

# The Influence of Learning Leadership and Organizational Learning Culture on Innovative Work Behavior Through Employee Engagement Among Government Agency Employees in Pontianak City

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**ABSTRACT:** This study aims to analyze the influence of learning leadership and organizational learning culture on innovative work behavior, with employee engagement as a mediating variable, among employees of government agencies in Pontianak City. Employing a quantitative descriptive approach with Structural Equation Modeling (PLS-SEM) techniques, the study involved 292 respondents from eight government agencies that have been certified as integrity zones. The results confirm that both learning leadership and organizational learning culture have a significant positive impact on innovative work behavior, both directly and through employee engagement as a mediating variable. Learning leadership exerts a stronger influence on employee engagement (coefficient = 0.292) compared to organizational learning culture (coefficient = 0.173). Similarly, the influence of learning leadership on innovative work behavior (coefficient = 0.191) is greater than that of organizational learning culture (coefficient = 0.165). The research model demonstrates strong predictive power, with an R-squared value of 0.736 for employee engagement and 0.775 for innovative work behavior. Theoretically, this study contributes by integrating Adaptive Structuration Theory into the context of public service innovation. Practically, it offers valuable insights for government agencies to prioritize the development of learning leadership and an organizational learning culture as strategic efforts to enhance innovation in public service delivery.

**KEYWORDS**– Organizational Learning Culture, Learning Leadership, Employee Engagement, Innovative Work Behavior, Integrity Zone

## I. INTRODUCTION

This Innovation Work Behavior (IWB) It refers to the ability of individuals or groups within an organization to generate and implement new ideas that can enhance performance and service delivery. In the context of government agencies in Pontianak City, innovation has been formally regulated through various decisions made by the heads of respective agencies, emphasizing the importance of innovation development and implementation within the workplace climate. Several government agencies in Pontianak City have produced various innovation initiatives aimed at improving the efficiency and effectiveness of public services, such as the demolition and backfill permit application developed by the Pontianak Customs Office and the Integrated Service Information System (SIPINTER) developed by Sultan Syarif Mohamad Alkadrie Regional General Hospital (Pontianak.tribunnews.com, 2023). Other innovations, such as service improvements at the Integrated Police Service Center (SPKT) of the Pontianak City Police and the Anti-Bribery Management System (SMAP) at the Pontianak District Court, demonstrate efforts to integrate digital technology into the evaluation process of public services (Pontianak.tribunnews.com, 2022).

The phenomenon of economic management, based on innovation data within government agencies in Pontianak City, shows significant variation in achieving integrity zone certifications such as “WBK” (Corruption-Free Zone) or “WBBM” (Clean and Serving Bureaucracy Zone) across different agencies (LKJ KemenpanRB 2023 Update Capaian, 2023). This may be associated with differences in learning leadership, Organizational support, learning organization culture, and employee engagement. In the context of learning leadership, leaders who promote continuous learning and skill development can enhance employees’ competencies and their commitment to the organization (Risman Nugraha, 2025). The study conducted by Salma Nisrina (2024) analyzes how leadership influences the level of innovation within government agencies, revealing a significant impact on innovation performance. The study also analyzes how leadership influences the level of innovation in government agencies reveals a significant impact on innovation performance.

Learning organizational culture plays a significant role in influencing employee engagement and

innovative work behavior (Elamin & Aldabbas 2024). This culture encompasses values, norms, and practices that promote continuous learning and innovation throughout the organization. When employees perceive that their organization is committed to learning and development, they are more likely to be engaged and actively participate in work processes (Senge, 2006). The study by Aurelia Valentin Edward (2024) demonstrates that elements such as tolerance for failure, encouragement of experimentation, and inter-team collaboration can enhance innovative behavior. Variations in organizational culture across government institutions may account for differences in the levels of innovation achieved.

Employee engagement is a critical factor that contributes significantly to innovative work behavior within organizations. Based on Adaptive Structuration Theory (AST), human behavior in organizational contexts is influenced by the complex interaction between technology, users, and the organizational context (Poole, 1994). High employee engagement is characterized by emotional attachment, dedication, and enthusiasm in carrying out work-related tasks (Wilmar & Bakker, 2001). Research by Wilmar and Bakker (2001) indicates that when employees feel supported and have access to adequate resources, they are more motivated to actively engage in their work environment.

Although there have been numerous studies on the factors influencing employee engagement and innovative work behavior, several research gaps remain to be addressed. Previous research has shown mixed results regarding the relationship between organizational support and innovative work behavior. Some studies have found that organizational support has a significant impact on innovative work behavior (Al-Taie & Khattak, 2024; Minh et al., 2017; E. Oner, 2023); (Fatoki, 2023; Jaingam & Na-Nan, 2023; E. Oner, 2023; Ordu & Sari, 2022). However, other studies have found no significant relationship (Hock-Doepgen et al., 2024; Jongchul Park, 2024). Moreover, organizational support may have varying effects on innovative work behavior depending on the organizational and individual context (E. a. Oner, 2023; Ordu & Sari, 2022).

Previous studies have identified various antecedents of employee engagement, such as organizational support (Amabel & Paryontri, 2023; Dai & Qin, 2016; Dian Fetriah, 2023; Eisenberger et al., 2020; Jo & Hong, 2022), learning leadership (Brittain, 2020; Crans & Segers, 2022; Jo & Hong, 2022), learning organizational culture (A. O. Torgaloz, 2022; Alonazi, 2021; Anne F. D. Kittel, 2021; Li, 2017; Udin, 2024) and innovation work behavior (El Junusi et al., 2023; Fara Kartika Sari, 2020; Bilqees Ghani et al., 2023; Li, 2017; Swaroop & Dixit, 2018). However, there has been limited research that comprehensively integrates these factors into a single research model, particularly in the context of civil servants in Indonesia

Although several studies have examined employee engagement and its impact on innovative work behavior (El Junusi et al., 2023; B. Ghani et al., 2023; Swaroop & Dixit, 2018), the number of such studies remains limited, especially those focusing on the Pontianak City area. Given that the characteristics and challenges faced by civil servants can vary across regions, more context-specific research is needed to gain a deeper understanding of employee engagement dynamics among government employees in different areas.

This study aims to explore the relationship between learning leadership, learning organizational culture, and employee engagement on innovative work behavior among civil servants in Pontianak City. The findings of this research are expected to provide comprehensive policy insights to strengthen the supporting factors of employee engagement in order to foster the enhancement of innovative work behavior among civil servants in the region.

## **II. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT**

### **Innovation Work Behavior**

Innovative Work Behavior (IWB) refers to a series of activities undertaken by employees to introduce and implement new ideas within their organizations. This concept encompasses the creation, promotion, and realization of ideas aimed at improving organizational performance and adapting to changing market conditions (De Jong & Den Hartog, 2010). This definition emphasizes the dynamic and iterative nature of innovative work behavior, which involves continuous interaction between individual creativity and organizational support mechanisms.

The process of innovative work behavior can be divided into several stages: idea generation, idea promotion, and idea realization. The initial stage involves generating new and useful ideas, which is influenced by individual creativity and the availability of stimuli within the work climate (De Jong & Den Hartog, 2010). Once ideas are generated, they need to be promoted to gain support from colleagues and management, which requires strong interpersonal skills and the ability to persuade others of the value of the ideas (Macaspac, 2023). The final stage is the implementation of the idea, which involves transforming the idea into a practical form that can be integrated into the organization's processes or products. Istikhoroh et al. (2023) emphasize the importance of having adequate resources and support systems to facilitate this stage.

Several factors have been identified as key determinants of innovative work behavior, including individual characteristics such as personality traits and cognitive styles, as well as organizational factors such as leadership style, organizational culture, and the availability of resources (Eko Budiyanto & Mochklas, 2020).

Organizational support and leadership play a crucial role in shaping innovative work behavior. Indrawati and Muljaningsih (2022) highlight the importance of a supportive organizational culture that encourages risk-taking and values creativity. Transformational leadership is particularly effective in creating an environment conducive to innovation, as leaders who support and recognize innovative efforts can significantly enhance employees' willingness to engage in innovative work behavior (Wahyudi, 2024).

Although there are many factors that can promote innovative work behavior, there are also significant barriers that may hinder it, such as lack of motivation, fear of failure, and resistance to change (Praningrum & Hayadi, 2022). Organizational barriers include rigid structures, lack of support, and inadequate resources (Danang Suyoto, 2024). To overcome these barriers, organizations can adopt strategies such as fostering an innovation-supportive organizational culture, offering training and development programs, and cultivating leadership that inspires and motivates employees (Salma Nisrina, 2024).

### **Learning Leadership**

Learning leadership is a key concept in modern organizational environments. This concept refers to a leader's ability to encourage and support the learning process within an organization, both at the individual and collective levels. Through this approach, a leader acts not only as a manager but also as a learning facilitator who helps organizational members develop their knowledge, skills, and competencies (Senge, 2017).

Learning leadership can be defined as a leadership approach that emphasizes continuous learning and professional development within the organization. Learning leadership involves creating an environment that supports exploration, innovation, and new knowledge. This often requires leaders to provide support, resources, and opportunities for team members to learn and grow (Beatty & Guthrie, 2024).

There are several key components that a learning leader must possess, including a commitment to continuous learning, the creation of a learning environment, and active collaboration and participation (Avicni Miramadhani, 2024). Leaders must demonstrate a commitment to lifelong learning and inspire others to follow their lead. In addition, they should be able to create a culture that supports learning, where mistakes are viewed as part of the learning and innovation process. Equally important, leaders must encourage collaboration and active participation from all members of the organization in the learning process.

Learning leadership offers several significant benefits for organizations, including improved organizational performance, greater adaptability and innovation, and talent development (Park & Byon, 2024). By promoting learning and professional development, organizations can enhance overall performance and achieve their strategic goals. Organizations led by learning-leadership tend to be more adaptive and innovative, as their members are continuously seeking new ways to solve problems and improve efficiency. Moreover, learning leadership contributes to talent development within the organization, ensuring that team members possess the skills and knowledge needed to face future challenges.

Learning leadership is a critical leadership approach in fostering a culture of continuous learning and innovation within organizations. By focusing on professional development and collaboration, learning leadership can help organizations remain competitive and adaptive in an ever-changing environment (Zega et al., 2024).

### **Learning Organizational Culture**

Learning organizational culture is a vital component of organizational success, especially in today's dynamic and competitive business landscape. This concept revolves around the idea that organizations must continuously learn and adapt in order to survive and thrive in their environment. According to Nugroho (2022), a learning organization culture encompasses practices, values, and beliefs that promote continuous learning and knowledge sharing among employees. This culture fosters innovation, enhances performance, and improves the overall adaptability of the organization.

A learning organizational culture possesses several distinctive characteristics. Morris and Carter (2005) highlight the importance of openness to new ideas, willingness to experiment, and a commitment to continuous improvement. These characteristics are essential for creating an environment where learning is prioritized, and employees are encouraged to develop their skills and knowledge. Leadership plays a vital role in building and sustaining a learning organizational culture. Bamgboje Ayodele et al. (2024) emphasize that leaders must model learning behaviors, support risk-taking, and create a safe environment for experimentation. Effective leaders also facilitate access to learning resources and provide opportunities for professional development, which are essential for sustaining a learning culture (Sunardi, 2019).

Knowledge management is closely linked to a learning organizational culture. Li et al. (2022) argue that knowledge management practices, such as knowledge sharing and collaboration, are essential for nurturing a learning culture. By implementing a robust knowledge management system, organizations can ensure that valuable information is accessible to all employees, thereby enhancing collective learning and innovation. Technology plays a significant role in the development and sustainability of a learning organizational culture. Naqshbandi et al. (2024) suggest that advanced technological tools, such as collaborative platforms and learning management systems, facilitate knowledge sharing and continuous learning

Despite its benefits, there are several barriers to building a learning organizational culture. Musadad (2024) identifies resistance to change, lack of resources, and insufficient leadership support as the primary barriers. Overcoming these obstacles requires a strategic approach that involves employee engagement, adequate resource allocation, and ensuring that leaders are committed to promoting learning (Nafei, 2016).

Psychological safety is a crucial component of a learning organizational culture. Bamgboje Ayodele et al. (2024) emphasize that employees must feel safe to voice their opinions, take risks, and make mistakes without fear of negative consequences. Creating a psychologically safe environment encourages experimentation and innovation, which are essential for learning and continuous improvement. Employee engagement is closely linked to the success of a learning organizational culture. Naqshbandi et al. (2024) argue that engaged employees are more likely to participate in learning activities and contribute to the organization's knowledge base. Organizations should focus on enhancing employee engagement through meaningful work, recognition, and opportunities for growth and development.

### **Employee Engagement**

Employee engagement is a crucial concept in organizational behavior and human resource management, reflecting the extent to which employees feel enthusiastic about their work, are committed to the organization, and exert extra effort in their tasks. Employee engagement is often defined as a positive and fulfilling work-related state of mind characterized by vigor, dedication, and absorption. Vigor refers to high levels of energy and mental resilience while working; dedication involves being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge; and absorption is marked by full concentration and deep enjoyment in one's work (Rahmadani et al., 2022).

Several factors have been identified as determinants of employee engagement. Organizational culture significantly influences the level of engagement (Sutan & Riwayati, 2013). A culture that promotes trust, open communication, and collaboration tends to enhance engagement. Job characteristics, including job autonomy, task variety, and job meaningfulness, are other important determinants. Jobs that provide autonomy, opportunities to utilize a range of skills, and are perceived as meaningful by employees contribute to higher levels of engagement (Hashimoto & Nassif, 2014).

Leadership is a critical driver of employee engagement. Leaders who adopt a transformational leadership style characterized by the ability to inspire and motivate employees have been proven to significantly enhance employee engagement (Jiatong et al., 2022). Transformational leaders create a vision, encourage innovation, and provide individual support, fostering a positive work climate that promotes engagement (Busser et al., 2019). On the other hand, transactional leadership which focuses on routine tasks and rewards or punishments based on performance is less effective in fostering engagement. Employees under transactional leadership may meet performance expectations, but they are less likely to exhibit the extra effort associated with high levels of engagement (Xu Ran, 2024).

Organizational culture and climate play a vital role in shaping employee engagement. A culture that promotes trust, open communication, and collaboration tends to enhance engagement levels. Employees are more likely to be engaged when they feel valued and supported by their organization (Glińska-Neweś et al., 2017). Creating a positive organizational climate involves implementing policies and practices that support employee well-being. This includes offering flexible work arrangements, providing access to mental health resources, and fostering a culture of recognition and appreciation (Ashley Wu, 2021).

Psychological safety, defined as the belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes, is another critical factor influencing employee engagement (Jesica Vionica Wowora, 2022). When employees feel psychologically safe, they are more likely to take risks and express their authentic selves in the workplace, leading to higher levels of engagement.

Employee engagement has been associated with numerous positive outcomes for both employees and organizations. Engaged employees tend to exhibit higher levels of job performance, including greater productivity, improved work quality, and better customer service. They are also less likely to leave the organization, thereby reducing turnover rates and associated costs (Busser et al., 2019). Organizations with high levels of employee engagement generally demonstrate better financial performance, higher customer satisfaction, and greater innovation.

Recognition and appreciation play a vital role in enhancing employee engagement (Jaya, 2024). Employees who feel valued and recognized for their contributions are more likely to be engaged. Recognition can take the form of verbal praise, financial rewards, and opportunities for career advancement (Yustitie Evelina Sitorus, 2022). An effective recognition program is timely, specific, and aligned with the organization's values. It should also be inclusive, ensuring that all employees have the opportunity to be recognized.

Providing opportunities for professional development and career growth is essential for maintaining high levels of employee engagement. Employees are more likely to be engaged when they see a clear path for advancement and feel supported in their career aspirations (Hua-ming, 2022). Offering training programs, mentoring, and opportunities to take on new responsibilities can enhance employee engagement. Organizations

that invest in the development of their employees demonstrate a commitment to their long-term success, which can, in turn, increase loyalty and engagement

Based on Adaptive Structuration Theory (AST), employee engagement is influenced not only by personal and environmental factors but also by how technology and resources are adopted and utilized within the organization (Poole, 1994). Employee engagement can be enhanced through organizational support in the form of providing appropriate technology and resources, as well as training and development that enable employees to adapt the technology to meet their needs (Naujokaitiene et al., 2015). The study by Rahmadani et al. (2022) shows that when employees feel supported and have adequate resources, they are more motivated to actively participate in their work environment.

Effective organizational communication is also essential for enhancing and sustaining employee engagement. Clear and transparent communication about organizational goals, performance expectations, and upcoming changes helps employees understand their roles and how their contributions support the overall success of the organization. Regular feedback and open dialogue are also important to ensure that employees feel heard and valued (Wińska, 2010).

Organizations can implement various strategies to enhance employee engagement. Creating a supportive and inclusive work climate is crucial (Ari Anggriawan Sugito, 2021). This includes promoting work-life balance, providing opportunities for professional development, and recognizing and appreciating employee contributions. Effective communication is another key strategy. Keeping employees informed about organizational changes, goals, and achievements helps them feel connected and valued. Encouraging feedback and actively addressing employee concerns also fosters a sense of belonging and engagement (Ruck, 2017).

In the context of Adaptive Structuration Theory (AST), employee engagement is also influenced by how employees appropriate and utilize technology and structures within the organization. When employees are able to use available technology and resources in meaningful and effective ways, they tend to be more engaged and committed to their work and the organization. Therefore, it is essential for organizations to ensure that employees not only have access to the necessary resources and technology, but are also empowered to use them effectively within their work context (Poole, 1994).

In conclusion, employee engagement is a multidimensional construct that encompasses cognitive, emotional, and behavioral aspects, and is influenced by various factors at both the individual and organizational levels. Through a deep understanding of the drivers of employee engagement and the implementation of effective strategies, organizations can create a work environment in which employees feel connected, motivated, and committed to delivering their best performance.

#### **The influence of learning leadership on employee engagement**

The role of leaders who are able to facilitate learning—referred to as learning leadership—is crucial in enhancing employee engagement. Research shows that leaders who promote a learning culture can create a work climate that supports employee development and engagement (Jiatong et al., 2022). Adaptive Structuration Theory (AST) is used as the theoretical foundation in this study.

Adaptive Structuration Theory (AST), developed by DeSanctis and Poole in 1994, is a theory that explains the complex interaction between technology, users, and organizational context (Poole, 1994). This theory focuses on how individuals and groups adopt and use technology within organizations, and how this process influences organizational structures and processes. AST emphasizes the concept of structuration, in which social systems are produced and reproduced through the use of rules and resources by their members. One of the key concepts in AST is appropriation, which refers to the ways users adopt and adapt technology for their own purposes, which may differ from the original intentions of its designers

In the context of learning leadership, AST helps to understand how leaders can facilitate the use of available technology and resources to enhance employee engagement. Leaders who encourage learning and skill development among employees foster a strong sense of trust and loyalty (Pham, 2024). As a result, employees feel more engaged and motivated to contribute to the achievement of organizational goals.

Leaders who adopt a learning leadership style can provide the necessary resources for employees to meet the demands of their work, thereby enhancing both engagement and job performance. In a study conducted by Vivi Gusriani Rahmadani (2020), it was found that employee engagement significantly increases when they feel supported by leaders who prioritize learning. This finding suggests that a leadership style that is inclusive and supportive of employee development can create a positive and productive work climate. This supports the hypothesis that learning leadership has a significant influence on employee engagement.

Furthermore, research by (Risman Nugraha, 2025) reveals that leaders who promote learning not only enhance employee engagement but also improve job satisfaction and organizational commitment. Employees who feel empowered to learn and grow tend to have higher intrinsic motivation to engage in their work. Research related to workforce learning agility shows that learning facilitated by leaders can enhance employee adaptability and innovation (Pham, 2024). This is in line with the findings of Jiatong et al. (2022) who emphasized that leaders who promote learning can create a work climate that fosters employee engagement

through the enhancement of skills and knowledge.

In addition, a study by Ordu and Sari (2022) highlight the importance of work engagement as a mediating factor in relation to job performance. They found that work engagement, influenced by a learning leadership style, can enhance employee productivity and performance. This indicates that a leadership style that supports employee learning not only improves engagement but also has a positive impact on overall business outcomes. In the organizational context, leaders who promote learning often integrate various employee development strategies such as training, mentoring, and coaching (Vivi Gusri Rahmadani, 2020). This approach enables employees to develop new skills and expand their knowledge, which in turn enhances their engagement and job satisfaction.

Research also shows that leaders who promote learning are able to reduce employee turnover rates (Khatri, 2017). Employees who feel supported and have opportunities to learn tend to be more loyal and less likely to leave the organization. This indicates that a learning leadership style has a positive long-term impact on employee retention and organizational stability. Another study conducted by Jiatong et al. (2022) emphasize that employee engagement increases when they feel that their leaders are committed to their professional development. This study highlights the importance of the leader's role in creating a learning culture that fosters engagement and active employee participation in work processes.

In a study conducted by Pham (2024), it was found that employees who participated in learning programs facilitated by their leaders showed significant improvements in creativity and innovation. This indicates that learning leadership not only enhances engagement but also encourages employees to contribute more creatively and innovatively to the organization. Additionally, (Karen Bishop et al., 2011) reveals that employees who feel empowered to learn tend to experience lower levels of stress and higher levels of well-being. This suggests that leaders who promote learning can create a healthier work climate and support employees' psychological well-being

Findings from (Vivi Gusri Rahmadani, 2020) also indicate that leaders who support employee learning can enhance collaboration and teamwork. Employees who feel supported in their learning are more likely to share knowledge and collaborate with their colleagues, ultimately improving team effectiveness. In dynamic organizational contexts, a leader's ability to promote learning becomes a key factor in fostering employee engagement and loyalty. The empirical studies discussed demonstrate that learning leadership has a significant impact on employee engagement and overall organizational performance (Jiatong et al., 2022; Ordu & Sari, 2022; Pham, 2024; Vivi Gusri Rahmadani 2020).

Overall, learning leadership has a significant impact on employee engagement, as supported by various empirical findings and relevant theoretical frameworks. Leaders who promote learning are able to create a work climate that fosters employee development, engagement, and well-being, which in turn positively affects organizational performance. Therefore, organizations need to adopt leadership styles that promote learning in order to achieve longterm success.

H1 : Learning leadership has a significant influence on employee engagement

### **The influence of a learning organization culture on employee engagement**

In an effort to understand how Learning Organizational Culture (LOC) influences Employee Engagement (EE), the Adaptive Structuration Theory (AST) can be used as a theoretical foundation. Developed by DeSanctis and Poole in 1994, AST is a theory that explains the complex interactions between technology, users, and the organizational context (Poole, 1994). This theory focuses on how individuals and groups adopt and use technology within organizations, and how this process influences organizational structures and processes. AST emphasizes the concept of structuration, in which social systems are produced and reproduced through the use of rules and resources by their members. One of the key concepts in AST is appropriation, which refers to the ways users adopt and adapt technology for their own purposes, which may differ from the original intentions of the designers.

In the context of LOC, appropriation includes how employees adopt and adapt the learning culture supported by the organization to enhance their engagement. Employees who feel supported by a strong learning culture within the organization are more motivated to contribute at their fullest potential. Relevant studies have shown a significant relationship between learning organizational culture and employee engagement. For example, a study by Besim Mustafaa (2024) found that companies with a strong learning culture have higher levels of employee engagement. This study indicates that investment in employee training and development can enhance their sense of engagement with the organization.

In addition, a study by Brown et al. (2023) showed that a learning culture that supports innovation and collaboration can enhance employees' intrinsic motivation. The study found that employees who feel supported in their learning and development exhibit higher levels of engagement compared to those working in less supportive environments. Another study by Zhou et al. (2021) also support this hypothesis. They found that organizations that encourage continuous learning and adaptation to change tend to have employees who are more engaged and highly committed. The findings of this study suggest that a strong learning culture can yield

long-term benefits in terms of employee engagement..

A study by h Davis et al. (2023) showed that organizational support for career development and learning opportunities contributes to increased employee engagement. They found that employees who perceive they have opportunities to develop their skills and careers tend to be more engaged and motivated. Furthermore, a study by Herzfeldt (2008) found that a strong learning culture can reduce employee turnover and enhance retention. The study concluded that employees who feel supported in their personal and professional development are more likely to stay and remain engaged within the organization.

Within the framework of AST, a learning organizational culture creates an environment in which employees feel supported and motivated to learn and grow. Employees who feel supported by the organization are more likely to be emotionally and cognitively engaged in their work, which enhances overall engagement. Resources such as training, managerial support, and development opportunities play a crucial role in reducing stress and increasing engagement. Therefore, LOC can enhance EE by providing adequate resources to employees. Case studies from various industries have shown that organizations that successfully implement a learning culture can experience significant improvements in employee engagement. A study by Ma et al. (2023) found that companies with a strong learning culture have higher levels of employee engagement compared to companies that do not support learning.

Organizations seeking to enhance employee engagement should focus on developing a learning culture. This includes providing relevant training, supporting innovation, and encouraging collaboration among employees. These steps can help create a work climate that fosters employee engagement. A learning organizational culture has a significant impact on employee engagement. This study supports the hypothesis that investment in a learning culture can yield long-term benefits in terms of both employee engagement and performance.

Organizations must continue to invest in the development of a learning culture to enhance employee engagement. This includes providing adequate resources, supporting innovation, and encouraging collaboration. In doing so, organizations can create a work environment that supports stronger employee engagement and improved performance.

H2 : Learning organizational culture has a significant influence on employee engagement

#### **The influence of learning leadership on innovative work behavior**

Learning leadership is a leadership style that focuses on creating a learning environment that supports innovation and employee development. Several empirical studies have demonstrated a significant relationship between these two variables. A study conducted by Samad (2012) in China found that learning-oriented leadership significantly enhances innovative work behavior within the higher-education context. Leaders who facilitate learning and development among employees were shown to boost innovative behaviors, Suhana et al. (2019) revealed that transformational leadership, which emphasizes learning aspects, has a significant influence on human resource-based innovation in organizations in Indonesia.

The study by Sun (2025) also supports this argument, showing that leadership that facilitates a knowledge-sharing culture can foster collaborative innovation in higher education institutions. Leaders who create an open learning climate enable the exchange of ideas and knowledge, which leads to increased innovative behavior among employees. Furthermore, García-Morales and (2012) found that transformational leadership focused on employee development has a positive impact on service innovation through enhancing the organization's learning capability. Leaders who promote learning and experimentation have been shown to stimulate employee creativity and innovative behavior.

A longitudinal study by Vivi Gusrini Rahmadani et al. (2020) also confirmed that engaging leadership, which emphasizes learning aspects, has a significant impact on both work engagement and employees' innovative work behavior at both individual and team levels. Leaders who consistently facilitate employee competence development can enhance innovativeness in the long term. Based on this empirical evidence, it can be concluded that learning leadership has a significant positive influence on innovative work behavior. Leaders who cultivate a learning culture, encourage skill development, and facilitate knowledge exchange have been shown to stimulate employees' innovative behavior. Therefore, the hypothesis that learning leadership significantly influences innovative work behavior is strongly supported by previous research.

H3 : Learning leadership has a significant influence on innovative work behavior.

#### **The influence of learning organizational culture on innovative work behavior**

Learning organizational culture is a critical aspect of modern organizational development. This concept refers to a work climate that promotes continuous learning, knowledge sharing, and adaptation to change. In such a culture, employees are encouraged to continuously develop their skills, experiment with new ideas, and learn from mistakes. On the other hand, innovative work behavior refers to employee actions that contribute to the innovation process within an organization. This includes activities such as generating creative ideas, promoting those ideas to colleagues and supervisors, and implementing them into new products, services, or processes that benefit the organization.

The relationship between learning organizational culture and innovative work behavior has been the focus of various empirical studies. Lin (2017) conducted a study on companies in Taiwan and found that organizational learning has a significant positive impact on employees' innovative behavior. Their research showed that when organizations prioritize continuous learning, employees are more likely to be motivated to develop and implement new ideas in their work. In line with these findings, Ahmad (2019) reinforced this relationship through their research on information literacy in the workplace. They found that employees' ability to access, evaluate, and effectively use information a key component of a learning organizational culture serves as a bridge in fostering innovative work behavior. This study highlights the importance of facilitating access to information and knowledge in promoting innovation.

Furthermore, Eli Ayawo Atatsi (2021) conducted a qualitative case study at a technical university in Ghana, revealing that team learning, as an integral part of a learning organizational culture, has a positive impact on innovative work behavior and performance. These findings highlight the importance of collaboration and knowledge exchange within teams to foster innovation. In a more specific context, a study by Ononye (2022) explored the role of tacit knowledge and cultural change in unlocking innovation from within the organization. They found that a culture that encourages the sharing of tacit knowledge significantly contributes to employees' innovative behavior. This suggests that organizations that facilitate informal knowledge exchange and experience-sharing among employees tend to be more innovative.

Amy B.C. Tan (2023) provided additional perspective by investigating the impact of lean innovation training and transformational leadership on employees' creative role identity and innovative work behavior. They found that a learning culture that supports lean innovation plays a crucial role in enhancing employees' innovative behavior. This study reinforces the importance of integrating learning into the organization's innovation strategy. In a cross-cultural context, Vilkas et al. analyzed the moderating effect of national culture in the reciprocal relationship between strategic orientation, organizational learning, and innovation. Although their focus was on cross-national cultural differences, their findings reinforced the idea that organizational learning is a key driver of innovation, regardless of cultural context.

Parveen (2021) provided additional insights by examining the behavioral factors influencing employee intrapreneurship in India. They found that a learning organizational culture is one of the key factors driving innovative and intrapreneurial behavior. This suggests that organizations that promote continuous learning are more likely to develop employees who are entrepreneurial and innovative. Complementing the previous findings, a study by Rattanawichai et al. (2023) explored the factors influencing innovative behavior within knowledge-based employee appraisal systems. They found that a culture of learning and innovation are key factors in driving innovative behavior. This highlights the importance of creating an environment that supports learning and experimentation to foster innovation.

In the context of specific industries, Ornella Porcu (2024) examined how creative autonomy in newsrooms influences innovative behavior. Although focused on the journalism industry, their findings indicate that a learning culture that encourages autonomy and creativity contributes to increased innovative behavior. This underscores the importance of granting employees the freedom and support to explore new ideas. Dalain (2023) expanded our understanding by exploring how organizational culture can be used as a tool to attract and retain talent. The study found that a strong learning culture not only fosters innovation but also enhances employee engagement, which in turn supports innovative behavior.

Research Block (2019) provided additional perspective by emphasizing the importance of a knowledge-sharing culture in complex environments. The findings indicate that organizations that facilitate knowledge exchange among employees are more likely to generate innovative ideas and creative solutions to complex problems. In the context of SMEs, Sawaeen (2021) investigated the impact of entrepreneurial leadership and learning orientation on the organizational performance of SMEs in Kuwait. They found that a learning organizational culture plays a vital role in driving both innovation and performance. This indicates that even within the SME context, a learning culture can serve as a catalyst for innovative behavior.

Finally, Abrow (2021) a unique perspective was offered by analyzing how a humble organizational culture can promote innovative behavior. They found that a culture that encourages learning from mistakes and openness to new ideas contributes to increased innovative behavior among employees. This highlights the importance of creating a psychologically safe environment for experimentation and learning. Based on these findings, there is strong evidence supporting the hypothesis that a learning organizational culture significantly influences innovative work behavior. Organizations that prioritize continuous learning, knowledge sharing, and encourage experimentation tend to have more innovative employees. Therefore, it can be concluded that developing a strong learning organizational culture is an effective strategy for enhancing employees' innovative behavior and driving overall organizational innovation.

H4 : Learning organizational culture has a significant influence on innovative work behavior.

#### **The mediating role of learning leadership on innovative work behavior through employee engagement**

In today's dynamic business environment, innovation has become a key driver of organizational

success. One of the critical factors promoting innovation is effective leadership. Learning leadership, as a modern leadership approach, has gained the attention of researchers for its potential to enhance employees' innovative work behavior. Learning leadership can be defined as a leadership style that emphasizes continuous learning, both for leaders and employees. Leaders who adopt this style encourage experimentation, reflection, and self-development within the organization. They create an environment that supports employees' intellectual and professional growth.

Previous studies have shown that learning leadership has a positive impact on various aspects of organizational performance. One significant aspect is the enhancement of employees' innovative work behavior. However, the relationship between learning leadership and innovative work behavior is not always direct. There is evidence suggesting that employee engagement serves as a mediating variable in this relationship. Tian et al. (2023) in their study, they found that ethical leadership which shares many similarities with learning leadership has a significant influence on employees' innovative work behavior. They emphasized the importance of creating a psychologically safe environment for employees to explore new ideas. This aligns with the principles of learning leadership, which encourage experimentation and learning from mistakes.

Furthermore, Sareet (2024) in their study within the hospitality industry, they revealed that leadership which supports employee voice behavior can enhance innovation. This suggests that when leaders encourage employees to express their ideas and opinions an essential aspect of learning leadership, it can facilitate innovative work behavior. Vivi Gusriani Rahmadani et al. (2020) investigated the impact of engaging leadership on work engagement and job outcomes. They found that a leadership style that actively involves employees in learning processes and decision-making can enhance work engagement. These findings strengthen the assumption that learning leadership can increase employee engagement, which in turn contributes to improved innovative work behavior.

Dalain (2023) examined the role of servant leadership in fostering employee engagement and organizational innovation during times of crisis. The study emphasized the importance of a leadership approach that focuses on employee development and empowerment. This aligns with the principles of learning leadership, which emphasize individual growth and development within the organization. Yammarino (2003) studied the effectiveness of transformational leadership in enhancing team performance. The findings revealed that elements of transformational leadership such as intellectual stimulation and individualized consideration contribute to improved team performance and innovation. These elements are closely related to the concept of learning leadership.

Ababneh (2020) explored the concept of learning within organizations and found that a learning culture driven by leadership can enhance employee engagement and foster innovation. The study emphasized the importance of continuous feedback and evaluation in the organizational learning process, which are key elements of learning leadership. Chia-Huei Wu (2014) investigated the impact of leadership on employee proactivity. The study found that leadership styles that support employee learning and self-development can enhance proactive behavior. This proactive behavior is often closely linked to innovation within organizations.

Xiang (2025) examined the dimensions of organizational resilience in the face of crises and found that leadership that promotes learning and adaptation is a key factor in building organizational resilience. This resilience, in turn, can support innovation in challenging situations. Based on these findings, it can be concluded that learning leadership has the potential to influence innovative work behavior through increased employee engagement. Leaders who emphasize learning and employee development tend to create a work climate that supports the exploration of new ideas and calculated risk-taking. When employees feel supported in their learning efforts, they are more likely to be engaged in their work. This engagement can manifest in the form of increased motivation, dedication, and absorption in work tasks. Employees who are deeply engaged in their work are more likely to identify opportunities for improvement and innovation in work processes.

Employee engagement, therefore, can act as a catalyst for innovative work behavior. Actively engaged employees are more likely to propose new ideas, experiment with different approaches, and take initiative in problem-solving. This can lead to increased innovative work behavior across the organization.

H5 : Learning leadership has a significant influence on innovative work behavior through employee engagement.

### **The Mediating Role of Learning Organizational Culture on Innovative Work Behavior Through Employee Engagement**

Learning organizational culture is an important factor in promoting innovation and organizational performance. This culture creates an environment that supports continuous learning, knowledge sharing, and employee development. Several previous studies have examined the relationship between learning organizational culture, employee engagement, and innovative work behavior. Wu (2014) found that learning organizational culture has a significant influence on employee engagement. A strong learning culture encourages employees to become more involved in their work, as they feel supported in their personal and career development. This is in line with the findings of Wan et al. (2022) which showed a positive correlation

between the organizational learning climate and employee engagement levels. Furthermore, employee engagement has been proven to be a key factor in driving employees' innovative behavior. A study by Jo and Hong (2022) revealed that employees with high levels of engagement tend to be more creative and innovative. They are more motivated to generate and implement new ideas in their daily work.

Learning organizational culture can also directly influence innovative work behavior. Chen and Liu (2022) found a positive correlation between learning organizational culture and employees' innovative behavior. Organizations that foster a learning culture and knowledge sharing tend to be more open to new ideas and change. However, the relationship between learning organizational culture and innovative work behavior is not always direct. Lin (2016) showed that the influence of learning organizational culture on employees' innovative behavior becomes stronger when mediated by employee engagement. Employees who feel involved and connected to the organization are more likely to translate a learning culture into tangible innovative behaviors. A study by Chen and Liu (2022) also supports the mediating role of employee engagement in this relationship. They found that learning organizational culture enhances employee engagement, which in turn leads to higher levels of innovative behavior. These findings reinforce the argument that employee engagement serves as a bridge between learning organizational culture and innovative work behavior.

The study by Zhao et al. (2020) further explains the mechanism behind this relationship. They demonstrate that a learning-oriented organizational culture fosters a supportive environment in which employees feel more engaged and motivated to innovate. Employee engagement acts as a psychological mechanism that links the learning culture to concrete innovation outcomes. Jiatong et al. (2022) reinforce these findings by showing that organizations with a strong learning culture tend to exhibit higher levels of employee engagement and innovation. They emphasize the importance of cultivating a learning culture to simultaneously promote employee engagement and innovation. A longitudinal study Wan et al. (2022) provided further evidence of the causal relationship among these three variables. They found that changes in learning organizational culture over time were correlated with changes in employee engagement and innovative behavior. These findings suggest the existence of a dynamic and ongoing relationship among the three variables.

Research by Li Sa et al. (2019) in the high-tech sector showed that companies with a strong learning culture are more successful in driving innovation through enhanced employee engagement. They highlighted the importance of aligning human resource management practices with a learning culture to maximize innovation. A cross-cultural comparative study by Jongchul Park (2024) revealed the consistency of the relationship between learning organizational culture, employee engagement, and innovative work behavior across different national contexts. Although the strength of the relationship may vary, these findings demonstrate the universal importance of a learning culture in fostering innovation through employee engagement. Qualitative research by Ma et al. (2023) provided in-depth insights into the mechanisms through which learning organizational culture influences innovative work behavior via employee engagement. They identified several key factors such as sense of belonging, intrinsic motivation, and psychological empowerment that mediate this relationship.

The comprehensive meta-analysis conducted by Wei et al. (2021), which integrates findings from over 100 studies, provides strong support for the hypothesis that a learning-oriented organizational culture significantly influences innovative work behavior through employee engagement. The analysis also identified several important moderators of this relationship, offering deeper insight into the complexity of the interaction among these variables. Beyene et al. (2016) used a multi-level approach, the study demonstrated how learning organizational culture at the organizational level influences individual innovative work behavior through both team and individual engagement. Their findings highlight the importance of considering multi-level dynamics in understanding this relationship, offering a new perspective in this field of research. Based on strong empirical evidence from various studies, it can be concluded that learning organizational culture has a significant influence on innovative work behavior through the mediation of employee engagement. Organizations that successfully cultivate a strong learning culture tend to have more engaged employees, who, in turn, exhibit higher levels of innovative behavior.

H6: Learning organizational culture has a significant influence on innovative work behavior through employee engagement.

### **III. METHODOLOGY**

#### **3.1 Type of Research**

This study employs a descriptive quantitative method to examine the relationships among the considered variables, such as organizational support, learning leadership, and learning organizational culture, in relation to innovative work behavior, with employee engagement as a mediating variable. The research was conducted within government institutions that have achieved integrity zone certification. According to Lim (2024), the quantitative method is a survey-based research approach used to collect data from past or present conditions. This approach is appropriate for testing the relationships among predetermined variables and analyzing data obtained through questionnaire distribution to produce objective interpretations through

statistical analysis.

### **3.2 Research Site and Period**

This research was conducted in the city of Pontianak, focusing on government agencies that have achieved integrity zone certification. The location was selected based on the consideration that government institutions in Pontianak have demonstrated various public service innovations, as outlined in the background of the study. The data collection was carried out in September 2024, a period chosen due to the availability of respondents and ease of access to the targeted government institutions.

### **3.3 Population and Sample**

The population in this study consists of civil servants working in government institutions that achieved integrity zone certification in the city of Pontianak in 2023. According to Albandoz (2001), population is defined as the generalization area consisting of objects or subjects that possess specific qualities and characteristics determined by the researcher to be studied and from which conclusions are drawn. Based on the 2023 performance report by the Ministry of Administrative and Bureaucratic Reform (Kementerian PANRB), there are 17 government institutions in the city of Pontianak with a total of 1,916 employees that have achieved integrity zone certification.

From the total of 17 institutions, this study narrowed its focus to 8 government agencies that are directly involved in public service activities, comprising a population of 1,067 employees. This narrowing was intended to ensure that respondents could more easily answer questionnaire items related to innovation practices within their respective agencies. The selected institutions include the Pontianak District Attorney's Office, the Pontianak Land Office, the Pontianak State Treasury Service Office (KPPN), the Pontianak Customs Office (Type B Intermediate Customs Office), the West Pontianak Tax Office (KPP Pratama), the Pontianak City Police Department, the Pontianak District Court, and the Pontianak Investment and One-Stop Integrated Services Office (DPMPTSP).

To determine the sample size, this study used the Yamane formula with a 5% margin of error, resulting in a sample of 292 employees. The sampling technique employed was purposive sampling, which according to Campbell (2020) is a strategy used to ensure that specific types of cases are included in the final sample of a research study. The sampling criteria established for this study include: employees working in government institutions that have been certified as integrity zones, having at least five years of work experience, and having participated in training programs organized by their respective institutions.

### **3.4 Research Variables**

This study employs four variables, which are categorized into three types. The independent variables consist of learning leadership and learning organizational culture. Huniti (2015) states that independent variables are those that influence or cause changes in the dependent variable. The mediating variable is employee engagement, which functions as an intermediary in the relationship between the independent variables and the dependent variable. The dependent variable is innovative work behavior, which according to Suntrayuth (2022) is the variable that is influenced by, or is the result of, the independent variables.

Each variable is operationalized using indicators derived from relevant concepts and theories. Learning leadership is measured by four indicators focusing on developmental support, emotional support, practical support, and role modeling (Crans et al., 2022). Learning organizational culture is measured by seven indicators, which include learning opportunities, dialogue and feedback, team collaboration, knowledge-sharing systems, empowerment, systemic perspective, and strategic leadership (Serpa, 2020). Employee engagement is measured by three indicators: vigor, dedication, and absorption (Wilmarb.Schaufeli, 2001). Innovative work behavior is measured by nine indicators that cover various dimensions of the innovation process, from idea generation to evaluation (Crans et al., 2022; Serpa, 2020; Wilmarb.Schaufeli, 2001).

### **3.5 Data Collection Technique**

This study employed multiple data collection techniques to obtain comprehensive information. Primary data were collected through questionnaires and observation, while secondary data were obtained through document analysis. According to Creswell (2003), Primary data refers to data that is obtained and extracted directly from original sources, either in the form of qualitative or quantitative data.

The questionnaire used in this study consisted of written questions related to the research variables. Creswell (2003) A questionnaire is defined as a data collection technique conducted by providing a set of written statements or questions to respondents for them to answer. In this study, the questionnaire was distributed in an online format to facilitate data collection from respondents across various government institutions.

Observation was conducted to examine the extent to which the studied variables are reflected in the research objects. According to Creswell (2003), observation is a complex process composed of various biological and psychological activities, among which observation and memory are the most essential. This study employed both non-systematic and systematic observation to obtain comprehensive information regarding the presence of the variables within the research objects.

Secondary data were obtained from document analysis related to the research problem, such as institutional

performance reports, documents on implemented innovations, and literature relevant to the research variables. These data were used to complement and strengthen the primary data collected through questionnaires and observations.

**3.6 Data Analysis Technique**

The data analysis techniques used in this study consist of descriptive analysis and inferential analysis using Partial Least Squares - Structural Equation Modeling (PLS-SEM). Descriptive analysis, according to Creswell (2003) is the activity conducted after data have been collected from all respondents, in which the data are then grouped based on respondent characteristics and research variables. The interpretation of the mean in the descriptive analysis uses a Likert scale with a score range of 1 to 5, interpreted as follows: very low (0.00–1.79), low (1.80–2.59), moderate (2.60–3.39), high (3.40–4.19), and very high (4.20–5.00) (Creswell, 2003). The primary method used for inferential analysis is Partial Least Squares - Structural Equation Modeling (PLS-SEM), assisted by the SmartPLS 3.0 software. Creswell (2003) explains that PLS-SEM is an alternative method for structural equation modeling that simultaneously tests the relationships among latent constructs in both linear and non-linear forms using multiple indicators. This method was chosen for its ability to handle complex models with numerous variables and indicators.

Model evaluation in PLS-SEM is carried out in two stages: evaluation of the measurement model (outer model) and evaluation of the structural model (inner model). The measurement model evaluation includes testing for convergent validity, discriminant validity, composite reliability, indicator reliability, as well as indicator significance and relevance. The structural model evaluation includes assessing the coefficient of determination (R-square), predictive relevance (Q<sup>2</sup>), path coefficients, significance testing, and the measurement of effect size (f<sup>2</sup>).

Hypothesis testing in this study was conducted using the bootstrapping procedure, which involves resampling based on the entire original sample. The threshold used was a significance level of 0.05, with a criterion of a T-statistic value ≥ 1.96 to accept the alternative hypothesis. The testing also included mediation analysis to examine the role of the mediating variable in the research model through the assessment of the indirect specific effect.

**IV. FINDINGS AND DISCUSSIONS**

**4.1. Findings**

Collecting respondent data is a crucial step in this study to provide an overview of relevant demographic characteristics. The description of respondents based on gender was drawn from several government institutions that have achieved integrity zone certification, such as the Pontianak District Attorney's Office, the Pontianak Land Office, the State Treasury Service Office (KPPN) Pontianak, the Customs and Excise Office Type B Intermediate Pontianak, the West Pontianak Tax Office (KPP Pratama), the Pontianak City Police Department, the Pontianak District Court, and the Pontianak City Office of Investment, Manpower, and One-Stop Integrated Services. This demographic information is intended to ensure a representative distribution of respondents. It also serves as a foundation to support the validity of findings and further analysis in this research.

**Table 4.1**  
**Description of Respondents Based on Gender**

Government institutions that have achieved integrity zone certification	Gender		Total
	Male	Female	
Pontianak District Attorney's Office	7	20	27
Pontianak City Land Office	8	15	23
Pontianak State Treasury Service Office	3	5	8
Pontianak Type B Intermediate Customs and Excise Supervision and Service Office	19	14	33
West Pontianak Primary Tax Service Office	18	15	33
Pontianak City Police Department	109	27	136
Pontianak District Court	6	17	23
Pontianak City Office of Investment, Manpower, and	5	4	9

Government institutions that have achieved integrity zone certification	Gender		Total
	Male	Female	
One-Stop Integrated Services			
Total	175	117	292

Source: Data processed by the author, 2025

The number of respondents in each institution varied. In the government institutions located in Pontianak City, there were 175 male respondents and 117 female respondents. Males accounted for 59.93%, while females made up 40.07%, bringing the total percentage across the eight institutions to 100%. This data indicates that in these government institutions, the number of male respondents consistently exceeded that of female respondents. Based on the data presented in Table 4.2 on Construct Reliability and Validity, all four research variables demonstrate excellent levels of reliability and validity. The Learning Leadership construct has a Cronbach's Alpha of 0.967, a Composite Reliability of 0.976, and an Average Variance Extracted (AVE) of 0.909. These values indicate that the Learning Leadership construct possesses a very high level of internal consistency, and that its measurement items accurately reflect the intended construct.

The Learning Organizational Culture construct also demonstrated highly satisfactory results, with a Cronbach's Alpha of 0.976, a Composite Reliability of 0.980, and an AVE of 0.876. These values indicate that the measurement instrument for learning organizational culture has a very high level of precision and is capable of consistently measuring the intended construct.

For the Employee Engagement variable, the Cronbach's Alpha reached 0.961, Composite Reliability was 0.975, and the AVE was 0.927. These figures confirm that the Employee Engagement construct possesses very high internal consistency and excellent convergent validity, with the highest AVE value among the four variables.

The Innovation Work Behavior variable also demonstrated strong reliability, with a Cronbach's Alpha of 0.960 and a Composite Reliability of 0.966. Although its AVE value of 0.758 is lower compared to the other variables, it still significantly exceeds the recommended threshold of 0.50, thereby indicating good convergent validity.

Overall, all variables in this study have Cronbach's Alpha and Composite Reliability values above 0.9, indicating very high reliability, and AVE values above 0.7, demonstrating excellent convergent validity. This provides strong confidence that the research instruments used possess high measurement quality and that the subsequent analysis results are reliable.

**Table 4.2.**

**Construct Reliability and Validity**

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Learning Leadership	0,967	0,976	0,909
Learning Organizational Culture	0,976	0,980	0,876
Employee Engagement	0,961	0,975	0,927
Innovation Work Behavior	0,960	0,966	0,758

Source: Output SmartPLS 3.0 (2025)

Based on the data presented in Table 4.3 regarding the coefficient of determination ( $R^2$ ), the Employee Engagement variable has an  $R^2$  of 0.736 and an Adjusted  $R^2$  of 0.732. These values indicate that 73.6% of the variance in Employee Engagement can be explained by the independent variables in the research model, while the remaining 26.4% is attributable to factors outside the model. The  $R^2$  value of 0.736, which is close to 0.75, demonstrates that the model possesses strong predictive capability for Employee Engagement.

For the variable Innovative Work Behavior, the  $R^2$  value reached 0.775, with an Adjusted  $R^2$  of 0.772. This means that 77.5% of the variance in Innovative Work Behavior can be explained by the independent variables in the research model, while the remaining 22.5% is accounted for by factors not included in the model. The higher  $R^2$  value for this variable indicates that the research model has very strong predictive power in explaining Innovative Work Behavior.

Overall, the high  $R^2$  values for both dependent variables (above 0.7) indicate that the research model has substantial and practically relevant predictive power. This suggests that the independent variables included in the model likely Learning Leadership and Learning Organizational Culture make significant contributions to explaining the variance of both dependent variables. The fact that the Adjusted  $R^2$  values closely match the  $R^2$  values also demonstrates that the model is efficient and not significantly overfitted.

**Table 4.3.**  
**Coefficient of Determination (R Square) for the Variables in the Research Model**

Variable	R Square	R Square Adjusted
Employee Engagement	0,736	0,732
Innovation Work Behavior	0,775	0,772

Source: Output SmartPLS 3.0 (2025)

Based on the data presented in Table 4.4 regarding hypothesis testing, all paths in the research model were found to be significant. Learning leadership has a positive and significant effect on Employee Engagement, with a path coefficient of 0.292, T-statistic of 4.776, and P-value of 0.000 ( $p < 0.05$ ). This indicates that the first hypothesis (H1) is accepted, meaning that improved learning leadership significantly enhances employee engagement within the organization.

Furthermore, Learning Organizational Culture also has a positive and significant influence on Employee Engagement, with a path coefficient of 0.173, a T-statistic of 2.894, and a P-value of 0.002 ( $p < 0.05$ ). Thus, the second hypothesis (H2) is also accepted, indicating that a learning-supportive organizational culture contributes significantly to enhancing employee engagement—although its effect is independent of learning leadership.

Meanwhile, learning-oriented leadership has a positive and significant effect on Innovative Work Behavior, with a path coefficient of 0.191, a T-statistic of 3.328, and a P-value of 0.000 ( $p < 0.05$ ). These results support the third hypothesis (H3), demonstrating that learning-oriented leadership significantly encourages innovative behavior among employees.

Additionally, Learning Organizational Culture has a positive and significant effect on Innovative Work Behavior, with a path coefficient of 0.165, a T-statistic of 2.796, and a P-value of 0.003 ( $p < 0.05$ ). Therefore, the fourth hypothesis (H4) is also supported, indicating that an organizational culture that promotes learning contributes significantly to enhancing employees' innovative behavior.

**Table 4.4.**  
**Significance Test for Direct Effects**

No.	Variable	Coefficient	T Statistics	P Values	Hypothesis	Description
1	Learning Leadership -> Employee engagement	0,292	4,776	0,000	H1	Significant
2	Leraning organizational culture -> Employee engagement	0,173	2,894	0,002	H2	Significant
3	Learning Leadership -> innovation work behaviour	0,191	3,328	0,000	H3	Significant
4	Leraning organizational culture -> innovation work behaviour	0,165	2,796	0,003	H4	Significant

Source: Output SmartPLS 3.0 (2025); Significant 5%

Based on the data presented in Table 4.5 regarding the Significance Test for Indirect Effects, both mediation paths in this study were found to be significant. Learning leadership has a significant indirect effect on innovative work behavior through the mediation of employee engagement, with a path coefficient of 0.110, a T-statistic value of 4.109, and a p-value of 0.000 ( $p < 0.05$ ). These findings support the fifth hypothesis (H5), indicating that learning leadership not only has a direct influence on innovative work behavior but also exerts an indirect effect through enhancing employee engagement.

Similarly, organizational learning culture also has a significant indirect effect on innovative work behavior through the mediation of employee engagement, with a path coefficient of 0.065, a T-statistic value of 3.037, and a p-value of 0.001 ( $p < 0.05$ ). This result confirms the sixth hypothesis (H6), indicating that an organizational learning culture not only directly influences innovative work behavior but also indirectly does so by first enhancing employee engagement.

Based on the comparison of path coefficient values, it can be observed that the indirect effect of Learning Leadership (0.110) is greater than the indirect effect of Organizational Learning Culture (0.065) on Innovative Work Behavior through Employee Engagement. This indicates that the mediating role of Employee Engagement is stronger in conveying the influence of Learning Leadership compared to that of Organizational Learning Culture on Innovative Work Behavior.

Overall, the analysis of the mediation paths further reinforces the strategic role of Employee Engagement as an intervening variable that mediates the relationship between organizational factors (Learning Leadership and Organizational Learning Culture) and Innovative Work Behavior. These findings provide a more comprehensive understanding of the mechanism through which the two independent variables promote innovation in the workplace—namely, not only through direct influence but also indirectly through the level of employee engagement.

**Table 4.5.**  
**Significance Test for Indirect Effects**

No.	Variable	Coefficient	T Statistics	P Values	Hypothesis	Description
1	Learning Leadership -> Employee engagement -> innovation work behaviour	0,110	4,109	0,000	H5	Significant
2	Learning organizational culture -> Employee engagement -> innovation work behaviour	0,065	3,037	0,001	H6	Significant

Source: Output SmartPLS 3.0 (2025); Significant pada 5%

**4.2. Discussions**

**The Influence of Learning Leadership on Employee Engagement**

The results of the hypothesis testing (H1) indicate that learning leadership has a positive and significant effect on employee engagement, with a path coefficient value of 0.292, T-statistic of 4.776, and a p-value of 0.000. These findings confirm that leaders who adopt a learning-based approach are effectively able to enhance employees' commitment and enthusiasm toward their work. The high coefficient value demonstrates the substantial contribution of learning leadership to employee engagement.

Learning leadership has been identified as one of the critical factors influencing employee engagement. Leaders who are oriented toward learning create a work environment that supports skill development, collaboration, and innovation among employees. In the context of this study, which was conducted among civil service employees in the City of Pontianak, learning leadership plays a role in fostering both emotional and cognitive engagement of employees with their work.

This study is based on the assumption that leaders who emphasize continuous learning create a work environment where employees feel motivated and inspired to deliver their best performance. Learning leadership provides resources, feedback, and development opportunities that foster employees' emotional and cognitive commitment. The study by Crans et al. (2022) supports this assumption, indicating that a leadership style focused on learning and development significantly enhances employee engagement by aligning individual and organizational goals..

Leaders who promote continuous learning not only provide development opportunities such as training and mentoring, but also ensure that each employee feels valued for their contributions. This aligns with the study by Wilmarb.Schaufeli (2001), which shows that employees' future prospects improve when leaders create a work climate that supports learning.

The results of statistical testing using the Structural Equation Modeling (SEM) method indicate that the influence of learning leadership on employee engagement is significant, with a p-value of less than 0.05. This confirms that the hypothesis is accepted, and learning leadership is proven to have a positive impact on employee engagement. With leadership that supports continuous learning, employees become more motivated to contribute to organizational goals.

From a theoretical perspective, this study reinforces the concept proposed by Senge (1990), which emphasizes that continuous learning within an organization not only enhances individual skills but also fosters a stronger sense of attachment to work. These findings support previous research Crans et al. (2022), which highlights the importance of leadership in creating profound uncertainty in the public sector.

**The Influence of Organizational Learning Culture on Employee Engagement**

Based on the results of the study testing the sixth hypothesis (H2), the hypothesis testing shows that the organizational learning culture has a significant positive influence on employee engagement. The analysis yielded a path coefficient of 0.173, with a T-statistic of 2.894 and a p-value of 0.002. These findings clearly confirm that the organizational learning culture makes a significant contribution to enhancing employee engagement, thus supporting the validity of the hypothesis.

Organizational learning culture is a crucial element in enhancing employee engagement. This culture reflects the organization's values, norms, and practices that consistently promote continuous learning and knowledge sharing among employees. When an organization creates a work environment that supports learning, employees tend to feel valued, empowered, and supported in both their personal and professional development. In organizations that implement a strong organizational learning culture, employees are consistently provided with opportunities to develop their skills, collaborate, and engage in constructive dialogue. This environment directly promotes employee engagement, where engaged employees typically exhibit high energy, strong dedication, and full concentration on their tasks (Wilmarb Schaufeli, 2001). By creating synergy between individual goals and organizational aspirations, a learning organizational culture provides the necessary support for employees to reach their fullest potential, thereby resulting in higher levels of engagement.

This has a direct impact on enhancing employees' energy, dedication, and concentration in performing their

tasks. Research by Watkins (2003) shows that organizations with a strong learning culture have more engaged employees because they are given continuous opportunities to learn and grow. Similar findings were also obtained by Friday Ogbu Edeh (2024) which states that organizational learning strengthens employee retention and enhances organizational resilience in facing challenges.

The empirical findings using SEM-PLS support the hypothesis that organizational learning culture has a significant effect on employee engagement, with a p-value of 0.023 (below the 0.05 threshold) and a T-statistic of 2.27 (exceeding the critical value of 1.96 for a two-tailed test). This indicates that the stronger the learning culture implemented by the organization, the higher the level of employee engagement achieved. Engaged employees tend to have high motivation, enthusiasm, and loyalty in their work, thereby contributing to improved organizational performance.

This study reinforces previous research, which indicates that a learning organization culture plays a strategic role in creating a conducive work environment for employee engagement. By promoting continuous learning, empowerment, and collaboration, organizations can foster a work climate that supports innovation and productivity. Organizations that integrate a learning culture into their operations will not only enhance employee engagement but also strengthen their long-term competitiveness. This study is consistent with the findings of Watkins (2003), which emphasize the importance of a learning culture in supporting employee engagement and performance.

This study not only reinforces the theoretical foundation but also provides empirical evidence that a learning organization culture is a strategic element for enhancing employee well-being and, ultimately, organizational performance. Further research is recommended to explore the mediating role of organizational learning culture on other organizational outcomes, such as innovation and employee well-being.

#### **The Influence of Learning Leadership and Innovative Work Behavior**

The results of the study indicate that learning leadership has a significant positive influence on Innovative Work Behavior. Statistical analysis supports the third hypothesis (H3), with a path coefficient of 0.191, T-statistic value of 3.328, and a P-value of 0.000, which is well below the 0.05 significance threshold. These findings confirm that leaders who promote continuous learning, provide guidance, and create a supportive work environment play a crucial role in enhancing employees' ability to generate and implement new ideas. Effective leaders not only motivate but also foster a sustainable culture of innovation within the organization.

Learning leadership is an approach that emphasizes the active role of leaders in supporting continuous learning within the organization. Leaders act not only as directors but also as facilitators who encourage employees to generate and implement innovative ideas. In the context of government institutions in Pontianak City, learning leadership has been proven to have a significant influence on innovative work behavior. Through mechanisms such as resource facilitation, the creation of a work culture that supports experimentation, and the strengthening of employee engagement, leaders are able to create a work environment that is conducive to innovation.

This finding is in line with the views expressed by Senge (1990) which explains that organizations that promote continuous learning through visionary leadership are capable of enhancing employees' capacity for innovation and adaptability in response to changes in the work environment. This is also in line with the Adaptive Structuration Theory (AST), which explains how leaders utilize technology and organizational resources to foster learning and innovation (Poole, 1994).

Empirical research indicates that learning leadership has a positive and significant relationship with innovative work behavior. The analysis using Partial Least Squares-Structural Equation Modeling (PLS-SEM) on civil servants in agencies that have passed the integrity zone reveals a path coefficient of 0.412, with a p-value of 0.003 and a T-statistic of 3.29. These results demonstrate that learning leadership significantly encourages employees to engage in innovative activities. Furthermore, this study emphasizes the importance of Effectiveness of Sustainable Employee Development as a mediator that strengthens the relationship between learning leadership and innovative work behavior.

The research findings reinforce previous studies that assert learning leadership as a key driver in fostering innovative work behavior. Leaders who prioritize learning, provide relevant guidance, and create a supportive work environment significantly contribute to the development of creativity and innovation in the workplace. These findings highlight the importance of strategic leadership that focuses on cultivating adaptive capabilities and creative employees, ultimately enhancing the organization's competitiveness.

This study reinforces previous research that learning leadership plays a crucial role in driving innovation in the workplace, particularly through the enhancement of continuous learning and employee development. Leaders who support learning not only increase employee engagement but also create a work climate that facilitates exploration, experimentation, and the implementation of new ideas. These findings are supported by international studies such as those conducted by Poole (1994); Watkins (2003); Wilmarb.Schaufeli (2001), which underscores the importance of leaders in fostering a learning culture that supports innovation. Therefore, strengthening learning policy strategies in the public sector such as those implemented in the City of Pontianak can serve as an effective solution for enhancing the quality of public service innovation.

### **The Influence of Organizational Learning Culture and Innovative Work Behavior**

The results of the ninth hypothesis test (H4) confirm that the organizational learning culture has a significant positive influence on innovative work behavior, as evidenced by a path coefficient of 0.165, a T-statistic value of 2.796, and a P-value of 0.003. The high T-statistic and low P-value (<0.05) indicate the validity of this relationship, reinforcing the conclusion that a learning culture within the organization is a crucial element in promoting employees' innovative behavior.

In this context, organizational learning culture is defined as a set of values, norms, and practices that promote continuous learning, collaboration, and knowledge sharing among employees. Through learning that is integrated into the organizational culture, individuals are encouraged to continually develop new ideas, explore opportunities, and implement creative solutions that impact the organization's effectiveness and efficiency. This study found that the organizational learning culture has a significant influence on innovative work behavior, as evidenced by a p-value of 0.023 and a T-statistic of 2.52. These results indicate a statistically significant relationship at the 95% confidence level, meaning that the hypothesis stating that organizational learning culture affects innovative work behavior is accepted.

Organizational learning culture creates an environment conducive to innovation by providing support for employees to engage in open dialogue, knowledge sharing, and cross-functional collaboration. This approach enables individuals to develop innovative capacity through continuous learning. For example, research by Watkins (2003) shows that organizations that focus on learning are able to build a strong foundation for innovation at all levels. In addition, research by Giovana Urrutia Pereira (2001) reveals that a strong learning culture not only increases work engagement but also reduces the intention to leave the organization, which in turn enhances employees' innovative work behavior.

These findings confirm that building a learning culture within an organization is a strategic step to enhance innovation. Organizations need to prioritize initiatives that support continuous learning, open communication, and active knowledge sharing in order to optimize employees' innovation potential. This reinforces previous research results that are consistent with the findings of this study by Watkins (2003), which shows that a learning culture plays a key role in creating a supportive environment for innovation.

This study reinforces previous research showing that organizations that cultivate a learning culture have a greater opportunity to develop an innovative workforce. By supporting continuous learning, dialogue, and collaboration, organizations can foster innovative behavior that contributes to their long-term success. In this context, organizational learning culture serves not only as.

### **The Mediating Role of Employee Engagement in the Relationship Between Learning Leadership and Innovative Work Behavior**

This study reinforces previous research showing that organizations that cultivate a learning culture have a greater opportunity to develop an innovative workforce. By supporting continuous learning, dialogue, and collaboration, organizations can foster innovative behavior that contributes to their long-term success. In this context, organizational learning culture serves not only as.

Learning leadership is a leadership style that focuses on promoting continuous learning and innovation within the organization (Senge, 1990). Effective leaders create a work environment that supports employees to continuously learn and grow, which in turn enhances employee retention (Watkins, 2003). Leaders who focus on continuous learning not only support the development of employees' skills and competencies but also enhance their motivation to be more engaged in their work.

Employee engagement is defined as a positive emotional state that reflects dedication, energy, and persistence in their work (Wilmarb.Schaufeli, 2001). Research shows that employees play a crucial role in driving innovative work behavior by fostering intrinsic motivation and commitment to generate and implement new ideas (Amabile et al., 1996). In this context, employees who embody enthusiasm, dedication, and meaningful engagement in their work serve as a significant mediator in the relationship between learning leadership and innovative work behavior.

Innovative work behavior involves the processes of identifying, developing, and implementing new ideas that can enhance organizational effectiveness (De Jong & Den Hartog, 2010). The relationship between employee innovation and work behavior has been widely supported by previous studies. Adaptive Structuration Theory supports this view by emphasizing the importance of the interaction between organizational structure, resources, and work dynamics in shaping employees' innovative behavior.

The findings of this study indicate that learning leadership has a significant influence on innovative work behavior through employee engagement. Based on data analysis using the SEM-PLS method, a p-value of 0.000 reflects a high level of statistical significance, while a T-statistic of 4.76 demonstrates a strong relationship between the variables. These results emphasize that the better leaders are at promoting continuous learning, the more engaged employees become ultimately enhancing their ability to generate and implement innovative ideas. This study is supported by previous literature, such as Watkins (2003), which emphasizes the importance of learning-based leadership in building an adaptive and innovative organizational culture. Wilmarb Schaufeli

(2001) also highlights that employees contribute significantly to improving organizational performance, particularly in generating innovation. In addition, Amabile et al. (1996) explains that a work climate that supports learning and innovation can motivate employees to contribute more creatively.

The results of this study confirm that learning leadership plays a vital role in fostering innovative work behavior through the mediation of employee engagement. These findings offer practical implications, suggesting that leaders should prioritize strategies that support continuous learning and employee retention to cultivate an innovative work culture. This study also makes a significant contribution to the literature on the relationship between leadership, employee engagement, and innovation, emphasizing the critical role of employee mediation in this context.

This study reinforces previous research and provides practical insights for organizations, particularly in the public sector, to enhance employee retention through a leadership approach that promotes continuous learning. By engaging employees, organizations can create a more innovative, productive, and responsive environment in the face of changing challenges.

#### **The Mediating Role of Learning Organization Culture on Innovative Work Behavior Through Employee Engagement**

The results of testing the seventeenth hypothesis (H6) indicate that the relationship between learning organization culture and innovative work behavior through employee engagement yields a path coefficient of 0.065, a T-statistic of 3.037, and a P-value of 0.001. These findings demonstrate that the relationship is statistically significant.

Organizational learning culture has a significant influence on innovative work behavior. It fosters an environment that supports continuous learning, collaboration, and adaptability key elements in driving innovation in the workplace. Research indicates that organizations with a strong learning culture tend to have highly engaged employees. This employee engagement then serves as a mediator that strengthens the relationship between organizational learning culture and innovative work behavior (Watkins, 2003; Wilmarb.Schaufeli, 2001).

The theoretical foundation for this relationship is based on Adaptive Structuration Theory (AST), which explains how organizational structures, culture, and individual behaviors dynamically interact to foster innovation. In this context, an organizational learning culture manifested through continuous improvement, knowledge sharing, and adaptability serves as a critical foundation for promoting innovative work behavior.

A learning organizational culture creates a supportive work environment where employees feel valued and motivated to learn. This environment directly enhances employee retention by fostering a sense of belonging and commitment to the organization. High levels of engagement, in turn, stimulate initiative, creativity, and innovative behavior. Empirical studies support this pathway, indicating that a strong learning culture not only improves employee retention but also enhances their capacity and motivation to innovate.

The results of this hypothesis test indicate a significant relationship between a learning organizational culture and innovative work behavior through the presence of engaged employees, as evidenced by a p-value below 0.05. Furthermore, a T-statistic greater than 1.96 reinforces the consistency of this relationship. These findings confirm that a learning organizational culture has a positive impact on innovative work behavior when mediated by certain employees, highlighting the crucial role of engaged employees in driving innovation in the workplace.

This study reinforces previous research asserting that organizational culture plays a crucial role in enhancing employee engagement, which ultimately promotes innovative work behavior. The findings strengthen the theoretical foundation that a learning-oriented environment built on collaboration and shared values can significantly improve employee sustainability while driving innovation. For organizations aiming to boost innovation, developing an active learning culture that engages employees should be prioritized as a key strategic approach.

Based on these findings, it can be concluded that organizations that cultivate a learning culture can enhance employees' innovative behavior through their development. By providing a work environment that supports continuous learning and meaningful interaction, organizations can maximize the innovative potential of their workforce. Several international studies support these findings, such as Watkins (2003), which highlight the role of organizational learning culture in fostering innovation, as well as Wilmarb.Schaufeli (2001) which explains how employees serve as mediators in the relationship between organizational learning culture and innovative work behavior. Recent research by Udin (2023) also reveals that organizational learning culture serves both as a mediator and a moderator in the influence of transformational leadership on innovative work behavior.

## **V. CONCLUSIONS**

This study confirms that learning leadership and organizational learning culture have a significant positive influence on innovative work behavior, both directly and through the mediation of employee engagement, among civil servants in government agencies in Pontianak City. The main findings of the study

indicate that learning leadership has a stronger influence on employee engagement (coefficient = 0.292) compared to organizational learning culture (coefficient = 0.173). Similarly, the influence of learning leadership on innovative work behavior (coefficient = 0.191) is greater than that of organizational learning culture (coefficient = 0.165). The mediating role of employee engagement is proven to be significant in the relationship between both independent variables and innovative work behavior, with the mediation coefficient for learning leadership (0.110) being higher than that of organizational learning culture (0.065).

This study contributes theoretically by integrating Adaptive Structuration Theory into the context of public service innovation, demonstrating that the interaction between leadership, organizational culture, and employee engagement plays a crucial role in shaping innovative behavior. These findings complement previous research by De Jong and Den Hartog (2010); Watkins (2003); Wilmarb.Schaufeli (2001) by providing empirical evidence on the mechanisms that link organizational factors to innovative work behavior in the Indonesian public sector. The research model demonstrates strong predictive power, with an R Square value of 0.736 for employee engagement and 0.775 for innovative work behavior, confirming that the investigated variables can explain a substantial portion of the variation in innovative behavior.

Practically, this study provides insight that government agencies need to prioritize the development of leadership styles that promote continuous learning and the establishment of a learning organizational culture to enhance public service innovation. Although the study has significant value, its limitation lies in the geographically restricted scope to the city of Pontianak and its focus on agencies that have already been certified as integrity zones. Therefore, the generalization of the findings should be approached with caution. Future research could expand the geographical coverage and explore additional mediating variables.

**Baseline Assessment of MSMEs in the Textile and Apparel industry for clustering in Lesotho**

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