat & Na-Nan, 2023). Commitment relates to employees' mental and emotional engagement with the organization, influenced by how employees identify themselves, engage in organizational activities, and feel valued as members of the organization (Maiti et al., 2021). Organizational commitment refers to the extent to which an employee feels bound to or identifies with the organization they work for. This encompasses the employee's desire to remain a part of the organization. Emotional attachment to the organization and belief in its values are considered primary indicators of employee commitment (Robbins & Judge, 2022). Meyer & Allen (1991) developed organizational commitment as a multidimensional construct consisting of affective commitment (AC), normative commitment (NC), and continuance commitment (CC). These three dimensions represent psychological states that describe the relationship between employees and the organization, impacting employees' decisions to continue or terminate their membership in the organization. Affective commitment is developed when there is a mutually beneficial exchange-based relationship between employees and the organization, as employees who are affectively committed feel a sense of ownership and connection to the workplace and the organization (Abbasi et al., 2022). Continuance commitment relates to an employee's choice to remain employed in a company based on cost-benefit calculations. Normative commitment reflects a sense of obligation to continue the job. Employees with high levels of normative commitment feel they ought to stay with the organization (Meyer & Allen, 1991). Employees experiencing all three forms of commitment will demonstrate a strong desire to remain within the organization (Noesgaard & Jørgensen, 2023).

Knowledge Sharing

Motivating people to share knowledge within an organization is one of the most important priorities for knowledge management practitioners (Salehi et al., 2023). Knowledge sharing is a form of high-level donation involving sacrifice, where individuals willingly make their knowledge available to be understood, adopted, and utilized by others. This, in turn, can result in shared ownership of knowledge (Nham et al., 2020), mutual understanding, and new wisdom (Rattanawichai et al., 2022). Knowledge sharing holds significant value for organizations as it can enhance efficiency, prevent waste, reduce training costs, and minimize risks (Nguyen et al., 2019). It also contributes to the development of employee and organizational capabilities (Siri & Lorsuwanarat, 2020) and enhances innovation performance (Iqbal et al., 2023). Organizations that can effectively or sustainably share knowledge possessed by employees will continue to access new knowledge, opening opportunities to gain sustainable competitive advantages (Israilidis et al., 2020). Sharing knowledge in today's competitive environment will aid in the growth of skills and abilities of staff and managers (Salehi &

Alanbari, 2023). Knowledge sharing serves as an informal learning source that assists teachers in preparing and planning teaching programs and enhancing teaching practices (Langdal, 2023).

Innovative Work Behavior

Innovative behavior is the ability of employees to discover innovative solutions to problems through new thinking processes while making additional efforts to enhance long-term performance, create advantages, and effectiveness (Javed et al., 2021). Creative and innovative behavior is necessary to generate fresh and applicable ideas that can enhance organizational efficiency (Shafaei & Nejati, 2023). Employee innovation encompasses changes in beliefs and behaviors of individuals working within the organization (Neck et al., 2017). The use of innovative methods or approaches can enable employees to enhance performance with better outcomes through more efficient means (Nasir et al., 2018). Innovation activities require the ability to think and do things differently (Battistelli et al., 2019). Such behavior not only generates new ideas but also promotes and realizes innovative ideas (Stoffers et al., 2020). Innovative behavior requires motivational triggers and intrinsic identification by employees, enabling this behavior to be sustained when facing challenges (Wu & Wu, 2019).

Organizational Commitment and Innovative Work Behavior (IWB)

Organizational commitment is a strong belief in the values and goals of the organization, a desire to continue working with the organization, and a willingness to contribute to the organization's development (Nguyen & McGuirk, 2022). Affective commitment drives employees to better understand and embrace the values and goals of the organization, and to strive for the organization's aspirations to be achieved through new and innovative ways (Hakimian et al., 2016). Previous research findings have concluded that there was inconsistency in the influence of organizational commitment dimensions on innovative work behavior. Studies by Azinga et al. (2023) and Tajeddini et al. (2023) showed that affective commitment enhanced employees' innovative work behavior in the healthcare, textile, and SME sectors. However, in public organizations, affective commitment among civil servants did not promote innovative behavior (Batmomolin et al., 2022). On the other hand, normative commitment also significantly impacts employees' innovative work behavior (Hakimian et al., 2016). Normative commitment is defined as employees' belief in their moral obligation to remain with the organization. This obligation drives employees to strive harder in performing their tasks and also encourages them to seek solutions to enhance performance and generate innovative work behavior. Employees with high levels of normative commitment will exert themselves because they believe that such efforts are right and moral. Therefore, normative commitment, rooted in morality, encourages employees to be innovative and share new ideas within the organization (Hakimian et al., 2016).

H1a Affective Commitment (AC) has a positive effect on IWB

H1b Continuance Commitment (CC) has a positive effect on IWB

H1c Normative commitment (NC) has a positive effect on IWB

Organizational Commitment and Knowledge Sharing (KS)

Knowledge sharing depends on the relationships and interactions of individual employees (Ngee Ng, 2022). The findings of Sharif et al. (2022) indicated that library employees in Pakistan are more inclined to require trust from their coworkers to share tacit knowledge with others under female leadership compared to male leadership, and under male leadership, library employees engaged in more tacit knowledge sharing practices when they are emotionally committed to the organization. Affective and normative commitment significantly influenced employees' knowledge sharing intention. Continuance commitment did not affect knowledge sharing intention. Additionally, there was a positive reciprocal influence between affective and normative commitment contributing to knowledge (Luo et al., 2021). Ouakouak & Ouedraogo (2019) reported that organizational commitment influenced employees' willingness to give and receive knowledge as part of a sharing culture. Employees with affective commitment contributed to improving the level of knowledge management maturity in pursuing organizational goals (Marques et al., 2019).

- H2a AC has a positive effect on KS
- H2b CC has a positive effect on KS
- H2c NC has a positive effect on KS

Knowledge Sharing and Innovative Work Behavior

Knowledge sharing is a social asset that can influence the future success of organizations, where sharing knowledge enables organizations to operate effectively and efficiently (Ye et al.,

2022). When employees engage in knowledge sharing, they collaborate and learn together, thereby opening opportunities for them to generate innovative ideas (Perotti et al., 2022; Muhammed et al., 2020). Employees with greater knowledge are more likely to share it with their colleagues. This behavior recurs, as employees who receive knowledge will reciprocate it in various forms, ultimately providing opportunities for employees to exhibit innovative behaviors (Jabid et al., 2023). One characteristic of innovation is value creation, made possible through knowledge exchange (Salchi & Alanbari, 2023).

H3 KS has a positive effect on IWB

Knowledge Sharing as Mediator

Knowledge sharing is crucial for externalizing individual knowledge within an organization, ensuring that employees in need of that knowledge can effectively carry out their job tasks (Lee et al., 2023). In complex contexts like today's, knowledge sharing is a primary mechanism for designing collaborative solutions tailored to address environmental needs (Castaneda & Cuellar, 2021). According to Ahmed et al. (2018), knowledge sharing plays a significant role in intervening in employees' ingrained commitment with innovative work behavior. Shared knowledge and skills enable employees to integrate and cultivate new knowledge and ideas. Thinking processes and work methods can be enhanced, thereby boosting employees' knowledge levels and work capabilities and influencing organizational innovation performance. Therefore, employees' knowledge sharing behavior can positively impact organizational innovation performance (Zhao et al., 2020).

- H4a KS mediates the influence of AC on IWB
- H4b KS mediates the influence of CC on IWB
- H4c KS mediates the influence of NC on IWB

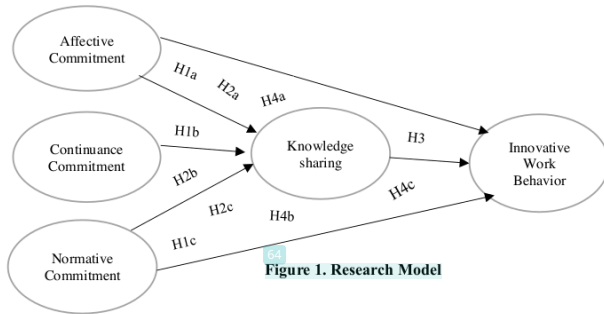


Figure 1. Research Model

METHODOLOGY

This study is causal research aimed at testing hypotheses by analyzing the influence between research variables. The approach used is a quantitative approach, which examines the influence of organizational commitment on innovative work

behavior mediated by knowledge sharing. Data collection is cross-sectional or one-shot, meaning data is collected at a single point in time, specifically in July 2023, while the unit of analysis is 191 individual teachers distributed across seven private high schools in the capital city of Jakarta, Indonesia.



Measurement of organizational commitment utilizes twenty-four statement items developed by Allen & Meyer (1990), comprising 8 statements each for affective commitment, continuance commitment, and normative commitment. To measure innovative work behavior, nine items adopted from Janssen (2000) are employed. Eight statement items adopted from De Vries et al., (2006) are used to measure knowledge sharing. All items in the research instrument employ a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

RESULTS AND DISCUSSION

Characteristics of Respondents and Descriptive Statistics

The majority of respondents are female teachers (54.4%), aged over 50 years (35.2%), have a bachelor's degree as their highest education level (79.7%), and have been working for more than 20 years in the same school (31.8%).

The mean for the affective commitment variable is 4.44. This indicates that employees have an emotional attachment and are happy to spend their lives and energy for the school. Employees also enjoy talking about their school to others. Employees feel part of the school. The school is very meaningful to the employees, and school issues are the teachers' concerns. The mean for continuance commitment is 4.21, indicating that employees strongly desire to continue working at the current school until retirement age. There is a fear within the employees of leaving the school, and their lives would be disrupted if they were to switch to another school or job. There are losses to be incurred if they were to leave this school. The average for normative commitment is 4.16. This means that employees are loyal, faithful, and unwilling to move even if there are better offers at other schools. Loyalty is a fundamental attitude of the employees, and they want to continue working at the current school out of a sense of moral obligation.

The mean for knowledge sharing is 4.08, indicating that knowledge sharing is practiced among the teachers. Teachers are willing and eager to accept and share information,

knowledge, and skills. There is an exchange of knowledge among fellow teachers to enrich and help each other for the progress and development of the school. There is a relationship and collaboration created among the teachers in ensuring the availability of knowledge needed for student learning, teacher career development, and service to customers.

The average for innovative work behavior is 3.94, meaning that teachers feel they have exhibited innovative work behavior. Teachers strive to create ideas, seek methods, techniques, or instruments, and generate solutions to the problems they face. Teachers who have ideas are able to garner support from colleagues to implement the ideas generated. Teachers are also able to transform creative ideas into good practices that can be shared with colleagues and students.

Measurement Model

The measurement model reflects all variables while considering outer loadings, Cronbach's alpha, composite reliability (CR), and Average Variance Extracted (AVE). An instrument is categorized as valid based on the value of factor loading. In this case, referring to Hair et al. (2019), if the sample size is 150, then a factor loading of 0.45 is considered valid, and if the sample size is 200, then a factor loading of 0.40 is considered valid. With a sample size of 191 respondents, a minimum factor loading of 0.40 is considered valid. The data in table 1 show that the factor loading values range from 0.458 to 0.793, indicating that all items are valid reflections of variable measurements.

Similarly, an instrument is considered reliable if the Cronbach's alpha and composite reliability values are ≥ 0.60 , as per the guidelines of Hair et al. (2019). The data in table 1 indicate that the Cronbach's alpha and composite reliability are above 0.60, indicating that all statement items are reliable as instruments. Meanwhile, an AVE value above 0.50 reflects that the indicators represent the measured constructs.

Table 1. Outer Loadings, Cronbach's Alpha, CR and AVE

Variable	Items	Outer Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Affective Commitment	AC1	.651	.826	.869	.663
	AC2	.458			
	AC3	.700			
	AC4	.616			
	AC5	.732			
	AC6	.739			
	AC7	.766			
	AC8	.785			
Continuance Commitment	CC1	.668	.811	.858	.634
	CC2	.770			
	CC3	.660			
	CC4	.754			
	CC5	.680			
	CC6	.618			



	CC7	.525			
	CC8	.560			
Normative Commitment	NC1	.583	.733	.834	.688
	NC2	.668			
	NC3	.592			
	NC4	.655			
	NC5	.575			
	NC6	.682			
	NC7	.644			
	NC8	.571			
Knowledge Sharing	KS1	.722	.851	.884	.849
	KS2	.759			
	KS3	.719			
	KS4	.629			
	KS5	.750			
	KS6	.693			
	KS7	.620			
	KS8	.686			
Innovative Work Behavior	IWB1	.637	.890	.911	.734
	IWB2	.683			
	IWB3	.670			
	IWB4	.762			
	IWB5	.761			
	IWB6	.763			
	IWB7	.793			
	IWB8	.729			
	IWB9	.760			

Source: Data is processed with SmartPLS

Hypothesis Testing

The results of hypothesis testing are presented in table 2. The data in the table 2 indicates that out of the ten hypotheses

proposed, seven of them are accepted, and three are rejected. Hypotheses are accepted if the p-value is < 0.05 and rejected if the p-value is > 0.05.

Table 2. Hypothesis Testing Results

Hypothesis	Path Coefficient	T-Values	P-Values	Decision
AC → IWB	.206	2.579	.010	Supported
CC → IWB	.197	2.343	.020	Supported
NC → IWB	.128	1.295	.196	Not Supported
AC → KS	.263	3.121	.002	Supported
CC → KS	.327	4.014	.000	Supported
NC → KS	.141	1.538	.125	Not Supported
KS → IWB	.207	2.752	.006	Supported
AC → KS → IWB	.055	1.983	.048	Supported
CC → KS → IWB	.068	2.182	.030	Supported
NC → KS → IWB	.029	1.340	.258	Not Supported

Source: Data is processed with SmartPLS

DISCUSSION

The statistical testing results indicate that high affective commitment fosters innovative work behavior. H1a is supported. This finding reaffirms studies by Hakimian et al. (2016); Ouakouak & Ouedraogo (2019); Azinga et al. (2023); Tajeddini et al. (2023). The emotional connection teachers have towards their job and work environment can motivate them to engage in innovative activities, especially in seeking new ways to enhance student learning experiences and parent engagement. Teachers are more willing to try new teaching methods or utilize new technologies to support learning and are

open to new ideas, actively seeking innovative solutions to challenges they face. Affective commitment can help build an innovative culture in schools, fostering experimentation and positive change.

Continuance commitment contributes positively to the level of innovation in work behavior. H1b is supported. This result contrasts with previous research conducted by Ouakouak & Ouedraogo (2019) but is consistent with Hakimian et al. (2016). Individuals who feel continuously committed to the organization tend to stay and invest in the organization. In other



words, employees perceive that they must remain in the organization because of the needs or dependencies they have built. This continued attachment may lead to greater efforts by individuals to create added value for the organization, including through innovative work behavior. Individuals who feel continuously committed may feel more secure in taking risks, proposing new ideas, and trying different approaches in their work because they believe that their investment in the organization will bring long-term benefits. Additionally, individuals who feel continuously committed are more likely to seek new ways to improve their own performance and that of the organization as a whole, including through innovation. Employees may be more motivated to face new challenges and opportunities because they see the organization as an integral part of their identity and long-term future. Thus, continuous commitment can be a key driver of innovative work behavior, as it enhances motivation, courage to take risks, and focus on creating added value for the organization.

Normative commitment does not influence innovative work behavior. H1c is not supported. This result is consistent with Marques et al. (2019) that normative commitment does not affect knowledge transfer. It may be because employees feel they have to continue working solely out of moral obligation or adherence to social norms. This moral responsibility gives rise to commitment and loyalty to strive to remain in the organization. Loyalty to the organization may foster comfort without developing innovative aspects that may require taking risks or significant change.

The research findings conclude that strong affective commitment positively influences knowledge sharing. H2a is supported. This result is consistent with the studies by Hakimian et al. (2016); Ouakouak & Ouedraogo (2019); and Sharif et al. (2022). Teachers with high affective commitment to their job tend to feel more attached to the organization. They foster a sense of ownership towards the school and form stronger interpersonal relationships with colleagues. A strong sense of ownership enables teachers to be more willing to collaborate and share knowledge with coworkers as a positive contribution to collective efforts and organizational success. Strong interpersonal relationships with coworkers can enhance trust and support, making teachers more comfortable in sharing knowledge, experiences, and best practices. This knowledge-sharing process can broaden insights, sharpen skills, and enhance overall teaching effectiveness.

High continuance commitment has a positive impact on knowledge sharing. H2b is supported. This result is consistent with the study by Ouakouak & Ouedraogo (2019). Continuance commitment is related to individual involvement based on the needs or dependencies created by the individual's investment in the organization, such as time, effort, and experience. Innovative work behavior tends to be more related to individuals' ability to think creatively, generate new ideas, and change existing work methods to create added value for the organization. Therefore, commitments more closely related to direct involvement in the organization, such as continuance

commitment, are more likely to influence innovative work behavior by encouraging individuals to invest more time, energy, and resources into creating change and innovation. Normative commitment does not influence knowledge sharing. H2c is not supported. A teacher's attachment to the school due to moral obligation is not sufficient to encourage teachers to be generous in sharing. Although normative commitment can be an important factor in the relationship between individuals and organizations, the generosity of sharing knowledge is often driven by intrinsic motivation, personal satisfaction in helping colleagues, or perceptions of the benefits of sharing actions.

Knowledge sharing has a positive influence on innovative work behavior. H3 is supported. This finding is consistent with previous studies conducted by Munir & Beh (2019); Vandavasi et al. (2020); Islam et al. (2022). The practice of knowledge sharing creates an environment where organizational learning can thrive. When knowledge and experiences are widely shared among members of the organization, it opens the door to enhanced collaboration, innovation, and adaptation to change. Collaboration and interaction among individuals through the knowledge-sharing process can generate more creative ideas and innovative solutions. Through discussions, exchange of ideas, and open thinking, individuals can combine their knowledge and experiences to produce better solutions than what can be achieved individually. When individuals feel that their knowledge and ideas are valued and appreciated by their peers, it can boost their confidence and motivation to actively contribute to the innovation process. Feeling noticed and supported, individuals are more motivated to create and experiment with new ideas, even if it involves risk or failure.

Knowledge sharing mediates the influence of affective commitment on innovative work behavior. H4a is supported. This finding confirms previous research on SME employees in Bali conducted by Arsawan et al. (2022). Affective commitment can motivate individuals to share knowledge with their colleagues. Through this practice of knowledge sharing, teachers can disseminate ideas, experiences, and resources that can trigger innovation in the workplace. Through knowledge sharing, teachers can access new knowledge, alternative perspectives, and creative ideas from their peers. This can enhance their problem-solving abilities, develop new solutions, and adopt innovative work behaviors. Teachers who feel emotionally committed to their job, actively share knowledge with coworkers, and have a willingness to try new things are more likely to demonstrate innovative work behavior.

Knowledge sharing plays a role as a mediator between continuance commitment and innovative work behavior. H4b is supported. The exchange of knowledge and information between teachers is an effective means for loyal and committed teachers to foster creativity and innovation in schools. When sharing knowledge, teachers who have a high level of affection for the school will gain new ideas and strive to implement them to improve the quality of classroom learning and provide excellent service to students. By sharing knowledge, experience, information, and ideas among teachers, individuals



will feel more bound and morally engaged in the school. Commitment to being bound and engaged in the school will motivate teachers to contribute to creating change in the school by daring to take risks and develop new ideas that support innovation. According to Azizi et al. (2023), to achieve the appropriate level of knowledge creation and innovation, organizations must selectively promote the knowledge and skills of their employees. This process requires the crucial role of knowledge sharing within an organization. If motivated, employees can become more efficient and produce better outputs in knowledge creation in a shorter amount of time.

Knowledge sharing is unable to mediate the influence of normative commitment on innovative work behavior. H4c is not supported. When individuals have high normative commitment, they may be more inclined to comply with existing social norms and expectations rather than thinking creatively or taking risks to effect change. In this case, normative commitment may not directly support innovative work behavior because its focus is more on maintaining the status quo and loyalty to the organization without considering innovative aspects that may require risk-taking or significant changes. Therefore, knowledge sharing, which refers to the exchange and dissemination of knowledge within the organization, may not be sufficient to mediate the influence of normative commitment on innovative work behavior. Although knowledge sharing can enhance individuals' access to new information, ideas, and other intellectual resources, individuals with high normative commitment may still be reluctant to take risks or try new approaches in their work due to their adherence to existing norms. As a result, knowledge sharing may not effectively facilitate the relationship between normative commitment and innovative work behavior.

CONCLUSION

Innovative work behavior of teachers is influenced by organizational commitment. Specifically, affective and continuance commitment affect teachers' innovative behavior both directly and through the mediating role of knowledge sharing. Meanwhile, normative commitment does not have a significant influence either directly or indirectly on innovative behavior. This study contributes to human resource development in the field of education.

Several implications of this research for school management are as follows: Firstly, school management can direct efforts to enhance affective and continuance commitment among teachers. This can be done through various means, such as creating a supportive work climate and addressing the emotional needs of teachers; organizing training and self-development programs aimed at increasing teachers' attachment and involvement with the school; and establishing incentive and reward systems that encourage long-term commitment of teachers to the school. Secondly, school management needs to identify and encourage knowledge sharing practices among teaching staff. This can be achieved through: establishing learning communities among teachers to share experiences and knowledge, implementing online

platforms or forums that facilitate teachers to share ideas, best practices, and educational resources, and providing rewards and recognition to teachers who are actively engaged in sharing knowledge and experiences with their colleagues. Thirdly, school management needs to develop policies and procedures that support innovation in the school environment by allocating sufficient time and resources for research, curriculum development, granting teachers the freedom to experiment with new teaching methods, building partnerships with educational institutions, industries, and the local community to support innovation and sustainable learning.

As for the limitations of this research, it was only conducted in a few select schools in Jakarta, Indonesia. Further research could be conducted in other institutions and cultures to gain a deeper understanding of the relationships between variables across different cultures. Future research could utilize other social and psychological factors as mediating variables, such as organizational support, resilience, and self-efficacy.

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