



Employee Adaptive Performance in Sekolah Musik Indonesia: The Impact of Organizational Climate, Knowledge Sharing Behavior and Innovative Work Behavior

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Article Info

Article History:
 Received 01th December
 2021
 Accepted 02th
 February 2022
 Published 30th April
 2022

Keywords:
 Employee Adaptive
 Performance,
 Innovative Work
 Behavior, Knowledge
 Sharing Behavior,
 Organizational
 Climate

Abstract

In an environment full of changes, both due to the Covid-19 pandemic and the technological advancements, teachers as employees of an organization needed adaptive performance to support organizational success. Employee Adaptive Performance was related to many factors, such as organizational climate, knowledge sharing behavior and innovative work behavior. This study aimed to examine the effect of organizational climate, knowledge sharing behavior, and innovative work behavior to the employee adaptive performance of the teachers. The research subjects were the entire population of the teachers at Sekolah Musik Indonesia in nine cities, a total of 131 teachers. This study used a quantitative approach PLS-SEM with path analysis. The results showed that organizational climate, knowledge sharing behavior, and innovative work behavior had a positive effect on employee adaptive performance

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p-ISSN 2252-7001
e-ISSN 2502-454X

INTRODUCTION

The management of human resources, specifically teachers as members of the institution plays an important role in the success of the organization. In order to achieve the educational organization goals, teachers are required to have excellent performance, especially during these uncertain times which change periodically (Ángel López-Cabarcos et al., 2021). Digital disruption in the music industry with the dominance of technology (Daniel, 2019) brings changes in the 21st-century music education action, especially in non-formal music institutions, such as Sekolah Musik Indonesia (SMI) which prepares the students to successfully achieve their music career (Crawford, 2017)

Covid-19 pandemic has forced teachers to face a new and sudden task (Flores & Swennen, 2020; König et al., 2020), including the SMI

teachers, based on the data collected by the SMI leaders, the teachers' performance decreased to 26.65% due to the changes created by the Covid-19 pandemic. The teachers of SMI were faced with new demands that had never existed before, such as the implementation of online classes. The teachers' ability to adapt their job as employees in educational institutions becomes significant in order to maintain the quality of their teachings. Therefore, employee adaptive performance (EAP) becomes a relevant topic to be researched during these uncertain times which are able to create an education crisis (Kaltainen & Hakanen, 2022; Marques-Quinteiro et al., 2019).

Creativity and innovation play important roles for an institution in its adaptation process to survive and thrive, not only during this pandemic era but also the changes it brings in the future (Chesbrough, 2020). Organizational creativity theory stated that creativity arises from the interaction between individual factors and contextual factors, one of them is organizational climate (Charbonnier-Voirin et al., 2010; Woodman et al., 1993). The institution's ability to organize knowledge sharing behavior in their employees also influence the institution innovation level to adapt in the environment that is constantly

changing (Choi et al., 2016). The meeting point for innovation, creativity, and work behavior is innovative work behavior which is required for the employees of an institution to be able to innovate (Alessa & Durugbo, 2021).

The previous study has analyzed the antecedent of EAP (Park & Park, 2019), but not many have analyzed the influence if organizational climate (OC), and knowledge sharing behavior (KSB) with innovative work behavior (IWB) mediation in Indonesia education context. This study aims to determine the relation between the variables OC, KSB, and IWB on EAP. The results of this study are expected to provide benefits for the management of SMI and following study in educational management related to the variable of the research, The variables in this study are employee adaptive performance (EAP), organizational climate (OC), knowledge sharing behavior (KSB), and innovative work behavior (IWB) which their effects would be described and analyzed.

EAP complements job performance by adding the adaptation ability in dynamic work environment by responding and anticipating the changes proactively (Charbonnier-Voirin & Roussel, 2012; Park & Park, 2019). Unlike task & contextual performance which is the expression of competency, EAP shows the ability of the employees in the competency acquisition (Shoss et al., 2012). Employees with EAP are able to transfer the new knowledge to cope with the new task demand (Allworth & Hesketh, 1999), for example: in a short time, a teacher during the online class should be able to operate computer and supporting software that are applicable for teaching learning situation. Not only in cognitive dimension, but also teachers with EAP own adaptability in non-cognitive dimension which related with the emotional adjustment, for example, the ability to manage stress and not panicking when decision should be made in unpredictable situation (Pulakos et al., 2000; Zhang & Bartol, 2010).

Generally, organizational climate (OC) is considered to be one of the variables that affect the employees' performance towards the success if the institution (Obeng et al., 2020; Shanker et al., 2017). OC is a surface manifestation of organizational

culture, leading to a set of norms and practices within the organization that are perceived by organizational members (Ostroff et al., 2012). In this study, OC is defined as cognitive interpretation perception and psychology to organizational members towards the whole characteristics that describes the organizational life (Churchill et al., 1976; Ekvall, 1996). Organization that requires innovation should own different climate from the organization that intentionally had to be conservative (Olsson et al., 2019). Educational organization requires a climate where new ideas are welcomed and accepted, so the employees, in this case teachers, are motivated to involve in the improvement and development activity (Taylor & Wright, 2004).

In addition to affect the employee's performance, OC that supports innovation plays an important role in promoting each stage in innovative work behavior (Hsu & Fan, 2010; Scott & Bruce, 1994). The existence of an organizational climate that reflects openness and good cooperation between departments and individuals are able to encourage knowledge sharing behavior within organizational members. Schools could act as institutions that integrate the knowledge possessed by teachers by creating a climate that encourages the freedom of teachers to discuss with each other (Akram et al., 2020).

Knowledge sharing is the provision of information about assignments and know-how to help others solve their problems, develop ideas, or implement policies and procedures using various media or means of communication (Cummings, 2004; Pulakos et al., 2003). Knowledge sharing behavior (KSB) is a series of behaviors and exchange activities and activities for exchanging knowledge, experience, and skills of employees that are relevant to the completion of tasks (Bock et al., 2005; Edwards et al., 2017; Lin, 2007). KSB could be seen when members of the organization have the willingness to voluntarily help each other in addition to creating and developing new ideas or capabilities (Munir & Beh, 2019), so that KSB could affect the adaptive performance of employees due to the creation, transmission and application of new knowledge (Kang et al., 2008). The information exchange between teachers is needed in order to

build ideas that create the innovation to force the innovative work behavior to rise (Sudibjo & Prameswari, 2021).

Innovative work behavior (IWB) is a multi-dimensional employees' behavior that involves high level of cognitive ability to generate, develop and implement new ideas that benefit the organization (Afsar & Umrani, 2019; de Jong & den Hartog, 2010; Janssen, 2003). De Jong dan den Hartog (2010) stated four stages in IWB, those are exploration, creation, promotion, and implementation of ideas. IWB helps employees thinking critically to identify problems by generating, promoting and applying ideas creatively in order to avoid performance gaps that may arise when there is a change in the environment (Alessa & Durugbo, 2021). For example, teachers with IWB are able to identify and apply technology and new method in their works, which resulted in more effective and efficient teaching performance (Javed et al., 2017; Yuan & Woodman, 2010).

Based on the research background, this study aims to determine the effect of organizational climate, knowledge sharing behavior, and innovative work behavior on employee adaptive performance in Sekolah Musik Indonesia by proposing the following hypothesis:

H1. Organizational climate affects knowledge sharing behavior

H2. Organizational climate affects innovative work behavior

H3. Organizational climate affects employee adaptive performance

H4. Knowledge sharing behavior affects innovative work behavior

H5. Knowledge sharing behavior affects employee adaptive performance

H6. Innovative work behavior affects employee adaptive performance

H7. Organizational climate affects employee adaptive performance through knowledge sharing behavior

H8. Organizational climate affects employee adaptive performance through innovative work behavior

H9. Knowledge sharing behavior affects employee adaptive performance through innovative work behavior

METHOD

The research method in this study is a quantitative approach with path analysis using PLS-SEM. The research was conducted in November 2021-April 2022. The subjects of this research were the entire population of teachers in Sekolah Musik Indonesia which are located across nine cities in Indonesia such as: South Tangerang, Semarang Gang Pinggir & Puri Anjasmoro, Solo, Yogyakarta, Kudus, Purwodadi, Kutoarjo, Madiun and Surabaya, the sampling technique used was census since the data was taken from the entire population of 131 teachers. The research instrument used was questionnaire with likert scale of 1-5 for a range of answers from strongly disagree to strongly agree. The questionnaire was compiled in the form of a google form. After the permission was granted from the leaders of PT. Simfoni Melodi Indonesia which manages Sekolah Musik Indonesia (SMI), then the questionnaire was distributed through the head office branches through WhatsApp containing a google form link. The questionnaire of this reseach was compiled by the researcher but not attached to this journal.

PLS-SEM was used in this research, so the inferential statistical analysis was done by evaluating the outer model to assess the validity and reliability of the model; and inner model evaluation with multicollinearity analysis, looking at the VAF value, the coefficient of determination and the path coefficient to test the hypothesis.

RESULTS AND DISCUSSIONS

Study Result

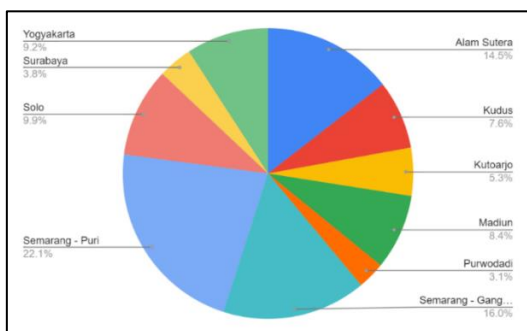


Figure 1. Respondent’s Profile Based on the Cities.

The picture 1 above shows the profile of the respondents in this study were 131 people, which consists of 68 men and 63 women who worked as teachers in 10 branches of the Sekolah Musik Indonesia, they are: 29 people from Puri – Semarang (22.1%), 21 people from Gang Pinggir – Semarang (16%), 19 people from Alam Sutera – South Tangerang (14.5%), 13 people from Solo (9.9%), 12 people from Yogyakarta (9.2%), 11 people from Madiun (8.4%), 10 people from Kudus (7.6%), seven people from Kutoarjo (5.3%), five people from Surabaya (3.8%), four people from Purwodadi (3.1%).

A total of 5 people (3.8%) were S2 graduates, 87 people (66.4%) were S1 graduates, 11 people (8.4%) were D3 graduates, and 28 people were high school/vocational/equivalent graduates (21.4%). The composition of respondents based on length of service is 81 people who have worked for 1-3 years (61.8%), 23 people have worked for 4-6 years (17.6%), 20 people have worked for 7-9 years (15.3%), and 7 people have worked more than 10 years (5.3%) as in the picture below.

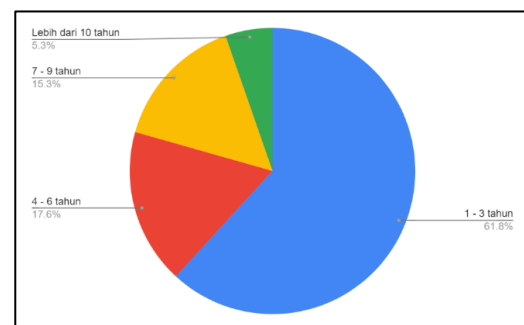


Figure 2. Respondent’s Profile Based on the length of work

Outer Model Test

The convergent validity test was conducted by looking at the value of the outer loading factor for each indicator with a limit value of 0.7 or greater and the value of Average Variance Extracted (AVE) with a limit value of 0.5 or greater (Ghozali & Latan, 2015). The AVE value shows the diversity magnitude indicators that a construct has. If the variance is greater, the greater the indicator representation of the latent construct. Meanwhile, the outer loading shows a large correlation between indicators and latent variables. The AVE value and

the AVE value and the square root of AVE can be seen in table 2.

Table 1. AVE Value & Square Root of AVE

| Variable | AVE Value | AVE Square Root |
|----------|-----------|-----------------|
| OC | 0.573 | 0.757 |
| KSB | 0.583 | 0.764 |
| IWB | 0.594 | 0.771 |
| EAP | 0.570 | 0.755 |

Convergent validity test by looking at the outer loading value in table 2 below.

Table 2. Outer Loading Value

| Variable | Item | Outer Loading | |
|----------|-------|---------------|-------|
| EAP | EAP01 | 0.741 | |
| | EAP03 | 0.727 | |
| | EAP04 | 0.785 | |
| | EAP05 | 0.778 | |
| | EAP07 | 0.728 | |
| | EAP08 | 0.778 | |
| | EAP09 | 0.754 | |
| | EAP10 | 0.750 | |
| | EAP12 | 0.702 | |
| | EAP13 | 0.763 | |
| | EAP14 | 0.805 | |
| | EAP15 | 0.737 | |
| | OC | OC01 | 0.728 |
| | | OC02 | 0.770 |
| | | OC03 | 0.745 |
| OC04 | | 0.834 | |
| OC05 | | 0.789 | |
| OC06 | | 0.782 | |
| OC08 | | 0.767 | |
| OC09 | | 0.713 | |
| OC10 | | 0.730 | |
| OC12 | | 0.700 | |
| KSB | | KSB01 | 0.719 |
| | | KSB02 | 0.831 |
| | KSB03 | 0.773 | |
| | KSB05 | 0.719 | |
| | KSB06 | 0.729 | |
| | KSB07 | 0.708 | |
| | KSB08 | 0.774 | |
| | KSB09 | 0.787 | |
| | KSB10 | 0.791 | |
| | KSB11 | 0.797 | |
| | IWB | IWB05 | 0.757 |

| | |
|-------|-------|
| IWB07 | 0.781 |
| IWB08 | 0.804 |
| IWB10 | 0.738 |

The discriminant validity test is seen by comparing the value of the square root of the AVE between each variable and the relationship to other variables. The results of the discriminant validity test can be seen in table 3 below. Based on these results, all variables in this study were declared valid because they had met the validity test requirements.

Table 3. Discriminant Validity Test Result

| | OC | KSB | IWB | EAP |
|-----|-------|-------|-------|-------|
| OC | 0.757 | | | |
| KSB | 0.717 | 0.764 | | |
| IWB | 0.486 | 0.601 | 0.771 | |
| EAP | 0.613 | 0.677 | 0.732 | 0.755 |

The reliability test is carried out by looking at the value of *cronbach's alpha* and *composite reliability* must be above 0.7. The results of the reliability test can be seen in table 4.

Table 4. Reability Test Result

| Variable | Cronbach's Alpha | Composite Reliability |
|----------|------------------|-----------------------|
| OC | 0.917 | 0.930 |
| KSB | 0.920 | 0.933 |
| IWB | 0.772 | 0.854 |
| EAP | 0.931 | 0.941 |

Based on the results of the reliability test in table 5, it is concluded that the four variables in this study are reliable.

Inner Model Test

Multicollinearity test is done by calculating the VIF value to explain the relationship between exogenous variables. Table 5 below explains that the VIF value for all exogenous variables is below 5.00, meaning that there is no multicollinearity in this study.

Table 5. Multicollinearity Test Result

| Exogenous Variable | VIF | |
|--------------------|-------|-------|
| | IWB | EAP |
| OC | 2.058 | 2.078 |
| KSB | 2.058 | 2.486 |
| IWB | | 1.582 |

The model suitability test is conducted by looking at the value of the determination coefficient or R2 to show the predictive power, as presented in table 6.

Table 6. Coefficient Test Result

| Variable | R-Square |
|----------|----------|
| KSB | 0.514 |
| IWB | 0.368 |
| EAP | 0.644 |

Based on the results of the coefficient test in table 7 above, it can be explained that the KSB variable is explained by the OC variable by 51% and the rest is explained by other variables by 49%; IWB variable was explained by OC and KSB by 37% and explained by other variables by 63%; EAP variable is explained by OC, KSB, and IWB variables by 64% and the remaining 36% is explained by other variables.

Hypothesis testing to get an idea of the relationship between latent variables in this study was done by looking at the path coefficient values so that the path coefficient test model was obtained below.

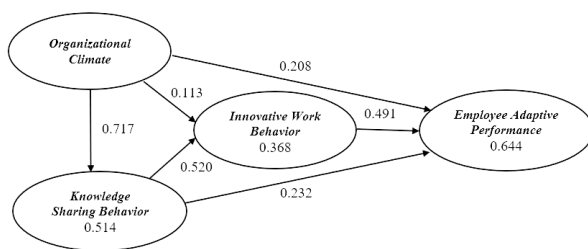


Figure 3. Research Model

The function of the mediator variable in influencing the exogenous variable to the endogenous variable is done by looking at the value of the *specific indirect effect*. The value of *Variance Accounted For* (VAF) was carried out to determine the role of the mediator variable. The results of the *specific indirect effect* value and the VAF value can be seen in table 8 below.

Table 7. VAF Value

| Path | P direct Effect | Indirect Effect | Total Effect | T AF | V |
|-----------|-----------------|-----------------|--------------|-------|---|
| OC → KSB | 0 | 0 | 0 | 0 | 0 |
| OC → IWB | 0.167 | 0.208 | 0.375 | 0.445 | |
| OC → EAP | 0 | 0 | 0 | 0 | 0 |
| IWB → EAP | 0.056 | 0.208 | 0.264 | 0.212 | |
| KSB → EAP | 0 | 0 | 0 | 0 | 0 |
| IWB → EAP | 0.256 | 0.232 | 0.488 | 0.525 | |

According to (Hair et al., 2014), a VAF value of 20-80% means that the variable has a partial mediating role. Therefore, the KSB variable has a partial mediating role between OC and EAP because the VAF value is 0.445 or 45%. Likewise, IWB has a partial role of 0.212 or 21% as a mediator between OC and EAP. IWB has a partial role of 0.525 or 53% between KSB and EAP.

Through data processing based on the coefficient values above, it can be concluded that there is a positive influence between the above variables according to the results of hypothesis testing below:

Table 8. Hypothesis Test Results

| Path | Hypothesis | Path Coefficients |
|-----------|--|-------------------|
| OC → KSB | H ₁ 1: OC has positive impact to KSB | 0.717 |
| OC → IWB | H ₂ 2: OC has positive impact to IWB | 0.113 |
| OC → EAP | H ₃ 3: OC has positive impact to EAP | 0.208 |
| KSB → IWB | H ₄ 4: KSB has positive impact to IWB | 0.52 |
| KSB → EAP | H ₅ 5: KSB has positive impact to EAP | 0.232 |

| | | |
|-----------------|--|-------|
| IWB → EAP | H ₁₆ : IWB has positive impact to EAP | 0.491 |
| OC → KSB → EAP | H ₁₇ : OC has positive impact to EAP through KSB | 0.167 |
| OC → IWB → EAP | H ₁₈ : OC has positive impact to EAP through IWB | 0.056 |
| KSB → IWB → EAP | H ₁₉ : KSB has positive impact to EAP through IWB | 0.256 |

Discussion

H1. Organizational climate has positive impact to knowledge sharing behavior

The path coefficient value on the OC variable on KSB chooses the highest effect, amounting to 0.717, which means that OC has a positive effect on KSB according to research (Kim & Park, 2020; Matic et al., 2017; Munir & Beh, 2019). OC helps organizations to establish systems and mechanisms by promoting an atmosphere that allows interaction between teachers to exchange knowledge and experiences. Based on the answers to the questionnaire and an interview with one of the respondents, the teachers in SMI felt that there was support from their leader when they were involved in making decisions. In addition, they find support from colleagues when they ask questions or share their experiences at work. The existence of supports from this kind of organization could encourage teachers in SMI to dare to express opinions which increases knowledge sharing behavior (Lin, 2007).

KSB among SMI teachers were influenced by the trust and openness between departments and employees, thus proving that the perception of working together in a team creates mutual trust, as opposed to competitive climate (Wang & Noe, 2010). Teachers in SMI are encouraged to work together rather than compete with each other to provide input in developing teaching methods, brainstorming to develop teaching materials, and simply telling stories to each other when facing problems in their teaching. With sense of trust, the

teachers are not afraid to share suggestions and criticisms to each other which encourages the emergence of KSB.

Through the training provided, teachers in SMI feel that the organization supports them significantly. The training was held according to the organization's vision and mission that they are aware of, Teachers who understand the organization's mission would be able to discuss and share information with another employees in order to contribute to organization's achievement (Villamizar Reyes & Castañeda Zapata, 2014).

H2. Organizational climate has positive impact to innovative work behavior

According to the research, the path coefficient value of 0.113 proves that OC has a positive effect on IWB. Previous research (Afsar & Umrani, 2019; Ren & Zhang, 2015; Shanker et al., 2017) stated that a climate which supports the acceptance of new ideas is able to increase employees' proactivity in exploring new opportunities. The exploration of new ideas in SMI occurred because the teachers felt that their colleagues welcomed the change positively. This helps each phase of the IWB: exploration, creation, promotion, and implementation of ideas; to occur properly, when teachers' ideas are accepted, applied and implemented; they will be more motivated to create the next ideas so that their innovative work behavior are increased.

Teachers as employees might feel afraid if their ideas are rejected or have high risks. When organizations' leader gives teachers the freedom and support to take risks, for example embracing the new idea in teaching, teachers could be more courageous to think and implement innovative ideas. Teachers in SMI feels valued and respected so they are motivated and willing to take risk in creating and applying new ideas (Hsu & Chen, 2017; Liu et al., 2019). Therefore, the perception and description of the teachers in SMI towards organization's desire to innovate, especially the flexibility and openness of new ideas, affects the innovative work behavior of SMI teachers.

H3. Organizational climate has positive impact to employee adaptive performance

OC has a positive effect on EAP with a path coefficient value of 0.208. OC is associated with more adaptive employee performance due to the leaders' support and training provided by the SMI organization so that teachers feel involved and have meaning in their work which makes them more adaptable to new job demands (West et al., 2003). A climate that supports innovation would contribute creatively and adaptively so that it has an impact on teachers' performance which in turn affects the achievement of the organization. When SMI teachers understand the vision and mission of the organization, they are motivated to contribute by improving their performance adaptively. With training provided by the company, they feel that the organization views them as a strategic priority, so they are encouraged to improve their performance (Charbonnier-Voirin & Roussel, 2012).

Teachers who are accustomed to being empowered, allowed to think independently, and have sufficient resources would be able to contribute creatively and behave adaptively at work (Obeng et al., 2020; Stańczyk, 2017). Teachers with sufficient freedom in managing their classrooms would think more creatively and able to find solutions independently to produce adaptive performance. This finding also supports research in the context of education conducted (Haryono, 2012; Liana & Hidayat, 2021). Employees, including teachers who are provided with enough support from other employees feel more enthusiastic about their job. The supportive organizational climate impacts the employee adaptive performance.

H4. Knowledge sharing behavior has positive impact to innovative work behavior

The path coefficient value for the KSB variable on IWB is 0.520, which means it has a positive effect. According to the research (Sudibjo & Prameswari, 2021), when teachers share knowledge, the individuals involved could acquire new knowledge and share it with other colleagues voluntarily thereby facilitating innovation. With KSB activities, teachers' thinking processes is stimulated to produce new ideas that could be implemented effectively (Abukhait et al., 2019).

(Bock et al., 2005). also said that KSB as information exchange activities, including giving feed-back, discuss the problem and find the best approach to solve it; could improve employee's IWB. According to the results of questionnaires and interviews with one of the respondents, teachers in SMI who are accustomed to discuss in dealing with problems are more encouraged to be creative in generating new ideas. For example, during the pandemic, teachers shared their ideas about applications that could be used as teaching tools, thus they were encouraged to try and innovate. Experience that was shared by other teachers stimulated their colleagues in generating creative new ideas that facilitated innovative work behavior.

H5. Knowledge sharing behavior has positive impact on employee adaptive performance

The path coefficient value of 2.232 indicates that KSB has a positive effect on EAP. This supports the research (Kang et al., 2008; Masa'deh et al., 2016) who stated that when employees help each other in completing tasks, then they grow and produce good performances. The teachers at SMI, according to the result of the questionnaire, stated that they willingly to share their new knowledge to their colleagues in order to improve their capabilities. Having knowledge sharing behavior help them in acquiring new capabilities that improve their adaptive performances.

Teece (Teece et al., 2016) argued that excellence employees' performance depends on organizations' ability to protect and use their intangible assets. Knowledge is an organizational asset that has a great impact when employees in it are involved in KSB activities to produce new knowledge that is useful for them and the organization. Teachers in SMI stated that they discuss and receive input from colleagues to find solutions for their assignments, which resulting in better performance. This is the reason KSB has positive impact to EAP.

H6. Innovative work behavior berpengaruh positif terhadap employee adaptive performance

The results of hypothesis testing show the path coefficient value of 0.491 from IWB to EAP,

which shows a positive effect. This supports the research opinion that was conducted (Javed et al., 2017) that employees with IWB are able to adapt effectively through the application of new technologies and trying new methods that are better than before. This opinion is in line with the statement of SMI teachers that new methods and approaches at work affect their performance in dealing with work challenges that arise due to existing changes. Van Zyl (van Zyl et al., 2021) said that the IWB in employees will improve their involvement in finishing their daily-task.

Based on the results of questionnaires and interviews with one of the respondents, it was found that teachers in SMI who have IWB dare to see opportunities and propose new ideas as solutions to existing problems, for example, the online classes that suddenly should be conducted due to the pandemic situation. Solutions such as the use of applications and other new tools needed the teachers' ability in promoting and implementing the new ideas. When the stages in the IWB are carried out well, from exploring the opportunity to implementing the innovation, in the end, the teachers are more adaptive in their tasks because they have succeeded in overcoming the obstacles in their work.

H7. Organizational climate has positive impact to employee adaptive performance through knowledge sharing behavior

The path coefficient value is 0.167, meaning that OC has a positive effect on EAP through KSB. Based on the comparison with the path coefficient value on the direct effect of OC on EAP of 0.208, it means that KSB does not increase the influence of OC on EAP, or plays only a small role. Trust and openness between co-workers and departments create an atmosphere of trust that allows members of the organization to adapt their interpersonal style in working together (Kaffashan Kakhki et al., 2020). An organizational climate with an atmosphere of trust accompanied by KSB which owned by the majority of teachers in SMI creates a positive impact on their performance, for example they are able to discuss openly, they also get input from their colleagues' experiences on problems they may have never faced, which make

them become more adaptive in achieving the goals (Bednall & Henricks, 2021).

H8. Organizational climate has positive impact to employee adaptive performance through innovative work behavior

The results of hypothesis testing provide a path coefficient value of 0.056 from the OC variable to EAP through IWB, which means there is a positive impact. However, the effect is not greater than the direct effect between OCs on EAP of 0.208, so the conclusion is that the role of IWB mediation is relatively small. OC that is flexible and supportive of innovation encourages employees to innovate and thus impact their performance. Appreciation for new ideas motivates teachers in SMI to initiate and apply new ideas, for example new methods of teaching using new technology (Yuan & Woodman, 2010).

H9. Knowledge sharing behavior has positive impact to employee adaptive performance through innovative work behavior

Referring to the results of the hypothesis test of 0.256 from KSB through IWB on EAP, means that there is a positive effect of this research. Compared with the value of the direct influence of KSB on EAP of 0.232, it could be stated that IWB increases the effect of KSB on EAP. Teachers in SMI with KSB are able to accept and provide ideas to their co-workers, for example with the discussion they are encouraged to innovate more and more to find solutions to problems, which results in a positive impact on their performance (Afsar et al., 2019; Janssen, 2000; Lin, 2007). With the courage to come up with and implement new ideas, teachers are accustomed to helping each other voluntarily. This makes them able to adapt easily to their new job demands.

CONCLUSION

The conclusion of the research that has been conducted from data collection, data analysis, to discussion is that OC, KSB, and IWB, have a positive impact on EAP. Improvements to OC would increase KSB, IWB, and EAP. KSB has a positive effect on IWB and EAP. If KSB is

improved, there would be an increase in IWB and EAP. IWB has a positive effect on EAP. Improvements to IWB increase EAP.

Suggestion

Through the results and discussion of this research, there are several managerial implications for SMI, especially for the management in particular, and educational organizations in general. A conducive OC could support teachers to have IWB and KSB which have an impact on EAP. Therefore, it is important for the management of educational organizations to pay attention to OCs that support respect for their members, flexible, open to new ideas and has facility of innovation. Some of the activities by management are seminars, training, and regular meetings in which there is an opportunity for every employee to voice their ideas and get feedback so they become more encouraged to voice their ideas. Management could also provide leadership training, team-building or competency improvement in digital literacy and technology.

This study has limitations in the form of non-formal education contexts that are only studied in one company, so that future research could be conducted in a similar model with a larger number of respondents and different contexts to test the theory. Research with analytical tools other than SmartPLS could also produce more detailed data. It is necessary to do research with other variables that affects EAP, such as the character and personality of teachers, management policies, organizational learning, which could also be variables in further research. Besides, it is necessary to conduct research to find mediator variables that increase the effect of OC and KSB on EAP.

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