Supportive Organizational Climate and Transformational Leadership on Lecturer's Innovative Work Behavior Mediated by Job Satisfaction

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OIDA International Journal of Sustainable Development, Ontario International Development Agency, Canada.
ISSN 1923-6654 (print) ISSN 1923-6662 (online) www.oidaijsd.com
Also available at https://www.ssrn.com/index.cfm/en/oida-intl-journal-sustainable-dev/

Abstract: This study investigates the influence of supportive organizational climate and transformational leadership on job satisfaction and innovative work behavior among lecturers in vocational higher education institutions in East Java, Indonesia. A quantitative survey involving 105 lecturers was conducted, and the data were analyzed using structural equation modeling. The findings reveal that both supportive organizational climate and transformational leadership significantly and positively affect job satisfaction and innovative work behavior. Moreover, job satisfaction plays a mediating role, suggesting that a positive work environment and effective leadership enhance lecturer satisfaction, which in turn fosters innovation. These results highlight the strategic importance of building a supportive organizational culture and developing transformational leadership capacity to strengthen innovation and institutional sustainability in higher education. The study also contributes theoretically by validating the Stimulus Organism Response framework in the context of vocational education.

Keywords: Employee commitment, Innovative behavior, Organizational behavior, Vocational lecturers

Introduction

Every organization develops strategic initiatives to achieve its long-term objectives. These actions are designed to enhance performance, address internal challenges, and optimize resource utilization to effectively realize the organization's vision (Sihombing & Batoebara, 2019). Organizational behavior, as described by Robbins & Judge (2016), operates as an interrelated system consisting of inputs, processes, and outcomes across individual, group, and organizational levels. The interaction among these levels determines productivity and sustainability. Understanding these interactions is essential for designing effective organizational strategies. Therefore, effective organizational behavior depends on how well individual and group behaviors align with organizational goals (Gani et al., 2021).

Employee behavior is pivotal in determining organizational effectiveness (Bauer & Erdogan, 2015). To cultivate desirable behavior, employees must receive positive stimuli from both leaders and the organization. According to Judge & Larsen (2001) an employee's personality and perception shape their response to such stimuli, which then translates into behavior consistent with organizational expectations. Thus, understanding employee personality and perception is crucial for designing effective interventions. When leaders and institutions provide appropriate stimuli, employees are more likely to engage in innovative, productive actions that enhance organizational outcomes (Khan et al., 2020; Zhu et al., 2023).

Innovative work behavior (IWB) constitutes a key form of employee behavior that drives organizational growth. IWB involves exploring, generating, and implementing ideas that improve individual and institutional performance (De Jong & Den Hartog, 2010; Ulfa et al., 2022). It enables organizations to adapt, increase efficiency, and maintain long-term sustainability. Consequently, leaders and institutions must foster an environment conducive to innovation. Supportive organizational climate (SOC) and transformational leadership (TL) are key antecedents that encourage job satisfaction (JS) and innovation (Kurtessis et al., 2017; Toban & Sjahruddin, 2016).

Job satisfaction serves as an internal mechanism reinforcing IWB. Based on self-determination theory, employees are intrinsically motivated to perform actions that enhance their well-being and fulfilment (Deci & Ryan, 2015). When employees experience satisfaction with their work environment and leadership, they are more likely to exhibit innovative behavior (Han-Jen Niu, 2014; Nasution et al., 2021). This demonstrates the mediating role of job satisfaction in promoting innovation. The Affective Events Theory (Weiss & Cropanzano, 1996) further supports this relationship by explaining how environmental and emotional experiences influence behavior. Empirical evidence has shown that SOC positively affects both JS and IWB (Luthans et al., 2008; Salam, 2016; Shanker et al., 2017).

Leadership also shapes employee attitudes and behavior. Transformational leadership, emphasizing idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, fosters loyalty, creativity, and innovation (Robbins & Judge, 2016; Truxillo et al., 2021). Empirical studies confirm that TL positively influences both job satisfaction and innovative work behavior (Afsar et al., 2014; Indarti, 2017).

In Indonesia, vocational higher education faces persistent challenges in stimulating innovation. During the 2021–2023 fiscal years, the Academic Directorate of Vocational Higher Education (DAPTV) reported low participation rates, with only 7.68% of lecturers engaged in flagship programs. While these theoretical insights are well-established, the extent to which they apply in Indonesian vocational higher education remains unclear. Only 7.68% of lecturers engaged in flagship programs, and just 24% of proposals were funded, leaving over 75% unsupported. These figures indicate limited lecturer innovation and suboptimal organizational productivity. Given that proposals represent tangible outcomes of innovative work behavior, these data underscore the importance of strengthening the factors that drive innovation among lecturers.

This study examines how innovative work behavior can strategically enhance institutional productivity through supportive organizational climate and transformational leadership, both directly and indirectly via job satisfaction. Focusing on vocational state higher education institutions in East Java, Indonesia, the research aims to formulate a policy model that strengthens lecturer innovation and contributes to sustainable organizational performance. In addition, this study seeks to enrich empirical understanding of the Stimulus–Organism–Response (S-O-R) framework and its application in higher education by integrating job satisfaction as a mediating variable. Through this approach, the research provides evidence to address the limited empirical studies on vocational higher education in Indonesia while offering practical insights for institutional policy and management.

Methodology

Sample Size and Participants

The study involved 105 lecturers purposively selected from 16 state vocational higher education institutions across East Java, Indonesia, including seven polytechnics, six universities, one institute, and two community colleges. Participants met the following inclusion criteria: (a) at least one year of teaching experience, (b) a minimum academic rank of Assistant Expert, and (c) no prior structural or managerial position. The sample exceeded the minimum requirements based on both the 10-times rule and (Cohen, 1988) power analysis (Hair et al., 2019), ensuring sufficient statistical power for PLS-SEM analysis.

Consequently, these characteristics ensure a representative distribution of early- and mid-career vocational lecturers in East Java. Among the respondents, 53.5% were male and 46.5% female. Most held a Master's degree (88.4%), while 11.6% held a Doctorate. Academic ranks included 44.2% Assistant Experts, 38.4% Lecturers, 16.3% Senior Lecturers, and 1.2% Professors. Participation was voluntary, and informed consent was obtained from all participants. Ethical standards for research involving human participants were strictly observed.

Participation was voluntary, and informed consent was obtained from all participants. Ethical standards for social and behavioral research involving human respondents were strictly observed. Ethical approval for this research was obtained through the Research Permission Letter issued by the Faculty of Business Administration, Brawijaya University (No. 01999/UN10.F0301/B/PP/2025, dated March 21, 2025), ensuring compliance with institutional ethical standards.

Research Protocols

Data were collected via an online structured questionnaire administered from April to June 2025. A pilot test with 30 lecturers and review by academic experts ensured clarity, reliability, and contextual suitability of the instrument. Ethical standards, including anonymity and data security, were strictly maintained.

Metrics for Organizational and Behavioral Constructs

The research instrument was based on established and validated scales adapted from previous studies. All variables were measured on a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The indicators and sources are summarized in the table below.

Table 1: Measurement Scales, Sources, and Example Dimensions of Constructs

Construct	Source	Indicators	Example Dimensions
Supportive Organizational Climate (SOC)	Rogg et al., (2001)	21 items	Management competence, cooperation, employee commitment, customer orientation
Transformational Leadership (TL)	Bass & Avolio, (1990)	12 items	Idealized influence, inspirational motivation, intellectual stimulation, individualized consideration
Job Satisfaction (JS)	Robbins & Judge, (2016)	19 items	The job itself, salary, supervision, promotion, and co-worker relations
Innovative Work Behavior (IWB)	De Jong & Den Hartog (2010)	14 items	Idea exploration, generation, championing, implementation

Three academic experts in organizational behavior reviewed each construct to ensure face and content validity. The Cronbach's alpha values exceeded 0.70 for all constructs, confirming strong internal consistency and measurement reliability.

Statistical Evaluation

This study employed a quantitative survey approach, and the collected data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS version 4.0 to test both the measurement and structural model. This approach was selected due to its suitability for studies with relatively small to medium sample sizes and its ability to handle complex relationships without requiring multivariate normality (Hair et al., 2019). The statistical analysis was conducted in two main stages: (1) Measurement Model Evaluation, assessing reliability and validity; and (2) Structural Model Evaluation, testing the hypothesized relationships and overall model fit.

Bias Mitigation Procedures

To minimize potential internal biases inherent in self-reported survey data, several procedural remedies were implemented. Participation was entirely voluntary and anonymous to reduce social desirability bias. The questionnaire items were randomized to prevent order effects, and all constructs were adapted from previously validated instruments. Furthermore, academic experts reviewed the instrument to ensure clarity, cultural appropriateness, and conceptual consistency of each item. These methodological precautions were undertaken to mitigate potential verbal, textual, and interpretive biases that could influence the reliability and validity of the findings.

Measurement Model Evaluation

The measurement model was evaluated to confirm indicator reliability, construct reliability, and convergent validity. Convergent validity was confirmed with factor loadings > 0.70 and AVE > 0.50. Internal reliability was supported by CR and Cronbach's alpha values exceeding 0.70 (Hair et al., 2019). All constructs were measured using established scales adapted from previous studies. Supportive Organizational Climate (SOC) included dimensions such as management competence, cooperation, employee commitment, and customer orientation. Transformational Leadership (TL) comprised idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Job Satisfaction (JS) was measured across the job itself, salary, supervision, promotion, and colleague relations, while Innovative Work Behavior (IWB) covered idea exploration, generation, championing, and implementation. Full details of the items and sources are provided in **Appendix A.** Discriminant validity was confirmed using Fornell–Larcker and cross-loading criteria. KMO (>0.80) and Bartlett's Test ($p<0.001$) indicated data suitability for SEM analysis.

Structural Model Evaluation

The structural model was tested through bootstrapping (5,000 resamples) to evaluate the relationships among constructs. The results showed that Supportive Organizational Climate and Transformational Leadership significantly and positively influence Job Satisfaction and Innovative Work Behavior, while Job Satisfaction mediates this relationship.

Table 2: Model Summary and Goodness of Fit

Model Indicator	Value	Interpretation
R^2 (Innovative Work Behavior)	0.692	Substantial explanatory power
R^2 (Job Satisfaction)	0.597	Moderate to substantial explanatory power
RMSE	< 0.005	Good model fit
CFI	1.000	Excellent fit
TLI	1.000	Excellent fit

The structural model exhibited excellent fit (RMSE <0.005, CFI = 1.000, TLI = 1.000). R^2 values indicate that 69.2% of the variance in IWB and 59.7% in JS are explained by the predictors. Overall, the results confirm that the proposed model effectively represents the empirical relationships among SOC, TL, JS, and IWB in vocational higher education.

Results and Discussion

Influence of Supportive Organizational Climate and Transformational Leadership on Innovative Work Behavior

Table 3 presents the results of hypothesis testing regarding the relationships among supportive organizational climate (SOC), transformational leadership (TL), job satisfaction (JS), and innovative work behavior (IWB). The results reveal that all hypothesized relationships are positive and statistically significant, confirming the robustness of the conceptual model.

Table 3: Results of Hypothesis Testing

Structural Relationship	Path Coefficient (β)	T-Statistics	P-Values	Decision
Supportive Organizational Climate → Job Satisfaction	0.548	6.858	0.000	Supported
Transformational Leadership → Job Satisfaction	0.338	4.247	0.000	Supported
Supportive Organizational Climate → Innovative Work Behavior	0.428	4.917	0.000	Supported
Transformational Leadership → Innovative Work Behavior	0.182	2.064	0.039	Supported
Job Satisfaction → Innovative Work Behavior	0.350	3.566	0.000	Supported

The model also displays the standardized factor loadings and path coefficients that form the empirical foundation for the hypothesis testing results.

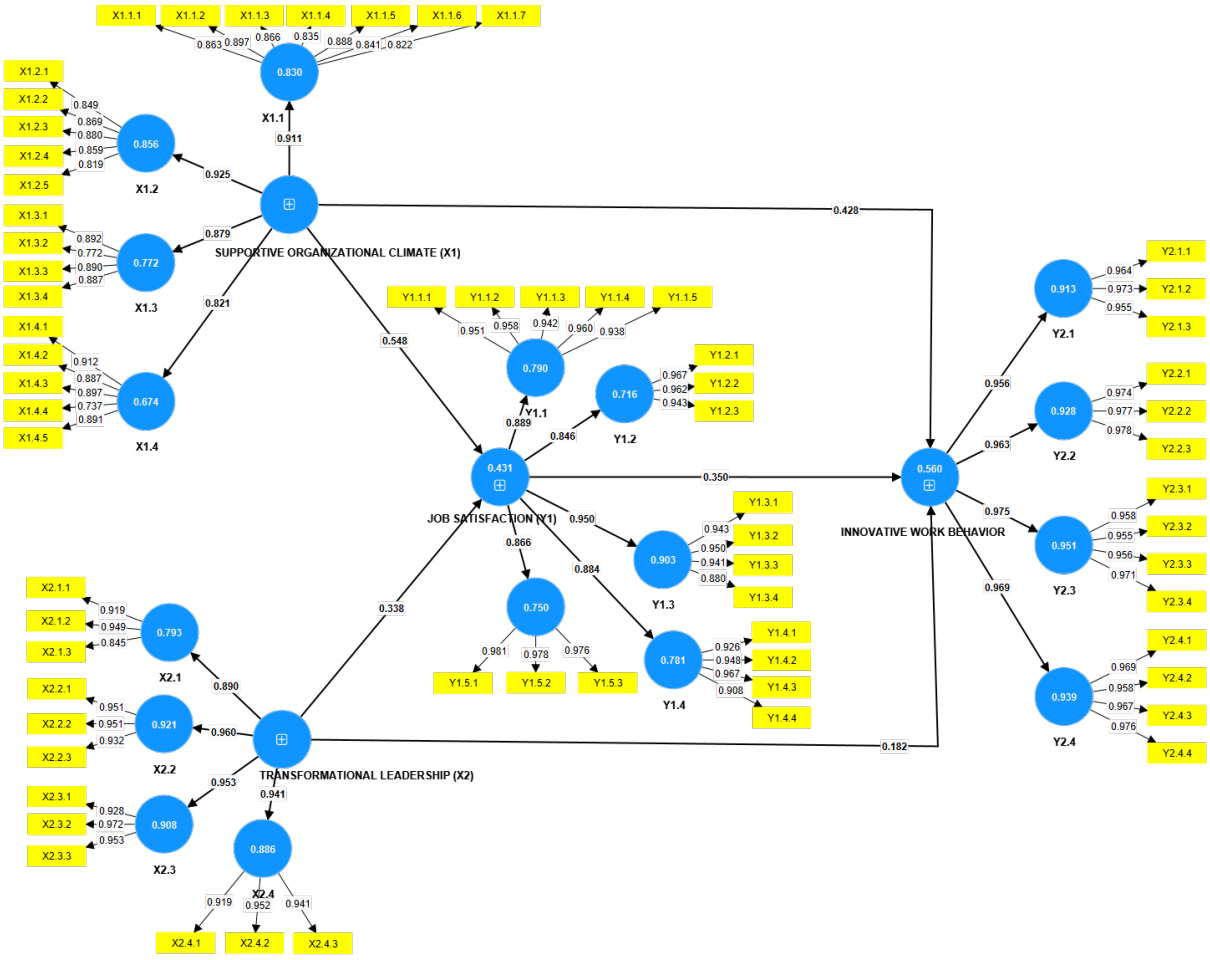

Figure 1: Structural Equation Model (PLS-SEM Output)

Figure 1 presents the structural model estimated using SmartPLS 4.0. The model displays standardized factor loadings for each indicator (outer model) and the path coefficients between constructs (inner model). The R^2 values for Job Satisfaction (0.597) and Innovative Work Behavior (0.692) indicate moderate to substantial explanatory power. All path coefficients are positive and significant, confirming the hypothesized relationships among variables.

Supportive Organizational Climate and Innovative Work Behavior

The first hypothesis stated that a supportive organizational climate (SOC) has a significant effect on innovative work behavior (IWB). The analysis showed a strong positive relationship ($\beta = 0.428$, $p < 0.001$), indicating that when lecturers perceive a work environment supported by management competence, coordination, employee commitment, and service orientation, they are more motivated to engage in the exploration, generation, and implementation of new ideas. A supportive organizational climate creates a sense of safety for lecturers to experiment with innovations in teaching and research (Etikariena & Kalimashada, 2021; Kurnia & Etikariena, 2024).

Affective Events Theory (AET) explains that positive affective stimuli can trigger enthusiasm and proactive behavior (Weiss & Cropanzano, 1996). This finding is consistent with studies showing that perceived organizational support enhances psychological empowerment and intrinsic motivation (Balkar, 2015; Kurtessis et al., 2017; Shanker et al., 2017). In this study, lecturers who rated their institutions as having a high SOC (mean = 4.39) also reported higher IWB (mean = 4.01), supporting the argument that perceptions of fairness, cooperation, and mutual respect enable greater idea-sharing and experimental practices(Izzati, 2018).

Specifically, in the context of Indonesian vocational education, a strong SOC is particularly important for balancing academic autonomy with institutional accountability. Consistent communication of vision by management, encouragement of cross-departmental collaboration, and recognition of creative initiatives make lecturers feel

empowered to explore innovative pedagogies and integrate new technologies into their teaching. This culture of support not only stimulates individual creativity but also enhances institutional adaptability and productivity. In the vocational education system, which increasingly emphasizes innovation to meet industrial demands, developing a supportive institutional climate is key to translating creative ideas into effective innovations in teaching and research.

Supportive Organizational Climate and Job Satisfaction

The second hypothesis, which stated that SOC has a positive influence on job satisfaction (JS), was also confirmed ($\beta = 0.548$, $p < 0.001$). This suggests that when lecturers experience a positive climate marked by trust, fairness, transparency, and collaboration they report higher levels of satisfaction in their professional roles.

This finding aligns with prior studies showing supportive climates enhance satisfaction through fairness and social support (Luthans et al., 2008; Salam, 2016; Toban & Sjahruddin, 2016). In line with Behaviorist Learning Theory (BLT), consistent positive reinforcement from leaders such as recognition, open feedback, and emotional support acts as an external stimulus that strengthens satisfaction as a learned, reinforced response.

In the vocational higher education context, the SOC serves as a motivational environment where faculty members can achieve self-fulfillment through teaching, research, and community engagement. A climate that values inclusivity and participatory decision-making encourages lecturers to internalize institutional goals and feel emotionally connected to their institutions. This emotional attachment fosters satisfaction, which becomes the psychological basis for creative engagement and innovative behavior.

Therefore, strengthening a supportive climate represents a strategic institutional policy for enhancing both satisfaction and innovation. When satisfaction is rooted in social cohesion and professional respect, it becomes a sustainable source of intrinsic motivation that nurtures continuous improvement among lecturers.

Transformational Leadership and Innovative Work Behavior

The third hypothesis proposed that transformational leadership (TL) significantly affects innovative work behavior (IWB). The empirical analysis confirmed this relationship ($\beta = 0.182$, $p = 0.039$). This result indicates that lecturers under transformational leaders those who demonstrate idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration tend to be more innovative in their professional activities.

Transformational leaders act as role models who articulate a compelling vision, challenge conventional thinking, and encourage followers to explore new perspectives. They foster an environment that supports experimentation and risk-taking key antecedents of innovation. As described by (Bass & Avolio, 1990), such leaders ignite enthusiasm and commitment through inspiration rather than coercion.

These findings reinforce previous studies (Afsar et al., 2014; Khan et al., 2020; Ulfa et al., 2022; Wu & Nguyen, 2019) that emphasize how transformational leadership enhances innovation by cultivating employees' intrinsic motivation and self-efficacy. The relationship also aligns with Self-Determination Theory (SDT) (Deci & Ryan, 2015), which posits that individuals are more likely to engage in creative and self-driven work when their needs for autonomy, competence, and relatedness are fulfilled. Transformational leaders, by providing autonomy and intellectual stimulation, directly nurture these psychological needs.

In Indonesian vocational universities, transformational leadership is crucial because lecturers face rapid technological and pedagogical changes. Leaders who provide intellectual challenges, constructive feedback, and moral support help lecturers adapt, experiment with curriculum innovations, and initiate cross-disciplinary collaborations. Thus, transformational leadership serves as a strategic driver of institutional renewal and academic excellence.

Transformational Leadership and Job Satisfaction

The fourth hypothesis tested the relationship between TL and JS and found a significant positive relationship ($\beta = 0.338$, $p < 0.001$). This result demonstrates that lecturers working under transformational leaders report higher job satisfaction. Leaders who display empathy, promote participative decision-making, and value contributions create emotional bonds that increase satisfaction and loyalty.

This finding is consistent with Affective Events Theory (AET) and is supported by empirical evidence from (Belias et al., 2022; Jorge & López-Zapata, 2019; Mwesigwa et al., 2020), all of whom highlight the role of emotional engagement and trust in mediating leadership's impact on satisfaction. Transformational leaders provide intrinsic rewards such as recognition, autonomy, and meaningfulness that strengthen job satisfaction beyond material incentives.

In the Indonesian higher education setting, this leadership style aligns well with collectivist cultural values that prioritize interpersonal harmony and shared achievement. When leaders engage lecturers through vision sharing and personal mentoring, they not only increase satisfaction but also foster a collective identity that enhances teamwork and academic commitment. Consequently, TL becomes not only a leadership approach but also a cultural mechanism that sustains motivation and institutional cohesion. This finding is particularly relevant for Indonesian vocational higher education institutions undergoing organizational transformation and digitalization, where transformational leadership is vital in aligning academic staff motivation with institutional change and innovation goals.

Job Satisfaction and Innovative Work Behavior

The fifth hypothesis examined whether JS influences IWB and was supported by the data ($\beta = 0.350$, $p < 0.001$). This finding confirms that lecturers who are satisfied with their work feeling valued, fairly treated, and fulfilled tend to exhibit higher levels of creativity and innovation.

Satisfied lecturers are more willing to invest extra effort, engage in problem-solving, and take risks to improve processes or teaching quality. This is because job satisfaction generates a sense of psychological ownership and internal motivation, driving lecturers to act beyond formal job expectations. Studies by (Alshebami, 2022; Han-Jen Niu, 2014) support this, emphasizing that satisfaction enhances intrinsic motivation, which in turn stimulates innovative performance.

However, as (Tang et al., 2019) suggest, contextual moderators such as institutional policies, autonomy levels, and workload balance may influence the strength of this relationship. Despite these potential variations, this study reinforces that improving job satisfaction remains a strategic and practical pathway to promote innovation in higher education institutions.

In vocational universities, where teaching innovation directly impacts student employability and institutional reputation, fostering job satisfaction among lecturers is essential. Satisfied educators are more likely to engage in curriculum redesign, adopt technology-enhanced learning, and participate in collaborative projects that advance institutional innovation capacity.

Theoretical and Practical Implications

This study offers several theoretical and practical contributions for organizational scholars and higher education practitioners aiming to strengthen innovation capacity within Indonesian vocational universities. Theoretically, it validates the Stimulus–Organism–Response (S–O–R) framework and Self-Determination Theory (SDT) in the vocational higher education context. The findings demonstrate that supportive organizational climate (SOC) and transformational leadership (TL) act as external stimuli shaping job satisfaction (JS), which in turn drives innovative work behavior (IWB).

The results underscore that environmental and leadership factors function as strategic levers for stimulating intrinsic motivation and innovation. SOC enhances employees' sense of security, fairness, and belonging, while TL promotes trust, autonomy, and inspiration, both leading to stronger innovative outcomes. The confirmation of JS as a mediating variable enriches theoretical understanding of the emotional and motivational mechanisms linking organizational practices to innovation.

Practically, institutional leaders should develop and maintain supportive work environments through consistent management practices, open communication, and cross-unit collaboration. Leadership development programs should focus on strengthening transformational competencies, including mentoring, inspiration, and intellectual stimulation. Moreover, enhancing JS through recognition systems, participatory governance, and well-being initiatives creates the psychological conditions necessary for fostering creativity and innovation. For policymakers, integrating organizational support, leadership capacity, and satisfaction management into strategic human resource planning is essential for sustaining an innovation culture in vocational higher education.

Constraints and Prospective Investigations

Despite its contributions, the study acknowledges several limitations. The cross-sectional design limits the ability to capture long-term causal relationships among SOC, TL, JS, and IWB. Longitudinal or experimental designs are recommended for future research to examine changes over time. Reliance on self-reported survey data may introduce common method bias or social desirability effects, and triangulation through interviews, behavioral observation, or multi-source assessments could enhance validity.

Although the sample of 105 respondents met minimum PLS-SEM requirements, broader sampling across public, private, and polytechnic vocational universities would improve generalizability. Comparative or multi-group analyses could explore contextual differences in leadership effectiveness or climate perception. Potential moderating variables such as organizational size, tenure, or institutional autonomy were not considered. Future studies could integrate these moderators or explore mediation–moderation models to refine understanding of innovation dynamics.

Conclusion and Recommendations

This study empirically examined the effects of SOC and TL on IWB, with JS as a mediating variable among lecturers in Indonesian vocational higher education. Findings confirm that both SOC and TL directly and indirectly enhance IWB through JS, highlighting the importance of supportive environments and transformational leadership for enabling lecturers to generate, develop, and implement innovative ideas.

The study reinforces the applicability of the S–O–R framework and SDT in explaining how external organizational and leadership stimuli translate into internal psychological responses that drive innovation. Promoting innovation requires structural support, emotionally engaging leadership, and high employee satisfaction. University management should cultivate climates characterized by fairness, openness, and collaboration through consistent managerial practices and transparent communication. Leadership development programs should strengthen transformational competencies, while initiatives promoting JS such as performance-based recognition, professional growth opportunities, and participatory decision-making are essential to enhancing intrinsic motivation. Integrating these efforts into strategic human resource frameworks ensures sustainable innovation practices.

By adopting these strategies, vocational universities can create environments that continuously foster creativity and innovation, improve academic productivity, and support institutional sustainability. Strengthening SOC, TL, and JS is critical not only for organizational and individual performance but also for advancing national competitiveness and the development of vocational higher education in Indonesia. Future research may investigate additional mediating or moderating variables, including organizational learning culture, digital competence, or institutional innovation policies, to further elucidate how supportive environments and leadership foster innovation in higher education contexts.

From a methodological standpoint, this study also applied several measures to mitigate potential internal biases associated with the use of self-reported quantitative data. Procedural controls such as ensuring respondent anonymity, randomizing questionnaire items, and validating constructs through expert review were implemented to minimize social desirability and common method biases. These methodological safeguards strengthen the reliability of the statistical analysis and ensure that the conclusions drawn accurately reflect the relationships among supportive organizational climate, transformational leadership, job satisfaction, and innovative work behavior.

Acknowledgments
The authors would like to express their gratitude to the Directorate of Vocational Higher Education, Ministry of Education, Culture, Research, and Technology of Indonesia for institutional support. Special thanks are extended to participating lecturers from East Java's vocational higher education institutions for their valuable contributions to this research.

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Appendix A

Reliability and Validity of Measurement Constructs

Indicator & Item	Loading Factor	Cronbach Alpha	AVE	Composite Reliability
Supportive Organizational Climate		**0.963**	**0.581**	**0.965**
Management Competence and Consistency		0.941	0.738	0.943
MCC1	0.863			
MCC2	0.897			
MCC3	0.866			
MCC4	0.835			
MCC5	0.888			
MCC6	0.841			
MCC7	0.822			
Cooperation and Coordination		0.908	0.732	0.910
CC1	0.849			
CC2	0.869			
CC3	0.880			
CC4	0.859			
CC5	0.819			
Employee commitment		0.884	0.743	0.894
EC1	0.892			
EC2	0.772			
EC3	0.890			
EC4	0.887			
Customer Orientation		0.916	0.752	0.930
CO1	0.912			
CO2	0.887			
CO3	0.897			
CO4	0.737			
CO5	0.891			
Transformational Leadership		**0.972**	**0.768**	**0.974**
Idealized Influence		0.889	0.820	0.891
II1	0.919			
II2	0.949			
II3	0.845			
Inspirational Motivation		0.940	0.893	0.941
IM1	0.951			
IM2	0.951			
IM3	0.932			
Intellectual Stimulation		0.947	0.905	0.948
IS1	0.928			

Indicator & Item	Loading Factor	Cronbach Alpha	AVE	Composite Reliability
IS2	0.972			
IS3	0.953			
Individualized Consideration		0.931	0.879	0.932
IC1	0.919			
IC2	0.952			
IC3	0.941			
Job Satisfaction		**0.978**	**0.713**	**0.978**
The job itself		0.973	0.902	0.973
TJI1	0.951			
TJI2	0.958			
TJI3	0.942			
TJI4	0.960			
TJI5	0.938			
Salary		0.954	0.916	0.954
SA1	0.967			
SA2	0.962			
SA3	0.943			
Leadership supervision		0.947	0.863	0.950
LS1	0.943			
LS2	0.950			
LS3	0.941			
LS4	0.880			
Opportunity for Promotion		0.954	0.879	0.954
OP1	0.926			
OP2	0.948			
OP3	0.967			
OP4	0.908			
Work colleague		0.978	0.957	0.978
WC1	0.981			
WC2	0.978			
WC3	0.976			
Innovative Work Behavior		**0.989**	**0.873**	**0.989**
Idea exploration		0.962	0.930	0.962
IE1	0.964			
IE2	0.973			
IE3	0.955			
Idea Generation		0.976	0.953	0.976
IG1	0.974			
IG2	0.977			
IG3	0.978			
Idea Championing		0.972	0.922	0.972

Indicator & Item	Loading Factor	Cronbach Alpha	AVE	Composite Reliability
IC1	0.958			
IC2	0.955			
IC3	0.956			
IC4	0.971			
Idea Implementation		0.977	0.936	0.977
IIM1	0.969			
IIM2	0.958			
IIM3	0.967			
IIM4	0.976			

Appendix B. Questionnaire

A. Supportive Organizational Climate (SOC)

Management Competence and Consistency (MCC)

MCC1 The leader follows up on every commitment that has been made.
MCC2 The leader clearly communicates the purpose of each task to the lecturers.
MCC3 The leader clearly communicates the responsibilities involved in each task.
MCC4 The leader follows up on every new idea provided by the lecturers.
MCC5 The leader consistently treats all lecturers with respect.
MCC6 The leader inspires lecturers to be committed to the institution's mission and goals.
MCC7 The leader considers both institutional and lecturers' goals when making decisions.

Cooperation and Coordination (CC)

CC1 Lecturers in my department trust one another.
CC2 Departments cooperate effectively and efficiently to complete tasks.
CC3 Departments communicate important information in a timely manner.
CC4 Lecturers have a good working relationship with their leaders.
CC5 I feel appreciated by the institution as a lecturer.

Employee Commitment (EC)

EC1 I feel proud to work as a lecturer here.
EC2 I would continue to work in this institution even if I were offered another job elsewhere.
EC3 I am willing to make personal sacrifices, if necessary, to support the institution's success.
EC4 I would recommend this institution as a good place to work.

Customer Orientation (CO)

CO1 As a lecturer, I highly value students and graduate users.
CO2 As a lecturer, I strive to develop and maintain long-term relationships with students and graduate users.
CO3 As a lecturer, I strive to provide the best possible service to students and graduate users.
CO4 As a lecturer, I always take appropriate actions to meet the needs of students and graduate users.
CO5 As a lecturer, I recommend that students and graduate users continue to collaborate with the institution.

B. Transformational Leadership (TL)

Idealized Influence (II)

II1 My leader clearly and positively communicates the organization's goals.
II2 My leader supports lecturers' professional development.
II3 My leader provides encouragement through recognition or rewards (such as praise or bonuses).

Inspirational Motivation (IM)

IM1 My leader fosters trust and teamwork among lecturers.
IM2 My leader treats lecturers with respect.
IM3 My leader explains the organization's values and their practical application.

Intellectual Stimulation (IS)

IS1 My leader approaches problems from different perspectives.
IS2 My leader actively seeks input from subordinates.
IS3 My leader ensures that lecturers reflect on whether their ideas for solving problems are appropriate.

Individualized Consideration (IC)

IC1 My leader provides rewards based on individual contributions.
IC2 My leader instills a sense of pride in each lecturer.
IC3 My leader is consistently present during formal working hours.

C. Job Satisfaction (JS)

The Job Itself (TJI)

TJI1 I am satisfied with my job as a lecturer because it is interesting.
TJI2 I am satisfied with my job as a lecturer because it is challenging.
TJI3 I am satisfied with my job as a lecturer because it offers learning opportunities.
TJI4 I am satisfied with my job as a lecturer because it provides responsibility.
TJI5 I am satisfied with my job as a lecturer because it fits my personality.

Salary (SA)

SA1 I am satisfied with my salary because it meets my basic needs.
SA2 I am satisfied with my salary because it is fair for the work I do.
SA3 I am satisfied with my salary because it matches my effort.

Leadership Supervision (LS)

LS1 I am satisfied because my leader provides technical support and motivation.
LS2 I am satisfied because my leader maintains good personal relationships with lecturers.
LS3 I am satisfied because my leader understands lecturers' professional needs.
LS4 I am satisfied because my leader involves lecturers in decision-making.

Opportunity for Promotion (OP)

OP1 I am satisfied because I have opportunities to obtain higher positions.
OP2 I am satisfied because I can obtain positions relevant to my career needs.
OP3 I am satisfied because promotions improve my social status.
OP4 I am satisfied because promotions are given fairly.

Work Colleague (WC)

WC1 I am satisfied because I can interact socially with friendly colleagues.
WC2 I am satisfied because I can work with cooperative colleagues.
WC3 I am satisfied because I can work with pleasant colleagues.

D. Innovative Work Behavior (IWB)

Idea Exploration (IE)

IE1 I pay attention to problems that may not be directly related to my daily work.
IE2 My curiosity drives me to find ways to improve institutional performance.
IE3 I discuss new ideas or issues with other lecturers.

Idea Generation (IG)

IG1 I seek new methods, techniques, or tools to improve institutional performance.
IG2 I continue to create original and effective ideas despite challenges.
IG3 I explore innovative approaches to enhance my performance.

Idea Championing (IC)

IC1 I promote my innovative ideas to institutional leaders.
IC2 I persuade others to support my new ideas.
IC3 I build enthusiasm among colleagues for innovative ideas.
IC4 I encourage colleagues to support the implementation of new ideas.

Idea Implementation (IIM)

IIM1 I introduce innovative ideas into institutional work practices systematically.
IIM2 I monitor the implementation of innovative ideas to ensure success.
IIM3 I evaluate the success of implemented innovations.
IIM4 I take follow-up actions to improve the results of innovation implementation.