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Building a Culture of Innovation in Higher Education: The Role of Organizational Innovativeness Climate, Motivation to Learn, and Knowledge Sharing in Pushing Innovative Work Behaviour

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Abstract

Innovative work behaviour in higher education is an important aspect that requires attention. The study of innovative work behaviour in higher education is very important to foster a culture of creativity and progress. This research aims to identify lecturers who have innovative behaviour and provide rewards or support for their development. This can encourage professional growth and increase the competence of lecturers, thereby creating superior human resources in the field of higher education. The Sample in this research were lecturers who worked at private universities in the LLDIKTI X Region. Sample selection used probability sampling techniques with random sampling. Research hypothesis testing was carried out using the Multiple Linear Regression Analysis model. Multiple Linear Regression Analysis is used to measure the influence between variables *of organizational Innovativeness Climate*, Motivation to Learn, and Knowledge Sharing towards Innovative Work Behaviour. The results of this research organizational Innovativeness Climate, Knowledge Sharing, and Motive to Learn significantly influence Innovative Work Behavior**.** The test results show that the three independent variables have a positive and significant influence on the level of innovative behaviour of lecturers in the workplace.

Keywords; *Organizational Innovativeness Climate; Motivation to Learn; Knowledge Sharing; Innovative Work Behaviour*

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Introduction

Innovative work behaviour in higher education is an important aspect that requires attention. The role of leadership, organizational culture, and educational systems in encouraging innovative work behaviour has been emphasized by (Khan et al., 2020). Thurlings et al. (2015) developed a questionnaire for innovative work behaviour, defining it as including opportunity exploration, idea generation, promotion, realization, and reflection. In addition, the need for innovative work behaviour among lecturers in vocational institutions has also been highlighted, emphasizing the practical application of innovative behaviour in the educational environment (Fiernaningsih et al., 2022). In addition, the development and validation of the psychometric properties of the innovative work behaviour scale in higher education show the importance of organizational learning in fostering teachers' innovative work behaviour (Ayoub et al., 2021).

The rapid development of science, supported by technological advances, has resulted in changes in people's thinking and behaviour. Education is one of the driving forces for progress in the global community, one of which is through the emergence of innovations. Higher education institutions are required to transform themselves by producing various educational innovations. Technological developments have created space for innovations in higher education.

Realizing innovation must be followed by awareness, both from teaching staff and students, to be directly involved in this change. Lecturers and students not only follow the changes but are also actively involved in developing and

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evaluating the changes that occur. However, there still needs to be more research on innovative work behavior in higher education institutions (Soputan & Sumual, 2022). In addition, external factors of innovative work behaviour, including government support for policies in higher education, emphasize the importance of organizational support and policies in encouraging innovative behavio (Zhang et al., 2021).

Bibliograph Additionally, the influence of digital learning orientation and change readiness on innovative work behaviour in the higher education sector has been investigated, highlighting the potential impact of educational approaches in fostering innovative behaviour among students (Aboobaker & Zakkariya, 2019). The role of creative self-efficacy and entrepreneurship education in influencing innovative behaviour has also been explored, indicating the potential impact of educational interventions in fostering innovative work behavio(Namono et al., 2022). In addition, the influence of personality traits, such as openness to experience, on innovative work behaviour has been studied, highlighting individual factors that may contribute to innovative behavio(Siregar et al., 2019).

In Indonesia, the study of innovative work behaviour in universities is very important to foster a culture of creativity and progress(Wati et al., 2024). The relationship between leadership style and innovative work behaviour has become a topic of interest. In addition, the influence of authentic leadership and psychological capital on innovative work behaviour has been explored, indicating the importance of these factors in driving innovation(Siregar et al., 2019). In the Indonesian context, where higher education institutions are undergoing modernization and reform, the introduction of innovative educational activities is essential to adapt to the changing landscape (Namono et al., 2022). Additionally, the role of work engagement and happiness at work in mediating its impact on employee performance underscores the multifaceted nature of factors influencing innovative work behaviour in the Indonesian context (Soputan & Sumual, 2022). The digitalization of leadership and its impact on innovative work behaviour has become a topic of recent interest, in line with the development of the technological landscape in Indonesia.

Lecturers who demonstrate innovative behaviour at work tend to create interesting and effective teaching methods, conduct impactful research, and contribute to institutional development. This behaviour can be the main driver of increasing college achievement. A strong climate of innovation (Zhang et al., 2021) in higher education creates an environment that supports the development of new ideas and experimentation in learning and research approaches. With support from leadership and a culture that encourages creativity, lecturers tend to be more motivated to demonstrate innovative behaviour in their work. High motivation to learn among lecturers will encourage them to continue to develop their knowledge and skills. Faculty who are motivated to learn will be more likely to seek out innovative teaching methods, conduct relevant research, and participate in academic activities that improve overall college performance.

Sharing knowledge and experience (Knowledge Sharing) between lecturers and academic staff creates a collaborative environment in higher education. By sharing ideas and best practices, lecturers can inspire each other and improve the quality of their teaching and research. This can lead to an increase in overall institutional performance.

Thus, innovative behaviour in lecturers' work can be the main driver of increasing higher education achievement, especially when supported by a good innovation climate, high motivation to learn, and a culture of collaborative knowledge sharing.

The Higher Education Service Institute (LLDIKTI) is an institution that has an important role in developing and supervising the quality of higher education in Indonesia. LLDIKTI has the responsibility to provide services, guidance and coaching to universities in its work area. Through various programs and policies prepared, LLDIKTI aims to improve the quality of higher education so

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that it conforms to national and international standards.LLDIKTI Region X is located in Padang with the working area of West Sumatra and Jambi Provinces. Universities, especially private universities, face tough challenges in encouraging the innovative behaviour of lecturers. Lecturer creativity or innovation in teaching is one of the standards for assessing the quality of a higher education institution. Judging from the data from the LLDIKTI region, One of the indicators in assessing higher education accreditation is innovative learning methods.

Researching the innovative behaviour of lecturers at Higher Education Service Institutions (LLDIKTI) Region X has significant urgency and can provide great benefits in improving the quality of higher education. Lecturers are the spearhead in the delivery of higher education. By understanding their innovative behaviour, LLDIKTI can identify strategies to improve the quality of teaching and learning, thereby having a positive impact on higher education in the region.

LLDIKTI X needs to identify lecturers who have innovative behaviour and provide special awards or support for their development. This can encourage professional growth and increase the competence of lecturers, thereby creating superior human resources in the field of higher education.

Lecturers with innovative behaviour can be a driving force for designing curricula that are more relevant to the needs of the job market and more effective learning methods. This research can help LLDIKTI update the curriculum and introduce innovative learning approaches to improve the quality of education.

Quality higher education can be an important factor in regional development. By facilitating innovation in higher education, LLDIKTI can play a role in creating an environment that supports economic growth, increased employment opportunities and community development in the region.

The novelty of this research can lie in the interdisciplinary approach that combines Organizational and Individual Factors. This research not only considers individual factors such as motivation and innovative behaviour but also takes into account organizational factors such as innovation climate and knowledge-sharing culture. This approach provides a more holistic understanding of how innovation develops in the academic environment. This research can provide valuable insights for higher education leaders and decision-makers in designing policies and strategies to improve academic performance. By understanding the factors that influence the innovative behaviour of lecturers and academic staff, institutions can develop more effective initiatives to improve the quality of teaching, research and service to society.

Literature Review

In the context of higher education, understanding the theories underlying innovative work behaviour is critical to fostering a culture of creativity and progress. Several theories have been proposed to explain the factors that influence innovative work behaviour in higher education environments. Overall, the literature highlights the nature of innovative work behaviour in higher education, encompassing individual, organizational, and educational factors. The role of leadership, educational interventions, organizational support, and individual characteristics in encouraging innovative work behaviour in higher education institutions is apparent. Understanding and addressing these factors is critical to promoting a culture of innovation in higher education settings.

Studies on innovative work behaviour in higher education in Indonesia cover a variety of factors, including leadership style, psychological capital, environmentally friendly talent management, and the mediating role of innovative behaviour in organizational performance. Understanding and addressing these factors is critical to fostering a culture of innovation within Indonesia's higher education environment.

Innovative Work Behaviour

The success of a company/organization must be separate from how employees perform in

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understanding and providing innovative efforts at work. Through this, companies need to pay special attention to workers so that they are able to develop new, innovative ideas. (Fayolle & Gailly, 2013) Defines innovative work behaviour as a total of individual actions that lead to the introduction of new ideas that benefit the organization. Workers' behaviour in understanding dynamically changing conditions in the work environment can be related to how to realize ideas that are useful for the organization or company. Innovative work behaviour is defined as the deliberate introduction of problems (in a work role, group or organization) to generate new and useful ideas regarding products, services and work methods, as well as the set of behaviours necessary to develop, launch and implement those ideas (Khan et al., 2020).

Factors that Influence Innovative Work Behaviour

Individual variables play a key role in shaping a person's innovative behaviour. Individual creativity, as the main variable, is the foundation for a person's ability to innovate. Intrinsic motivation, which includes a sense of internal satisfaction and the desire to grow intrinsically, also has a significant influence on innovative behaviour. An individual's level of education and skills are determining factors influencing their ability to generate innovative ideas. Apart from that, attitudes towards risk also contribute, where individuals who have a positive attitude towards risk tend to be more proactive in taking innovative steps.

At the group level, factors such as teamwork become important elements. A supportive and collaborative work atmosphere can provide additional encouragement for innovative work behaviour in the context of work groups. Leadership style also plays a role, where leadership that supports creativity and innovation can have a positive influence. Team diversity is another factor that enriches perspectives and triggers innovative ideas in a group context.

At the organizational level, organizational culture is the basis for innovative levels of work behaviour. Organizations with cultures that encourage experimentation, learning, and innovation tend to have higher innovative performance. Organizational resources and support also play a crucial role, both as facilitators and inhibitors of innovative activities. Reward systems that support innovation at a broader level become powerful drivers of innovative behaviour throughout the organization.

Finally, external environmental variables also influence innovative work behaviour. New technological developments, for example, can encourage organizations to adapt and innovate. Meanwhile, the level of competition in the industry can be an external motivation that encourages organizations to become more innovative, both to maintain and increase their market share. Thus, the influence of individual, group, organizational and external environmental variables together form an innovative ecosystem in the context of higher education performance.(Khan et al., 2020)

Individual Variables:

1. Individual creativity: A person's level of creativity can influence their ability to innovate.
2. Intrinsic motivation: A sense of internal satisfaction and a desire to grow and develop can intrinsically drive innovative behaviour.
3. Education and skill level: An individual's education and skill level can play a role in their ability to generate innovative ideas.
4. Attitude towards risk: People who have a more positive attitude towards risk may be more inclined to take innovative steps.

Group Variables:

1. Teamwork: A supportive and collaborative work atmosphere can increase innovative work behaviour in work groups.
2. Leadership: A leadership style that supports creativity and innovation can provide positive reinforcement.

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3. Team diversity: Diversity in a group can bring different perspectives, sparking innovative ideas.

Organizational Variables:

1. Organizational culture: Organizations with a culture that encourages experimentation, learning, and innovation tend to have higher levels of innovative work behaviour.
2. Resources and support: The availability of resources and organizational support can facilitate or hinder innovative activities.
3. Reward systems: Reward systems that support innovation can be a powerful driver of innovative behaviour.

External Environment Variables:

1. Technology: The development of new technology can encourage innovative work behaviour in an effort to adapt to change.
2. Level of competition: The level of competition in a particular industry can motivate organizations to become more innovative in order to maintain or increase market share.

Organizational Innovativeness Climate

Organizational innovation climate refers to the environment within an organization that fosters and supports innovation among its members. Several studies show that a positive organizational climate for innovation is very important for increasing innovative work behaviour (Ismail & Mohamed, 2022), which can ultimately lead to increased organizational innovation (Stevanovic, 2017). Leadership plays an important role in shaping the organizational climate for innovation(Huang, 2022) with charismatic, transformational and transactional leadership styles influencing innovative work behaviour]. Additionally, inclusive leadership has been found to mediate the relationship between organizational innovation climate and employee innovation performance. Organizations that prioritize an innovative climate by encouraging employee creativity, providing autonomy in decision-making, and supporting new ideas tend to have higher levels of innovation and competitiveness.

Organizational Innovation Climate in education plays an important role in fostering creativity and improving the quality of education. The study emphasizes the importance of an innovative climate in Educational institutions (Du & Chang, 2023; Stevanovic, 2017) (Khorshid et al., 2023). An innovative climate influences job satisfaction, productivity, and ultimately, organizational effectiveness]. This was found to have a positive impact on creativity among university teachers, with feedback-seeking behaviour mediating this relationship. Additionally, organizational identification is related to organizational innovation, mediated by risk-taking ability, in universities and higher education institutions]. The ability to foster innovation and creativity among teachers is critical for higher education, where innovative teaching methods are critical to promoting high levels of learning and skill development. Therefore, creating a supportive and innovative work environment is essential to improving the quality of education and encouraging innovation in educational practices.

HI : Organizational Innovativeness Climate has a positive influence on Innovative Work Behaviour.

Motivation to Learn

Motivation to learn is very important for lecturers and students in the educational process. Lecturers play an important role in motivating students through personal communication (Rahman, 2023), which positively impacts students' learning interests and motivation[2]]. Research emphasizes that highly motivated lecturers contribute to the outstanding performance of language learning students. Additionally, lecturer performance has been studied in relation to student learning motivation, although some research suggests that other factors may influence student motivation, such as family relationships and infrastructure (DJAMAL SAIHI, 2023). Overall, motivation to learn is a dynamic interaction between dedication, communication,

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and lecturer performance, which influences student engagement and academic outcomes.

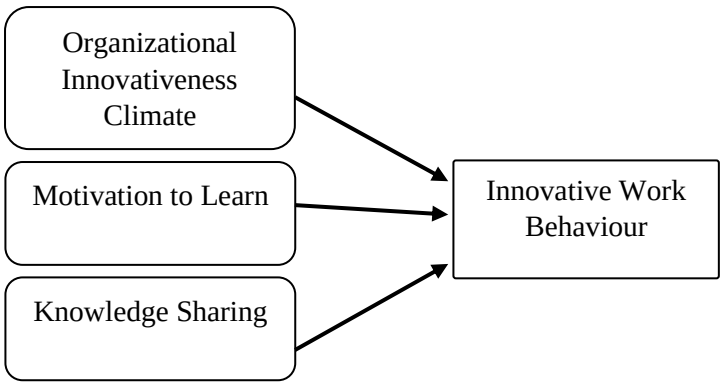
H2: Motivation to learn has a positive effect on Innovative Work Behaviour.

Knowledge Sharing

Knowledge sharing is an important process that improves organizational performance and innovation(Saufi et al., 2011). It involves the transfer of skills and information between individuals to solve problems and encourage new ideas. Effective knowledge sharing is critical to the success of knowledge management practices in organizations.(Alsayed et al., 2012)Collaborative tools and frameworks play an important role in facilitating knowledge sharing among researchers and professionals. Social networks and creative design processes also contribute to knowledge sharing by fostering a cooperative and iterative work environment. Trust and social-cognitive factors are key elements influencing knowledge sharing among colleagues in project teams. Overall, knowledge-sharing practices are critical to improving customer service, reducing operational costs, and bringing new products to market. Organizational factors influence knowledge sharing; a proactive personality has a positive effect, and a competitive culture has a negative effect.

H3:Knowledge Sharing has a positive effect on Innovative Work Behaviour

Figure 1. Research Conceptual Framework Model



Methods

Research method This research uses quantitative methods. The unit of analysis in this research is the individual, where this research will involve lecturers in the LLDIKTI X Region. The data source used in this research is a primary data source. Data collection can be obtained from surveys by distributing questionnaires in the form of a 1-5 Likert scale to LLDIKTI X Lecturers.

Population and Sample The unit of analysis in this research is lecturers who work at private universities in the LLDIKTI X Region. The population in this study is all lecturers in the LLDIKTI random sampling, where each member of the population has an equal opportunity to be sampled. The sample criteria that will be used as research are LLDIKTI lecturers in the region Innovative Work Behavior) so that the number of variables x 20 = 80. So, the number of samples used in this research was 80 respondents.

Operational Definition of Variables

Innovative Work Behaviour

Innovative Work Behavior (IWB) is defined as the intentional creation, introduction, and implementation of new ideas in a work role, group, or organization to improve performance, involving tasks such as idea generation, promotion, realization, and sustainability (Baharuddin et al., 2019).

IWB indicators include factors such as Idea Generation, Idea Promotion, Idea Realization, and Idea Sustainability. Additionally, IWB dimensions may include interest in innovation, exploration and generation of ideas, testing and evaluation of ideas, promotion of ideas, and implementation of ideas. These dimensions reflect the multifaceted nature of innovative work behaviour and highlight the importance of cultivating a culture that encourages creativity and the implementation of new ideas in the workplace (Gelezinyte & Bagdziuniene, 2016).

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Organizational Innovativeness Climate

Organizational Innovation Climate (Ismail & Mohamed, 2022) can be defined as an organizational atmosphere that fosters and promotes innovation in public, non-profit, and health organizations. This includes traits such as leadership support for innovation, a creative climate, innovative productivity, and an organizational climate conducive to innovation (Azahari et al., 2003). The Concept of Organizational Innovation Climate is multidimensional, involving factors such as organizational culture, risk-taking, trust, autonomy, and openness, which collectively contribute to creating a supportive environment for creativity and innovation in organizations.

Motivation to Learn

Motivation to learn refers to an individual's drive and willingness to engage in the learning process and influence performance(Desy Purnamasari et al., 2019). Factors that influence motivation to learn include persistence on assignments, discipline, drive, independent learning, and time management.

Knowledge Sharing

Variable knowledge sharing in higher education refers to the act of exchanging information or spreading messages quickly over an interactive internet network.(Ahsanah et al., 2020). Factors such as awards, recognition, promotions, and bonuses play an important role in cultivating a culture of knowledge sharing in educational institutions, including universities.(Abbas, 2017).

Validity and Reliability Test

Validity tests are used to evaluate the extent to which the instruments used in research actually measure the construct in question. Several methods can be used to test validity, one of which is measuring Factor Loading, Average Variance Extracted (AVE), and Composite Reliability (CR). (Hair, 2014)

1. Factor Loading**.** It is the correlation coefficient between each item and the construct it measures. A high factor loading range (usually above 0.5) indicates that the items in the instrument have a strong relationship with the construct being measured.
2. Average Variance Extracted (AVE). It is the average of the variance explained by each item in the construct. A high AVE value (usually above 0.5) indicates that most of the variance of the items in the construct indicates good construct validity.
3. Composite Reliability (CR**)** It is a measurement of construct reliability or reliability. A high CR value (usually above 0.7) indicates that the items in the construct are mutually consistent and reliable in measuring the construct.

Data Analysis Technique

Research hypothesis testing was carried out using the Multiple Linear Regression Analysis model. Multiple Linear Regression Analysis is used to measure the influence of more than one independent variable on the dependent variable (Ghozali & Latan, 2015)

With the equation as follows:

$Y = a + \beta_1.X_1 + \beta_2.X_2 + \beta 3.X3 + \beta 4.X4 + e$

Information:

Y	= Innovative Work Behaviour
a	= Constant
β1, β2, β3, β4	= Regression Coefficient
X1	= Organizational Innovativeness Climate
X2	= Motivation to Learn
X3	= Knowledge Sharing
e	= error

Partial Statistical Testing (t-Test)

The t-statistical test basically shows how much influence an explanatory/independent variable individually has by explaining variations in the dependent variable.The results of hypothesis testing in this research can be seen through the T Statistics values and P Values. The research hypothesis can be declared accepted if it has a T statistic > 1.96 and a P value < 0.05; then, it can be interpreted that the exogenous variable affects the endogenous variable, and vice versa. (Hair et al. l, 2014).

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Result and Discussion

Table 1. Descriptive of Respondents (N=118)

Demographics		N	%
Bond:			
	Foundation	87	73.73
	PNSD	31	26,27
Gender:			
	Man	47	39.83
	Woman	71	60.17
Education:			
	S2	85	72.03
	S3	33	27.97
Level:			
	Expert Assistant	21	17.80
	Lector	78	66.10
	Associate Professor	19	16.10

Source: Data Processing Results

1. Ties with Institutions: The majority of lecturers (73.73%) are tied to foundations, while a small portion (26.27%) is tied to PNSD (Regional Non-Civil Government).
2. Gender: The number of female lecturers (60.17%) is greater than the number of male lecturers (39.83%).
3. Education: Most lecturers have a Master's degree (72.03%), while fewer have a Doctoral degree (27.97%).
4. Functional**:** The majority of lecturers are in the position of lecturer (66.10%), followed by expert assistants (17.80%) and associate professors (16.10%).

By looking at this data, it can be concluded that the majority of lecturers are tied to foundations, there are more female lecturers than male, the majority have master's degrees, and the majority are in the position of lecturer.

Validity and Reliability Test

Table 2. Instrument Validity and Reliability Testing

Instrument	Number of Valid Items	Factor Loading Range	AVE	CR
Innovative Work Behavior (items: 9)	9	0.72 - 0.95	0.70	0.96
Organizational Innovativeness Climate (Item:7)	4	0.75 - 0.89	0.64	0.88
Knowledge Sharing (Item: 6)	6	0.70 - 0.93	0.69	0.93
Motive to Learn (Item: 4)	4	0.77 - 0.93	0.73	0.92

Source: Processing Results Data

1. Innovative Work Behaviour:
   The number of question items is all valid. Factor Loading Range: 0.72 - 0.95. Average Variance Extracted (AVE): 0.70 Composite Reliability (CR): 0.96.

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The validity test results show that the instrument for measuring innovative work behaviour has a high factor loading (between 0.72 to 0.95), adequate AVE (0.70), and very high CR (0.96), indicating that the validity of the instrument is good.

2. Organizational Innovativeness Climate:
The number of valid statement items is all (7). Factor Loading Range: 0.75 - 0.89. Average Variance Extracted (AVE): 0.64. Composite Reliability (CR): 0.88.

   The results of the validity test show that the instrument for measuring organizational innovation climate has a high factor loading (between 0.75 to 0.89), adequate AVE (0.64), and high CR (0.88), indicating the validity of the instrument. Good.

3. Knowledge Sharing:
Number of valid statement items 6. Factor Loading Range: 0.70 - 0.93. Average Variance Extracted (AVE): 0.69. Composite Reliability (CR): 0.93.

   The validity test results show that the instrument for measuring knowledge sharing has a high factor loading (between 0.70 to 0.93), adequate AVE (0.69), and high CR (0.93), indicating good validity of the instrument.

4. Motive to Learn:
Number of valid statement items 4. Factor Loading Range: 0.77 - 0.93. Average Variance Extracted (AVE): 0.73. Composite Reliability (CR): 0.92.

   The validity test results show that the instrument for measuring learning motivation has a high factor loading (between 0.77 to 0.93), adequate AVE (0.73), and high CR (0.92), indicating good instrument validity.

Table 3. Multiple Regression Hypothesis Testing

Variable	B	Std Error	(95% Confidence Interval Estimate)	*t*	*p*	Note
(Constant)	-0.72	2.76	-6.22 ─ 4.78	-0.26	0.795	
Organizational Innovativeness Climate	0.46	0.12	0.22 ─ 0.70	3.84	0,000	Significant
Motive to Learn	1.06	0.20	0.65 ─ 1.46	5.17	0,000	Significant
Knowledge Sharing	0.40	0.14	0.12 ─ 0.67	2.88	0.005	Significant

F(3, 114)=54.63, R2= 0.5898, P<0.0

The results of testing the first hypothesis are related to influence organizational Innovativeness Climateon Innovative Work Behavior, a score was obtained coefficient (B) = 0.46, with a 95% confidence interval obtained a statistical value of t = 3.84 and p-value = 0.000 (Significant)
Thus, the Organizational Innovativeness Climate has a positive and significant influence on Innovative Work Behavior. Conclusion: Hypothesis one (H1) is accepted.

Based on the results of testing the second hypothesis regarding the influence of motivation to learn against Innovative Work behaviour, found value Beta Coefficient (B) = 1.06, 95% Confidence Interval obtained statistical value t = 5.17 and p-value = 0.000 (Significant)
Motivation to Learn has a positive and significant influence on Innovative Work Behavior.
Conclusion: The second hypothesis (H2) is accepted

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The results of testing the third hypothesis are related to influence knowledge sharing against Innovative Work behaviour found value coefficient (B) = 0.40, with a 95% confidence interval obtained a statistical value of t = 2.88 and p-value = 0.005 (Significant)

Thus, knowledge sharing has a positive and significant influence on Innovative Work Behavior.

Conclusion: The third hypothesis (H3) is accepted

The analysis results show that Organizational Innovativeness Climate, Knowledge Sharing, and Motive to Learn together can explain around 58.98% of the variability in Innovative Work Behavior. The variables of Organizational Innovativeness Climate, Knowledge Sharing, and Motive to Learn have a positive and significant influence on employee Innovative Work Behavior.

In the multiple regression analysis presented, variable Y is the dependent variable, which is influenced by the independent variables mentioned previously, namely Organizational Innovativeness Climate, Knowledge Sharing, and Motivation to Learn.

DISCUSSION

Organizational Innovativeness Climate has a positive influence on Innovative Work Behaviour.

This variable reflects the extent to which the innovation culture within the organization influences employee innovative behaviour. The results show that the better the Organizational Innovativeness Climate, the higher the level of employee Innovative Work Behavior Organizational Innovativeness Climate refers to the culture of innovation within an organization. Organizations that encourage and reward innovation have a supportive work environment for employees to develop new ideas and implement creative solutions in their work. According to social-organizational theory, an organizational culture that values innovation can motivate employees to participate in innovative behaviour, such as proposing new ideas, trying new approaches, and taking healthy risks to achieve better results (Robbins, 2014).

Innovative work behaviour is an important factor that significantly influences various aspects of an organization. Research by (Shanker et al., 2017) emphasized that innovative work behaviour acts as a mediator between organizational climate for innovation and organizational performance, suggesting that fostering a culture that encourages innovative work behaviour can lead to better organizational outcomes. Besides that, (Xu & Suntrayuth, 2022) found a positive correlation between knowledge sharing and innovative work behaviour, emphasizing the importance of knowledge sharing among employees to foster innovation.

This study also shows that task complexity and innovation climate moderate the relationship between transformative leadership and employees' innovative work behaviour (Afsar & Umrani, 2019).

Motivation to learn has a positive effect on Innovative Work Behaviour.

This variable reflects employee motivation to continue learning and developing themselves. The results show that the higher the Motive to Learn, the higher the level of Innovative Work. BehavioremployeeMotive to Learn reflects employees' internal motivation to continue learning, developing and improving their skills. Motivation theory suggests that individuals who have intrinsic motivation to learn and develop tend to be more open to new ideas, more eager to master new skills, and more proactive in seeking opportunities to improve their performance. Motivation to learn can also strengthen resilience to change and promote a progressive attitude towards new challenges in the work environment.

(Afsar & Umrani, 2019) Showed that employee engagement in innovative work behaviour is

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influenced by their motivation to learn, along with factors such as task complexity and organizational climate for innovation (Masood & Afsar, 2017). Emphasized the importance of intrinsic motivation in driving innovative work behaviour, suggesting that internal drives play a substantial role in promoting innovation. Besides that, (Venketsamy & Lew, 2022) highlight the role of autonomous motivation in performance, particularly in innovative work behaviour, emphasizing the importance of giving employees the freedom to explore and innovate. Besides that , (Pratiwi, 2022) suggest that higher learning motivation among employees can lead to increased enthusiasm for development, ultimately resulting in greater innovative behaviour. Besides that, (Margana et al., 2019) emphasize the importance of organizational learning in promoting employee innovative behaviour and work engagement, suggesting that a culture of continuous learning in an organization can motivate individuals to innovate. This is in accordance with the findings (Park et al., 2013), which emphasize the direct and indirect impact of a learning organizational culture on employees' innovative work behaviour. In conclusion, the literature shows that motivation to learn is an important component in encouraging innovative work behaviour. Intrinsic motivation, autonomy in performance, and organizational learning culture all play an important role in influencing employee engagement in innovative behaviour. By cultivating a supportive environment that encourages learning and autonomy, organizations can increase employee motivation to innovate and drive organizational success.

Knowledge Sharing has a positive effect on Innovative Work Behaviour

This variable indicates the extent to which employees share knowledge and information with their colleagues. The results of the analysis show that the higher the level of Knowledge Sharing, the higher the level of employee Innovative Work Behavior. Knowledge Sharing reflects the extent to which employees share knowledge, experience, and information with their colleagues in the workplace. Social-ecological theory shows that collaboration and information exchange between individuals in organizations can enrich available intellectual resources, broaden horizons, and increase the ability to generate new ideas. By sharing knowledge, employees can gain different perspectives, speed up the innovation process, and reduce duplication of effort.

By bringing together findings from various studies, it is clear that knowledge sharing plays an important role in influencing innovative work behaviour in various sectors, including healthcare, telecommunications, and higher education. Research has shown that promoting knowledge sharing among employees at higher education institutions can lead to increased innovative behaviour (Radaelli et al., 2014), (Nguyen et al., 2020), (Afsar & Umrani, 2019), (Palumian et al., 2021). This study emphasizes the positive relationship between knowledge-sharing and innovative work behaviour, highlighting how encouraging knowledge-sharing practices among faculty and staff can foster a culture of innovation and creativity, ultimately improving outcomes and performance.

Overall, these theories suggest that Organizational Innovativeness Climate, Knowledge Sharing, and Motive to Learn can be important factors in encouraging and maintaining employee innovation levels in the workplace. By strengthening a culture of innovation, encouraging collaboration and knowledge exchange, and motivating employees to learn and develop continuously, organizations can create a supportive environment for continued innovation and productive creativity. Thus, the results of the analysis provide important information for management about the factors they can focus on to increase the level of innovation in the workplace.

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By strengthening a culture of innovation encouraging knowledge sharing, and increasing motivation to learn, organizations can improve the innovative performance of their employees, which in turn can contribute to the overall success and competitiveness of the organization.

CONCLUSION

The variables of Organizational Innovativeness Climate, Motive to Learn and Knowledge Sharing significantly influence Innovative Work Behaviour**.** The test results show that the three independent variables have a positive and significant influence on the level of innovative behaviour of lecturers in the workplace.

A strong culture of innovation, collaboration in sharing knowledge, and intrinsic motivation to learn and develop are important factors in increasing lecturer innovation. Universities can strengthen a culture of innovation by creating a work environment that supports experimentation, rewards new ideas, and provides the freedom to take constructive risks.

Collaboration and knowledge exchange between lecturers can increase the potential for creativity and innovation**.** By facilitating a platform for sharing experiences, ideas and resources, universities can enrich lecturers' knowledge base and accelerate the innovation process.

SUGGESTION

1. Strengthen the Culture of Innovation
   LLDIKTI and universities need to continue to strengthen the culture of innovation by providing support for experimentation, encouraging appreciation for new ideas, and promoting collaboration between teams.
2. Facilitate Knowledge Sharing
   Higher education institutions can improve collaboration and knowledge exchange by providing online platforms, discussion forums, or training sessions that facilitate lecturers to share experiences and ideas.
3. Encourage Intrinsic Motivation
   Universities and LLDIKTI X can develop interesting and relevant lecturer development programs, give recognition for individual achievements, and create a working environment that supports exploration and learning.
4. Evaluation and Monitoring
   LLDIKTI and universities need to continue to evaluate the factors that influence lecturer innovation and monitor the implementation of the strategies that have been determined.

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