

**Impact of Inclusive Leadership, Perceived Organizational Support and Person-Job Fit on
Innovative Work Behavior: Case in Lecturers of Politeknik Negeri Padang (PNP)**

THESIS

Thesis is submitted to fulfill the requirements for a bachelor's degree in management

Department – Faculty of Economy and Business



Submitted by:

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BACHELOR'S DEGREE INTERNATIONAL MANAGEMENT

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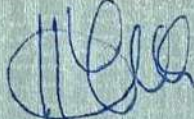
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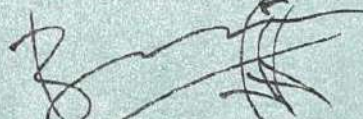
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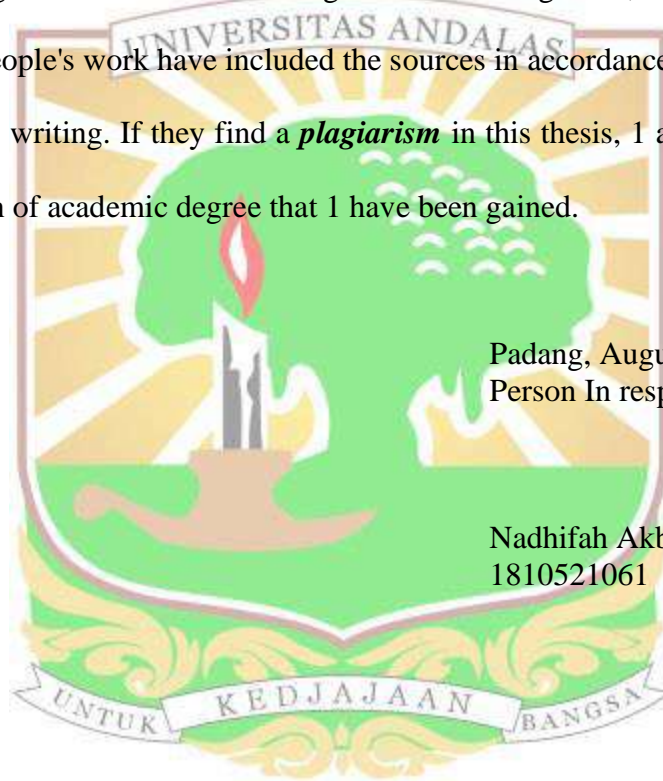
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LETTER OF STATEMENT

I am who undersigned this letter hereby declare that the thesis entitled: "**Impact of Inclusive Leadership, Perceived Organizational Support, Person-Job Fit on Innovative Work Behavior: Case in Lecturers of Politeknik Negeri Padang (PNP)** " is the result of my own work, and there is no part or all posts that contain the phrase, idea or opinion from another source without giving citation and acknowledgment to the originals , author As they parts are sourced from other people's work have included the sources in accordance with the norms, ethics, and rules of scientific writing. If they find a *plagiarism* in this thesis, I am willing to accept the sanction of revocation of academic degree that I have been gained.

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Impact of Inclusive Leadership, Perceived Organizational Support and Person-Job Fit on Innovative Work Behavior: Case in Lecturers of Politeknik Negeri Padang (PNP)

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ABSTRACT

With vocational HEI's are becoming a more popular choice for high school graduates in Indonesia due to it producing a skilled graduate ready to enter the workforce, vocational HEI's need to maintain its organizational performance especially with the increasing competitions amongst all the vocational HEI's in Indonesia. The challenge comes to the vocational HEI's to determine ways to increase their performance. Perhaps the need of innovations are the answer to increasing organizational performance. According to previous research, leadership, organizational support and how well fitting the employee are to their job has a direct impact on innovative work behaviors of employees. This study aims find out the impact of inclusive leadership, perceived organizational support, person-job fit on innovative work behavior: case in lecturers of Politeknik Negeri Padang (PNP). This study quantitative research methods with online survey techniques. In this study, questionnaires were given to 175 lecturers of PNP. Data analysis used SPSS 21.0 This study found that Inclusive Leadership, Perceived Organizational Support and Person-Job Fit influences innovative work behaviors of lecturers in PNP, positive significantly.

Keywords: *Inclusive Leadership, Perceived Organizational Support, Person-Job Fit, Innovative Work Behavior.*

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For the sake of scientific development, I agree to grant Andalas University the right to the online publication of my final project entitled: “Impact of Inclusive Leadership, Perceived Organizational Support, Person-Job Fit on Innovative Work Behavior: Case in Lecturers of Politeknik Negeri Padang (PNP)” along with existing devices (if needed). Andalas University also has the right to store, transfer media or format, manage, maintain, and publish my work mentioned above as long as I keep my name as the author or creator and as the owner of the Copyright. This statement I made in truth.



Padang, August, 22nd 2022

The one who gave the statement,

Nadhifah Akbari Habibie

1810521061

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Praise be to Allah SWT, who has given His grace and gifts so that the author can complete the thesis entitled “Impact of Inclusive Leadership, Perceived Organizational Support, Person-Job Fit on Innovative Work Behavior: Case in Lecturers of Politeknik Negeri Padang (PNP)” as one of the requirements for completing undergraduate studies in the Department of Management, Faculty of Economics, Andalas University.

I am a patchwork quilt of those who gave me love, those who believed in my future, those who showed me empathy and kindness or told me the truth even when it wasn't easy to hear. Those who told me, I could do it even when there was absolutely no proof of that:

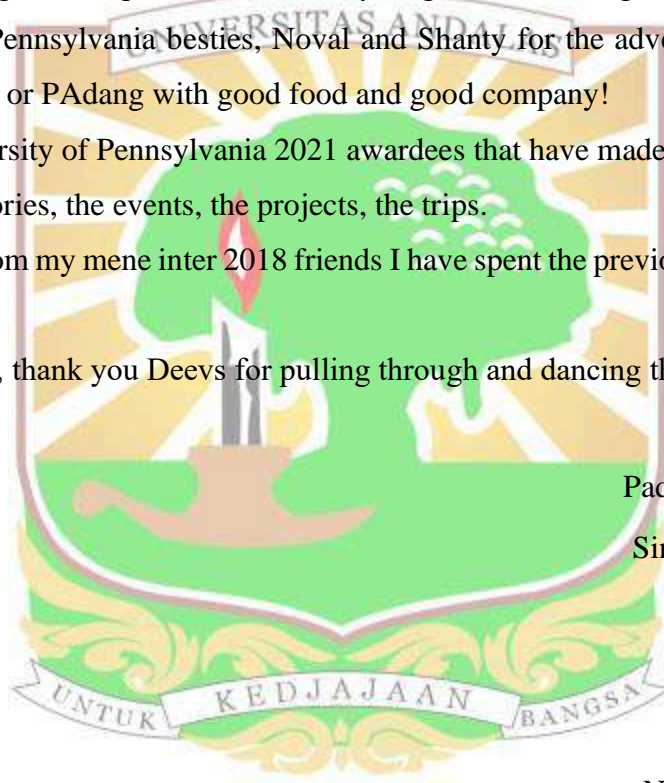
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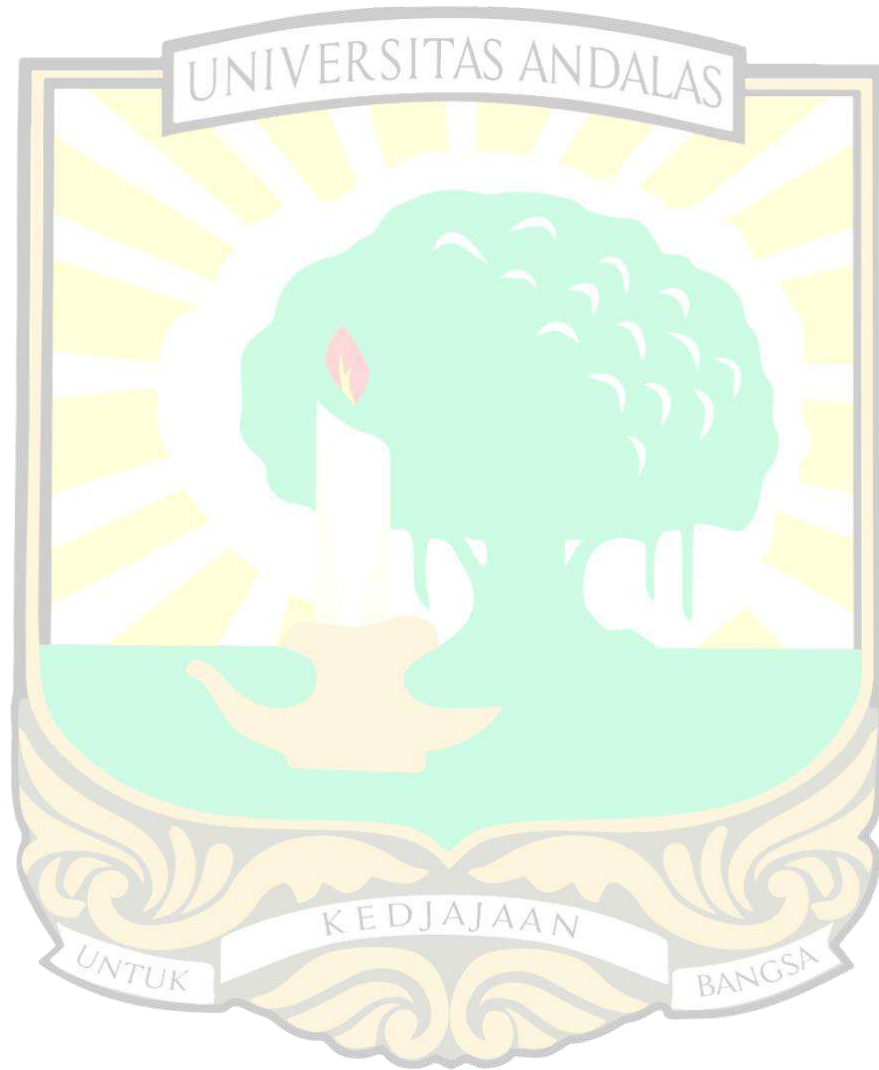
Sincerely,

Nadhifah Akbari Habibie

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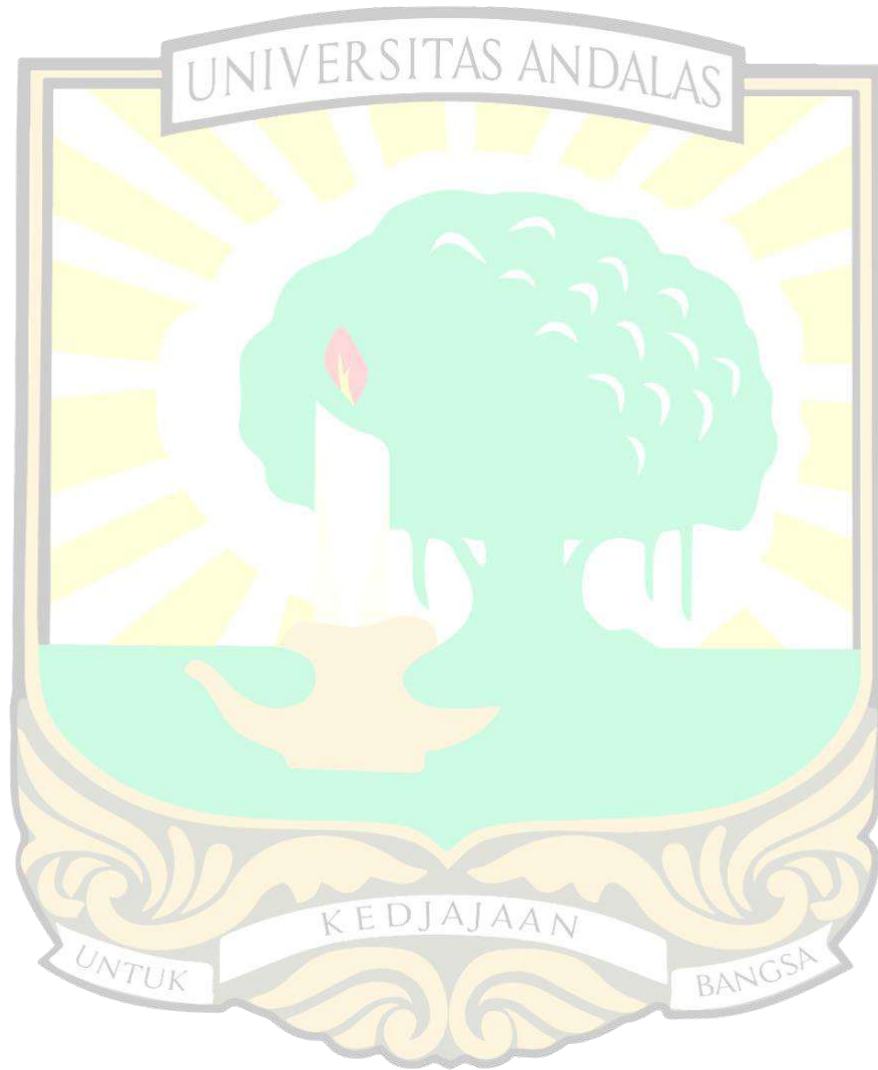
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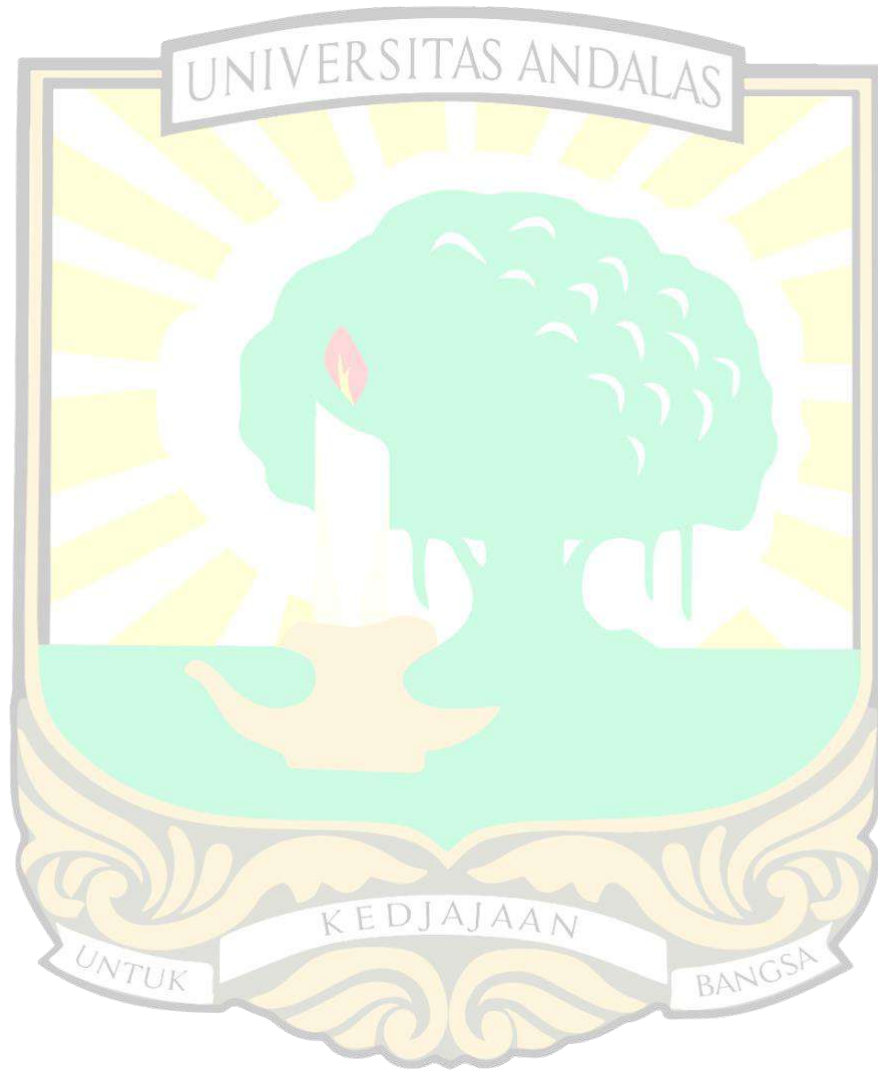
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CHAPTER I INTRODUCTION

1.1 Background to the research

Higher education institutions play a massive role in producing human resources that will be prepared towards the workforce as soon as they've graduated ready to supply the world with innovations of products and services (Obenshain and Johnson, 2004). Maintaining competitive advantage is extremely important and innovation has always been one of the most influential factors when it comes to it. Achieving innovations leadership style becomes an important factor in innovations. Role of leaders are expected to influence their followers to newer ideas production, goal setting, and even creating a culture of motivations for their followers (Sarros et al., 2008)

In Indonesia, there are many different types of higher institutions available, universities, institutes, and vocational schools. The differences between the types of higher education institutions primarily lies upon the methods and goals it sets out to its students. Higher vocational schools in Indonesia (often referred to as polytechnic) differs other types of higher institutions through their focus in creating ready to work graduates with practical skills to the industries. It aims to produce skilled graduates for the workforce hence their main focus is to focus on their students' attitude, knowledge as well as skills linear to their fields. Currently with the unexpected fluctuating regulations regarding Covid-19 pandemic, especially having the educational sector of Indonesia facing a problem where learnings for higher education institutions (HEI's) shifted from offline to online using various platform learning management systems.

The performance of these HEI's is challenged by the time of transitioning using the online learning system. Most universities are able to survive and perform normally because it is mostly theory-based learning. However, the real challenge takes place to these vocational HEI's where it relies heavily on offline meeting for practical hands-on coursework. The Ministry of Education in Indonesia releases a ranking of every category of higher education institutions every year based on the performance of these institutions. Out of the 39 state polytechnics in Indonesia, in West Sumatera there are two polytechnics, PNP and Payakumbuh State Agricultural Polytechnic. Over the past 5 years Payakumbuh State Agricultural Polytechnic is able to demonstrate an increasing quality but the opposite remark can be made for PNP. PNP peaked in ranking 8th Nationally in 2017. Within the same year, it's able to achieve the main ranks of research performance ranking from previously ranking in middle ranks.

The performance of an organization is a direct result of their leadership (Khan et al., 2018). Leaders are the first-hand actor responsible for the performance of their followers (Abbas and Asghar, 2010). Innovations start from individuals within the organization, team as well as joined efforts in producing products and services. Ye et al., (2019) mentioned that the process of innovation is the critical and strategic process that requires the generation of ideas and creative problem-solving autonomy as well as the support leaders are able to provide in taking initiative and discovering innovative solutions. In order to motivate followers to contribute more towards the organization is how the followers are able to perceive the support given by the organization (Rhoades and Eisenberger, 2002).

To stimulate innovations in organizations, leaders and leadership style plays a crucial role to stimulate innovation in organizations. Nemhard and Edmonson (2006) defined an inclusive leader as someone who is able to express through words and action towards their follower's contributions in the form of appreciation and invitations as being a part of the team. Inclusivity means a sense of belonging and security to the team (Choi et al., 2016). The reason why an inclusive leader is valuable is that they're able to accept their followers at all levels within the organization while still willing to take responsibility for outcomes (Ospina, 2011). Inclusive leaders are able to cultivate the sense of belonging in employees that results in innovative work behavior (Javed et al., 2019).

Innovative work behavior cannot be achieved through leadership alone. Risman et al., (2016) argued that employees who sees their jobs fitting well towards their skillset demonstrates a higher level of compatibility with the organization. This compatibility results in higher commitment and higher performance compared to those who do not feel as fitting to their job. The higher the performance the more innovative the employees become. Furthermore, to increase this level of innovative work behavior of employees, how the employees Perceived the support from the organization plays a big role in displaying positive behavioral traits such as willingness to give more towards the organization (Hur et al., 2013).

Previous study hypothesis suggested that inclusive leadership, perceived organizational support and person-job fit are effective in increasing the employee creativity in increasing the innovative work behavior of employees (Choi et al., 2016; Javed et al., 2019; Bilal et al., 2016; Husyein, 2019; Qi et al., 2019). This

phenomenon raises questions as to why or how the organization is able to out rank another polytechnic in the same region consistently. Perhaps it was the lack of the right type of support, or a lack of employee performance improvement in the years due to lack of innovation or perhaps the type of leadership is not suitable to the organization that no innovations are born? Or perhaps it was just a collateral damage due to the pandemics.

A recent study conducted by Heryanto and Rochaeni (2022) on the impact of Covid-19 pandemic towards HEI's found that some of the disadvantages of online learning includes a stable internet connection that requires proper infrastructure, costly, and sometimes ineffective communications through the internet. It must've been a dilemma for the government The Ministry of Education in Indonesia to implement remote learning as not every institution is capable with their resources available at the moment. On the other hand, it is also the time for HEI's to be able to take the advancements of technology to the next level and use it to their advantage in conducting online classes, hindering the performance of the organization. The problem of lack of innovations be it to adjust with the technology or teaching methods that makes the class more interesting can be solved and understand better through inclusive leadership, perceived organizational support and person job-fit, in increasing innovative work behavior.

The current research is intended to investigate determinants of Innovative Work Behavior in the context of higher education, specifically for lecturers Politeknik Negeri Padang (PNP) Determinants of Innovative Work Behavior can be viewed through the roles of inclusive leadership, perceived organizational support and

person-job fit. On the basis of research background, the researcher is interested in finding how inclusive leadership, perceived organizational support, and Person-Job Fit acts as antecedents of innovative work behavior on lecturers in PNP. Hence, the suitable title for this is **Impact of Inclusive Leadership, Perceived Organizational Support and Person-Job Fit on Innovative Work Behavior: Case in Lecturer of Politeknik Negeri Padang (PNP).**

1.2 Problem Statement

Based on the background of research explained above, the problem statement of this research as follows:

1. How does inclusive leadership affect innovative work behavior for lecturers of PNP?
2. How does person-job fit affect innovative work behavior for lecturers of PNP?
3. How does perceived organizational support affect innovative work behavior for lecturers of PNP?

1.3 Objective and Benefit of the Research

1.3.1 Objective of the Research

1. To investigate how inclusive leadership affects innovative work behavior for lecturers of PNP
2. To investigate how person-job fit affect innovative work behavior for lecturers of PNP
3. To investigate how perceived organizational support affect innovative work behavior for lecturers of PNP

1.3.2 Benefit of the Research

The current research is expected to give the following contributions:

1. Theoretical contribution, this research contributes to knowledge expansion regarding the consideration of additional knowledge and discipline about human resource management that is related to innovative work behavior.
2. Practical contribution, this research provides information for the management of the institution aware of their corporate management. In order to create inclusive leadership that influences perceived organizational support and person-job fit to increase their innovative work behavior.

1.4 Structure of Research

The systematic discussion in this study is as follows:

CHAPTER I: INTRODUCTION.

This chapter explains the background, problem formulation, research objectives, research benefits, hypotheses, scope, and systematic discussion.

CHAPTER II: THEORETICAL FRAMEWORK

This chapter discusses the theoretical framework used in this author's discussion, as well as references to previous studies that are used as literature reviews to support the research that the author is doing.

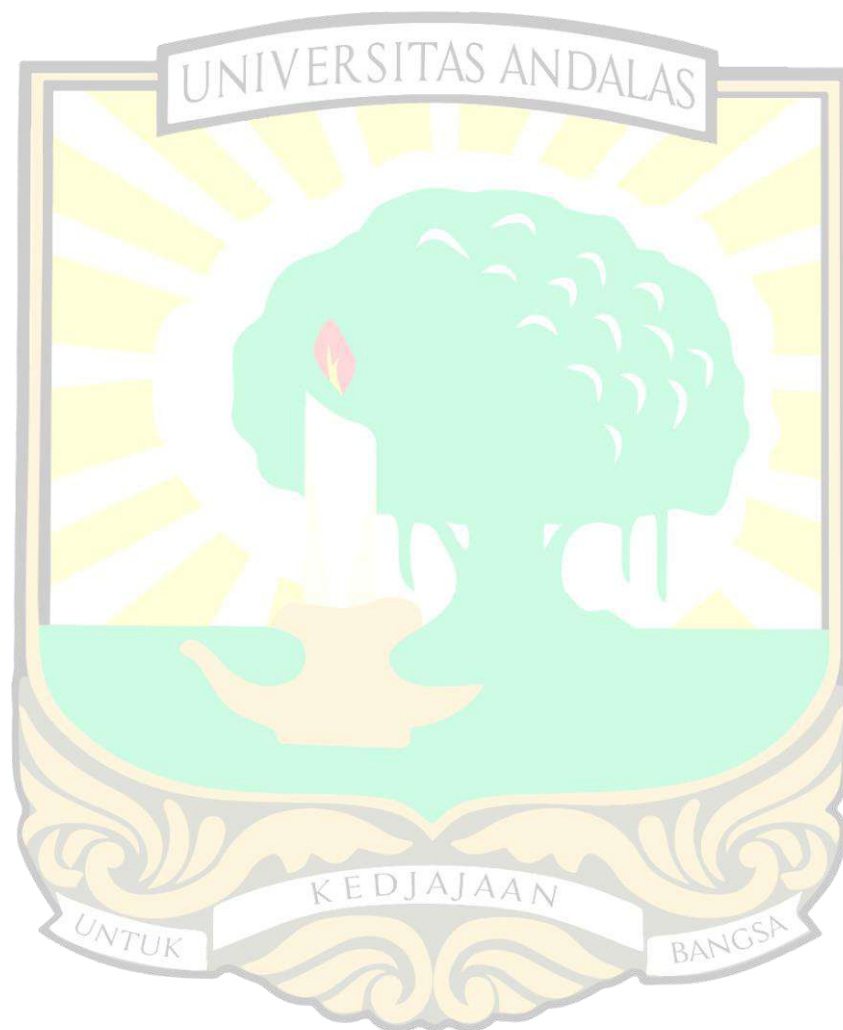
CHAPTER III: RESEARCH METHODOLOGY

This chapter discusses the analytical methods, data and data sources used to support research.

CHAPTER IV: OVERVIEW

This chapter overviews Impact of Inclusive Leadership, Perceived Organizational Support and Person Job Fit on Innovative Work Behavior Case in: Lecturers of Politeknik Negeri Padang (PNP).

CHAPTER V: RESULT AND DISCUSSION



CHAPTER II

REVIEW OF THE LITERATURE

2.1. Theoretical Foundations and Previous Research

2.1.1 Inclusive Leadership (IL)

A leader is defined as someone who is able to influence someone else and leadership is the ability to influence a group to achieve maximum output based on the goals of the organization (Hersey and Blanchard 1982; Robbins, 2002). Leaders are not stand alone but rather an important aspect to an organization achieving goals through the acts of encouragement as well as inspire the company in achieving goals. According to Sedarmayanti (2018) leadership is the ability to influence other people to achieve a certain goal through capability, process, or function. Suyuti (2001) defined leadership as the process of moving the thoughts, feelings, actions, as well as behavior towards achieving a particular goal.

Whereas Silva (2016) defined leadership as the process of influence that occurred when given context the follower and the leader achieved a common goal. A leadership style defined by Wirawan (2020) as the patterns the leaders used when influencing their followers and may vary depending on the type of followers and situation. Hersey (2004) argued that leadership style is actually defined depending on how the followers are able to perceive it through what they felt.

In the book *Leadership: Theory and Practice* written by Northouse (2021) a collection of literature review on the development of theories of leadership with the collection of the definition of leadership over the years as follows:

1. 1900-1929 – the definition of leadership centralized on the idea of power placements where domination is common. An example to this is how a follower is able to follow a leader's will with full loyalty, respect, obedience, and cooperation (Moore, 1927)
2. 1930's – the start of how the definition of leadership in the 21st century is where the focus is heavily put on influence rather on domination.
3. 1940's – Hemphill (1949) and Copeland (1942) the definition of leadership is heavily centered on individual behavior in directing a group or persuasion.
4. 1950's – focused on the continuance of group theory, shared goals and effectiveness. What leaders are supposed to do, how leaders are supposed to act and how able they are to influence members of the group.
5. 1960's – Seeman (1960) described leadership as the behavior of persons that influences others in achieving a shared goal
6. 1970's – emphasized on organizational behavior approach in which leadership is seen as means of the organization to achieve its goals (Rost, 1991)
7. 1980's – focused on the nature of leadership where it revolves around the wishes of the leader, ability to influence, the traits of a leader and the transformation a leader creates.
8. 1990's-21st century – emerging research focuses more on the process of leadership on influencing others in achieving a common shared goal.

According Rost (1991) that leadership type can be categorized as noted in his book *Leadership for the Twenty-First Century* on several approaches of leadership as follows:

1. Authentic leadership - where the emphasis of leadership focuses on the authenticity of the leader itself.
2. Spiritual leadership – emphasize on the values, callings, and membership in motivating followers.
3. Servant leadership – emphasis on leadership that focuses on the needs of the follower utilizing the “caring principles” in making the followers to be more knowledgeable and autonomous.
4. Adaptive leadership – focuses on how leaders put emphasis on adapting through confrontations and problem solving, challenges and changes.
5. Followership – focuses on the role of the followers themselves.
6. Discursive leadership – emphasize on the fact that leadership instead of it being the traits or skills of the leader but the means of communication used between the leader and the follower.

Leadership has always been a huge part of human resource management and thus being the subject of research a lot of the time. The concept of IL in management was first introduced and proposed by Nemhard and Edmonson (2006) as a leader who was able to express through words and means towards their follower’s contributions in the forms of “appreciation” and “invitation” as part of the team.

Choi et al., (2016) defined inclusivity as a team's sense of belonging and security. Inclusive leaders can be observed through their interactions with their employees in being more open, effective, and accessible with communications to employees (Carmeli et al., 2010). An inclusive leader is valuable and able to accept their staff at all the levels of the organizations while willing to take responsibility for outcomes (Ospina, 2011). It is a benefit for everyone within the organization as everyone is set to have a common goal and mission while being interdependent with each other (Hollander, 2012). As inclusive leaders play a massive role in creating a more inclusive organization.

With the inclusivity of inclusive leaders, employees are directly more involved with the decision-making process of the organization. As a result, there is a heightened quality-based relationship between the leader and the employees, due to the inclusive leader's ability to also provide emotional support that increases trustworthiness (Hollander, 2012; De Jong & Den Hartog, 2010; Nembhard and Edmonson, 2006). Choi, Tran, and Park (2015) in a social exchange perspective, IL encourages positive social exchange that develops cognitive thinking as well as motivation in engaging in creative performances. A previous study conducted by Carmelli (2010) examined the manifestations of IL through the following dimensions in fostering employee creativity in openness, accessibility, and availability of a leader. Whereas Fang et al., (2019) introduced newer concepts of IL in adjustment to the new era, (1) Leaders should be able to listen to employee's opinion and make recognition of achievement when needed; (2) Leaders should be able to implement respect and fairness to employees' suggestions and work effort;

(3) Leaders should be able to be more rational in understanding and tolerating towards employees' unsuccessful attempts.

Previous research of Mumford and Hunter (2005); Hunter et al., (2007); and George and Zhou (2007) found that a leader's support is crucial towards creativity and innovations of a company. The said leader support includes factors such as leadership appreciation and support towards newer ideas and not discriminating against different dimensions of support, where it is beneficial towards creativity of employee. The research conducted by George and Zhou (2007) evaluated the behavioral mechanism of supervisors in providing support in terms of developmental feedback, interactional justice, and trustworthiness. As a result, the research found that these behavioral aspects of IL influences employee creativity. As noted in Lee et al., (2010); Amabile et al., (2004) a supportive leadership trait is more effective in resulting employee creativity in innovative endeavors. Carmeli et. al., (2010) study on IL and employee involvement in creative tasks found the role of leadership is able to facilitate employee involvement in creative work because inclusive leaders who are open, accessible, and available are able to give psychological safety towards their employees where the employees will feel safe psychologically to speak up and come up with useful ideas and solutions. Another research conducted by Qi (2019) on impact of IL on perceived organizational support argued when employees are able to perceive the leaders as more inclusive towards their ideas, technology, and processes they'd perceive as being more valued and cared for by the organization, which will also result in being more creative at work.

2.1.2 Innovative Work Behavior (IWB)

Yuan and Woodman (2010) considered innovative work behavior as a series of activities that regard the generation of ideas, promotion, realization towards newer technologies, process, technique, or products. Ye et al., (2019) defined the process of innovation as the critical and strategic process requiring the generation of ideas as well as creative problem-solving autonomy, as well as the support leaders are able to provide in taking initiative and discovering innovative solutions. Wang (2019) innovative behavior is found to be crucial to improve the quality of life of employees as well as in efficiency and competitiveness to Li (2017) employee innovative work behavior refers to the process of discovering problems then generating an appropriate solution with innovative ideas then proceeds to promote and implement these to the organizations. According to Akram and Haider (2016) as well as Scott and Bruce (1994), the three stages of employee innovative work behavior are:

1. Idea generation, where problems are established, and solutions are created. In this stage, employees start by exploring ideas and generate them to aid new opportunities (Amabile et al., 1996.)
2. Idea promotion where help is sought after. In this stage, Dorenbosche et al., (2005) explains that employees champion ideas and promote ideas to get other's support.
3. Idea realization where the ideas are further implemented in the organization. In this stage, De Jong and Den Hartog (2010) explain how employees implement the generated ideas to benefit the organization in practical terms.

Previous research conducted by Prieto and Perez-Santana (2014) found that a workplace where employees are able to be given the opportunities to enhance their abilities and opportunities, where the management are able to support the ideas and initiative of employees are more likely to result in an innovative work behavior from their employees. Another study conducted by Afsar and Badir (2014) found that innovative work behavior is not only about generating new ideas and solutions towards problems, but it is also about creating ideas and turning them into practical ideas used by organizational processes. Their finding noted that the support from teams, groups and organizations are needed. Javed et al., (2017) supported that when an organization demonstrates leadership that values and implements openness, availability as well as accessibility, leaders are more likely to promote the employees innovative work behavior in the workplace. Innovative work behaviors are found in employees who are given support and rewards.

A previous study conducted by Shih (2011) argued that innovative employees result in higher conflict level within employees and higher turnover rate. Janssen (2003) proposed that innovative ideas may create a disruption in the routine norm of the organizations. This disruption may cause stress or uncomfortable feelings that lead to conflicts between employees. Poole (2004) argued that the feeling of nostalgia makes employees believe in their routine as the best way of conducting things compared to the newer one.

Another aspect that needs to be looked at is how innovative work behavior is able to influence higher turnover rate. Even though innovative workers means that the organization is also going to have a higher productivity rate, Lance (1988)

and Vandenberg and Nelson (1999) suggested that an innovative employee is more likely to have more confidence in themselves. As a result, this may end up with the employees looking or being sought after by other companies, hence resulting in the higher tendencies of leaving the current workplace. Furthermore, Shane (1994) found when someone is pursuing an informal role that pushes them to be creative beyond the barriers of the organization, idea generation is generated and creates a smaller gap in performance due to their idea creativity (Kleysen and Street, 2001; Kanter, 1988).

2.1.3 Perceived Organizational Support (POS)

Blau (1964) explained about the social changes in society as well as human behaviors through Social Exchange Theory (SET), where humans expect to have the favors, they have done towards another person to be returned in the future (Demir, 2009). Previous study conducted by Ibrahim et al., (2016) supported those employees who are able to display a positive behavior are more likely to contribute to their organization with a higher expectation of being rewarded. If organizations are able to satisfy the needs of employees as well as value their contributions and pay attention to the needs. Employees will have a higher level of job satisfaction and organization will benefit as well as increase in perceived organizational support (Akgunduz et. al., 2018). Spreitzer (1995) argued that SET through empowered employees gaining their empowerment by the experience and means of work, which could also potentially lead to high intrinsic motivation by employees (Fook et al., 2011). Perceived organizational support (POS) is defined as the contributions of

organizations to give back to the employee as a response to the contributions they have brought to the organization (Rhoades and Eisenberger, 2002). Whereas Simosi (2012) defines POS as how the employees see and interpret the valuation of organization toward their contributions and the well-being of employees. Akbolat et al., (2011) suggested that the increase of employee satisfaction as part of the organization will stimulate reciprocal emotions where the organizations are able to engage employees in more positive behavior.

The application of SET by Eisenberg et al., (1986) explains employee's beliefs and commitment towards their organization. The study found employees with a stronger social exchange ideology will in turn also show a higher organizational commitment with lower levels of absenteeism. Park et al., (2016) argues that individuals will want to maintain financial relationships as well as benefits they perceive in mutual relationships. Demir (2009) argued through SET that people tend to compare themselves with other people through achievements, if they perceive higher organizational support, then the more likely it is for them to also contribute more to the organization. Then, Rhoades & Eisenberg (2002) suggests through the organizational support theory of perception, employees who are able to feel that they're being supported by their organization are more likely to have a better sense of responsibility to the welfare and goals of the organization.

According to Kurtessis et al., (2017) POS has three main outcome category classifications (1) Subjective well-being of employees; (2) positive outcome towards organization and work; (3) employee favorable behaviors such as increased performance and higher attendance records. POS can be achieved through

increasing employee's view towards favorable treatment of the organizations for instance supervisor support (Eisenberger and Stinglhamber, 1986). The study found that human resources who are able to provide development opportunities are more strongly related to POS. Rocksthul (2020) argued stress and pressure aren't strong contributors of POS. However, POS can reduce the tendencies of burnout caused by stress and pressure on employees as well as other well-being outcomes (Kurtosis et al., 2017).

POS refers to sensitivity of employees and their opinions on the extent of how the organization is able to value their involvement (Krishnan and Mary 2012). Kurtessis et al., (2015) argued that POS favors the treatment by organizational members such as co-workers, supervisors as well as team members, alongside with the human resource practices of the company in providing training and developments. Ogbonnaya et al., (2018) noted that employees may experience organizational support through the levels of interaction within their organizational members or given incentives towards their work by the organization.

Rhoades and Eisenberger (2002) defined the indicators of POS as follows:

- Fairness – procedural justice is in regard to how to allocate the right resources between employees as well as treating employees with respect and providing clear information on outputs of the organizations.
- Supervisor support – employees will perceive the support given by the supervisor depending on the extent of how the supervisor is able to value, able to solve appropriately employees' issues in the workplace, as leaders

are seen as the leaders of the organization and support from the leaders will contribute to perceived support.

- Organizational rewards and job conditions – appreciation given by the organization towards the employees could be in the form of social support, incentives (monetary or non-monetary), promotions, with the intention of increased performance from employees.

As explained by the social exchange approach, POS could provide a link between management communication and performance. Previous research on organizational support conducted by Hur et al., (2013) found that POS plays a massive role in determining the attitudes and behaviors of employees from the degree of how the organization is able to value the work contributions of employees while still also caring about their well-being. Eisenberger and Stinglhamber (2011) and Rhoades and Eisenberger (2002) found employees with higher POS have a greater feeling of obligation to meet the organization's goals and need, while having a stronger commitment towards the organization while these findings being consistent with either the in-role and the extra-role performance.

Though often times POS is seen as a form of feedback from employers as an organization towards employees, it is also influenced by the procedures, policies, attitudes as well as the decisions of the said organization (Shore and Tetrick, 1991). As suggested by Shore and Shore (1995) POS plays a bigger role in influencing the turnover rate of employees comparatively to a great human resource practice. POS measures the commitment degree of the organization towards its employee (Pack, 2005). Many of the previous research conducted (e.g., Blau 1964; Etzioni 1961;

Mowday et al., 1982; Gould, 1979; Levinson, 1965) where POS deemed as an exchange between effort and loyalty for material or social rewards.

Saks (2006) suggests that POS cultivates the belief that employees would have higher tendencies to engage their role performance with the objectives of the organization. In 2010, Pati and Kumar found that employee engagement and POS have a significant positive relationship that reveals organizational support as a predictor to employee engagement. Another study conducted by Biswas and Bhatnagar (2013) also found a significant positive relationship between POS and employee engagement and employees who are able to perceive organizational support are likely to engage more with their organization.

Eisenberger et al., (2001) suggests POS influences employee in-role performance where the employees would want to show their greater effort to improve the organizations to organizations who are able to give the expected support. Chen et al., (2009) finds direct influence between POS to employee performance.

2.1.4 Person-Job Fit (PJF)

John Holland (1985) came up with the theory of PJF, where when skills and knowledge of the employee matches then the employee will be more satisfied with their work. This theory explained how an employee feels fitting to their job (Robbins, 2010). PJF is defined as how much the demand of the job matches the individual's knowledge, skills, as well as needs (Sekiguchi, 2004; Shin, 2004). Allen et al., (2003) defined person job-fit as the ways of how an organization is able

to value the contributions of their employee and caring about them. Furthermore, Kristof-Brown et al., (2005) defined PJF as the assumed match/compatibility between the employee and their working environment and conditions. Namely the suitability of the individual goals and value are able to be met by the organization and/or the job and employee has a high compatibility between the job requirement and competencies of the individual.

Zatzick and Zatzick (2013) argued that in accordance to fit theory, increasing PJF allows the psychological antecedents of work performance like job satisfaction to increase. Greguras and Diefendorff (2009) found higher PJF to result in higher quality of work due to the confidence of the employees being able to achieve great results and get organizational rewards. According to Icheme et al., (2017) PJF is one of the indicators of job performance as it was proven that those with a higher PJF will have higher performance and output. The congruence theory also explained that individuals who has a high suitability between their personal individual preference towards the job required skills, knowledge and ability have higher working motivations (Anggraeni, 2020). When individual needs meet and share the organization's fundamental characteristic needs, that is when PJF occurs and this process usually happens before the recruitment process (Judge and Cable, 1997). Previous research conducted by Pudjiarti and Hutomo (2020) on PJF towards innovative work behavior in a small SMEs in Tegal Regency found that PJF has a positive impact on job performance of the employees. The higher the person job fit, then the higher the job performance.

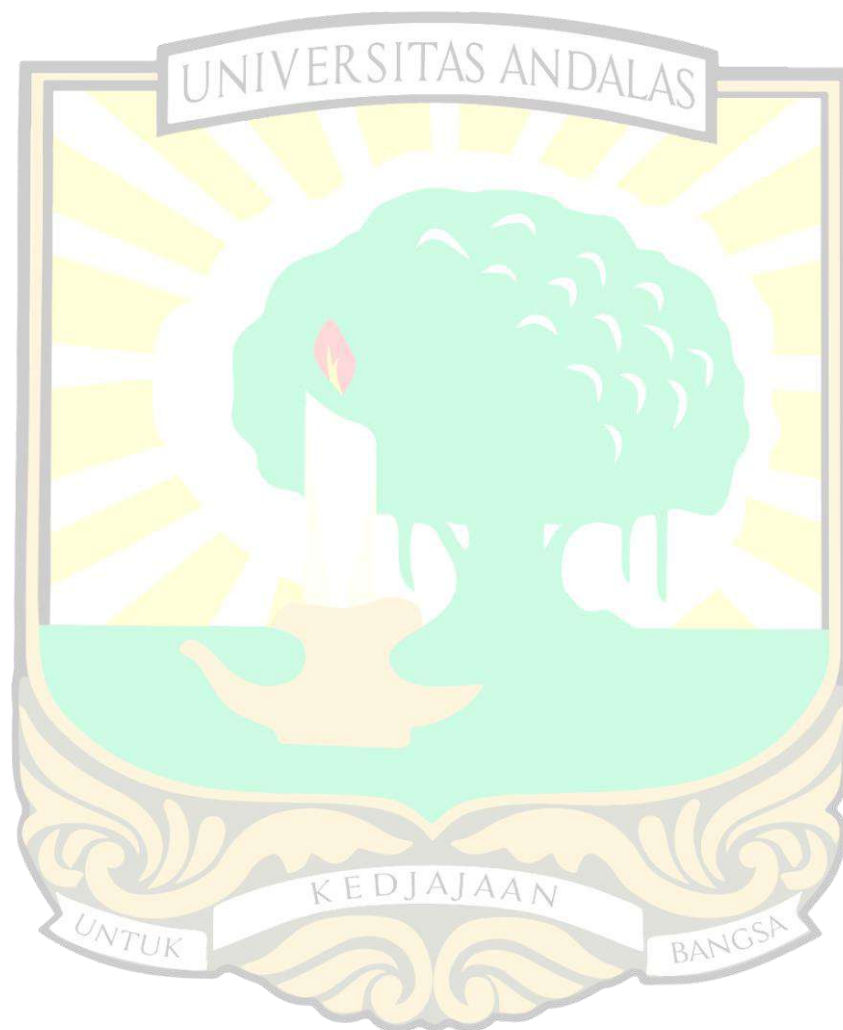
Inherently, there are two types of person job-fit; 1) Demand-ability fit and 2) Supply-value fit (Kristof-Brown et al., 2005; Edwards, 1991). Both types are quite self-explanatory as demand-ability fit refers to how well an employee's abilities are able to match demands of the job/task and supply-value fit refers to what the employee is able to offer to the company that's met by the jobs performed.

2.1.5. Signaling Theory dan Agency Theory

When an employee is able to work in a desired state be it their ideal working condition, job descriptions, working environment, as long as it deemed fit to their desires, they're more likely to feel comfortable with their work as well as feeling happy and attached (Langgeng et al., 2021). Many of the previous research (e.g., Choi et al., 2017; Afsar et al., 2015; Suwanti et al., 2018; Sylva et al., 2019; Farzaneh et al., 2014; Wu et al., 2011) found PJF also affects behavioral outcomes including higher work performance that consists of innovative work behavior, organizational citizenship behavior and job performance. Hence, when an employee is able to achieve their desired needs and wants for a job, behaviors that will contribute into achieving and value adding to the organization will be shown.

In the events that a need is met according to desired preferences, an employee tends to avoid bad psychological impact (Langgeng et al., 2021). Deniz et al., (2015) and Rajper et al., (2019) suggested in each of their respective research that PJF reduced negative psychological impacts such as job stress and burnout. Furthermore, an employee who feels compatible towards their work tends to have higher positive attitudes towards their organization that later manifests into

satisfaction, suitability as well as desire to grow and survive their organization
(Deniz et al., 2015; Afsar et al., 2015; Aktas, 2014; Tims et al., 2016)



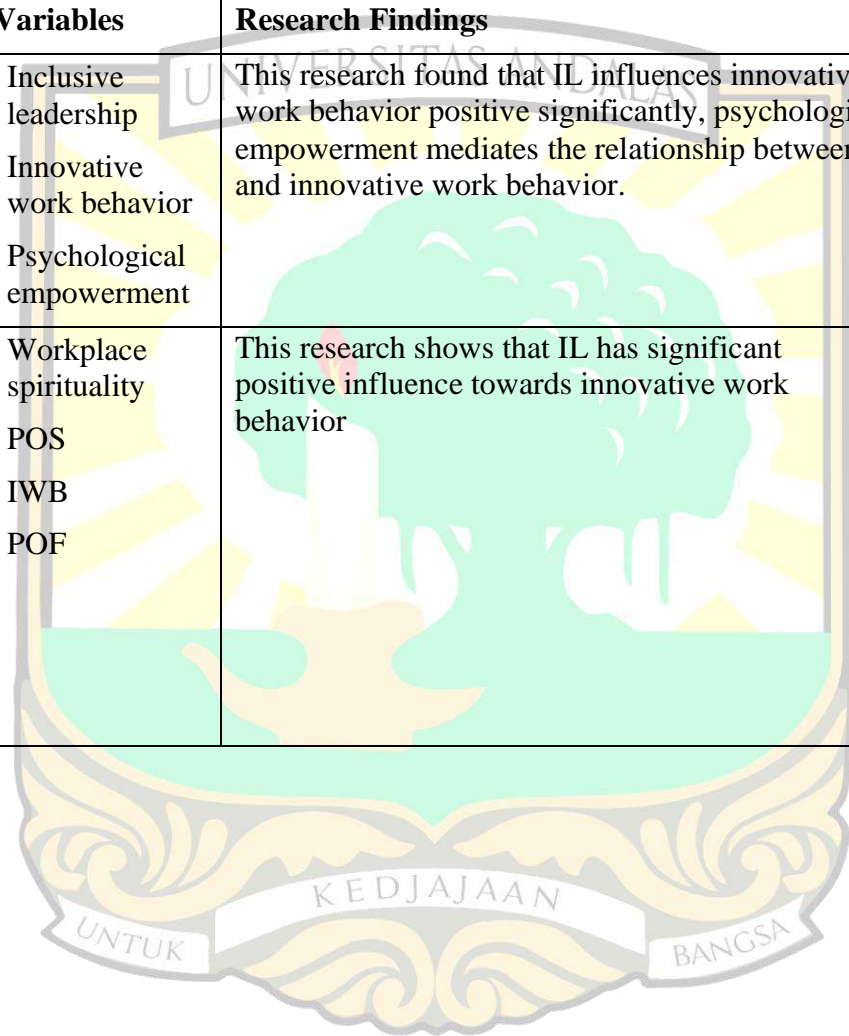
2.2. Review of Previous Study

Table 2. 1 - Summary of Previous Studies

Researcher	Title	Variables	Research Findings	Similarity of Research
Huseyin (2019)	Mediating role of perceived organizational support in inclusive leadership's effect on innovative work behavior	<ul style="list-style-type: none"> • Perceived Organizational Support • Inclusive Leadership • Innovative Work Behavior 	The result of this research study that was conducted is IL has positive significant influence on innovative work behavior, IL towards POS, and POS mediating the relationship between IL and innovative work behavior	Both of the research finds the relationship between influence of IL and POS on innovative work behavior
Qi et al., (2019)	Impact of inclusive leadership on employee innovative behavior: Perceived organizational support as a mediator	<ul style="list-style-type: none"> • Inclusive Leadership • Innovative Work Behavior • Perceived organizational Support 	The result of this research study that was conducted is IL has positive significant influence on innovative work behavior, IL towards POS, and POS mediating the relationship between IL and innovative work behavior.	Both of the research finds the relationship between influence of IL and POS on innovative work behavior

Researcher	Title	Variables	Research Findings	Similarity of Research
Choi et al., (2016)	Impact of inclusive leadership on employee innovative behavior: Perceived organizational support as a mediator	<ul style="list-style-type: none"> • Inclusive leadership • Innovative work behavior • Perceived organizational support 	The result of this research study that was conducted is IL has positive significant influence on innovative work behavior, IL towards POS, and POS mediating the relationship between IL and innovative work behavior.	Both of the research finds the relationship between influence of IL and POS on innovative work behavior
Suwanti and Udin (2020)	Investigating the Relationship between Person-Organization Fit, Person-Job Fit, and Innovative Work Behavior: The Mediation Role of Organizational Citizenship Behavior	<ul style="list-style-type: none"> • Person-organization fit • Innovative work behavior • Person-job fit • Organizational Commitment 	This research finds that innovative work behavior is influenced by PJF and person organization fit positive significantly. As well as Organizational citizenship behavior mediating the relationship between PJF and person organization fit towards innovative work behavior.	Both of the research finds the relationship between influence of PJF on innovative work behavior

Researcher	Title	Variables	Research Findings	Similarity of Research
Javed et al., (2019)	Inclusive Leadership and Innovative work behavior” the role of psychological empowerment	<ul style="list-style-type: none"> • Inclusive leadership • Innovative work behavior • Psychological empowerment 	This research found that IL influences innovative work behavior positive significantly, psychological empowerment mediates the relationship between IL and innovative work behavior.	Both the research finds the relationship between IL and innovative work behavior
Bilal et al., (2016)	Workplace spirituality, perceived organizational support and innovative work behavior The mediating effects of person-organization fit	<ul style="list-style-type: none"> • Workplace spirituality • POS • IWB • POF 	This research shows that IL has significant positive influence towards innovative work behavior	Both of the research finds the relationship between influence of POS on innovative work behavior



2.3. Research Hypothesis

1. Influence of Inclusive Leadership Towards Innovative Work Behavior

Previous research found that IL has positively influenced innovative work behavior (Javed et al., 2019). IL would make employees feeling the need to have the desire to reciprocate the leader's IL or the fact that when social exchanges are encouraged and cognitive thinking as well as motivations to engage in creative performance are developed (Lin and Liu, 2012; Choi, Tran, & Park 2015; Javed et al., 2019). Conducted by Wang (2019), innovative work behavior was positively and significantly associated with IL of nurses. Aslan's research in 2019 on IL and innovative work behavior also found that there are positive significant relationships between the two variables. Based on these findings the proposed research hypothesis as follows:

H1: *IL affects innovative work behavior positive significantly*

2. Influence of Perceived Organizational Support Towards Innovative Work Behavior

POS might promote employee innovative behavior. POS plays a massive role in determining the attitudes and behaviors of employees from the degree of how the organization is able to value the work contributions of employees while still also caring about their well-being (Hur et al., 2013). Employees who are able to display a positive behavior are more likely to contribute to their organization with a higher expectation of being rewarded

(Ibrahim et al., 2016). Saether (2019) and Rehman et al., (2019) found that POS influences innovative work behavior positively. When employees are able to feel the given support and attention at work, they will also want to demonstrate a more innovative work behavior. It was also found that POS creates an intrinsic motivation towards the employee to contribute more towards the organization (Aslan, 2019). Based on these findings the research proposes hypothesis as follows:

H2: *POS affects innovative work behavior positive significantly*

3. Influence of Person-Job fit towards Innovative Work Behavior

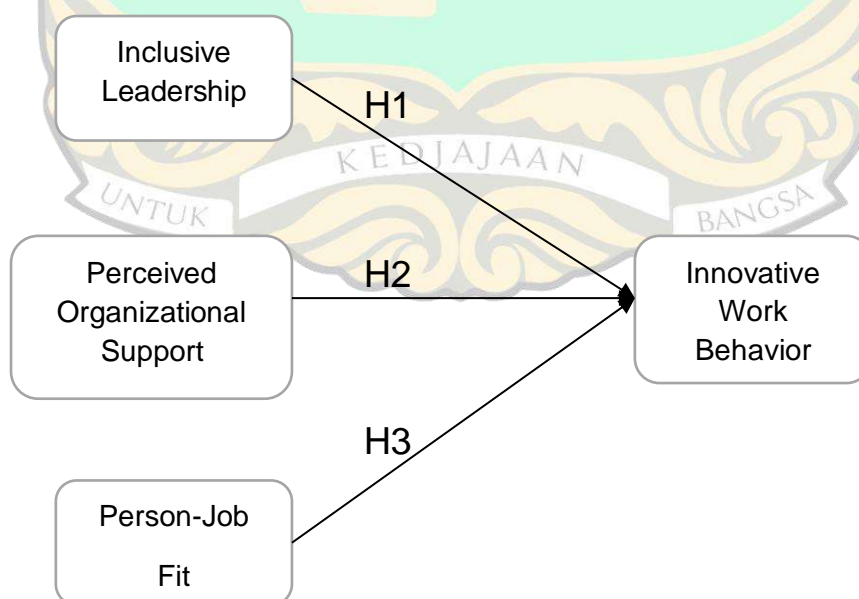
Risman et al., (2016) found that personal job fit influences innovative work behavior. Employees who are able to work that exceeds the expected workload or activity are those employees with higher levels of compatibility with the organization. Suwanti and Udin (2020) argued that managers are able to cultivate innovative work behavior through PJF. Furthermore, Kristof-Brown and Guay (2011) suggested that this is due to the level of compatibility that allows employees in achieving higher positions and bonuses as well as resulting in higher level of commitment, higher performance compared to those who do not have a higher level of compatibility in the job. Afsar and Badir (2017) also discovered that an organization with a higher person organization fit is able to help their employees to behave and drive organizational innovations. Hon and Rensvold (2006) also argued that when employees' capabilities match with the demands of the organization, the employees are going to perform at a

higher rate compared to if they feel like there's a mismatch between their ability, resources, and values to the demands of the organization. Edwards (1996) research also discovered that when employee's perceptions regarding their job assignments are close in value to their abilities and can work according to their preferences influences positive outcomes on an individual level. On the basis of review previous studies can be proposed the hypothesis:

H3: PJF affects innovative work behavior positive significantly

2.4. Conceptual Framework

A conceptual framework is a conceptual model of how to theorize or make logical sense of the relationship among the several factors that have been identified as important to the problem. Based on the extent of the hypothesis from the research variable of IL and innovative work behavior with POS, therefore the framework of this research can be seen as follows:



Figures 2. 1 – Research Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Variables and Operational Definition

The Variables that will be measured in the research are as follows:

Dependent Variable (Y)

Dependent variable is the variable dependent on the independent variables of the research. In this research the dependent variable is Innovative Work Behavior

Independent Variable (X1, X2, and X3)

Independent variable is the variable that will influence the independent variable of the research. In this research the independent variables are IL, POS and PJF

The measurement on each variable in the research will be using the Likert 5 Point Scale. The instrument of IL has 3 Dimensions with 9 items adopted from previous studies, Javed (2018) and Qi (2019).

The variable of POS is measured using the Likert 5 Point Scale. The instrument of POS has 3 dimensions with 14 items adopted from previous study, Akgunduz (2017)

The variable of PJF is measured using the Likert 5 Point Scale. The instrument of PJF Support has 1 dimension with 5 items adopted from previous study, Afsar et al., (2015)

The variable of PJF is measured using the Likert 5 Point Scale. The instrument of PJF has 1 dimension with 5 items adopted from previous study, Afsar et al., (2015)

The variable of Innovative Work Behavior is measured using the Likert 5 Point Scale. The instrument of Innovative Work Behavior has 3 dimensions with 13 items adopted from previous studies, Janssen (2000) and Qi (2019). Definition and variables of research measurement as follows:

Table 3. 1 – Operational Definition

Variables	Definition	Dimension	Number of Items	Scale	Sources
Inclusive leadership	A leader who was able to express through words and means towards their follower's contributions in the forms of "appreciation" and "invitation" as part of the team (Nembhard and Edmonson, 2006)	<ul style="list-style-type: none"> ● openness ● availability ● accessibility 	9	5-point Likert's Scale	Javed (2018), Qi (2019)
Perceived Organizational Support	The contributions of organizations to give back to the employee as a response to the contributions they have brought to the organization (Rhoades and Eisenberger, 2002)	<ul style="list-style-type: none"> ● fairness ● Employer support ● organizational appreciation and working condition 	14	5-point Likert's Scale	Akgunduz (2017)
Person-Job Fit	The assumed matched/compatibility between employees and their working environment and conditions (Kristoff-Brown et al., (2005)	<ul style="list-style-type: none"> ● Person-Job Fit 	5	5-point Likert's Scale	Afsar et al., (2015)
Innovative Work Behavior	A series of activities that regard the generation of ideas, promotion, realization towards newer technologies, process, technique, or products (Yuan and Woodman, 2010)	<ul style="list-style-type: none"> ● idea creation ● idea sharing ● idea realization 	13	5-point Likert's Scale	Janssen (2000), Qi (2019)

3.2 Population and Sample

Population refers to the entire group of people, events, or thing of interest that the researcher wishes to investigate (Sekaran, 2003). In this study, the research population are the lecturers (civil servants) in Politeknik Negeri Padang and the

sampling method used in this research is the Non-Probability Sampling. According to Sekaran (2003) in non-probability sampling designs, the elements of the population do not have any probabilities attached to their being chosen as sample subjects. As for this technique used in this research is Purposive Sampling.

Sekaran & Bougie (2016) states a sample is a subset of the population. It comprises some members selected from it. In other words, some, but not all, elements of the population from the sample. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole. According to the table sample size for a given population size in Sekaran & Bougie (p. 294, 2016) research methodology book, for a given population of 360 the sample size is 186. Hence, for this research, is supposedly 186 lecturers however only 175 (response rate of 94%) returned the questionnaire. The criteria of the respondents as follows:

1. The lecturers (Civil Servant) of PNP
2. Length of service as lecturer at PNP greater than 2 years

3.3 Data Types and Sources

The data used in this study is using primary Data. Primary data are information obtained from a primary source, from the subject of research to provide information (Sugiarto, 2017)

3.4 Data Collection Method

Data collection in this research is done through online questionnaires in the form of Google Forms given to the selected respondents using non-probability and purposive sampling. The obtained data will relate to the respondents' criteria designed to fit the indicators given.

3.5 Data Analysis Method

3.5.1 Descriptive Analysis

Descriptive analysis according to Sekaran (2003) is a method to research about a group of people, object, condition, and phenomenon today. The objective of a descriptive research is to create a systematic, factual, and accurate picture regarding the research phenomenon. Data collected in research came from the responses from respondents based on the questionnaire given that will further be analyzed through grouping and tabulation as well as explained further.

The first step to descriptive analysis is data verification by rechecking the questionnaire answered by respondents, if there are questions that are missed or not. To see the respondent's perception regarding items of the questionnaire can be done using the following formula:

a. Percentage

$$P = \frac{f}{n} \times 100\%$$

Description:

P = percentage acquired

f = frequency acquired

n = number of samples

b. Mean

Mean is used to measure the total perception, formula:

$$Rs = \frac{(Ax5) + (Bx4) + (Cx3) + (Dx4) + (Ex1)}{n}$$

Description:

Rs = mean

n = number of samples

A = total strongly agree

B = total agree

C = total neutral

D = total disagree

E = total strongly disagree

3.5.2 Multiple Linear Regression Analysis

Multiple linear regression analysis is an equation that approaches reality between free variables and bound variables using the SPSS tool. Multiple linear regression analysis is a research technique that tests more than one independent variable to explain variance in dependent variables (Sekaran & Bougie, 2013) the formula used:

$$\overline{Y} = a + b^1x^1 + b^2x^2 + b^3x^3 + e$$

Information:

Y. = Innovative Work Behavior

$\overline{x^1}$ = Inclusive Leadership

$\overline{x^2}$ = Perceived Organizational Support

$\overline{x^3}$ = Person-Job Fit

\overline{a} = Constant

$\overline{b^1}, \overline{b^2}, \overline{b^3}$ = Regression coefficient

E. = error

3.5.3 Classic Assumption Test

1. Normality Test

The normality test is used to find out whether the data distribution follows or approaches the normal distribution. The normality test can be seen using the one sample kolmogrov-smirnov test table, if the sig value of the kolmogrov-smirnov test > 0.05 then the data distribution is declared normal (Idris, 2021). Furthermore, to test the normality distribution through a graph, Normal Probability Plot can be utilized. The graph compares the cumulated distribution from the data with the cumulated distribution from normal distribution. Normal Distribution is graphed through a diagonal line from left to right (Suliyanto, 2011). According to Ghozali and Ratmono (2017) Normality test can be detected through observing the data distribution from one diagonal axis or through the diagonal histogram the foundations of judgements as follows:

- a. If the data spread around the diagonal line and follows the direction of the diagonal line or the histogram graph shows a normal distribution pattern then the regression model meets the normality assumption.
- b. If the data spreads far from the diagonal line and/or does not follow the direction of the diagonal line or the histogram graph does not show a normal distribution pattern, then the regression model does not meet the normality assumption.

Statistically the normality test can also be carried out using *one sample Kolmogorov-Smirnov test*. If the value of the sig (2-tailed) is greater than the significant level (0.05), then it indicates a normal distributed independent variable.

2. Heteroskedacity test

The heteroscedasticity test is an assumption in which the confounding variable has different variants. The method of chart analysis can be carried out by observing the scatterplot. If the scatterplot forms a certain pattern, then there is a problem of heteroscedasticity in the regression model. Meanwhile, if the scatterplot spreads randomly, it shows that there is no heteroskedasticity problem in the regression model (Suliyanto, 2011).

3. Multicollinearity Test

The multicollinearity test is used to see whether each of the free variables has a high correlation or not. To test multicollinearity can be done by looking at the value of VIF (Variance Inflating Factor). If the VIF value <10 and the tolerance

>0.10, it can be concluded that there are no problems in multicollinearity (Idris, 2014).

3.5.4 Validity and Reliability Test

An instrument is declared valid if it is able to measure what is desired and can reveal data from the variables studied precisely. Validity testing is the process of testing question items in a questionnaire. Before the questionnaire is distributed to potential respondents, it is first necessary to determine whether each of the statement items contained in the questionnaire is able to reveal the variables to be measured or studied. If any of the statement items in the questionnaire are invalid, then they need to be corrected or not used. Because if the invalid statement item is still submitted to the respondent, it can affect the quality of other variables. This validity test is carried out by correlating each item score of each variable statement with the total score of the variable in question using Pearson's Product Moment correlation formula. The correlation coefficient is more than 0.30 then the item has a high validity.

Reliability test is used to test the consistency of research instruments as a measuring tool when used many times the results have consistency and show the level of reliability of a test. Reliable instruments are able to reveal data that can be trusted results. The method used to test reliability or reliability is the Cronbach Alpha method. An instrument is said to be reliable if it can be used more than once at different times, but still shows consistent results. To determine whether or not the questionnaire of research variables will be used in this study, the Cronbach's

coefficient alpha method is used. A questionnaire can be said to be reliable if the value of Cronbach Alpha is greater than 0.6.

3.5.5 Hypothesis Testing

1. Determination Coefficient Testing (R^2)

The determination coefficient (R^2) essentially measures how far the model's ability to explain variations in dependent variables is. The value of the coefficient of determination is between zero and one. The value of the coefficient of determination is small (close to zero), the smaller the influence of all independent variables on the value of the dependent variable in other words, the smaller the model's ability to explain changes in the value of dependent variables. If the value of the coefficient of determination is close to one, it means that independent variables provide almost all the information needed to predict variations in dependent variables.

2. F- Test

According to Ghozali (2011) the F-test basically shows whether all the free variables intended in the model have a simultaneous influence (together) on the dependent variables. This test was carried out using a significance level of 0.05 ($\alpha = 5\%$).

The decision on acceptance or rejection of the hypothesis is as follows:

1. If the significant value > 0.05 then the hypothesis is rejected (the regression coefficient is insignificant). This means that simultaneously the three independent variables do not have a significant influence on the dependent variables.

2. If the significant value < 0.05 then the hypothesis is accepted (the regression coefficient is significant). This means that simultaneously the three independent variables have a significant influence on the dependent variables.

3. T-Test

According to Ghozali (2011) the t-test basically shows how far the influence of one independent variable individually is in describing the dependent variable. Examine the effect of capital structure, profitability, and company size on the extent of voluntary disclosure. The test was carried out using a significance level of 0.05 ($\alpha = 5\%$). Acceptance or rejection of the hypothesis is carried out with the following criteria:

1. If the significant value > 0.05 then the hypothesis is rejected (the regression coefficient is insignificant). This means that partially such independent variables do not have a significant influence on the dependent variables.
2. If the significant value ≤ 0.05 then the hypothesis is accepted (the regression coefficient is significant). This means that partially the independent variable has a significant influence on the dependent variable.

BAB IV

RESULT AND DISCUSSION

4.1 Description of Research Object

The research conducted by the researcher wanted to see and examine how the variables of IL, POS and PJF influences innovative work behavior among lecturers of PNP. The objects of this research are lecturers of PNP. Questionnaire are distributed through Google Forms in the span of two weeks from June 27th, 2022, until July 11th, 2022. The sample in this study are 186 however only 175 returned the questionnaire.

4.2 Data Analysis

4.2.1 Characteristics of Respondents

The respondents in this study were 175 lecturers in Lecturers and have taught since 2019. The characteristics of respondents aim to describe the characteristics of respondents according to gender, age, job tenure, latest education level, and publication of scientific papers. A description of the characteristics of respondents is presented in Table 4.1.

Table 4. 1 - Respondents Characteristics

Characteristics of Respondents	Category	Frequency	Percentage
Gender	Male	63	36.0
	Female	112	64.0
	Total	175	100.0
Age	<= 25 years old	2	1.1
	26 – 30 years old	3	1.7
	31 – 35 years old	13	7.4
	36 – 40 years old	22	12.6
	41 – 45 years old	38	21.7
	46 – 50 years old	44	25.1
	>= 51 years old	53	30.3
	Total	175	100.0
Education Level	Masters	135	77.1
	PhD	40	22.9
	Total	175	100.0
Job Tenure	<= 5 years	8	4.6
	6 – 10 years	11	6.3
	11 – 15 years	30	17.1
	16 – 20 years	54	30.9
	> 20 years	72	41.1
	Total	175	100.0
Publication	Never	2	1.1
	Local	68	38.9
	National	161	92.0
	International	81	46.3

Source: Primary data processed

Most of the lecturers' respondents were dominated by female respondents making up to 64% as compared to male respondents 36%. Job tenure of the respondents are mostly greater than 10 years. Which consists of 17,1% of the range 11-15 years, 30,9% of the range 16-20 years and 41,1% of those greater than 20 years. The age of respondents mostly are above 40 years old which consists of 21,7% in the range of 41-45 years old, 25,1% in the range of 46-50 years old and 30,3% older than 50 years. A majority of respondents reported to have obtained master's degree (77,1%) and the remaining 22,9% have obtained a PhD.

4.2.2 Descriptive Analysis

Descriptive analysis is carried out by exposing, grouping, and classifying each variable into frequency distributions, percentages, calculating *the mean*, on statements that have been explained based on the highest and lowest indicators on average. The higher the average value gives meaning, the better PJF, IL, POS, and Innovative Work Behavior. On the Likert scale of 1 – 5, the average with a value of 3.4 or more gives an idea that the section can already be categorized as high or often or good or strong according to the predicate. Descriptions related to the proportion of respondents' answers are divided into three parts, namely: (1) the proportion of answers strongly disagree or disagree, (2) the proportion of neutral or dissenting answers, and (3) the proportion of answers agree or strongly agree. The description of the advantages of the variable is based on the average of the relatively highest indicators and is supplemented by several items in such indicators with an average of height. Similarly, in describing the weak part of the variables will be based on the relatively lowest average of the indicators.

4.2.2.1 Description of IL

The description of IL is divided into 9 items with an average range of response scoring between 3.73 – 4.06 giving an idea that PNP has implemented IL with good characteristics. The item of IL3.3, received the highest score compared to other where leaders are easy to be contacted to discuss problems that arise with an average of 4.06, while the item of IL2.2 received the lowest average score where the respondents answered that leaders are able to be examples in working on campus and are always there when needed by lecturers with an average of 3.73. The dimension with the highest response score is openness with an average of 3.99 which indicates that most of the respondents agree that the leaders of PNP are open towards the lecturers. The lowest dimension is availability with an average score of 3.86. This result can be used by leaders of PNP as a consideration to increase availability amongst lecturers when they are needed.

Table 4. 2 - Description of Inclusive Leadership

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
	Openness (IL1)	3.99					
1	IL1.1, My leader has an open nature so that he can listen to new ideas	3.97	4.6	6.9	10.3	43.4	34.9
2	IL1.2, My leader looks at new opportunities to improve performance	4.01	4.6	8.0	10.9	35.4	41.1
3	IL1.3, My leader openly discusses their desired goals with me	3.99	2.9	10.3	6.9	45.1	34.9

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
	and ways to achieve those goals						
	Availability (IL2)	3.86					
4	IL2.1, The leader is willing to discuss with me about the problem that occurs	3.98	3.4	9.7	8.6	41.7	36.6
5	IL2.2, My leader is able to be an example in working and is always there when needed by employees	3.73	4.6	9.1	20.0	41.7	24.6
6	IL2.3, My leader is able to professionally answer the questions I want to discuss	3.86	2.9	11.4	10.9	46.3	28.6
	Accessibility (IL3)	3.96					
7	IL3.1, The leader is ready to listen to my request	3.93	1.7	9.7	16.0	39.4	33.1
8	IL3.2, The leader is readily accessible to employees to discuss issues that arise in the workplace	3.88	1.7	12.6	13.7	40.0	32.0
9	IL3.3, Leaders are easy to approach to discuss issues that arise	4.06	0.0	10.3	12.0	39.4	38.3
Total mean			35,41				
Mean of Inclusive Leadership			3,93				

Source: Primary Data Processed

Description: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree.
5 = strongly agree

4.2.2.2 Description of POS

The description of the use of POS is divided into 14 items with an average range of 3.54 – 3.97 providing an illustration that the campus environment has been optimal in conducting POS. The dimension of justice has the highest average score response of 3.84 which reflects how the lecturers of PNP feel like they've obtained fair assessment and will give tolerance towards the lecturers. Whereas the dimension of supervisor support had the lowest score from the respondents scoring an average of 3.75. This result can be utilized by the leaders of PNP to increase their support towards the lecturers.

Table 4. 3 - Description of Variable Perceived Organizational Support

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
	Justice (POS1)	3.84					
1	POS1.1, I obtained a fair assessment of the contribution I made in working	3.85	3.4	8.0	19.4	38.3	30.9
2	POS1.2, Politeknik Negeri Padang strongly considers my goals and values	3.83	0.0	8.6	20.0	50.9	20.6
3	POS1.3, Politeknik Negeri Padang considers the opinions I expressed	3.89	0.0	5.1	24.0	47.4	23.4
4	POS1.4, Politeknik Negeri Padang will give tolerance when I admit the mistakes, I made	3.81	0.0	9.1	23.4	44.6	22.9

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
	Supervisor Support (POS2)	3.75					
5	POS2.1, Politeknik Negeri Padang will not ignore my complaints	3.54	1.1	17.1	25.1	40.0	16.6
6	POS2.2, My leader is genuinely concerned about my well-being	3.65	0.0	9.7	30.9	44.6	14.9
7	POS2.3, The leader gives clear directions when there are tasks that I need to complete	3.83	1.7	8.6	16.6	50.9	22.3
8	POS2.4, The leaders consider the opinion I put forward	3.85	1.7	9.1	20.0	41.1	28.0
9	POS2.5, My boss appreciates every effort I put into	3.89	1.7	12.6	12.0	42.9	30.9
	Organization and Working Conditions Appreciation (POS3)	3.82					
10	POS3.1, I earned a salary according to the contributions I have made	3.76	0.0	10.3	26.3	40.6	22.9
11	POS3.2, Politeknik Negeri Padang provides promotional opportunities according to the length of service and achievements that I have achieved	3.78	0.0	10.9	24.6	40.0	24.6
12	POS3.3, Politeknik Negeri Padang pays attention to me when I	3.79	0.0	11.4	22.9	41.1	24.6

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
	succeed in doing the work						
13	POS3.4, The organization is willing to provide help if I have a problem	3.97	0.0	6.9	19.4	43.4	30.3
14	POS3.5, The organization will help me voluntarily when I need special help	3.80	1.7	5.1	26.3	45.1	21.7
Total Mean			17.18				
Mean of POS			3.80				

Source: Primary Data Processed

Description: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree

4.2.2.3 Description of PJF

The description of PJF is divided into 5 items with an average range of 3.36 – 3.66 giving an idea that the lecturers have a PJF with good characteristics. The item of PJF.1 scored the highest on average out of all the respondents answer with a score of 3.66 and the item of PJF. 4 scored the lowest on average out of all the respondents answer with a score of 3.36 amongst the lectures of PNP. This result can be utilized by PNP to increase means of ways to increase the feeling of lecturers having the matched personality to their job.

Table 4. 4 - Description of Person-Job Fit

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
1	PJF.1, my ability matches this job	3.66	5.7	9.1	21.7	40.0	23.4
2	PJF.2, I have good skills and ability to do this job	3.38	7.4	19.4	12.6	48.6	12.0
3	PJF.3, The requirements in the job correspond to the skills I have	3.37	4.0	16.6	36.0	25.7	17.7
4	PJF.4, I have a personality that fits this job	3.36	2.9	7.4	48.0	34.3	7.4
5	PJF.5, I am a suitable person for this job	3.41	2.3	6.9	50.9	27.4	12.6

Source: Primary Data Processed, 2022

Description: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree

4.2.2.4 Description of IWB

The description of Innovative Work Behavior is divided into 13 items with an average range of 3.91 – 4.53 giving an idea that some lecturers have good quality work innovation capabilities. The item of IWB3.4 scored the lowest among the response of the respondents with the average score of 3.91 and the item of IWB1.4 scored the highest with the average score of 4.53. The dimension of idea creation has the highest average score of 4.38 and the dimension of idea realization scored 3.98 which is the lowest average score. This result can be utilized by PNP to increase the process of idea realizations amongst lecturers in PNP.

Table 4. 5 Description of Innovative Work Behavior

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
	Idea Creation (IWB1)	4.38					
1	IWB1.1, I am trying to find a new method of working	4.35	1.1	0.0	8.0	44.6	46.3
2	IWB1.2, I got new ideas from work experience	4.43	0.0	0.6	6.9	41.7	50.9
3	IWB1.3, I love trying new things related to work	4.46	0.0	0.0	3.4	46.9	49.7
4	IWB1.4, I am trying to find solutions to problems that arise in the workplace	4.53	0.0	0.0	6.9	33.7	59.4
5	IWB1.5, I remain calm when facing problems at work	4.15	0.6	0.0	20.0	42.3	37.1
	Idea sharing (IWB2)	4.12					
6	IWB2.1, I am able to communicate each new idea/idea effectively	4.13	0.0	0.6	17.7	49.7	32.0
7	IWB2.2, I was able to exert influence in encouraging support and resources available so that my ideas can be realized	4.03	0.0	0.0	18.9	58.9	22.3
8	IWB2.3, I have the support of colleagues regarding the ideas/ideas I propose	4.15	0.0	0.0	19.4	46.3	34.3
9	IWB2.4, I accept suggestions from colleagues on ideas to	4.18	0.0	6.9	10.9	40.0	42.3

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
	be accepted and realized						
	Idea Realization (IWB3)	3.98					
10	IWB3.1, I'm bringing my new ideas/ideas into an actionable program	3.98	0.0	1.7	22.9	50.9	24.6
11	IWB3.2, I apply those ideas in the work	4.11	0.0	6.3	10.9	48.6	34.3
12	IWB3.3, Work becomes faster done and effective with my ideas/ideas	3.94	0.0	0.0	29.7	46.9	23.4
13	IWB3.4, Problems in the work can be solved with my ideas	3.91	0.0	0.0	31.4	46.3	22.3
Total Mean			54,35				
Mean of IWB			4,18				

Source: Primary Data Processed, 2022.

Description: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree.
5 = Strongly agree

4.2.3 Validity and Reliability Test

An instrument is declared valid if it is able to measure what is desired and can reveal data from the variables studied precisely. Validity testing is the process of testing question items in a questionnaire. Before the questionnaire is distributed to potential respondents, it is first necessary to determine whether

each of the statement items contained in the questionnaire is able to reveal the variables to be measured or studied. If any of the statement items in the questionnaire are invalid, then they need to be corrected or not used. Because if the invalid statement item is still submitted to the respondent, it can affect the quality of other variables. This validity test is carried out by correlating each item score of each variable statement with the total score of the variable in question using *Pearson's Product Moment* correlation formula. The correlation coefficient is more than 0.30 then the item has a high validity.

Reliability test is used to test the consistency of research instruments as a measuring tool when used many times the results have consistency and show the level of reliability of a test. Reliable instruments are able to reveal data that can be trusted results. The method used to test reliability or reliability is the Cronbach Alpha method. An instrument is said to be reliable if it can be used more than once at different times, but still shows consistent results. To determine whether or not the questionnaire of research variables will be used in this study, the Cronbach's coefficient alpha method is used. A questionnaire can be said to be reliable if the value of Cronbach Alpha is greater than 0.6.

Table 4. 6 - Validity and Reliability Item of Innovative Work Behavior

Item	Correlation Coefficient	Description
IWB1.1	0.435	Valid
IWB1.2	0.304	Valid
IWB1.3	0.507	Valid
IWB1.4	0.454	Valid
IWB1.5	0.407	Valid
IWB2.1	0.398	Valid
IWB2.2	0.406	Valid
IWB2.3	0.523	Valid
IWB2.4	0.732	Valid
IWB3.1	0.826	Valid
IWB3.2	0.662	Valid
IWB3.3	0.640	Valid
IWB3.4	0.495	Valid

Coefficient of Cronbach Alpha = 0.853

Innovative Work Behavior measured from 13 items has a correlation coefficient of more than 0.30 with an alpha Cronbach coefficient = 0.853. So that the Innovative Work Behavior instrument concludes that it has high validity and reliability.

Table 4. 7 - Validity and Reliability Item of Person-Job Fit

Item	Correlation Coefficient	Description
PJF.1	0.662	Valid
PJF.2	0.666	Valid
PJF.3	0.797	Valid
PJF.4	0.795	Valid
PJF.5	0.720	Valid

Coefficient of Cronbach Alpha = 0.884

PJF measured from 5 items has a correlation coefficient of more than 0.30 with an alpha coefficient Cronbach = 0.884. So that the PJF instrument concludes that it has high validity and reliability.

Table 4. 8 Validity and Reliability Item of Inclusive Leadership

Item	Correlation Coefficient	Des
IL1.1	0.842	Valid
IL1.2	0.868	Valid
IL1.3	0.901	Valid
IL2.1	0.896	Valid
IL2.2	0.785	Valid
IL2.3	0.838	Valid
IL3.1	0.885	Valid
IL3.2	0.930	Valid
IL3.3	0.869	Valid

Coefficient of Cronbach Alpha = 0.969

IL measured from 9 items has a correlation coefficient of more than 0.30 with an alpha coefficient Cronbach = 0.969. So that the IL instrument concludes that it has high validity and reliability.

Table 4. 9 Validity and Reliability Item of Perceived Organizational Support

Item	Correlation Coefficient	Description
POS1.1	0.785	Valid
POS1.2	0.789	Valid
POS1.3	0.800	Valid
POS1.4	0.880	Valid
POS2.1	0.666	Valid
POS2.2	0.748	Valid
POS2.3	0.741	Valid
POS2.4	0.892	Valid

POS2.5	0.792	Valid
POS3.1	0.568	Valid
POS3.2	0.670	Valid
POS3.3	0.839	Valid
POS3.4	0.825	Valid
POS3.5	0.818	Valid

Coefficient of Cronbach Alpha = 0.955

POS measured from 14 items has a correlation coefficient of more than 0.30 with an alpha coefficient Cronbach = 0.955. So that the POS instrument concludes that it has high validity and reliability.

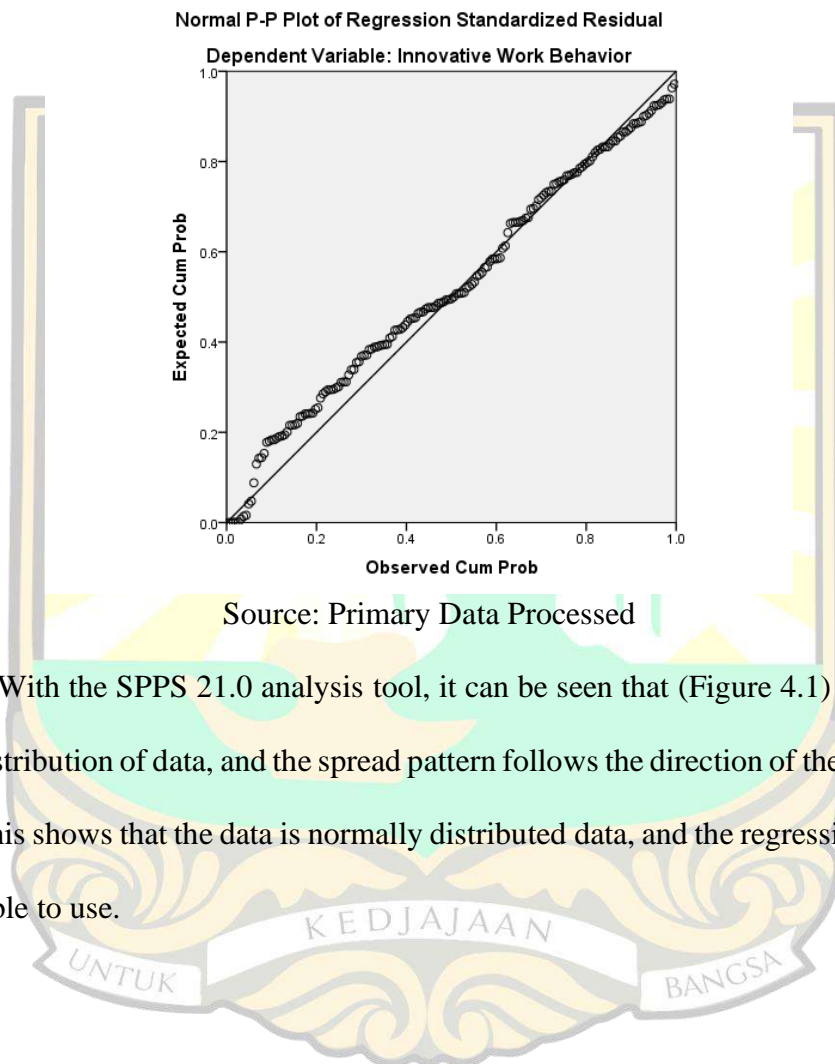
4.2.4 Assumption Testing Result

The normality test is intended to test whether the residual values that have been standardized on the regression model are normally distributed or not. The residual value is said to be normally distributed if the standardized residual value is largely close to its average value. To detect whether the standardized residual value is normally distributed or not, graph analysis methods and statistical methods can be used (Suliyanto, 2011). A good regression model is close to normal (Ghozali, 2005).

1. Graph Analysis with Normal P-P Plot

Based on the figure below, it can be seen that the data spread (points) spreads around diagonal lines which means that the data is normally distributed, or the regression model meets the assumption of normality.

Figure 4. 1 - P-P Plot Residual Data Normality Test



With the SPSS 21.0 analysis tool, it can be seen that (Figure 4.1) shows an even distribution of data, and the spread pattern follows the direction of the diagonal line. This shows that the data is normally distributed data, and the regression model is feasible to use.

2. Kolmogorov-Smirnov Method

To strengthen the level of confidence in the normality of the data will be used the *Kolmogorov-Smirnov* test, this test is used to provide more detailed figures to corroborate whether or not normality occurs from the data used. Normality occurs when the results of the *Kolmogorov-Smirnov* test are greater than 0.05 (Ghozali, 2005)

Table 4. 10 One-Sample Kolmogorov-Smirnov Test

		Standardized Residual
N		175
Normal Parameters ^{a,b}	0E-7	0E-7
	4.29296471	.93541435
Most Extreme Differences	.090	.117
	.048	.117
	-.090	-.080
Kolmogorov-Smirnov Z		1.191
Asymp. Sig. (2-tailed)		.117

Source: Primary Data Processed

a. Test distribution is Normal.

b. Calculated from data.

In table 4.4 are the results of the Kolmogrov-Smirnov test. In the table it can be seen that in the data of the Hypothesis equation;

Ho: normally distributed data

H1: abnormally distributed data

Significance $\alpha = 0.05$

Z value: Sig = .117, $\alpha = 5\%$

Testing criteria: reject H_0 if $\text{sig} < \alpha$

Decision: because the sig value is $(0.117) > \alpha (0.05)$ then H_0 is accepted.

Conclusion: the data has normal distribution.

The estimation coefficient of regression in this analysis uses the *ordinary least square* method. The application of this method will result in a good assessment if all the assumptions applicable in the analysis can be met. The underlying assumptions in regression analysis include: no multicollinearity, no heteroskedasticity and normally distributed residual values.

Table 4. 11 - Multicollinear Testing Result

Variable	Tolerance	VIF	Conclusion
Person-Job Fit	0.720	1.388	Multicollinear doesn't occur
Inclusive Leadership	0.427	2.341	Multicollinear doesn't occur
Perceived Organizational Support	0.442	2.264	Multicollinear doesn't occur

Source: Primary data processed

The results of the examination of the assumption that there is no multicollinear occurrence are carried out by calculating the variance inflation factor (VIF) value on the free variable. Gujarati (1995) argues that a free variable would be considered to have a high multicollinearity with one or another free variable if the VIF value > 10 . From the results of the calculations, it can be concluded that in the data there is no multicollinearity because the entire VIF value obtained is less than 10.

The next assumption is a testing the non-occurrence of heteroskedasticity. Heteroskedasticity will result in inefficient estimation of regression coefficients. The result of the estimation will be less than it should be. Heteroskedasticity contradicts one of the basic assumptions of path analysis, which is that residual variation is the same for all observations or so-called homoskedasticity. The testing procedure used to detect symptoms of heteroskedasticity is the Glejser test. The Glejser test is performed by regressing the absolute residual value against all free variables. If the p-value in the t-test result against the regression coefficient is greater than $\alpha=0.05$, then it can be said that there are no symptoms of heteroskedasticity at the residual value. The results shown in Table 4.7, can be concluded that the assumption of non-heteroskedasticity can be met.

Table 4. 12 - Heteroskedastic Test Result

Variable	Regression Coefficient	<i>p-value</i>	conclusion
Person-Job Fit	-0.071	0.220	No heteroskedacity occured
Inclusive Leadership	-0.041	0.297	No heteroskedacity occured
Perceived Organizational Support	0.031	0.306	No heteroskedacity occured

Source: Primary data processed

4.2.5 Regression Equation Descriptive Analysis

Multiple regression analysis is used to describe the form of relationship between independent (free) variables to dependent (bound) variables. Important things in regression analysis include regression equation, coefficient of determination (R^2), F-test results and t-test. Further the results of the regression coefficient test are described in Table 4.8

Table 4. 13 - Regression Calculation Results

Variable	Regression Coef.	Std. Error	Beta	T	P	Desc
(Constant)	31.193	1.728	-	18.050	0.000	Significant
Person-Job Fit	0.617	0.085	0.439	7.220	0.000	Significant
Inclusive Leadership	0.137	0.058	0.187	2.365	0.019	Significant
Perceived Organizational Support	0.145	0.045	0.248	3.189	0.002	Significant
R = 0,738					F = 68,096	
R ² = 0,544					P < 0,001	

Based on the results of regression analysis calculations in Table 4. 8 above, the regression equation can be obtained as follows:

$$Y = 31,193 + 0,137X_1 + 0,145X_2 + 0,617X_3 + E$$

$$R^2 = 54,4\%$$

Table 4.11 above describes the test results of regression equations that explain the influence of a number of determining variables on Innovative Work Behavior. In the test section F obtained the value of $F = 68.096$ ($p < 0.001$) and the coefficient of determination of 54.4%. The results of this test explained that the

contribution of the IL, POS and PJF, variables in explaining the variation in Innovative Work Behavior was 54.4%.

The partial effect of the PJF variable on Innovative Work Behavior is 0.617. The test result for this regression coefficient is significant ($p=0.000$). These results explain that a good PJF results in better Innovative Work Behavior. The partial influence of the IL variable on Innovative Work Behavior is 0.137. The test result for this regression coefficient is significant ($p=0.000$). These results explain that good IL results in better Innovative Work Behavior. The partial effect of the POS variable on Innovative Work Behavior is 0.145. The test result for this regression coefficient is significant ($p=0.000$). These results explain that good POS results in better Innovative Work Behavior.

The coefficient of determination (R^2) is one of the values that is used as a measure of feasibility (*goodness of fit*), meaning that by looking at the magnitude of the percentage of the influence of all independent variables on the dependent variable, it can be known how well the regression equation model used. The coefficient of determination (R^2) measures the proportion (part) or percentage of the total variation in Y described by the regression model. The coefficient of determination or R^2 has a magnitude whose limit is $0 \leq R^2 \leq 1$. an R^2 of 1 means a perfect match, while R^2 which is zero has no relationship between the non-free variable and the explaining variable.

Based on the calculations can be obtained coefficient of determination (R^2). 54.4% showed the contribution of PJF, IL and POS to explain Innovative Work Behavior, while the remaining 45.6% was explained by other variables that were

not included in the regression equation model. Decision making for hypothesis testing is used significance value (p) with criteria if $p\text{-value} > 0.05$, then H_0 is accepted or H_a is rejected, meaning that the regression coefficient obtained is insignificant, and if the $p\text{-value} < 0.05$ then H_0 is rejected or H_a is accepted, meaning that the regression coefficient obtained is significant.

IL shows the quality of openness, availability, and accessibility of the leaders of an organization. With this, if a leader is able to show traits of an inclusive leader and implement it to the followers, then the followers will be able to feel like they are truly part of the team. The results of the t-test of the regression coefficient in IL to Innovative Work Behavior of 0.137 are significant ($p < 0.05$), it can be concluded that H_1 is supported.

Hypothesis H_2 stated that POS improves Innovative Work Behavior. The results of the t-test of the regression coefficient in POS for Innovative Work Behavior of 0.145 are significant ($p < 0.05$), it can be concluded that H_2 is supported.

Hypothesis H_3 stated that PJF improves Innovative Work Behavior. The results of the t-test of the regression coefficient on the quality of PJF to Innovative Work Behavior of 0.617 are significant ($p < 0.05$), it can be concluded that H_3 is supported.

4.3 Discussion of Hypothesis Result

4.3.1 Effect of Inclusive Leadership on Innovative Work Behavior

The result obtained from this research can conclude that IL has a positive and significant impact towards innovative work behavior for lecturers in PNP. The more inclusive a leader is, the lecturers are going to display higher innovative work

behavior. This is proven from the significant coefficient of IL is 0.019, coefficient regression 0.137 and the t counted as 2.365. this shows that IL has a positive significant influence towards innovative work behavior.

The regression coefficient of IL is 0.137 which shows the positive influence of IL towards innovative work behavior. Innovative work behavior increases by 0.137 times every time IL is implemented well. Which reflects that the lecturers of PNP response on the item of IL of IL3.3 scoring 4.06 leaders are easy to approach and discuss issues with. The significance value of 0.019 shows that influence of IL is very meaningful towards innovative work behavior in PNP.

This finding is aligned with previous research conducted (Javed et al., 2019; Lin and Liu, 2019; Wang, 2019; Choi et al., 2015) where IL will create the feeling of reciprocity feelings in the forms of innovative work behavior towards the inclusivity of the leader, which is also supported through the SET theory.

4.3.2 Effect of Perceived organizational Support on Innovative Work Behavior

The result obtained from this research can conclude that POS has a positive and significant impact towards innovative work behavior for lecturers in PNP. The more PNP is able to show support and appreciation upon the contributions of the lecturers of PNP, the more innovative work behavior is going to increase from the lecturers. This is proven from the significant coefficient of POS is 0.002, coefficient regression 0.145 and the t counted as 3.189. which displays that POS has a positive significant influence towards innovative work behavior.

The regression coefficient of POS is 0.145 which shows the positive influence of POS towards innovative work behavior. Innovative work behavior

increases by 0.145 times every time POS is implemented well. The significance value of 0.019 shows that influence of IL is very meaningful towards innovative work behavior in PNP. The responses of the lecturers from the item of POS3.4 supports this as the average response of lecturers regarding the organization is able to provide help if the lecturer have a problem scored an average of 3.97. It can be said that PNP's support is perceived well within the lecturers of PNP, especially if the lecturers have a problem and they're willing to help. This finding is aligned with previous research conducted on POS. Where the employees will reciprocate the support given by the organization by increasing the innovative work behavior. (Seiber et al., 2011; Aslan, 2019; Hur et al., 2013; Ibrahim et al., 2016; Saether, 2019; Rehman et al., 2019)

4.3.3 Effect of Person-Job Fit on Innovative Work Behavior

The result obtained from this research can conclude that IL has a positive and significant impact towards innovative work behavior for lecturers in PNP. The more fitting the lecturers are towards their job the more innovative work behavior is going to be displayed. This is proven from the significant coefficient of POS is 0.000, coefficient regression 0.617 and the t counted as 7.220 which displays that IL has a positive significant influence towards innovative work behavior.

The regression coefficient of IL is 0.617 which shows the positive influence of POS towards innovative work behavior. Innovative work behavior increases by 0.617 times every time IL is found fitting. The significance value of 0.000 shows that influence of IL is very meaningful towards innovative work behavior in PNP. The responses of the lecturers from the item of PJF1 supports this, as the average

response of lecturers how their ability matches the job scoring an average of 3.66. It can be said that the lecturers of PNP feel like they have a matching compatibility between their capabilities and what is expected of them from the job. This finding matched the previous research that the higher the compatibility of an employee towards their job, will result in allowing the employee to thrive through means of innovations (Afsar and Badir, 2017; Han and Rensvold, 2006; Kristof-brown and Badir, 2017; Suwanti and Udin, 2020).



CHAPTER V

CONCLUSION

5.1 Conclusion

This study was conducted to analyze the impact of IL, POS and person job fit on innovative work behavior in the case of lecturers of PNP. The research was conducted at Politeknik Negeri Padang and distributed 175 research questions to the respondents, the results obtained as follows:

First and foremost, IL has a positive and significant influence on innovative work behavior where the more open, available, and accessible a leader is, the more innovative work behavior is going to be displayed among the lecturers of PNP. With this knowledge, PNP can further work to maintain and improve their IL as it will also increase the innovative work behaviors of the lecturers.

Secondly, POS has a positive and significant influence on innovative work behavior. The role of organizational support is crucial and how the lecturers are able to perceive it is even more so. From the aspects of justice, supervisor support, to organizational and working condition appreciation, PNP needs to pay attention to how all of these contributes to the perceptions of lecturers of PNP on their support as an organization. The more appreciation and support given by PNP and perceived by the lecturers, the higher the reciprocity of lecturers by the increase of innovative work behavior.

Last but not least, IL has a positive and significant influence on innovative work behavior of lecturers in PNP. The result of the research shows that the higher the compatibility between the lecturers and their job then the higher innovative

work behavior of the lecturers. PNP needs to think of means and ways of maintaining the high fit of IL of the lecturers to maintain the high innovative work behavior of the lecturers as well. As the more that the lecturers are able to have the right job description corresponding to the skills of the lecturers, the more skilled the lecturers are, the higher the innovative work behavior is going to be.

5.2 Limitations of the Research

The researcher realized that this research was conducted far from perfection as knowledge will always be new and different toward every phenomenon. The limitations of this research should be used as suggestions for future research. Due to the time constraints of this research, it resulted in a response rate of 94% instead of 100%. If the research was able to be conducted a little longer, the result could've been more accurate to explain the phenomenon. The independent variables of the research namely, IL, POS and IL are only able to explain 54.4% of innovative work behavior in PNP. Adding more relevant variables to the research could perhaps explain factors that influence innovative work behavior in PNP better.

5.3 Suggestions

Future research can increase the number of the samples used in each research, especially if the research is conducted at a bigger scale with a larger number of populations, to provide a more accurate result to represent the phenomenon studied. Furthermore, the use of many of other research variables that could influence innovative work behavior amongst lecturers. Third, subsequent to

this research, future studies could develop a different research model that could provide a more complete picture.

5.4 Implications

5.4.1 For related Agencies

Based on the research results above, it can be used for every other higher education institution to create an environment that implements IL, increasing the POS and the IL of lecturers, to increase the innovative work behavior of the lecturers. Lecturers are the backbone of a higher education institutions as their performance will be reflected upon the student's achievements and performance. Hence, the rankings of the higher education institution itself will also increase, making it more attractive in the eyes of applicants.

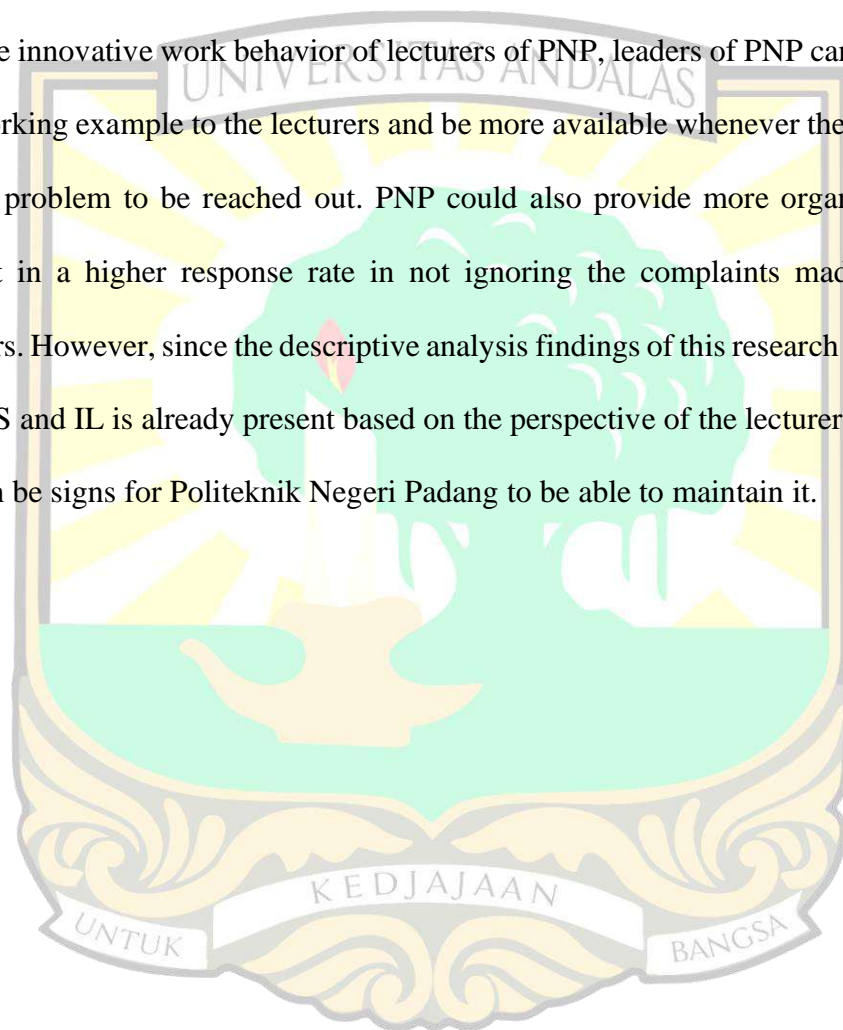
5.4.2 For Academics

This research makes a good contribution in the development of human resources, especially in finding out factors that contributes to the innovative work behaviors of lecturers in vocational higher education institutions. Institution that is becoming more popular choice due to its flexibility of length of study and the fact that it produces human resources who are ready to enter the working field with a specific set of skill. It can be referenced for further research to add or improve upon suggestions that the researcher experienced in this research.

5.4.3 For Politeknik Negeri Padang

This research was conducted in finding out whether IL, POS and IL are present in the organization and whether these variables are able to influence the

innovative work behavior of the lecturers. Based on the findings, all of the variables are present currently in PNP. It is hoped that PNP can use the findings of this research to maintain or even to increase the existing IL, POS and IL in PNP. As it was found from this research that IL, POS and IL has a positive significant effect on Innovative Work Behavior of Lecturers in PNP. Perhaps, to answer how to increase innovative work behavior of lecturers of PNP, leaders of PNP can be more of a working example to the lecturers and be more available whenever the lecturers have a problem to be reached out. PNP could also provide more organizational support in a higher response rate in not ignoring the complaints made by the lecturers. However, since the descriptive analysis findings of this research finds that IL, POS and IL is already present based on the perspective of the lecturers of PNP, this can be signs for Politeknik Negeri Padang to be able to maintain it.



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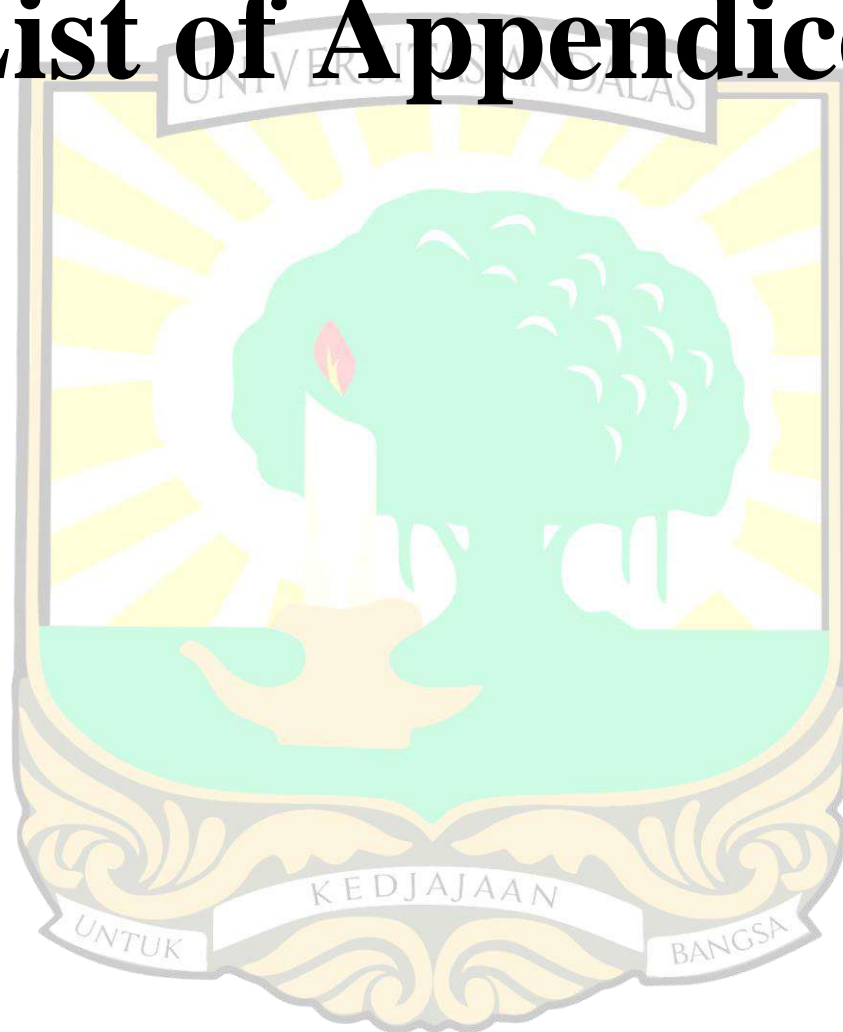
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List of Appendices



Appendix A - Letter of Permission to Obtain Data



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS ANDALAS
FAKULTAS EKONOMI DAN BISNIS
DEPARTEMEN MANAJEMEN

Kampus Limau Manis Padang 25163 Telp.(0751) 71088

Fax (0751) 71089 E-mail : management@eb.unand.ac.id Website: fekon.unand.ac.id

Nomor : 311 / V / JM – 2022
Lampiran :
Hal : Izin Penelitian

Kepada Yth;
Bapak **Direktur**
Politeknik Negeri Padang
Di
Tempat

Dengan Hormat,

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa;

Nama Mahasiswa : Nadhifah Akbari Habibie
NIM : 1810521061
Jurusan : Manajemen Internasional
Dosen Pembimbing : **Dr. Harif Amali Rivai, SE, M. Si**

Datang menghadap Bapak/Ibu untuk meminta izin untuk menyebarkan kuisioner yang diperlukan sebagai bahan untuk menulis skripsi dengan judul *“Inclusive Leadership, Perceived Organizational Support and Person-Job Fit as Antecedents of Innovative Work Behavior: Case in Lecturers of Padang State Polytechnic”*. Perlu kami jelaskan bahwa setiap data yang diperoleh semata-mata demi tercapainya tujuan penulisan skripsi yang bersangkutan. Dengan ini kami mohon kesediaan dan bantuan Bapak/Ibu untuk memberikan izin dan data yang diminta.

Demikianlah harapan kami, atas kesediaan dan bantuan Bapak/Ibu terlebih dahulu kami ucapkan terima kasih.



Padang, 25 Mei 2022

Hendra Lukito, SE, MM, PhD
NIP. 197106242006041007



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI

POLITEKNIK NEGERI PADANG

Kampus Politeknik Negeri Padang, Limau Manis, Padang, Sumatera Barat

Telepon (0751) 72590, Faks: (0751) 72576

Laman : <https://www.pnp.ac.id> Surel : info@pnp.ac.id

Nomor : 0255/PL9/PT.01.04/2022

06 Juni 2022

Lamp : -

Perihal : **Izin Penelitian**

Yth :

**Ketua Departemen Manajemen
Fakultas Ekonomi Bisnis Universitas Andalas**

di

Tempat

Membalas surat Bapak Nomor 311/V/JM-2022 tanggal 25 Mei 2022 perihal Izin Penelitian, pada prinsipnya kami bersedia memberi izin An. Nadhifah Akbari Habibie untuk menyebarkan kuisioner dalam rangka penelitian skripsi yang bersangkutan.

Demikianlah hal ini kami sampaikan, atas perhatiannya kami ucapkan terimakasih.



Dr. Surfa Yondri, S.ST.,ST.,M.Kom
NIP. 197006091999031003

Tembusan :

1. Wakil Direktur di Lingkungan Politeknik Negeri Padang
2. Ketua Jurusan di Lingkungan Politeknik Negeri Padang
3. Koordinator dan Sub Koordinator Bagian di Lingkungan Politeknik Negeri Padang

INFORMASI UMUM (PERSONAL)

Mohon untuk mengisi pada kolom kosong dan memberi *tanda check mark* (✓) pada salah satu kolom yang paling sesuai menurut yang Bapak/Ibu rasakan pada setiap pernyataan berikut.

1.	Nama/Inisial*	_____
2.	Jenis Kelamin*	<input type="checkbox"/> Pria <input type="checkbox"/> Wanita
3.	Usia*	<input type="checkbox"/> ≤25 tahun <input type="checkbox"/> 26 – 30 tahun <input type="checkbox"/> 31 – 35 tahun <input type="checkbox"/> 36 – 40 tahun <input type="checkbox"/> 41 – 45 tahun <input type="checkbox"/> 46 – 50 tahun <input type="checkbox"/> ≥ 51 tahun
4.	Masa Kerja*	<input type="checkbox"/> ≤ 5 tahun <input type="checkbox"/> 6 – 10 tahun <input type="checkbox"/> 11 – 15 tahun <input type="checkbox"/> 16 – 20 tahun <input type="checkbox"/> ≥ 20 tahun
5.	Pendidikan Terakhir*	<input type="checkbox"/> Diploma <input type="checkbox"/> S1 <input type="checkbox"/> S2 <input type="checkbox"/> S3
6.	Jabatan*	<input type="checkbox"/> Ketua Jurusan <input type="checkbox"/> Sekretaris Jurusan <input type="checkbox"/> Ketua Program Study <input type="checkbox"/> Dosen
7.	Jurusan/Program Study*	_____
8.	Conference/Jurnal yang pernah dipublikasikan*	<input type="checkbox"/> Lokal <input type="checkbox"/> Nasional <input type="checkbox"/> Internasional <input type="checkbox"/> Tidak Pernah

NB: Tanda (*) berarti Bapak/Ibu diwajibkan untuk mengisi pada kolom tersebut

PETUNJUK PENGISIAN SKALA

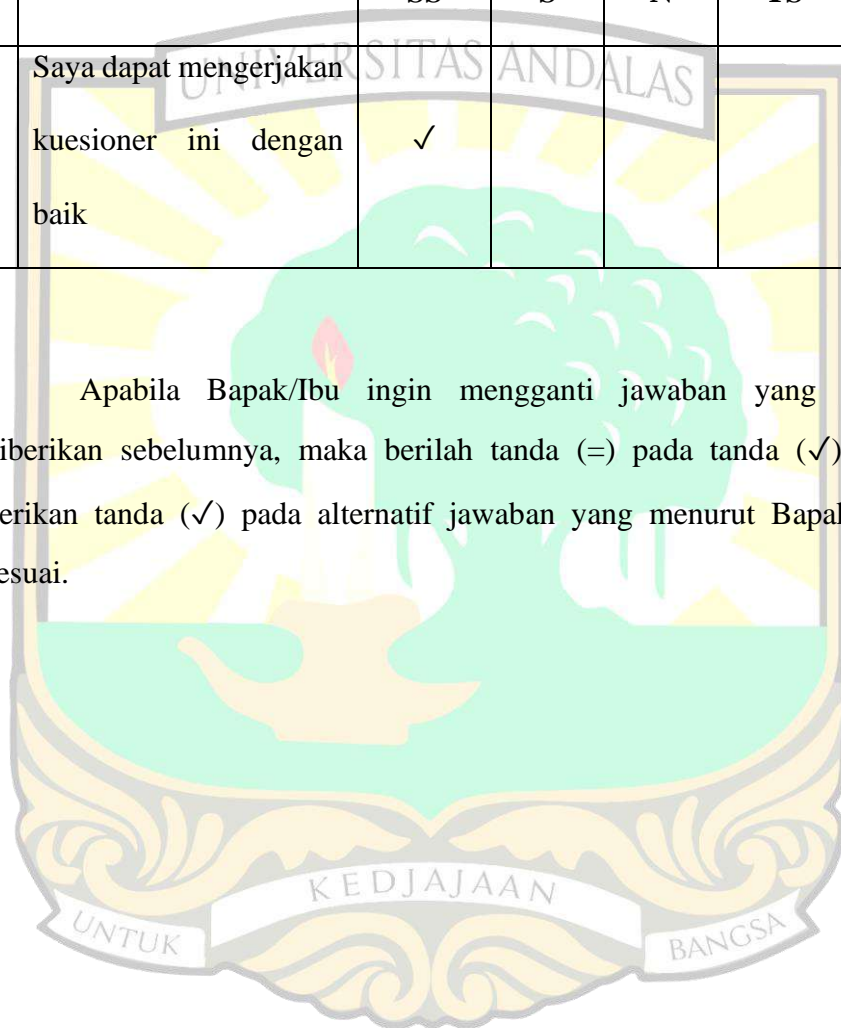
Pada skala ini terdiri atas pernyataan-pernyataan. Bacalah dan pahami dengan baik setiap pernyataan yang ada. Bapak/Ibu diminta untuk memilih salah satu alternatif jawaban yang tersedia di lembar jawaban dari setiap pernyataan berdasarkan kondisi yang Bapak/Ibu rasakan ketika berada di Politeknik Negeri Padang. Berikan pendapat Bapak/Ibu pada lembar jawaban setiap pernyataan tersebut dengan cara menceklis (✓) pada kolom :

STS	Apabila Bapak/Ibu menganggap bahwa pernyataan ini Sangat Tidak Setuju dengan kondisi yang ada di Politeknik Negeri Padang.
TS	Apabila Bapak/Ibu menganggap bahwa pernyataan ini Tidak Setuju dengan kondisi yang ada di Politeknik Negeri Padang.
N	Apabila Bapak/Ibu menganggap bahwa pernyataan ini Netral dengan kondisi yang ada di Politeknik Negeri Padang.
S	Apabila Bapak/Ibu menganggap bahwa pernyataan ini Setuju dengan kondisi yang ada di Politeknik Negeri Padang.
SS	Apabila Bapak/Ibu menganggap bahwa pernyataan ini Sangat Setuju dengan kondisi yang ada di Politeknik Negeri Padang.

Contoh Pengisian Skala :

No	Pernyataan	Jawaban				
		SS	S	N	TS	STS
1	Saya dapat mengerjakan kuesioner ini dengan baik	✓				

Apabila Bapak/Ibu ingin mengganti jawaban yang telah diberikan sebelumnya, maka berilah tanda (=) pada tanda (✓) dan berikan tanda (✓) pada alternatif jawaban yang menurut Bapak/Ibu sesuai.



1. Innovative Work Behavior

No	PERNYATAAN	SS	S	N	TS	STS
Menciptakan Ide						
1	Saya berusaha mencari metode baru dalam bekerja					
2	Saya mendapat ide/gagasan baru dari pengalaman kerja					
3	Saya senang mencoba hal-hal baru terkait pekerjaan					
4	Saya berusaha mencari solusi untuk permasalahan yang muncul di tempat kerja					
5	Saya tetap tenang ketika menghadapi masalah ditempat kerja					
Berbagi Ide						
6	Saya mampu mengkomunikasikan setiap ide /gagasan baru secara efektif					
7	Saya mampu memberikan pengaruh dalam mendorong dukungan dan sumber daya yang ada agar ide/gagasan saya dapat terealisasi					
8	Saya mendapat dukungan dari rekan kerja mengenai ide/gagasan yang saya usulkan					
9	Saya menerima saran dari rekan kerja terhadap ide/gagasan agar dapat diterima dan direalisasikan					
Realisasi Ide						
10	Saya mewujudkan ide-ide/gagasan baru saya menjadi program yang dapat dijalankan					
11	Saya mengaplikasikan ide/gagasan tersebut dalam pekerjaan					
12	Pekerjaan menjadi lebih cepat selesai dan efektif dengan ide/gagasan saya					
13	Masalah di dalam pekerjaan dapat teratasi dengan ide/gagasan saya					

Sumber :Janssen (2000), Lei Qi (2019)

2. Inclusive Leadership

No	PERNYATAAN	SS	S	N	TS	STS
Keterbukaan						
14	Pemimpin saya memiliki sifat terbuka sehingga dapat mendengarkan ide baru					
15	Pemimpin saya memperhatikan peluang- peluang baru untuk meningkatkan kinerja					
16	Pemimpin terbuka mendiskusikan tujuan yang diinginkannya kepada saya dan cara untuk mencapai tujuan tersebut					
Ketersediaan						
17	Pemimpin bersedia berdiskusi dengan saya mengenai masalah yang terjadi					
18	Pemimpin saya mampu menjadi contoh dalam bekerja di UMKM dan selalu ada ketika dibutuhkan oleh karyawan					
19	Pemimpin saya mampu secara profesional menjawab pertanyaan yang ingin saya diskusikan					
Aksesibilitas						
20	Pemimpin siap mendengarkan permintaan saya					
21	Pemimpin siap diakses oleh karyawan untuk mendiskusikan masalah yang muncul ditempat kerja					
22	Pemimpin mudah dihubungi untuk mendiskusikan masalah yang muncul					

Sumber : Javed (2018), Lei Qi (2019)

3. Perceived Organizational Support

No	PERNYATAAN	SS	S	N	TS	STS
Keadilan						
23	Saya memperoleh penilaian yang adil terhadap kontribusi yang saya berikan dalam bekerja					
24	Politeknik Negeri Padang sangat mempertimbangkan tujuan dan nilai-nilai saya					
25	Politeknik Negeri Padang mempertimbangkan pendapat yang saya sampaikan					
26	Politeknik Negeri Padang akan memberikan toleransi apabila saya mengakui kesalahan yang saya lakukan					
Dukungan Atasan						
27	Politeknik Negeri Padang tidak akan mengabaikan keluhan- keluhan saya					
28	Atasan sungguh-sungguh memperhatikan kesejahteraan saya					
29	Atasan memberikan arahan yang jelas ketika ada tugas-tugas yang harus saya selesaikan					
30	Atasan mempertimbangkan pendapat yang saya kemukakan					
31	Atasan saya menghargai setiap usaha yang saya lakukan					
Penghargaan Organisasi dan Kondisi Kerja						
32	Saya memperoleh gaji sesuai dengan kontribusi yang telah saya lakukan					
33	Politeknik Negeri Padang memberikan kesempatan promosi sesuai dengan masa kerja dan prestasi yang telah saya raih					

34	Politeknik Negeri Padang memperhatikan saya ketika saya berhasil dalam melakukan pekerjaan					
35	Organisasi bersedia memberikan pertolongan apabila saya memiliki masalah					
36	Organisasi akan membantu saya secara sukarela ketika saya membutuhkan pertolongan khusus					

Sumber: Akgunduz (2017)

4. Person-Job Fit

No	PERNYATAAN	SS	S	N	TS	STS
Person-Job Fit						
37	Saya memiliki kemampuan yang cocok dengan pekerjaan ini					
38	Saya memiliki keterampilan dan kemampuan yang baik untuk melakukan pekerjaan ini					
39	Persyaratan dalam pekerjaan sesuai dengan keterampilan yang saya miliki					
40	Saya memiliki kepribadian yang cocok dengan pekerjaan ini					
41	Saya merupakan orang yang cocok untuk pekerjaan ini					

Sumber: Afsar *et al.*, (2015)

Appendix D - Data Respondent

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GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pria	63	36.0	36.0	36.0
	Wanita	112	64.0	64.0	100.0
	Total	175	100.0	100.0	

USIA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<= 25 tahun	2	1.1	1.1	1.1
	26 – 30 tahun	3	1.7	1.7	2.9
	31 – 35 tahun	13	7.4	7.4	10.3
	36 – 40 tahun	22	12.6	12.6	22.9
	41 – 45 tahun	38	21.7	21.7	44.6
	46 – 50 tahun	44	25.1	25.1	69.7
	>= 51 tahun	53	30.3	30.3	100.0
	Total	175	100.0	100.0	

PENDIDIKAN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S2	135	77.1	77.1	77.1
	S3	40	22.9	22.9	100.0
	Total	175	100.0	100.0	

MASA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<= 5 tahun	8	4.6	4.6	4.6
	6 – 10 tahun	11	6.3	6.3	10.9
	11 – 15 tahun	30	17.1	17.1	28.0
	16 – 20 tahun	54	30.9	30.9	58.9
	> 20 tahun	72	41.1	41.1	100.0
	Total	175	100.0	100.0	

JABATAN

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dosen	144	82.3	82.3
	Ketua Jurusan	13	7.4	7.4
	Ketua Study Program	15	8.6	8.6
	Sekretaris Jurusan	3	1.7	1.7
	Total	175	100.0	100.0

PUBLIKASI

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Internasional	43	24.6	24.6
	Lokal	12	6.9	6.9
	Lokal, Nasional	3	1.7	1.7
	Lokal, Nasional, Internasional	53	30.3	30.3
	Nasional	34	19.4	19.4
	Nasional, Internasional	28	16.0	16.0
	Tidak Pernah	2	1.1	1.1
	Total	175	100.0	100.0

Descriptive Statistics

	Mean	Std. Deviation	N
Innovative Work Behavior	54.35	6.360	175
Person-Job Fit	17.18	4.527	175
Inclusive Leadership	35.40	8.659	175
Perceived Organizational Support	53.24	10.897	175

Correlations

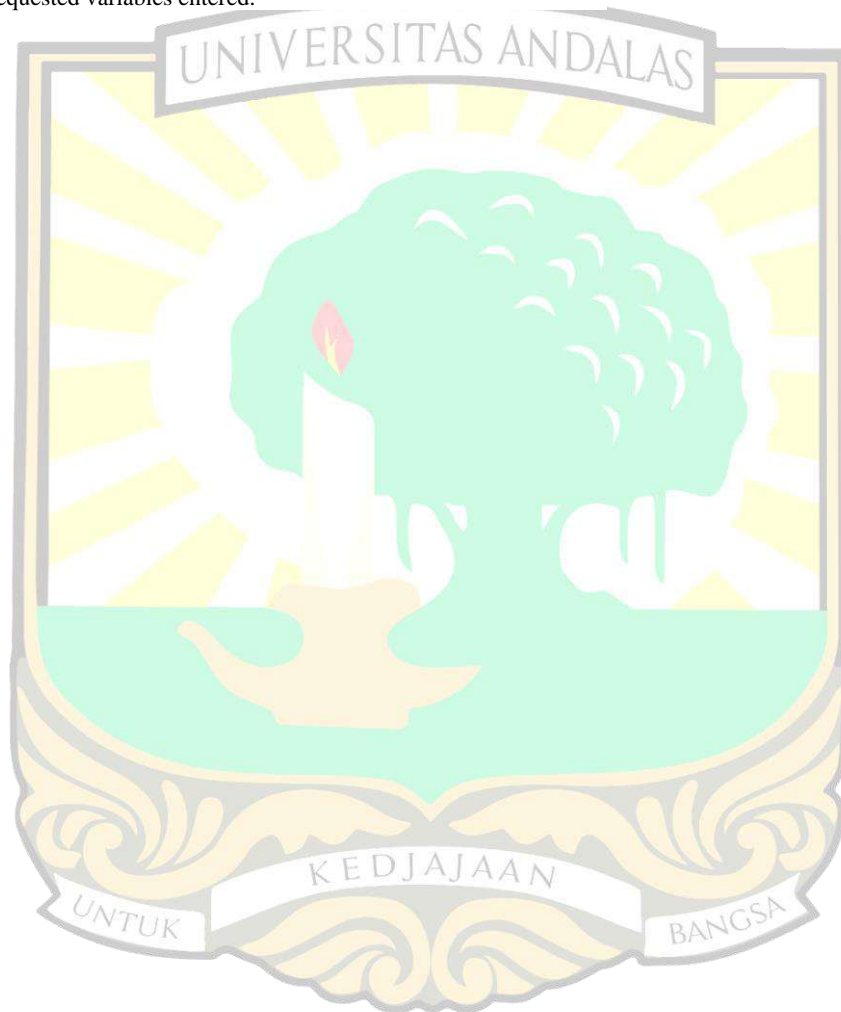
		Innovative Work Behavior	Person-Job Fit	Inclusive Leadership	Perceived Organizational Support
Pearson Correlation	Innovative Work Behavior	1.000	.652	.591	.596
	Person-Job Fit	.652	1.000	.505	.479
	Inclusive Leadership	.591	.505	1.000	.737
	Perceived Organizational Support	.596	.479	.737	1.000
Sig. (1-tailed)	Innovative Work Behavior	.	.000	.000	.000
	Person-Job Fit	.000	.	.000	.000
	Inclusive Leadership	.000	.000	.	.000
	Perceived Organizational Support	.000	.000	.000	.
N	Innovative Work Behavior	175	175	175	175
	Person-Job Fit	175	175	175	175
	Inclusive Leadership	175	175	175	175
	Perceived Organizational Support	175	175	175	175

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Perceived Organizational Support , Person-Job Fit, Inclusive Leadership ^b	.	Enter

a. Dependent Variable: Innovative Work Behavior

b. All requested variables entered.



Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.738 ^a	.544	.536	4.330

- a. Predictors: (Constant), Perceived Organizational Support , Person-Job Fit, Inclusive Leadership
 b. Dependent Variable: Innovative Work Behavior

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3830.996	3	1276.999	68.096	.000 ^b
	Residual	3206.741	171	18.753		
	Total	7037.737	174			

- a. Dependent Variable: Innovative Work Behavior
 b. Predictors: (Constant), Perceived Organizational Support , Person-Job Fit, Inclusive Leadership

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.193	1.728		18.050	.000
	Person-Job Fit	.617	.085	.439	7.220	.000
	Inclusive Leadership	.137	.058	.187	2.365	.019
	Perceived Organizational Support	.145	.045	.248	3.189	.002

- a. Dependent Variable: Innovative Work Behavior

Residuals Statistics^a

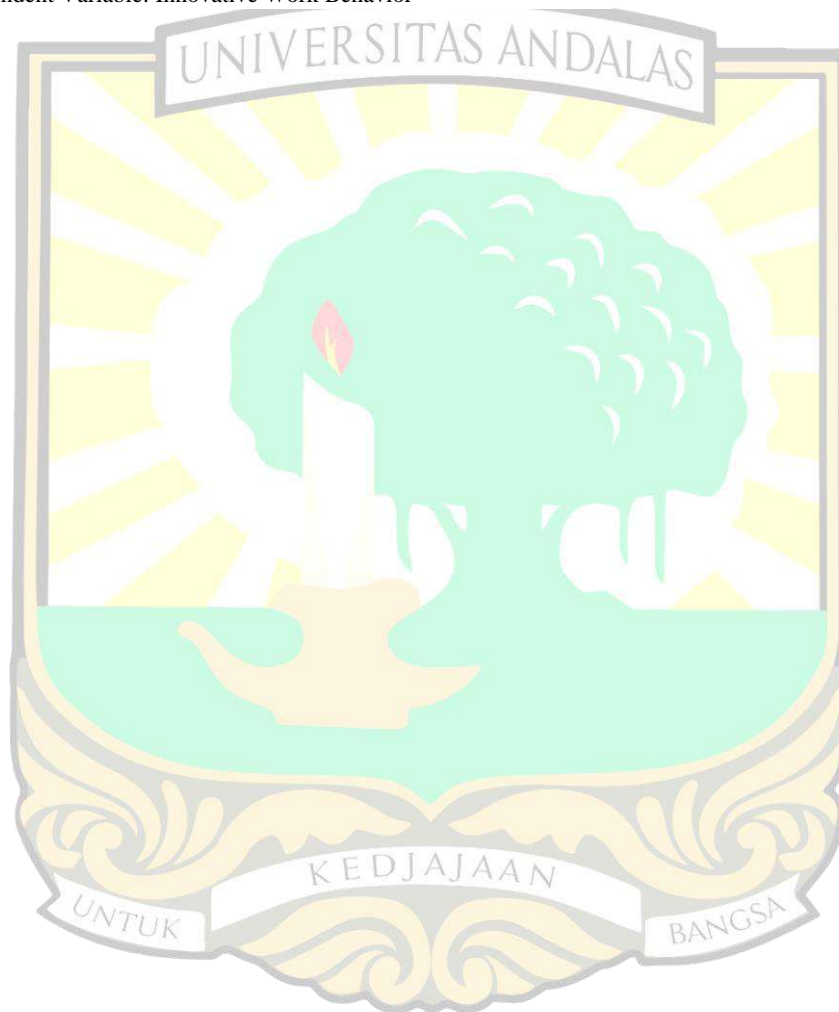
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	43.32	62.48	54.35	4.692	175
Residual	-16.765	8.250	.000	4.293	175
Std. Predicted Value	-2.349	1.733	.000	1.000	175
Std. Residual	-3.871	1.905	.000	.991	175

- a. Dependent Variable: Innovative Work Behavior

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	Person-Job Fit	.720	1.388
	Inclusive Leadership	.427	2.341
	Perceived Organizational Support	.442	2.264

a. Dependent Variable: Innovative Work Behavior



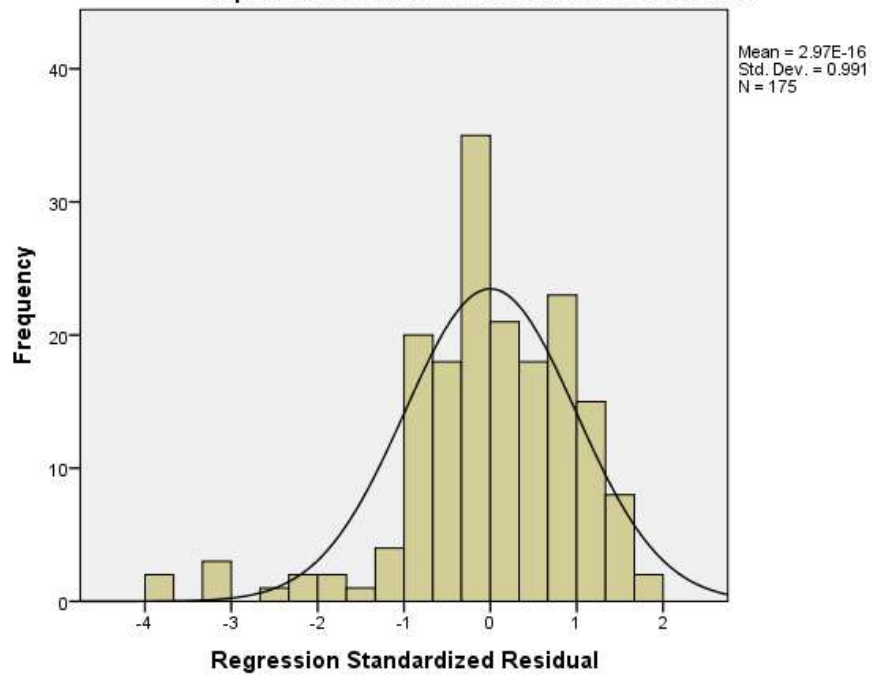
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		175
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	4.29296471
	Absolute	.090
Most Extreme Differences	Positive	.048
	Negative	-.090
Kolmogorov-Smirnov Z		1.191
Asymp. Sig. (2-tailed)		.117

- a. Test distribution is Normal.
 b. Calculated from data.

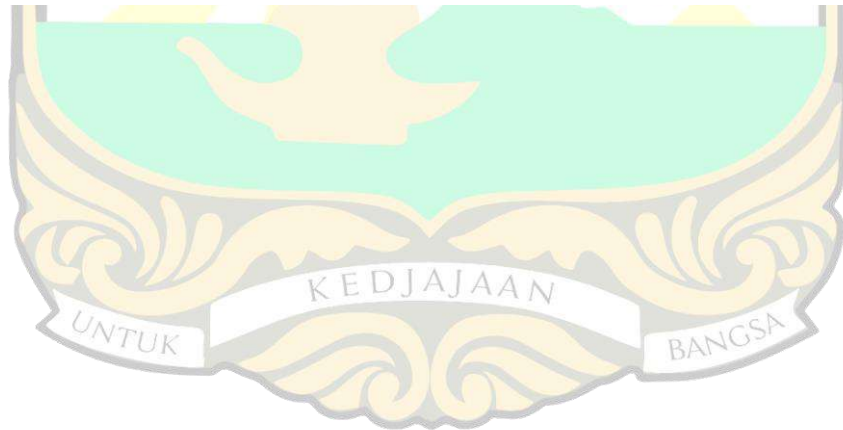
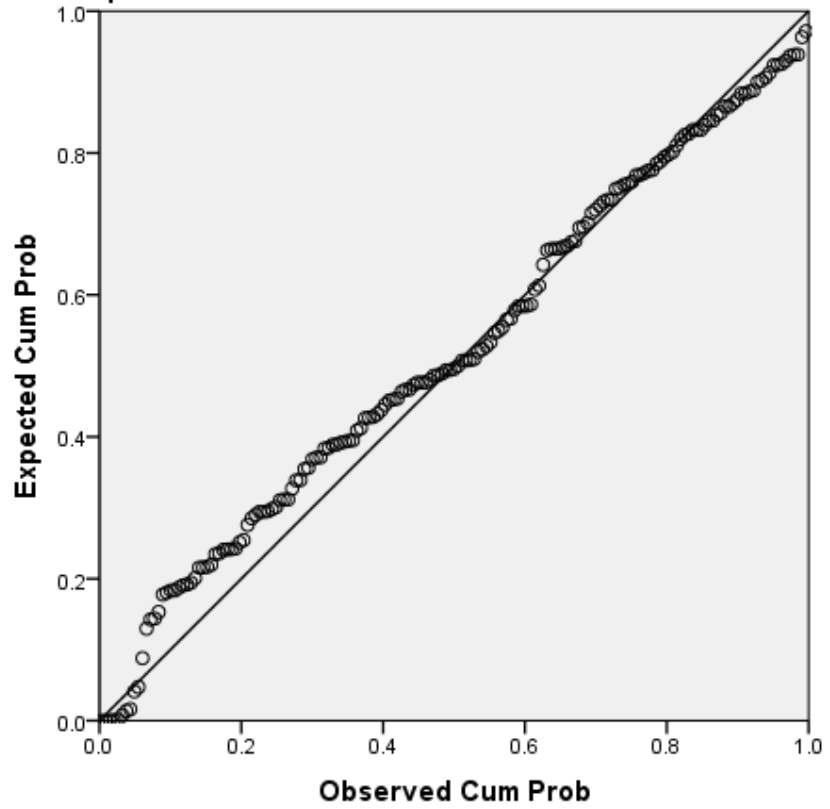
Histogram

Dependent Variable: Innovative Work Behavior



Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Innovative Work Behavior



Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Perceived Organizational Support , Person-Job Fit, Inclusive Leadership ^b	.	Enter

a. Dependent Variable: Nilai Mutlak Residual

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.144 ^a	.021	.003	2.91987

a. Predictors: (Constant), Perceived Organizational Support , Person-Job Fit, Inclusive Leadership

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.719	3	10.240	1.201	.311 ^b
	Residual	1457.888	171	8.526		
	Total	1488.607	174			

a. Dependent Variable: Nilai Mutlak Residual

b. Predictors: (Constant), Perceived Organizational Support , Person-Job Fit, Inclusive Leadership

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.129	1.165		3.544	.001
	Person-Job Fit	-.071	.058	-.110	-1.231	.220
	Inclusive Leadership	-.041	.039	-.121	-1.046	.297
	Perceived Organizational Support	.031	.031	.117	1.026	.306

a. Dependent Variable: Nilai Mutlak Residual

Draft semhas Nadhifah Habibie

by Nadhifah Habibie

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**Impact of Inclusive Leadership, Perceived Organizational Support and
Person-Job Fit on Innovative Work Behavior: Case in Lecturers of
Politeknik Negeri Padang (PNP)**

THESIS PROPOSAL

Submitted as Partial Requirements for a bachelor's degree in Department of
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4 CHAPTER I

INTRODUCTION

1.1 Background to the research

Higher education institutions play a massive role in producing human resources that will be prepared towards the workforce as soon as they've graduated ready to supply the world with innovations of products and services (Obenshain and Johnson, 2004). Maintaining competitive advantage is extremely important and innovation has always been one of the most influential factors when it comes to it. Achieving innovations leadership style becomes an important factor in innovations. Role of leaders are expected to influence their followers to newer ideas production, goal setting, and even creating a culture of motivations for their followers (Sarros et al., 2008)

In Indonesia, there are many different types of higher institutions available, universities, institutes, and vocational schools. The differences between the types of higher education institutions primarily lies upon the methods and goals it sets out to its students. Higher vocational schools in Indonesia (often referred to as polytechnic) differs other types of higher institutions through their focus in creating ready to work graduates with practical skills to the industries. It aims to produce skilled graduates for the workforce hence their main focus is to focus on their students' attitude, knowledge as well as skills linear to their fields (Renstra, 2015). Currently with the unexpected fluctuating regulations regarding Covid-19 pandemic, especially having the educational sector of Indonesia facing a problem

where learnings for higher education institutions (HEI's) shifted from offline to online using various platform learning management systems.

The performance of these HEI's is challenged by the time of transitioning using the online learning system. Most universities are able to survive and perform normally because it is mostly theory-based learning. However, the real challenge takes place to these vocational HEI's where it relies heavily on offline meeting for practical hands-on coursework. The Ministry of Education in Indonesia releases a ranking of every category of higher education institutions every year based on the performance of these institutions. Out of the 39 state polytechnics in Indonesia, in West Sumatera there are two polytechnics, PNP and Payakumbuh State Agricultural Polytechnic. Over the past 5 years Payakumbuh State Agricultural Polytechnic is able to demonstrate an increasing quality but the opposite remark can be made for PNP. PNP peaked in ranking 8th Nationally in 2017 and have not been able to increase its ranking. This phenomenon raises questions as to why or how is the organization able to out rank another polytechnic in the same region consistently. Perhaps it was the lack of the right type of support, or a lack of employee performance improvement in the years due to lack of innovation or perhaps the type of leadership is not suitable to the organization that no innovations are born? Or perhaps it was just a collateral damage due to the pandemics.

A recent study conducted by Heryanto and Rochaeni (2022) on the impact of Covid-19 pandemic towards HEI's found that some of the disadvantages of online learning includes a stable internet connection that requires proper infrastructure, costly, and sometimes ineffective communications through the

internet. It must've been a dilemma for the government The Ministry of Education in Indonesia to implement remote learning as not every institution is capable with their resources available at the moment. On the other hand, it is also the time for HEI's to be able to take the advancements of technology to the next level and use it to their advantage in conducting online classes, hindering the performance of the organization.

The performance of an organization is a direct result of their leadership (Khan et al., 2018). Leaders are the first-hand actor responsible for the performance of their followers (Abbas and Asghar, 2010). Innovations start from individuals within the organization, team as well as joined efforts in producing products and services. Ye et al., (2019) mentioned that the process of innovation is the critical and strategic process that requires the generation of ideas and creative problem-solving autonomy as well as the support leaders are able to provide in taking initiative and discovering innovative solutions. In order to motivate followers to contribute more towards the organization is how the followers are able to perceive the support given by the organization (Rhoades and Eisenberger, 2002).

To stimulate innovations in organizations, leaders and leadership style plays a crucial role to stimulate innovation in organizations. Embhard and Edmoson (2006) defined an inclusive leader as someone who is able to express through words and action towards their follower's contributions in the form of appreciation and invitations as being a part of the team. Inclusivity means a sense of belonging and security to the team (Choi et al., 2016). The reason why an inclusive leader is valuable is that they're able to accept their followers at all levels within the

organization while still willing to take responsibility for outcomes (Ospina, 2011). Inclusive leaders are able to cultivate the sense of belonging in employees that results in innovative work behavior (Javed et al., 2019).

Innovative work behavior can not be achieved through leadership alone. Risman, Erickson, and Diefendorf (2016) argued that employees who sees their jobs fitting well towards their skillset demonstrates a higher level of compatibility with the organization. This compatibility results in higher commitment and higher performance compared to those who do not feel as fitting to their job. The higher the performance the more innovative the employees become. Furthermore, to increase this level of innovative work behavior of employees, how the employees perceived the support from the organization plays a big role in displaying positive behavioral traits such as willingness to give more towards the organization (Hur et al., 2013).

The current research is intended to investigate determinants of Innovative Work Behavior in the context of higher education, specifically for lecturers Politeknik Negeri Padang (PNP) Determinants of Innovative Work Behavior can be viewed through the roles of inclusive leadership, perceived organizational support and person-job fit. On the basis of research background, the researcher is interested in finding how inclusive leadership, perceived organizational support and Person-Job Fit acts as antecedents of innovative work behavior on lecturers in PNP. Hence, the suitable title for this is **Impact of Inclusive Leadership, Perceived Organizational Support and Person-Job Fit on Innovative Work Behavior: Case in Lecturer of PNP.**

1.2 Research Questions

This research is conducted to investigate the influence of inclusive leadership towards innovative work behavior with perceived organizational support and person-job fit. Therefore, the research proposed the following research questions:

1. How does inclusive leadership affect innovative work behavior for lecturers of PNP?
2. How does person-job fit affect innovative work behavior for lecturers of PNP?
3. How does perceived organizational support affect innovative work behavior for lecturers of PNP?

1.3 Research Objectives

The objective of this research follows:

1. To investigate how inclusive leadership affects innovative work behavior for lecturers of PNP
2. To investigate how person-job fit affect innovative work behavior for lecturers of PNP
3. To investigate how perceived organizational support affect innovative work behavior for lecturers of PNP

1.4 Contributions of the Research

The current research is expected to give the following contributions:

1. Theoretical contribution, this research contributes to knowledge expansion regarding the consideration of additional knowledge and discipline about human resource management that is related to innovative work behavior.
2. Practical contribution, this research provides information for the management of the institution aware of their corporate management. In order to create inclusive leadership that influences perceived organizational support and person-job fit to increase their innovative work behavior.

1.5 Scope of the Research

This research has a limited scope of analyses in items of number variables and objects of the research. With inclusive leadership, perceived organizational support and person-job fit as independent variables fit as innovative work behavior as a dependent variable. The researcher limits the research context by focusing on the assessment towards the top management of PNP, in this case the director. This will be assessed by the lecturers (civil servants) in PNP

Review of the Literature

This chapter consists of the theoretical concept that involves previous related studies review as well as research variable theories. Moreover, this chapter also provides the conceptual framework as a foundation towards the research design and methodology.

2.1 Leadership in Organization

A leader is defined as someone who is able to influence someone else and leadership is the ability to influence a group to achieve maximum output based on the goals of the organization (Hersey and Blanchard 1992; Robbins, 2002). Leaders are not stand alone but rather an important aspect to an organization achieving goals through the acts of encouragement as well as inspire the company in achieving goals. According to Sedarmayanti (2009) leadership is the ability to influence other people to achieve a certain goal through capability, process, or function. Suyuti (2001) defined leadership as the process of moving the thoughts, feelings, actions, as well as behavior towards achieving a particular goal.

A leadership style defined by Wirawan (2003) as the patterns the leaders used when influencing their followers and may vary depending on the type of followers and situation. Whereas Heidijrachman and Husnan (2002) defined leadership style as the patterns that integrate the organizational goals with the goals of individuals in achieving a certain common goal. Hersey (2004) argued that

leadership style is actually defined depending on how the followers are able to perceive it through what they felt.

2.1.1 Developing Theory of Leadership

In the book Leadership: Theory and Practice written by Northouse (2016) a collection of literature review on the development of ³⁶ theories of leadership with the collection of the definition of leadership over the years as follows:

1. 1900-1929 – the definition of leadership centralized on the idea of power placements where domination is common. An example to this is how a follower is able to follow a leader's will with full loyalty, respect, obedience, and cooperation (Moore, 1927)
2. 1930's – the start of how the definition of leadership in the 21st century is where the focus is heavily put on influence rather on domination.
3. 1940's – Hemphill (1949) and Copeland (1942) the definition of leadership is heavily centered on individual behavior in directing a group or persuasion.
4. 1950's – focused on the continuance of group theory, shared goals and effectiveness. What leaders are supposed to do, how leaders are supposed to act and how able they are to influence members of the group.
5. 1960's – Seeman (1960) described leadership as the behavior of persons that influences others in achieving a shared goal

6. 1970's – emphasized on organizational behavior approach in which leadership is seen as means of the organization to achieve its goals (Rost, 1991)
7. 1980's – focused on the nature of leadership where it revolves around the wishes of the leader, ability to influence, the traits of a leader and the transformation a leader creates.
8. 1990's-21st century – emerging research focuses more on the process of leadership on influencing others in achieving a common shared goal.

According Rost (1991) that leadership type can be categorized as noted in his book *Leadership for the Twenty-First Century* on several approaches of leadership as follows:

1. Authentic leadership - where the emphasis of leadership focuses on the authenticity of the leader itself.
2. Spiritual leadership – emphasize on the values, callings, and membership in motivating followers.
3. Servant leadership – emphasis on leadership that focuses on the needs of the follower utilizing the “caring principles” in making the followers to be more knowledgeable and autonomous.
4. Adaptive leadership – focuses on how leaders put emphasis on adapting through confrontations and problem solving, challenges and changes.
5. Followership – focuses on the role of the followers themselves.

6. Discursive leadership – emphasize on the fact that leadership instead of it being the traits or skills of the leader but the means of communication used between the leader and the follower.

2.1.2 Concept of Inclusive Leadership

Leadership has always been a huge part of human resource management and thus being the subject of research a lot of the time. The concept of inclusive leadership in management was first introduced and proposed by Nemhard and Edmonson (2006) as a leader who was able to express through words and means towards their follower's contributions in the forms of "appreciation" and "invitation" as part of the team. Choi et al., (2016) defined inclusivity as a team's sense of belonging and security. Inclusive leaders can be observed through their interactions with their employees in being more open, effective, and accessible with communications to employees (Carmeli et al., 2010). An inclusive leader is valuable and able to accept their staff at all the levels of the organizations while willing to take responsibility for outcomes (Ospina, 2011). It is a benefit for everyone within the organization as everyone is set to have a common goal and mission while being interdependent with each other (Hollander, 2009). As inclusive leaders play a massive role in creating a more inclusive organization. With the inclusivity of inclusive leaders, employees are directly more involved with the decision-making process of the organization. As a result, there is a heightened quality-based relationship between the leader and the employees, due to the inclusive leader's ability to also provide emotional support that increases

trustworthiness (Hollander, 2012; De Jong & Den Hartog, 2010; Nembhard and Edmonson, 2006). Choi, Tran, and Park (2015) in a social exchange perspective, inclusive leadership encourages positive social exchange that develops cognitive thinking as well as motivation in engaging in creative performances. A previous study conducted by Carmelli (2010) examined the manifestations of inclusive leadership through the following dimensions in fostering employee creativity in openness, accessibility and availability of a leader. Whereas Fang et al., (2019) introduced newer concepts of inclusive leadership in adjustment to the new era, (1) Leaders should be able to listen to employee's opinion and make recognition of achievement when needed; (2) Leaders should be able to implement respect and fairness to employees' suggestions and work effort; (3) Leaders should be able to be more rational in understanding and tolerating towards employees' unsuccessful attempts.

2.1.3 Consequences of Inclusive Leadership

Previous research of Mumford and Hunter (2005); Hunter et al., (2007); and George and Zhou (2007) found that a leader's support is crucial towards creativity and innovations of a company. The said leader support includes factors such as leadership appreciation and support towards newer ideas and not discriminating against different dimensions of support, where it is beneficial towards creativity of employee.

The research conducted by George and Zhou (2007) evaluated the behavioral mechanism of supervisors in providing support in terms of

developmental feedback, interactional justice and trustworthiness. As a result, the research found that these behavioral aspects of inclusive leadership influences employee creativity. As noted in Lee et al., (2004); Amabile et al., (2004) a supportive leadership trait is more effective in resulting employee creativity in innovative endeavors. Carmeli et. al., (2010) study on inclusive leadership and employee involvement in creative tasks found the role of leadership is able to facilitate employee involvement in creative work because inclusive leaders who are open, accessible and available are able to give psychological safety towards their employees where the employees will feel safe psychologically to speak up and come up with useful ideas and solutions. Another research conducted by Qi (2019) on impact of inclusive leadership on perceived organizational support argued when employees are able to perceive the leaders as more inclusive towards their ideas, technology, and processes they'd perceive as being more valued and cared for by the organization, which will also result in being more creative at work.

2.2 Innovative Work Behavior (IWB)

Yuan and Woodman (2010) considered innovative work behavior as a series of activities that regard the generation of ideas, promotion, realization towards newer technologies, process, technique, or products. Ye et al., (2019) defined the process of innovation as the critical and strategic process requiring the generation of ideas as well as creative problem-solving autonomy, as well as the support leaders are able to provide in taking initiative and discovering innovative solutions. Wang (2019) innovative behavior is found to be crucial to improve the quality of life of employees as well as in efficiency and competitiveness to Li (2017)

employee innovative work behavior refers to the process of discovering problems then generating an appropriate solution with innovative ideas then proceeds to promote and implement these to the organizations. According to Akram and Haider (2016) as well as Scott and Bruce (1994), the three stages of employee innovative work behavior are:

1. Idea generation, where problems are established, and solutions are created. In this stage, employees start by exploring ideas and generate them to aid new opportunities (Amabile et al., 1996.)
2. Idea promotion where help is sought after. In this stage, Dorenbosche et al., (2005) explains that employees champion ideas and promote ideas to get other's support.
3. Idea realization where the ideas are further implemented in the organization. In this stage, De Jong and Den Hartog (2010) explain how employees implement the generated ideas to benefit the organization in practical terms.

Previous research conducted by Prieto and Perez-Santana (2013) found that a workplace where employees are able to be given the opportunities to enhance their abilities and opportunities, where the management are able to support the ideas and initiative of employees are more likely to result in an innovative work behavior from their employees. Another study conducted by Afsar and Badir (2014) found that innovative work behavior is not only about generating new ideas and solutions towards problems but it is also about creating ideas and turning them into practical ideas used by organizational processes. Their finding noted that the support from

teams, groups and organizations are needed. Javed et al., (2017) supported that when an organization demonstrates leadership that values and implements openness, availability as well as accessibility, leaders are more likely to promote the employees innovative work behavior in the workplace. Innovative work behaviors are found in employees who are given support and rewards.

2.2.1 Consequences of IWB

A previous study conducted by Shih (2011) argued that innovative employees result in higher conflict level within employees and higher turnover rate. Jansen (2003) proposed that innovative ideas may create a disruption in the routine norm of the organizations. This disruption may cause stress or uncomfortable feelings that lead to conflicts between employees. Poole (2004) argued that the feeling of nostalgia makes employees believe in their routine as the best way of conducting things compared to the newer one.

Another aspect that needs to be looked at is how innovative work behavior is able to influence higher turnover rate. Even though innovative workers means that the organization is also going to have a higher productivity rate, Lance (1988) and Vandenberg and Nelson (1999) suggested that an innovative employee is more likely to have more confidence in themselves. As a result, this may end up with the employees looking or being sought after by other companies, hence resulting in the higher tendencies of leaving the current workplace. Furthermore, Shane (1994) found when someone is pursuing an informal role that pushes them to be creative beyond the barriers of the organization, idea generation is generated and creates a

smaller gap in performance due to their idea creativity (Kleysen and Street, 2001; Kanter, 1988).

2.3 Perceived Organizational Support (POS)

Blau (1964) explained about the social changes in society as well as human behaviors through Social Exchange Theory (SET), where humans expect to have the favors, they have done towards another person to be returned in the future (Demir, 2009). Previous study conducted by Ibrahim et al., (2016) supported those employees who are able to display a positive behavior are more likely to contribute to their organization with a higher expectation of being rewarded. If organizations are able to satisfy the needs of employees as well as value their contributions and pay attention to the needs. Employees will have a higher level of job satisfaction and organization will benefit as well as increase in perceived organizational support (Akgunduz et. al., 2018). Spreitzer (1995) argued that SET through empowered employees gaining their empowerment by the experience and means of work, which could also potentially lead to high intrinsic motivation by employees (Fook, Brinten, Sidhu, and Foo, 1011; Ozarallo, 2015). Perceived organizational support (POS) is defined as the contributions of organizations to give back to the employee as a response to the contributions they have brought to the organization (Rhoades and Eisenberger, 2002). Whereas Simosi (2012) defines perceived organizational support as how the employees see and interpret the valuation of organization toward their contributions and the well-being of employees. Cakar and Yildiz (2009) suggested that the increase of employee satisfaction as part of the organization will

stimulate reciprocal emotions where the organizations are able to engage employees in more positive behavior.

The application of SET by Eisenberg et al., (1986) explains employee's beliefs and commitment towards their organization. The study found employees with a stronger social exchange ideology will in turn also show a higher organizational commitment with lower levels of absenteeism. Park et al., (2016) argues that individuals will want to maintain financial relationships as well as benefits they perceive in mutual relationships. Demir (2009) argued through SET that people tend to compare themselves with other people through achievements, if they perceive higher organizational support, then the more likely it is for them to also contribute more to the organization. Then, Rhoades & Eisenberg (2002) suggests through the organizational support theory of perception, employees who are able to feel that they're being supported by their organization are more likely to have a better sense of responsibility to the welfare and goals of the organization.

According to Kurtessis et al., (2017) POS has three main outcome category classifications (1) Subjective well-being of employees; (2) positive outcome towards organization and work; (3) employee favorable behaviors such as increased performance and higher attendance records. Perceived organizational support can be achieved through increasing employee's view towards favorable treatment of the organizations for instance supervisor support (Eisenberger and Stinglhamber, 1986). The study found that human resources who are able to provide development opportunities are more strongly related to perceived organizational support. Barran et al., (2012) argued stress and pressure aren't strong contributors of perceived

organizational support. However, perceived organizational support can reduce the tendencies of burnout caused by stress and pressure on employees as well as other well-being outcomes (Kurtosis et al., 2017).

Perceived organizational support refers to sensitivity of employees and their opinions on the extent of how the organization is able to value their involvement (Krishnan and Mary 2012). Kurtessis et al., (2015) argued that perceived organizational support favors the treatment by organizational members such as co-workers, supervisors as well as team members, alongside with the human resource practices of the company in providing training and developments. Ogbonnaya et al., (2018) noted that employees may experience organizational support through the levels of interaction within their organizational members or given incentives towards their work by the organization.

Rhoades and Eisenberger (2002) defined the indicators of perceived organizational support as follows:

Fairness – procedural justice is in regard to how to allocate the right resources between employees as well as treating employees with respect and providing clear information on outputs of the organizations.

Supervisor support – employees will perceive the support given by the supervisor depending on the extent of how the supervisor is able to value, able to solve appropriately employees' issues in the workplace, as leaders are seen as the leaders of the organization and support from the leaders will contribute to perceived support;

Organizational rewards and job conditions – appreciation given by the organization towards the employees could be in the form of social support, incentives (monetary or non-monetary), promotions, with the intention of increased performance from employees.

2.3.1. Consequences of POS

As explained by the social exchange approach, perceived organizational support could provide a link between management communication and performance. Previous research on organizational support conducted by Hur et al 2013 found that perceived organizational support plays a massive role in determining the attitudes and behaviors of employees from the degree of how the organization is able to value the work contributions of employees while still also caring about their well-being. Eisenberger and Stinglhamber (2011) and Rhoades and Eisenberger (2002) found employees with higher perceived organizational support have a greater feeling of obligation to meet the organization's goals and need, while having a stronger commitment towards the organization while these findings being consistent with either the in-role and the extra-role performance.

Though often times POS is seen as a form of feedback from employers as an organization towards employees, it is also influenced by the procedures, policies, attitudes as well as the decisions of the said organization (Shore and Tetrick, 1991). As suggested by Shore and Shore (1995) POS plays a bigger role in influencing the turnover rate of employees comparatively to a great human resource practice. POS measures the commitment degree of the organization towards its employee (Pack,

2005). Many of the previous research conducted (e.g., Blau 1964; Etzioni 1961; Mowday et al., 1982; Gould, 1979; Levinson, 1965) where POS deemed as an exchange between effort and loyalty for material or social rewards.

2.4 Person-Job Fit (PJF)

John Holland (1985) came up with the theory of person-job fit, where when skills and knowledge of the employee matches then the employee will be more satisfied with their work. This theory explained how an employee feels fitting to their job (Robbins and Judge 2008). Person-Job Fit is defined as how much the demand of the job matches the individual's knowledge, skills, as well as needs (Sekiguchi, 2004; Shin, 2004). Allen et al., (2008) defines person job-fit as the ways of how an organization is able to value the contributions of their employee and caring about them.

Saks (2006) suggests that perceived organizational support cultivates the belief that employees would have higher tendencies to engage their role performance with the objectives of the organization. In 2010, Pati and Kumar found that employee engagement and perceived organizational support have a significant positive relationship that reveals organizational support as a predictor to employee engagement. Another study conducted by Biswas and Bhatnagar (2013) also found a significant positive relationship between perceived organizational support and employee engagement and employees who are able to perceive organizational support are likely to engage more with their organization.

Eisenberger et al., (2001) suggests perceived organizational support influences employee in-role performance where the employees would want to show their greater effort to improve the organizations to organizations who are able to give the expected support. Chen et al., (2009) finds direct influence between perceived organizational support to employee performance.

Inherently, there are two types of person job-fit; 1) Demand-ability fit and 2) Supply-value fit (Kristof-Brown et al., 2005; Edwards, 1991). Both types are quite self-explanatory as demand-ability fit refers to how well an employee's abilities are able to match demands of the job/task and supply-value fit refers to what the employee is able to offer to the company that's met by the jobs performed.

2.4.1 Consequences of PJF

When an employee is able to work in a desired state be it their ideal working condition, job descriptions, working environment, as long as it deemed fit to their desires, they're more likely to feel comfortable with their work as well as feeling happy and attached (Langgeng et al., 2021). Many of the previous research (e.g., Choi et al., 2017; Afsar et al., 2015; Suwanti et al., 2018; Sylva et al., 2019; Farzaneh et al., 2014; Wu et al., 2011) found PJF also affects behavioral outcomes including higher work performance that consists of innovative work behavior, organizational citizenship behavior and job performance. Hence, when an employee is able to achieve their desired needs and wants for a job, behaviors that will contribute into achieving and value adding to the organization will be shown.

In the events that a need is met according to desired preferences, an employee tends to avoid bad psychological impact (Langgeng et al., 2021). Deniz et al., (2015) and Rajper et al., (2019) suggested in each of their respective research that PJF reduced negative psychological impacts such as job stress and burnout. Furthermore, an employee who feels compatible towards their work tends to have higher positive attitudes towards their organization that later manifests into satisfaction, suitability as well as desire to grow and survive their organization (Deniz et al., 2015; Afsar et al., 2015; Aktas, 2014; Tims et al., 2016)

4 2.5 Review of Previous Studies and Hypothesis Development

Table 1.1
Summary Review of Previous Studies

No.	Name of the Researcher/Year	Title	Variables	Research Findings
1.	Huseyin (2019) 2	Mediating role of perceived organizational support in inclusive leadership's effect on innovative work behavior	<p>7</p> <ul style="list-style-type: none"> ● Inclusive leadership ● Innovative work behavior ● Perceived organizational support 	<ul style="list-style-type: none"> ● The result of this research study was conducted. Inclusive leadership has positive significant influence on innovative work behavior, inclusive leadership towards perceived organizational support, and perceived organizational support mediating the relationship between inclusive leadership and innovative work behavior.

<p>2.</p>	<p>Qi et al., (2019)</p>	<p>¹⁰ Impact of inclusive leadership on employee innovative behavior: Perceived organizational support as a mediator</p>	<ul style="list-style-type: none"> ● Inclusive leadership ● Innovative work behavior ● Perceived organizational support 	<ul style="list-style-type: none"> ● This research shows that inclusive leadership influences innovative work behavior and inclusive leadership influences perceived organizational support
<p>3.</p>	<p>Choi et al., (2016)</p>	<p>¹⁰ Inclusive Leadership and Employee Well-Being: The Mediating Role of Person Job-fit</p>	<ul style="list-style-type: none"> ● Inclusive Leadership ● Employee Well Being ● Person-Job Fit 	<ul style="list-style-type: none"> ● This research shows that inclusive leadership influences Person-Job Fit, and Person-Job Fit mediates inclusive leadership to employee well-being

<p>4.</p>	<p>Bilal et al., (2016)</p>	<p>²⁹ Workplace spirituality, perceived organizational support and innovative work behavior The mediating effects of person- organization fit</p>	<ul style="list-style-type: none"> ● Workplace Spirituality ● Perceived organizational Support ● Innovative work behavior ● Person-organization fit 	<ul style="list-style-type: none"> ● ¹¹ This research shows that Innovative work behavior influences perceived organizational support and innovative work behavior towards Person-Job Fit, innovative work behavior influences Person-Job Fit, and Person-Job Fit ¹³⁰ mediates innovative work behavior and perceived organizational support
<p>5.</p>	<p>Javed et al., (2019)</p>	<p>¹⁰ Inclusive Leadership and Innovative work behavior” the role of psychological empowerment</p>	<ul style="list-style-type: none"> ● Inclusive leadership ● Innovative work behavior <ul style="list-style-type: none"> ● Psychological empowerment 	<ul style="list-style-type: none"> ● This research shows that Inclusive leadership has significant positive influence towards innovative work behavior

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Suwanti and Udin
(2020)

Investigating the
Relationship between
Person-Organization Fit,
Person-Job Fit, and
Innovative Work
Behavior: The Mediation
Role of Organizational
Citizenship Behavior

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- Person-Job Fit
- Person-Organizational Fit
- Innovative Work Behavior
- Organizational Commitment

- This research shows that Person-Job Fit has a positive significant influence towards innovative work behavior

2.5.1 Influence of Inclusive Leadership Towards Innovative Work Behavior

Previous research found that inclusive leadership has positively influenced innovative work behavior (Javed et al., 2019). Inclusive leadership would make employees feeling the need to have the desire to reciprocate the leader's inclusive leadership or the fact that when social exchanges are encouraged and cognitive thinking as well as motivations to engage in creative performance are developed (Lin and Liu, 2012; Choi, Tran, & Park 2015; Javed et al., 2019). Conducted by Wang (2019), innovative work behavior was positively and significantly associated with inclusive leadership of nurses. Aslan's research in 2019 on inclusive leadership and innovative work behavior also found that there are positive significant relationships between the two variables. Based on these findings the proposed research hypothesis as follows:

H1: *Inclusive leadership affects innovative work behavior positively*

2.5.2 Influence of Perceived Organizational Support Towards Innovative Work Behavior

Perceived organizational support might promote employee innovative behavior. Perceived organizational support plays a massive role in determining the attitudes and behaviors of employees from the degree of how the organization is able to value the work contributions of employees

while still also caring about their well-being (Hur et al., 2013). Employees who are able to display a positive behavior are more likely to contribute to their organization with a higher expectation of being rewarded (Ibrahim et al., 2016). Saether (2019) and Rehman et al., (2019) found that perceived organizational support influences innovative work behavior positively. When employees are able to feel the given support and attention at work, they will also want to demonstrate a more innovative work behavior. It was also found that perceived organizational support creates an intrinsic motivation towards the employee to contribute more towards the organization (Seiber et al., 2011; Aslan, 2019). Based on these findings the research proposes hypothesis as follows:

H2: *Perceived organizational support affects innovative work behavior positively*

2.5.3 Influence of Person-Job Fit Towards Innovative Work Behavior

Risman, Erickson, and Diefendorf (2016) found that personal job fit influences innovative work behavior. Employees who are able to work that exceeds the expected workload or activity are those employees with higher levels of compatibility with the organization. Suwanti and Udin (2020) argued that managers are able to cultivate innovative work behavior through person-job fit. Furthermore, Kristof-Brown and Guay (2011) suggested that this is due to the level of compatibility that allows employees in achieving higher positions and bonuses as well as resulting in higher level of

commitment, higher performance compared to those who do not have a higher level of compatibility in the job. Afsar and Badir (2017) also discovered that an organization with a higher person organization fit is able to help their employees to behave and drive organizational innovations. Hon and Rensvold (2006) also argued that when employees' capabilities match with the demands of the organization, the employees are going to perform at a higher rate compared to if they feel like there's a mismatch between their ability, resources, and values to the demands of the organization. Edwards (1996) research also discovered that when employee's perceptions regarding their job assignments are close in value to their abilities and can work according to their preferences influences positive outcomes on an individual level. On the basis of review previous studies can be proposed the hypothesis:

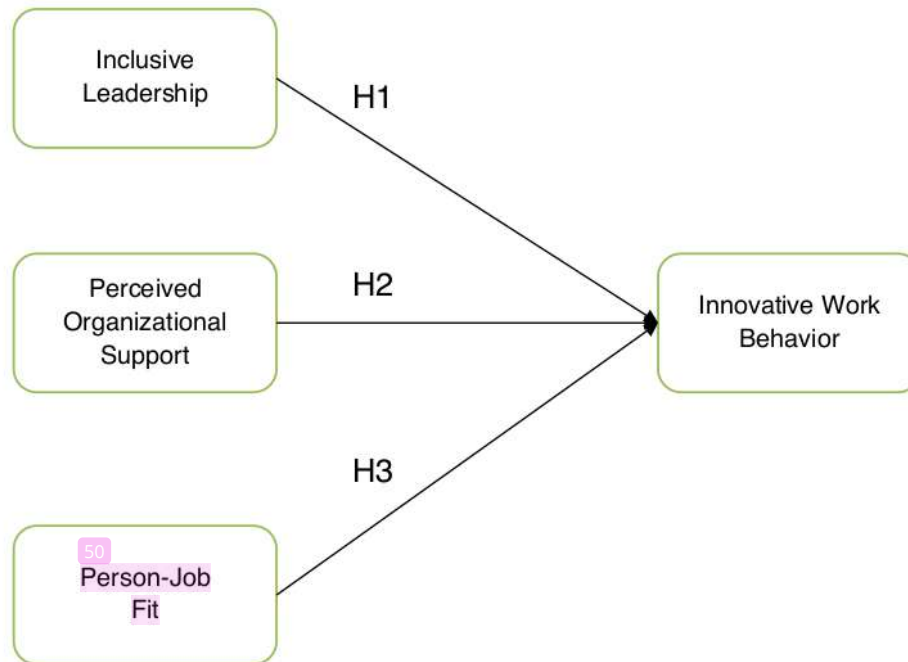
104
H3: *Person-job fit affects innovative work behavior positively*

2.6 Conceptual Framework of the Research

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A conceptual framework is a conceptual model of how to theorize or make logical sense of the relationship among the several factors that have been identified as important to the problem. Based on the extent of the hypothesis from the research variable of 7
inclusive leadership and innovative work behavior with perceived organizational support, therefore the framework of this research can be seen as follows:

Figure 1.

Research Framework



Based on the research framework above, this research will see the influence of inclusive leadership, person-job fit, and perceived organizational support (X) towards innovative work behavior (Y) in Polytechnic Negeri Padang.

RESEARCH METHOD

3.1. Research Design

This research uses a quantitative approach. There are two types of quantitative approaches in this research. The first approach is descriptive research which means to describe the current status of an identified variable or phenomenon. The second approach is correlational research which attempts to determine the extent of a relationship between two or more variables using statistical data.

All of the data and information are collected from respondents using a questionnaire adopted from previous studies. Then the results are explained to answer the research questions. The current study is purposed to test the hypothesis. Hypothesis testing – study is a study that explains the nature of certain relationships or establishes the differences among groups or the independence of two or more factors in a situation (Sekaran, 2003). This research will be conducted in State Polytechnic of Padang, Campus Limau Manis, Padang.

3.2 Population and Sample

Population refers to the entire group of people, events, or thing of interest that the researcher wishes to investigate (Sekaran, 2003). In this study, the research population are the lecturers (civil servants) in State Polytechnic of Padang and the sampling method used in this research is the Non-Probability Sampling. According to Sekaran (2003) in non-probability sampling designs, the elements of the

population do not have any probabilities attached to their being chosen as sample subjects. As for this technique used in this research is Purposive Sampling.

Sekaran & Bougie (2016) states a sample is a subset of the population. It comprises some members selected from it. In other words, some, but not all, elements of the population from the sample. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole. According to the table sample size for a given population size in Sekaran & Bougie (p. 294, 2016) research methodology book, for a given population of 360 the sample size is 186. Hence, for this research, is supposedly 186 lecturers however only 175 (response rate of 94%) returned the questionnaire. The criteria of the respondents as follows:

- The lecturers (Civil Servant) of PNP
- Length of service as lecturer at PNP greater than 2 years

The technique used in this research is field - survey. The questionnaire is a method of collecting data through forms filled with questions that are addressed to one person or group of people for obtaining answers or responses and information that is needed by the researcher. Likert scales are included in the questionnaire in order to obtain data with interval characteristics.

3.3 Data dan Data Collection

Data collection in this research is done through questionnaires given to the selected respondents using non-probability and purposive sampling. The obtained data will relate to the respondents' criteria designed to fit the indicators given.

3.4 Variable and Measurement of Variable

3.4.1 Variables of Research

40 The Variables that will be measured in the research are as follows:

Dependent Variable (Y)

Dependent variable is the variable dependent on the independent variables of the research. In this research the dependent variable is Innovative Work Behavior 70

Independent Variable (X1, X2, and X3)

4 Independent variable is the variable that will influence the independent variable of the research. In this research the independent variables are Inclusive Leadership, Perceived Organizational Support and Person-Job Fit

3.4.2 Measurement of Variables

The measurement on each variable in the research will be using the Likert 5 Point Scale. The instrument of Inclusive Leadership has 3 Dimensions with 9 items adopted from previous studies, Javed (2018) and Qi (2019).

The variable of Perceived Organizational Support is measured using the Likert 5 Point Scale. The instrument of Perceived Organizational Support has 3 dimensions with 14 items adopted from previous study, Akgunduz (2017)

The variable of Person-Job Fit is measured using the Likert 5 Point Scale. The instrument of Person-Job Fit Support has 1 dimensions with 5 items adopted from previous study, Afsar et al., (2015) 109

The variable of Person-Job Fit is measured using the Likert 5 Point Scale.

The instrument of Person-Job Fit has 1 dimension with 5 items adopted from previous study, Afsar et al., (2015)

The variable of Innovative Work Behavior is measured using the Likert 5 Point Scale. The instrument of Innovative Work Behavior has 3 dimensions with 13 items adopted from previous studies, Jannsen (2000) and Qi (2019)

3.5 Operational Definition

Table 2.1

Operational Definition

Variables	Definition	Dimension	Number of Items	Scale	Sources
Inclusive leadership	A leader who was able to express through words and means towards their follower's contributions in the forms of "appreciation" and "invitation" as part of the team (Nembhard and Edmonson, 2006)	<ul style="list-style-type: none"> ● openness ● availability ● accessibility 	9	5-point Likert's Scale	Javed (2018), Qi (2019)
Perceived Organizational Support	The contributions of organizations to give back to the employee as a response to the contributions they have brought to the organization (Rhoades and Eisenberger, 2002)	<ul style="list-style-type: none"> ● fairness ● Employer support ● organizational appreciation and working condition 	14	5-point Likert's Scale	Akgunduz (2017)
Person-Job Fit	the ways of how an organization is able to value the contributions of their employee and caring about them (Allen et al., 2008)	<ul style="list-style-type: none"> ● Person-Job Fit 	5	5-point Likert's Scale	Afsar et al., (2015)

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Innovative Work Behavior	A series of activities that regard the generation of ideas, promotion, realization towards newer technologies, process, technique or products (Yuan and Woodman, 2010)	<ul style="list-style-type: none">● idea creation● idea sharing● idea realization	13	5-point Likert's Scale	Jannsen (2000), Qi (2019)
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3.6 Data Analysis

This study is intended to test a model that explains the relationship among Inclusive Leadership, Perceived Organizational Support, Person-Job Fit and Innovative work behavior. To determine the validity, reliability, the data will be analyzed using several statistical analyses as followed:

3.6.1 Descriptive Analysis

Descriptive analysis according to Sekaran (2003) is a method to research about a group of people, object, condition, and phenomenon today. The objective of a descriptive research is to create a systematic, factual, and accurate picture regarding the research phenomenon. Data collected in research came from the responses from respondents based on the questionnaire given that will further be analyzed through grouping and tabulation as well as explained further.

The first step to descriptive analysis is data verification by rechecking the questionnaire answered by respondents, if there are questions that are missed or not. To see the respondent's perception regarding items of the questionnaire can be done using the following formula:

a. Percentage

$$P = \frac{f}{n} \times 100\%$$

Description:

P = percentage acquired

f = frequency acquired

n = number of samples

b. Mean

Mean is used to measure the total perception, formula:

$$Rs = \frac{(Ax5) + (Bx4) + (Cx3) + (Dx4) + (Ex1)}{n}$$

Description:

Rs = mean

n = number of samples

A = total strongly agree

B = total agree

C = total neutral

D = total disagree

E = total strongly disagree

3.6.2 Inductive Analysis (Inferential)

a) Classic Assumption Test

Classic assumption test is to see feasibility of model and to find out if there are any violation in classic assumption in a multiple regression model. The following assumption must be met in a multiple linear regression in research so estimation parameters for it to have no violation, as follows:

b) Normality Test

The normality test is used to find out whether the data distribution follows or approaches the normal distribution. The normality test can be seen using the one sample kolmogrov-smirnov test table, if the sig value of the kolmogrov-smirnov test > 0.05 then the data distribution is declared normal (Idris, 2014)

c) **Heteroscedastic Test**

The heteroscedasticity test is an assumption in which the intruder variable has different variants. The method of chart analysis can be carried out by observing the scatterplot. If the scatterplot forms a certain pattern, then there is a problem of heteroscedasticity in the regression model. Meanwhile, if the scatterplot spreads randomly, it shows that there is no heteroscedasticity problem in the regression model (Suliyanto, 2011).

d) **Multicollinearity Test**

The multicollinearity test is used to see whether each of the free variables has a high correlation or not. To test multicollinearity can be done by looking at the value of VIF (Variance Inflating Factor). If the VIF value < 10 and the tolerance > 0.10 , it can be concluded that there are no problems in multicollinearity (Idris, 2014).

e) **Linearity test**

The linearity test is used to find out the model that the linear model is proving or not. The linearity test is carried out by looking for deviations from linearity. If the value of stg. $> 5\%$ then the data used can be explained by linear regression

3.6.3 Multiple Linear Regression Analysis

Multiple linear regression analysis is an equation that approaches reality between free variables and bound variables using the SPSS tool.

5 Multiple linear regression analysis is a research technique that tests more than one independent variable to explain variance in dependent variables (Sekaran & Bougie, 2014). According to (Ridwan, 2010) the formula used:

$$Y = a + b^1x^1 + b^2x^2 + b^3x^3 + e$$

Information:

Y. = Innovative Work Behavior

x^1 = Inclusive Leadership

x^2 = Perceived Organizational Support

x^3 = Person-Job Fit

a = Constant

b^1, b^2, b^3 = Regression coefficients

E. = error

1. T test

5 The t test is used to test whether an independent variable can properly describe a dependent variable. In the SPSS results of the t test, it can be seen in the *Coefficients* table, if the P-value (in the sig. column) and each independent variable < 0.05, it means that each independent variable has a significant effect on the dependent variable.

Ho is accepted if $t_{counted} < t_{tabel}$ at $\alpha = 5\%$

Ha accepted if $t_{counted} > t_{tabel}$ at $\alpha = 5\%$

2. Test F

5 The F test is used to simultaneously test whether an independent variable is capable of explaining a dependent variable. The results of

SPSS data processing in the F test are used to test whether the model used is correct or not. If the significant $F < 0.05$ then the regression equation obtained is reliable.

H_0 is accepted if $t_{counted} < t_{tabel}$ at $\alpha = 5\%$

H_a accepted if $t_{counted} > t_{tabel}$ at $\alpha = 5\%$

3. Coefficient Determination Test (R^2)

Determination of coefficient (R^2) is used to test the extent to which the model describes related variables. The coefficient value of determination is between zero and one. If the value (R^2) which is small means that the ability of the free variable to run the bound variable is very limited. A value close to one means that the free variable provides almost all the information needed to predict the variable

4 CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the procedure of data analysis will be explained. This will be followed by the presentations of the research data on the respondent's response to the four items: inclusive leadership, perceived organizational support, person-job fit, and innovative work culture conducted through an online survey using Google Forms as medium of data collection.

1 4.1. Characteristics of Respondents

The respondents in this study were lecturers at the PNP Lecturers and actively taught a minimum of 175 people since 2019. The characteristics of respondents aim to describe the characteristics of respondents according to gender, age, length of service, level of final education, and publication of scientific papers. A description of the characteristics of respondents is presented in Table 4.1.

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Table 4.1.

Characteristics of Respondents

Characteristics of Respondents	Category	Frequency	Percentage
Gender	Male	63	36.0
	Female	112	64.0
	Total	175	100.0
Age	<= 25 years old	2	1.1
	26 – 30 years old	3	1.7
	31 – 35 years old	13	7.4

Characteristics of Respondents	Category	Frequency	Percentage
	36 - 40 years old	22	12.6
	41 - 45 years old	38	21.7
	46 - 50 years old	44	25.1
	>= 51 years old	53	30.3
	Total	175	100.0
Latest Education	Masters	135	77.1
	PhD	40	22.9
	Total	175	100.0
Job Tenure	<= 5 years	8	4.6
	6 - 10 years	11	6.3
	11 - 15 years	30	17.1
	16 - 20 years	54	30.9
	> 20 years	72	41.1
	Total	175	100.0
Publication	Never	2	1.1
	Local	68	38.9
	National	161	92.0
	International	81	46.3

Source: Primary data processed (2020)

Most of the lecturers respondents were dominated by female respondents making up to 64% as compared to male respondents 36%. Job tenure of the respondents are mostly greater than 10 years. Which consists of 17,1% of the range 11-15 years, 30,9% of the range 16-20 years and 41,1% of those greater than 20 years . The age of respondents mostly are above 40 years old which

consists of 21,7%³⁸ in the range of 41-45 years old, 25,1%³⁸ in the range of 46-50 years old and 30,3% older than 50 years. A majority of respondents reported to have obtained master's degree (77,1%) and the remaining 22,9% have obtained a PhD.

4.1 Descriptive Analysis

Descriptive analysis is carried out by exposing, grouping, and classifying each variable into frequency distributions, percentages, calculating *the mean*, on statements that have been explained based on the highest and lowest indicators on average. The higher the average value gives meaning, the better Person-Job Fit, Inclusive Leadership, Perceived Organizational Support, and Innovative Work Behavior. On the Likert scale of 1 – 5, the average with a value of 3.4 or more gives an idea that the section can already be categorized as high or often or good or strong according to the predicate. Descriptions related to the proportion of respondents' answers are divided into three parts, namely: (1) the proportion of answers strongly disagree or disagree, (2) the proportion of neutral or dissenting answers, and (3) the proportion of answers agree or strongly agree. The description of the advantages of the variable is based on the average of the relatively highest indicators and is supplemented by several items in such indicators with an average of height. Similarly, in describing the weak part of the variables will be based on the relatively lowest average of the indicators.

4.2.1. Description of Inclusive Leadership (IL)

The description of Inclusive Leadership is divided into 9 items with an average range of 3.73 – 4.06 giving an idea that the campus environment has implemented Inclusive Leadership with good characteristics. The advantage of Inclusive Leadership is in the IL3.2 item, where leaders are easy to be contacted to discuss problems that arise with an average of 4.06, while the weakness is in the IL2.2 item, namely that leaders are able to be examples in working on campus and are always there when needed by lecturers with an average of 3.73.

Table 4.2

Description of Inclusive Leadership

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
	Openness (IL1)						
1	IL1.1, My leader has an open nature so that he can listen to new ideas	3.97	4.6	6.9	10.3	43.4	34.9
2	IL1.2, My leader looks at new opportunities to improve performance	4.01	4.6	8.0	10.9	35.4	41.1
3	IL1.3, My leader openly discuss their desired goals with me and ways to achieve those goals	3.99	2.9	10.3	6.9	45.1	34.9
	Availability (IL2)						
4	IL2.1, The leader is willing to discuss with me about the problem that occurs	3.98	3.4	9.7	8.6	41.7	36.6
5	IL2.2, My leader is able to be an example in working and is always there when needed by employees	3.73	4.6	9.1	20.0	41.7	24.6
6	IL2.3, My leader is able to professionally answer the questions I want to discuss	3.86	2.9	11.4	10.9	46.3	28.6

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
	Accessibility (IL3)						
7	IL3.1, The leader is ready to listen to my request	3.93	1.7	9.7	16.0	39.4	33.1
8	IL3.2, The leader is readily accessible to employees to discuss issues that arise in the workplace	3.88	1.7	12.6	13.7	40.0	32.0
9	IL3.3, Leaders are easy to approach to discuss issues that arise	4.06	0.0	10.3	12.0	39.4	38.3

Source: Primary Data Processed, 2020

Description : 1 = strongly disagree; 2 = disagree; 3 = do not argue; 4 = agree; 5 = strongly agree

This description explains that more lecturers feel good about Inclusive Leadership in PNP. In another section that few respondents strongly disagree or disagree illustrates that in general leaders on campus can implement good Inclusive Leadership. In some items, there is a neutral answer that explains that respondents chose not to see a certain side tendency to Inclusive Leadership that was considered good or bad. This percentage of neutral answers appears in all items, and is in the item My leader is able to be an example of working on campus and is always there when needed by lecturers (20%).

Out of all the neutral answers, the description on the leaders being able to show a good example and being there when a problem arise to discuss seem to be the most prominent one to receive a neutral answer. This is perhaps that leaders of PNP take less classes by the moment they step into their leadership positions. Thus, resulting in perhaps less lecturers being able to take their actions in teaching as an

example. Then, out of all the disagree answers, the leader not being available on the spot to discuss current problems that's happening received the most response. This too perhaps because because the working schedule of lecturers that isn't homogenous like how other organizations would, for instance the banking industry that requires their workers to work a nine-to-five job.

However, out of all the strongly disagree answers, no descriptions seemed to score higher than 4.6% to some even having no one responding strongly disagreeing in some of the descriptions. Especially in the description of how approachable the leaders are when the lecturers need to discuss problems that arise to them having 0 responses to those strongly disagreeing and over 60 are evenly distributed to strongly agree and agree. This finding illustrates that inclusive leadership, is not only present but is able to describe that the leaders are open, available and accessible.

In the case of PNP, higher inclusive leadership could lead to higher idea creation where the lecturers could feel like they gain knowledge through their experience and the solutions towards the problems that occur in the workplace. Idea sharing too becomes influenced in ways the lecturers are able to share upon methods that work for them during teaching with other lecturers. As described on ⁷⁵ the items of inclusive leadership, it was found that inclusive leadership is able to be described well in PNP. As argued by Choi et al., (2016) inclusive leaders are leaders who are able to demonstrate inclusivity and provide emotional support towards their employees. From this finding it was found that 41.1% of respondents strongly agree on their leaders being able to find new opportunities to help them

grow. Over 45% of respondents agree that their leaders are open to discuss desired goals with the lecturers, and able to discuss problems that need to be discussed. When the lecturers are able to feel the inclusive leadership style by their leaders, it's likely that they're going to be able to demonstrate a high reciprocity feeling by having a higher performance to their leader (Lin and Liu, 2012; Choi et al., 2015; Javed et al., 2019).

4.2.2. Description of Perceived Organizational Support

The description of the use of Perceived Organizational Support is divided into 14 items with an average range of 3.54 – 3.97 providing an illustration that the campus environment has been optimal in conducting Perceived Organizational Support. The advantage of Perceived Organizational Support is in the POS3.4 item, namely the Organization is willing to provide assistance if they were to have a problem with an average of 3.97, while the weakness is in the POS2.1 item, namely the PNP will not ignore my complaints with an average of 3.54.

Table 4.3

Description of Variable Perceived Organizational Support

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
	Justice (POS1)						
1	POS1.1, I obtained a fair assessment of the contribution I made in working	3.85	3.4	8.0	19.4	38.3	30.9

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
2	POS1.2, Politeknik Negeri Padang strongly considers my goals and values	3.83	0.0	8.6	20.0	50.9	20.6
3	POS1.3, Politeknik Negeri Padang considers the opinions I expressed	3.89	0.0	5.1	24.0	47.4	23.4
4	POS1.4, Politeknik Negeri Padang will give tolerance when I admit the mistakes I made	3.81	0.0	9.1	23.4	44.6	22.9
	Supervisor Support (POS2)						
5	POS2.1, Politeknik Negeri Padang will not ignore my complaints	3.54	1.1	17.1	25.1	40.0	16.6
6	POS2.2, My leader is genuinely concerned about my well-being	3.65	0.0	9.7	30.9	44.6	14.9
7	POS2.3, The leader gives clear directions when there are tasks that I need to complete	3.83	1.7	8.6	16.6	50.9	22.3
8	POS2.4, The leaders consider the opinion I put forward	3.85	1.7	9.1	20.0	41.1	28.0
9	POS2.5, My boss appreciates every effort I put into	3.89	1.7	12.6	12.0	42.9	30.9
	Organization and Working Conditions Appreciation (POS3)						
10	POS3.1, I earned a salary according to the contributions I have made	3.76	0.0	10.3	26.3	40.6	22.9
11	POS3.2, Politeknik Negeri Padang provides promotional opportunities according to the length of service and achievements that I have achieved	3.78	0.0	10.9	24.6	40.0	24.6

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
12	POS3.3, Politeknik Negeri Padang pays attention to me when I succeed in doing the work	3.79	0.0	11.4	22.9	41.1	24.6
13	POS3.4, The organization is willing to provide help if I have a problem	3.97	0.0	6.9	19.4	43.4	30.3
14	POS3.5, The organization will help me voluntarily when I need special help	3.80	1.7	5.1	26.3	45.1	21.7

Source: Primary Data Processed, 2021.

Description : 1 = strongly disagree; 2 = disagree; 3 = do not argue; 4 = agree; 5 = strongly agree

Out of all the neutral answer on the descriptions, leaders genuinely concerned about the well being of the lecturers seemed to have the most response at 30%. This response could be due to the fact that maybe some lecturers do not feel the strong urgency seeing their well being is looked after as a desired trait of organizational support. However, for the majority of the lecturers, they seem to agree more towards the description of their leaders caring about their well being. Furthermore, out of all the strongly disagree answer descriptions, only one description received a 3.4% response from the respondents, the remainings are 1% response and non at all if anything. This finding further supports that perceived organizational support is present and able to represent good justice, supervisor support and working conditions in PNP.

Moreover, the descriptions explain that many lecturers think the campus has good Perceived Organizational Support. On the other hand, there is an item with no respondents answering strongly disagree illustrates that the campus environment

provides great support for the academic community. The presence of perceived organizational support in PNP shows that PNP is able to demonstrate adequate support towards the lecturers. This means that PNP is able to cater to the needs of the lecturers to an extent that the lecturers are able to perceive it. The respondents seem to highly agree on PNP being able to accommodate the goals and the values of the lecturers and able to give the directions when needed. When these values of the lecturers are being valued by PNP, they're also most likely will display innovative work behavior (Ibrahim et al., 2016). when the lecturers are appreciated, they have a tendency to want to demonstrate a higher working performance and their intrinsic motivation to be productive is increased (Seiber et al., 2011; Aslan, 2019).

4.2.3. Description of Person-Job Fit (PJF)

The description of Person-Job Fit is divided into 5 items with an average range of 3.36 – 3.66 giving an idea that hotel lecturers have a Person-Job Fit with good characteristics. The advantage of Person-Job Fit is in the PJF.1 item, namely the lecturer feels that he has the ability to match this job with an average of 3.66, while the weakness is in the PJF.4 item, namely the lecturer feels that he has a personality that matches this job with an average of 3.36.

Table 4.3.

Description of Person-Job Fit (PJF)

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
1	PJF.1, my ability matches this job	3.66	5.7	9.1	21.7	40.0	23.4
2	PJF.2, I have good skills and ability to do this job	3.38	7.4	19.4	12.6	48.6	12.0

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
3	PJF.3, The requirements in the job correspond to the skills I have	3.37	4.0	16.6	36.0	25.7	17.7
4	PJF.4, I have a personality that fits this job	3.36	2.9	7.4	48.0	34.3	7.4
5	PJF.5, I am a suitable person for this job	3.41	2.3	6.9	50.9	27.4	12.6

Source: Primary Data Processed, 2022

Description : 1 = strongly disagree; 2 = disagree; 3 = do not argue; 4 = agree; 5 = strongly agree

Different from the previous variables of the research, the descriptions of person-job fit seemed to have the most on neutral response, some having 50% respondents answering neutral to the descriptions. However, this could possibly mean that the respondents feel there's no strong answer whether they're a suitable fit for the teaching job in PNP. Furthermore, also similar to the other variables, descriptions on person-job fit receives very little response in disagree or even strongly disagree on the descriptions. Which further proves that person-job fit is present in PNP and could explain innovative work behavior there.

According to the descriptions above it is explained that many lecturers have a good Person-Job Fit. In another section only very few respondents replied strongly disagree or disagreed describing that very few lecturers felt incompatible with their profession. In some items there is a neutral answer explaining that respondents chose not to see any strong tendencies towards Person-Job Fit. The percentage of the existence of this neutral answer is in the item, and the most is in the PJF.5 item, which is the person who is suitable for this job.

Most of the respondents feel they're capable of doing their job by having the right skills for the job. Aside from the rigorous requirements of having degrees on the linear line of courses they teach, the interpersonal skills are highly needed in order to create a conducive learning opportunity towards the students. Having a lecturer who has a high skill in engaging and making sure the class understands what they're being taught in class. The more compatible someone is to their job the higher their commitment to their job and perform better (Afsar and Badir, 2017). On the contrary, if the lecturers feel like their skillset don't really align with the required job description, it's most likely that they won't perform as well due to the mismatch of skills (Hon and Rensvold, 2006). Furthermore, having a fit between values, personality and ability towards the job description will lead to the ability of lecturers being able to work in accordance to their preferred influence to produce positive outcome on an individual level (Edwards, 1996).

The implication of having the right person at the right job could be big for PNP. This is because, the education sector in Indonesia is getting more and more competitive meeting the growing demand of quality human resources to enter the job market of indonesia. Similarly, this quality is also what students look for when deciding which higher education institution they should be applying to. Person-job fit not only describe that these lecturers can be those who can make their lessons as effective as possible to the students, but also how maintaining good performance is important in determining performance ranking of PNP.

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4.2.4. Description of Innovative Work Behavior

The description of Innovative Work Behavior is divided into 13 items with an average range of 3.91 – 4.53 giving an idea that some lecturers have good quality work innovation capabilities. The advantage of Innovative Work Behavior is in the IWB1.4 item, namely lecturers trying to find solutions to problems that arise in the workplace with an average of 4.53, while the weakness is in the IWB3.4 item, namely problems in the work can be resolved with my ideas / ideas with an average of 3.97.

Table 4.4

Description of Innovative Work Behavior

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
	Idea Creation (IWB1)						
1	IWB1.1, I am trying to find a new method of working	4.35	1.1	0.0	8.0	44.6	46.3
2	IWB1.2, I got new ideas from work experience	4.43	0.0	0.6	6.9	41.7	50.9
3	IWB1.3, I love trying new things related to work	4.46	0.0	0.0	3.4	46.9	49.7
4	IWB1.4, I am trying to find solutions to problems that arise in the workplace	4.53	0.0	0.0	6.9	33.7	59.4
5	IWB1.5, I remain calm when facing problems at work	4.15	0.6	0.0	20.0	42.3	37.1
	Idea sharing (IWB2)						
6	IWB2.1, I am able to communicate each new idea/idea effectively	4.13	0.0	0.6	17.7	49.7	32.0
7	IWB2.2, I was able to exert influence in encouraging support and resources	4.03	0.0	0.0	18.9	58.9	22.3

No	Description	Mean	Answer Score (%)				
			1	2	3	4	5
	available so that my ideas can be realized						
8	IWB2.3, I have the support of colleagues regarding the ideas/ideas I propose	4.15	0.0	0.0	19.4	46.3	34.3
9	IWB2.4, I accept suggestions from colleagues on ideas to be accepted and realized	4.18	0.0	6.9	10.9	40.0	42.3
	Idea Realization (IWB3)						
10	IWB3.1, I'm bringing my new ideas/ideas into an actionable program	3.98	0.0	1.7	22.9	50.9	24.6
11	IWB3.2, I apply those ideas in the work	4.11	0.0	6.3	10.9	48.6	34.3
12	IWB3.3, Work becomes faster done and effective with my ideas/ideas	3.94	0.0	0.0	29.7	46.9	23.4
13	IWB3.4, Problems in the work can be solved with my ideas/ideas	3.91	0.0	0.0	31.4	46.3	22.3

Source: Primary Data Processed, 2022.

Description : 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = Strongly agree

Contrary to the previous variables, the descriptions on innovative work behavior is very well explained and shows that lecturers can create ideas, share ideas and realize ideas well. Receiving very little to none responses on the strongly disagree and disagree in any of the descriptions. Which explains that very little lecturers can't create ideas, share ideas and realize these ideas.

Implications of innovative work behavior is extremely important especially as a mean of describing the performance of the lecturers. having innovative work

behavior not only makes the lecturers being more insightful and creative while conducting their lessons but also able to create conflicts within the organization (Shih, 2011). To an extent, conflicts within organization is highly needed. Though innovative work behavior increases the conflicts that could result to higher conflict level and higher turn over rate, these will only be beneficial for PNP. Due to the nature of contracts of civil servants being binded to serve the organization, turn over rate isn't a problem to be concerned for but the high level of conflict could result in lower productivity. Inclusive leadership, perceived organizational support and person-job fit are still highly needed in controlling the consequences of innovative work behavior. However if utilized right, it could be a great means for PNP to increase its national ranking.

4.3. Regression Analysis Result

4.3.1. Assumption Testing Result

The estimation coefficient of regression in this analysis uses the *ordinary least square* method. The application of this method will result in a good assessment if all the assumptions applicable in the analysis can be met. The underlying assumptions in regression analysis include: no multicollinearity, no heteroskedasticity and normally distributed residual values.

Table 4.6.

Multicollinear Testing Result

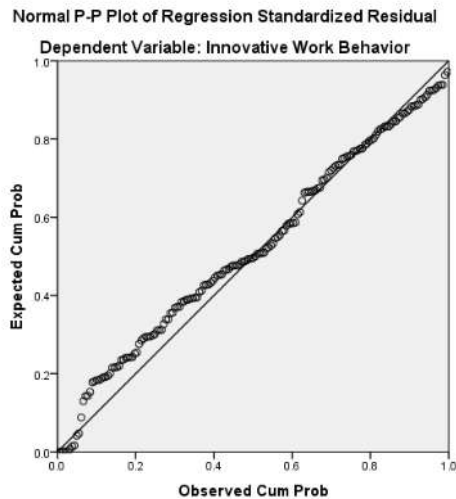
Variable	Tolerance	VIF	Conclusion
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Person-Job Fit	0.720	1.388	Multicollinear doesn't occur
Inclusive Leadership	0.427	2.341	Multicollinear doesn't occur
Perceived Organizational Support	0.442	2.264	Multicollinear doesn't occur

Source : Primary data processed

The results of the examination of the assumption that there is no multicollinear occurrence are carried out by calculating the variance inflation factor (VIF) value on the free variable. Gujarati (1995) argues that a free variable would be considered to have a high multicollinearity with one or another free variable if the VIF value > 10. From the results of the calculations, it can be concluded that in the data there is no multicollinearity because the entire VIF value obtained is less than 10.

The proof that the residual value (*error*) spreads normally is one of the indications of the regression equation obtained is good. Proving the normality of residual values is carried out using the Kolmogorov-Smirnov test. From the calculation results obtained a Z value of 1.191 $p\text{-value} = 0.117$ which is greater than $= 0.0\alpha 5$, has provided evidence that the residual distribution follows the normal distribution.



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Picture 4.1. P-P Plot Residual Data Normality Test

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The normality test is carried out by observing the P-P scatter diagram of the plot. Examination of the normal distribution of residual data using P-P plots is indicated by the results of data scattering that will form one diagonal straight line and plotting residual data will be compared with diagonal lines. If the distribution of residual data is normal, then the line describing the actual data will follow its diagonal line. In the picture above, it appears that the data beam has approached a straight line.

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The next assumption is a testing the non-occurrence of heteroskedasticity. Heteroskedasticity will result in inefficient estimation of regression coefficients. The result of the estimation will be less than it should be. Heteroskedasticity contradicts one of the basic assumptions of path analysis, which is that residual variation is the same for all observations or so-called homoskedasticity. The testing procedure used to detect symptoms of heteroskedasticity is the Glejser test. The Glejser test is performed by regressing the absolute residual value against all free

variables. If the p-value in the t-test result against the regression coefficient is greater than $\alpha=0.05$, then it can be said that there are no symptoms of heteroskedasticity at the residual value. The results shown in Table 4.7, can be concluded that the assumption of non-heteroskedasticity can be met.

Table 4.7.
Heteroskedastic Test Result

Variable	Regression Coefficient	<i>p-value</i>	conclusion
Person-Job Fit	-0.071	0.220	No heteroskedacity occurred
Inclusive Leadership	-0.041	0.297	No heteroskedacity occurred
Perceived Organizational Support	0.031	0.306	No heteroskedacity occurred

Source : Primary data processed

4.3.2. Regression equation

Multiple regression analysis is used to describe the form of relationship between independent (free) variables to dependent (bound) variables. Important things in regression analysis include regression equation, coefficient of determination (R^2), F-test results and t-test. And further the results of the regression coefficient test are described in Table 4. 8.

Table 4.8.

Regression Calculation Results

Variable	Regression Coefficient	Std. Error	Beta	T	P	Conclusion
(Constant)	31.193	1.728		18.050	0.000	Significant
Person-Job Fit	0.617	0.085	0.439	7.220	0.000	Significant
Inclusive Leadership	0.137	0.058	0.187	2.365	0.019	Significant
Perceived Organizational Support	0.145	0.045	0.248	3.189	0.002	Significant
R = 0,738						F = 68,096
R ² = 0,544						P < 0,001

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Based on the results of regression analysis calculations in Table 4. 8 above, the regression equation can be obtained as follows:

$$Y = 31,193 + 0,617X_1 + 0,137X_2 + 0,145X_3 ; R^2 = 54,4\%$$

4.3.3. F-Test Result

Table 4.11 above describes the test results of regression equations that explain the influence of a number of determining variables on Innovative Work

Behavior. In the test section F³ obtained the value of $F = 68.096$ ($p < 0.001$) and the coefficient of determination of 54.4%.³⁷ The results of this test explained that the contribution of the Inclusive Leadership,⁹⁵ Perceived Organizational Support and Person-Job Fit, variables in explaining the variation in Innovative Work Behavior was 54.4%.

4.3.4. T-Test Result

The partial effect¹⁹ of the Person-Job Fit variable on Innovative Work Behavior is 0.617. The test result for this regression coefficient is significant ($p = 0.000$). These results explain that a good Person-Job Fit results in better⁶² Innovative Work Behavior. The partial influence of the Inclusive Leadership variable on Innovative Work Behavior is 0.137. The test result for this regression coefficient is significant ($p = 0.000$). These results explain that good Inclusive Leadership results in better¹⁰³ Innovative Work Behavior. The partial effect of the² Perceived Organizational Support variable on Innovative Work Behavior is 0.145. The test result for this regression coefficient is significant ($p = 0.000$). These results explain that good Perceived Organizational Support results in better Innovative Work Behavior.

4.3.5. Determination Coefficient

¹ The coefficient of determination (R^2) is one of the values that is used as a measure of feasibility (*goodness of fit*), meaning that by looking at the magnitude of the percentage of the influence of all independent variables on the dependent

variable, it can be known how well the regression equation model used. The coefficient of determination (R^2) measures the proportion (part) or percentage of the total variation in Y described by the regression model. The coefficient of determination or R^2 has a magnitude whose limit is $0 \leq R^2 \leq 1$. an R^2 of 1 means a perfect match, while R^2 which is zero has no relationship between the non-free variable and the explaining variable.

Based on the calculations can be obtained coefficient of determination (R^2). 54.4% showed the contribution of Person-Job Fit, Inclusive Leadership and Perceived Organizational Support to explain Innovative Work Behavior, while the remaining 45.6% was explained by other variables that were not included in the regression equation model.

4.3.6. Hypothesis Testing Result

Decision making for hypothesis testing is used significance value (p) with criteria if p-value > 0.05 , then H_0 is accepted or H_a is rejected, meaning that the regression coefficient obtained is insignificant, and if the p-value < 0.05 then H_0 is rejected or H_a is accepted, meaning that the regression coefficient obtained is significant.

Hypothesis H1 stated that Inclusive Leadership improves Innovative Work Behavior. The results of the t-test of the regression coefficient in Inclusive Leadership to Innovative Work Behavior of 0.137 are significant ($p < 0.05$), it can be concluded that H1 is supported.

Hypothesis H2 stated that Perceived Organizational Support improves Innovative Work Behavior. The results of the t-test of the regression coefficient in perceived organizational support for Innovative Work Behavior of 0.145 are significant ($p < 0.05$), it can be concluded that H2 is supported.

Hypothesis H3 stated that Person-Job Fit improves Innovative Work Behavior. The results of the t-test of the regression coefficient on the quality of Person-Job Fit to Innovative Work Behavior of 0.617 are significant ($p < 0.05$), it can be concluded that H3 is supported.

4.2 Discussion

4.2.1 Inclusive Leadership and Innovative Work Behavior

This research found inclusive leadership has a positive significant influence towards innovative work behavior. The lecturers found that a leader who is able to demonstrate inclusive leadership traits through availability, accessibility as well as openness towards them will result in a more positive working environment hence resulting in higher innovative work behavior. This research finds that lecturers of PNP prefers leaders who are open to talk to especially when there are problems that needs to be addressed and discuss. This finding is in accordance to the previous research conducted by Javed et al., (2019); Lin and Liu (2019); Wang (2019); Choi, Tran and Park (2015) where inclusive leadership will create the feeling of

reciprocity feeling towards what's received from the leader through the social exchange theory.

4.2.2 **Perceived Organizational Support and Innovative Work Behavior**

As found on previous research on the influence of perceived organizational support and innovative work behavior, when an organization is able to show appreciation towards their employees and this appreciation is successfully perceived by the employees, employees will more likely demonstrate innovative work behavior (Seiber et al., 2011; Aslan, 2019; Hur et al., 2013; Ibrahim et al., 2016; Saether, 2019; Rehman et al., 2019). The findings of this research found, perceived organizational support has positive significant influence towards innovative work behavior. Lecturers in PNP are able to perceived the most support when they're able to receive assistance in solving problems.

4.2.3 **Person-Job Fit and Innovative Work Behavior**

In accordance with the previous research done between person-job fit and innovative work behavior, in this implication of the study, it was found that person-job fit has a positive significant influence towards innovative work behavior. The lecturers found that the more fitting they are towards their job in the more that they're going to display innovative work behavior. As argued by Rismon, Erickson and Diefendorf (2016), the higher compatibility an employee has towards their job, the more likely the employees are to exceed the expected workload/activity expected of them. Especially in the line of work of teaching, it's important to have a high level

of person-job fit. As higher level of compatibility will allow the employee to be able to thrive through means of innovations and achieve higher positions due to the high levels of motivations for productivity (Afsar and Badir, 2017; Han and Rensvold, 2006; Kristof-brown and Badir, 2017; Suwanti and Udin, 2020). However, according to the responses received, personality match towards the job though relevant, isn't the highest item to describe person-job fit in PNP. This perhaps is due to the fact that teaching is a different line of work compared to other jobs that requires personality-job fit.

8 CHAPTER V

CONCLUSION

This chapter provides the conclusion from the findings and the discussions of the research which has been conducted and shown in the previous chapter. This chapter also shows the limitations in this study and the implication for the possible future directions for the research.

5.1 Conclusion

This research aims to find the influence of inclusive leadership, perceived organizational support and person-job fit as antecedents towards innovative work behavior in the case of lecturers of PNP. Based on the research conducted, the following conclusion are made:

1. Inclusive leadership has a positive significant effect on innovative work behavior. This means that if a higher education institution is able to implement inclusive leadership, the innovative work behavior of lecturers will increase too.
2. Perceived organizational support has a positive significant effect on innovative work behavior. This means that when the employees are able to perceive the support given by the organization, they'd display innovative work behavior within the organization.
3. Person-job fit has a positive significant effect on innovative work behavior. This proves that when the employees are able to see the fit of their skillset and the job description or vice versa, employees tend to display innovative work behavior within the organization.

4. Inclusive leadership, perceived organizational support, and person-job fit are able to explain for the most parts on innovative work behavior in PNP

5.2. Implications

This research has data and information about inclusive leadership, ⁸² perceived organizational support and person-job fit towards innovative work behavior. Thus, it can be used as a guidance for the Director of PNP to improve the Innovative work behavior for the institution. It was found that lecturers at PNP already have good quality work innovation capabilities, especially in finding solutions to problems that arise in the workplace. However, having inclusive leadership implemented in PNP will increase higher innovative work behavior from lecturers. The following are ways inclusive leadership can increase within the organization:

- Performance review - By conducting organized routine reviews on the leaders, they can become more aware regarding their performance as a leader. If they seem to be lacking in inclusive leadership, they'd know to improve upon it
- Culturization - Based on the findings of this research, it was found that inclusive leadership is already present in PNP. The forethought of this, current leaders can further increase their inclusive leadership by making it a culture that will be followed by future leaders as well. Through ensuring the culturization of inclusive leadership, the next leaders will be picked from the current employees who are used to

the inclusive leadership style. Hence, they will also likely to implement it when they take leadership roles.

- Demands of the lecturers - If the lecturers feel inclusive leadership is a suitable style of leadership in PNP, the lecturers could demand the style of inclusive leadership to be implemented even at a lower leadership roles such as organizations between employees. To further previous points, by implementing reviews of the leaders performance, if the lecturers feel like there is a lack of inclusive leadership, the leaders would be aware of this and try to better implement it.

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As inclusive leaders are able to accommodate not only the needs and worries of the lecturers as well as still providing support and encouragement for the lecturers to grow. Another aspect that can be utilized by PNP in the findings of this research is having lecturers who have skill-ability fit. In ensuring the lecturers feel relevant in their skill-ability fit, PNP can implement the following:

- Training - on not only theoretical skills but also focusing on the soft skills of teaching methods through exposure and psychological webinars into facing younger generations on what makes a material interesting to them. This way, the lecturers can have an updated confidence in facing students from a bigger generational gap.
- Attending workshops - relevant to their teaching materials with other lecturers from different higher educational institutions to

update their knowledge on the topic of their courses and keep up with the trends amongst the lecturers.

The skills of being a lecturer are not only theoretical degree wise but also the ability to create effective teaching methods. The more that the lecturers feel they have the skillset to teach and it matches with the required job description, it will ensure higher innovative work behavior that will impact the teaching quality of the lecturers. This becomes an important aspect, especially when recruiting new lecturers into the respective study program offered by PNP. The higher quality of teaching, the more high quality graduates are produced and the more people will be attracted to pursue education in PNP.

However, to ensure these lecturers to continue to display innovative work behavior, PNP will also have to respectively pay attention to the quality of appreciation provided on their end. As ⁴² employees who can feel appreciated by the organization, will be more likely to display satisfaction working within the company and display higher levels of productivity and innovation. To increase the perceived organizational support, PNP can implement the following:

- Ensuring support distribution towards lecturers in a fair way so that all the lecturers feel the same on organizational support towards them
- Providing a great working environment to ensure that these lecturers need for adequate teaching-learning environment are met

- The leaders are making sure that the employees are able to be approached when problems arise and supportive in career development of the lecturers

5.3 Limitations and Future Research

The researcher realized that this research was conducted far from perfection as knowledge will always be new and different toward every phenomenon. The limitations of this research should be used as suggestions for future research. To conclude as a whole, the limitations from this research are as follows:

1. Due to the time constraints of this research, it resulted in a response rate of 94% instead of 100%. If the research was able to be conducted a little longer, the result could've been more accurate to explain the phenomenon.
2. The independent variables of the research namely, inclusive leadership, perceived organizational support and person-job fit are only able to explain 54.4% of innovative work behavior in PNP. Adding more relevant variables to the research could perhaps explain factors that influence innovative work behavior in PNP better.

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List of Appendices

Appendix A – Letter of Permission to get Data



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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Nomor : 311 / V / JM – 2022
Lampiran :
Hal : Izin Penelitian

Kepada Yth;
Bapak **Direktur**
Politeknik Negeri Padang
Di
Tempat

Dengan Hormat,

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa;

Nama Mahasiswa : Nadhifah Akbari Habibie
NIM : 1810521061
Jurusan : Manajemen Internasional
Dosen Pembimbing : **Dr. Harif Amali Rivai, SE, M. Si**

Datang menghadap Bapak/Ibu untuk meminta izin untuk menyebarkan kuisioner yang diperlukan sebagai bahan untuk menulis skripsi dengan judul *“Inclusive Leadership, Perceived Organizational Support and Person-Job Fit as Antecedents of Innovative Work Behavior: Case in Lecturers of Padang State Polytechnic”*. Perlu kami jelaskan bahwa setiap data yang diperoleh semata-mata demi tercapainya tujuan penulisan skripsi yang bersangkutan. Dengan ini kami mohon kesediaan dan bantuan Bapak/Ibu untuk memberikan izin dan data yang diminta.

Demikianlah harapan kami, atas kesediaan dan bantuan Bapak/Ibu terlebih dahulu kami ucapkan terima kasih.



25 Mei 2022

Hendra Lukito, SE, MM, PhD
NIP. 197106242006041007

Appendix B – Reply Letter Clearance to Obtain Data



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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06 Juni 2022

Lamp : -

Perihal : **Izin Penelitian**

Yth :

**Ketua Departemen Manajemen
Fakultas Ekonomi Bisnis Universitas Andalas**

di

Tempat

Membalas surat Bapak Nomor 311/V/JM-2022 tanggal 25 Mei 2022 perihal Izin Penelitian, pada prinsipnya kami bersedia memberi izin An. Nadhifah Akbari Habibie untuk menyebarkan kuisioner dalam rangka penelitian skripsi yang bersangkutan.

Demikianlah hal ini kami sampaikan, atas perhatiannya kami ucapkan terimakasih.



Dr. Surfa Yondri, S.ST.,ST.,M.Kom
NIP. 197006091999031003

Tembusan :

1. Wakil Direktur di Lingkungan Politeknik Negeri Padang
2. Ketua Jurusan di Lingkungan Politeknik Negeri Padang
3. Koordinator dan Sub Koordinator Bagian di Lingkungan Politeknik Negeri Padang

Appendix C – Research Questionnaire

INFORMASI UMUM (PERSONAL)

Mohon untuk mengisi pada kolom kosong dan memberi *tanda check mark* (✓) pada salah satu kolom yang paling sesuai menurut yang Bapak/Ibu rasakan pada setiap pernyataan berikut.

1.	Nama/Inisial*	_____
2.	Jenis Kelamin*	<input type="checkbox"/> Pria <input type="checkbox"/> Wanita
3.	Usia*	<input type="checkbox"/> ≤25 tahun <input type="checkbox"/> 26 – 30 tahun <input type="checkbox"/> 31 – 35 tahun <input type="checkbox"/> 36 – 40 tahun <input type="checkbox"/> 41 – 45 tahun <input type="checkbox"/> 46 – 50 tahun <input type="checkbox"/> ≥ 51 tahun
4.	Masa Kerja*	<input type="checkbox"/> ≤ 5 tahun <input type="checkbox"/> 6 – 10 tahun <input type="checkbox"/> 11 – 15 tahun <input type="checkbox"/> 16 – 20 tahun <input type="checkbox"/> ≥ 20 tahun
5.	Pendidikan Terakhir*	<input type="checkbox"/> Diploma <input type="checkbox"/> S1 <input type="checkbox"/> S2 <input type="checkbox"/> S3
6.	Jabatan*	<input type="checkbox"/> Ketua Jurusan <input type="checkbox"/> Sekretaris Jurusan <input type="checkbox"/> Ketua Program Study <input type="checkbox"/> Dosen
7.	Jurusan/Program Study*	_____

8.	Conference/Jurnal yang pernah dipublikasikan*	<input type="checkbox"/> Lokal <input type="checkbox"/> Nasional <input type="checkbox"/> Internasional <input type="checkbox"/> Tidak Pernah
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NB: Tanda (*) berarti Bapak/Ibu diwajibkan untuk mengisi pada kolom tersebut

**PETUNJUK
PENGISIAN SKALA**

Pada skala ini terdiri atas pernyataan-pernyataan. Bacalah dan pahami dengan baik setiap pernyataan yang ada. Bapak/Ibu diminta untuk memilih salah satu alternatif jawaban yang tersedia di lembar jawaban dari setiap pernyataan berdasarkan kondisi yang Bapak/Ibu rasakan ketika berada di Politeknik Negeri Padang. Berikan pendapat Bapak/Ibu pada lembar jawaban setiap pernyataan tersebut dengan cara menceklis (✓) pada kolom :

STS	Apabila Bapak/Ibu menganggap bahwa pernyataan ini Sangat Tidak Setuju dengan kondisi yang ada di Politeknik Negeri Padang.
TS	Apabila Bapak/Ibu menganggap bahwa pernyataan ini Tidak Setuju dengan kondisi yang ada di Politeknik Negeri Padang.
N	Apabila Bapak/Ibu menganggap bahwa pernyataan ini Netral dengan kondisi yang ada di Politeknik Negeri Padang.
S	Apabila Bapak/Ibu menganggap bahwa pernyataan ini Setuju dengan kondisi yang ada di Politeknik Negeri Padang.

SS	Apabila Bapak/Ibu menganggap bahwa pernyataan ini Sangat Setuju dengan kondisi yang ada di Politeknik Negeri Padang.
----	---

Contoh Pengisian Skala :

No	Pernyataan	Jawaban				
		SS	S	N	TS	STS
1	Saya dapat mengerjakan kuesioner ini dengan baik	✓				

Apabila Bapak/Ibu ingin mengganti jawaban yang telah diberikan sebelumnya, maka berilah tanda (=) pada tanda (✓) dan berikan tanda (✓) pada alternatif jawaban yang menurut Bapak/Ibu sesuai.

1. Innovative Work Behavior

No	PERNYATAAN	SS	S	N	TS	STS
Menciptakan Ide						
1	Saya berusaha mencari metode baru dalam bekerja					
2	Saya mendapat ide/gagasan baru dari pengalaman kerja					
3	Saya senang mencoba hal-hal baru terkait pekerjaan					
4	Saya berusaha mencari solusi untuk permasalahan yang muncul di tempat kerja					
5	Saya tetap tenang ketika menghadapi masalah ditempat kerja					
Berbagi Ide						
6	Saya mampu mengkomunikasikan setiap ide /gagasan baru secara efektif					
7	Saya mampu memberikan pengaruh dalam mendorong dukungan dan sumber daya yang ada agar ide/gagasan saya dapat terealisasi					
8	Saya mendapat dukungan dari rekan kerja mengenai ide/gagasan yang saya usulkan					
9	Saya menerima saran dari rekan kerja terhadap ide/gagasan agar dapat diterima dan direalisasikan					
Realisasi Ide						
10	Saya mewujudkan ide-ide/gagasan baru saya menjadi program yang dapat dijalankan					

11	Saya mengaplikasikan ide/gagasan tersebut dalam pekerjaan					
12	Pekerjaan menjadi lebih cepat selesai dan efektif dengan ide/gagasan saya					
13	Masalah di dalam pekerjaan dapat teratasi dengan ide/gagasan saya					

Sumber :Janssen (2000), Lei Qi (2019)

2. Inclusive Leadership

No	PERNYATAAN	SS	S	N	TS	STS
Keterbukaan						
14	Pemimpin saya memiliki sifat terbuka sehingga dapat mendengarkan ide baru					
15	Pemimpin saya memperhatikan peluang- peluang baru untuk meningkatkan kinerja					
16	Pemimpin terbuka mendiskusikan tujuan yang diinginkannya kepada saya dan cara untuk mencapai tujuan tersebut					
Ketersediaan						
17	Pemimpin bersedia berdiskusi dengan saya mengenai masalah yang terjadi					
18	Pemimpin saya mampu menjadi contoh dalam bekerja di UMKM dan					

	selalu ada ketika dibutuhkan oleh karyawan					
19	Pemimpin saya mampu secara profesional menjawab pertanyaan yang ingin saya diskusikan					
Aksesibilitas						
20	Pemimpin siap mendengarkan permintaan saya					
21	Pemimpin siap diakses oleh karyawan untuk mendiskusikan masalah yang muncul ditempat kerja					
22	Pemimpin mudah dihubungi untuk mendiskusikan masalah yang muncul					

Sumber : Javed (2018), Lei Qi (2019)

3. Perceived Organizational Support

No	PERNYATAAN	SS	S	N	TS	STS
Keadilan						
23	Saya memperoleh penilaian yang adil terhadap kontribusi yang saya berikan dalam bekerja					
24	Politeknik Negeri Padang sangat mempertimbangkan tujuan dan nilai-nilai saya					
25	Politeknik Negeri Padang mempertimbangkan pendapat yang saya sampaikan					

26	Politeknik Negeri Padang akan memberikan toleransi apabila saya mengakui kesalahan yang saya lakukan					
Dukungan Atasan						
27	Politeknik Negeri Padang tidak akan mengabaikan keluhan- keluhan saya					
28	Atasan sungguh-sungguh memperhatikan kesejahteraan saya					
29	Atasan memberikan arahan yang jelas ketika ada tugas-tugas yang harus saya selesaikan					
30	Atasan mempertimbangkan pendapat yang saya kemukakan					
31	Atasan saya menghargai setiap usaha yang saya lakukan					
Penghargaan Organisasi dan Kondisi Kerja						
32	Saya memperoleh gaji sesuai dengan kontribusi yang telah saya lakukan					
33	Politeknik Negeri Padang memberikan kesempatan promosi sesuai dengan masa kerja dan prestasi yang telah saya raih					
34	Politeknik Negeri Padang memperhatikan saya ketika saya berhasil dalam melakukan pekerjaan					
35	Organisasi bersedia memberikan pertolongan apabila saya memiliki masalah					

36	Organisasi akan membantu saya secara sukarela ketika saya membutuhkan pertolongan khusus					
----	--	--	--	--	--	--

Sumber: Akgunduz (2017)

4. Person-Job Fit

No	PERNYATAAN	SS	S	N	TS	STS
Person-Job Fit						
37	Saya memiliki kemampuan yang cocok dengan pekerjaan ini					
38	Saya memiliki keterampilan dan kemampuan yang baik untuk melakukan pekerjaan ini					
39	Persyaratan dalam pekerjaan sesuai dengan keterampilan yang saya miliki					
40	Saya memiliki kepribadian yang cocok dengan pekerjaan ini					
41	Saya merupakan orang yang cocok untuk pekerjaan ini					

Sumber: Afsar *et al.*, (2015)

Appendix D – Data Respondent

GENDER

	Frequency	Percent	Valid Percent	Cumulative Percent
Pria	63	36.0	36.0	36.0
Valid Wanita	112	64.0	64.0	100.0
Total	175	100.0	100.0	

USIA

	Frequency	Percent	Valid Percent	Cumulative Percent
<= 25 tahun	2	1.1	1.1	1.1
26 - 30 tahun	3	1.7	1.7	2.9
31 - 35 tahun	13	7.4	7.4	10.3
36 - 40 tahun	22	12.6	12.6	22.9
Valid 41 - 45 tahun	38	21.7	21.7	44.6
46 - 50 tahun	44	25.1	25.1	69.7
>= 51 tahun	53	30.3	30.3	100.0
Total	175	100.0	100.0	

PENDIDIKAN

	Frequency	Percent	Valid Percent	Cumulative Percent
S2	135	77.1	77.1	77.1
Valid S3	40	22.9	22.9	100.0
Total	175	100.0	100.0	

MASA

	Frequency	Percent	Valid Percent	Cumulative Percent
<= 5 tahun	8	4.6	4.6	4.6
6 - 10 tahun	11	6.3	6.3	10.9
11 - 15 tahun	30	17.1	17.1	28.0
Valid 16 - 20 tahun	54	30.9	30.9	58.9
> 20 tahun	72	41.1	41.1	100.0
Total	175	100.0	100.0	

JABATAN

	Frequency	Percent	Valid Percent	Cumulative Percent
Dosen	144	82.3	82.3	82.3
Ketua Jurusan	13	7.4	7.4	89.7
Valid Ketua Study Program	15	8.6	8.6	98.3
Sekretaris Jurusan	3	1.7	1.7	100.0
Total	175	100.0	100.0	

PUBLIKASI

	Frequency	Percent	Valid Percent	Cumulative Percent
Internasional	43	24.6	24.6	24.6
Lokal	12	6.9	6.9	31.4
Lokal, Nasional	3	1.7	1.7	33.1
Valid Lokal, Nasional, Internasional	53	30.3	30.3	63.4
Nasional	34	19.4	19.4	82.9
Nasional, Internasional	28	16.0	16.0	98.9
Tidak Pernah	2	1.1	1.1	100.0

Total	175	100.0	100.0
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Descriptive Statistics

	Mean	Std. Deviation	N
Innovative Work Behavior	54.35	6.360	175
Person-Job Fit	17.18	4.527	175
Inclusive Leadership	35.40	8.659	175
Perceived Organizational Support	53.24	10.897	175

Correlations

		Innovative Work Behavior	Person-Job Fit	Inclusive Leadership	Perceived Organizational Support
Pearson Correlation	Innovative Work Behavior	1.000	.652	.591	.596
	Person-Job Fit	.652	1.000	.505	.479
	Inclusive Leadership	.591	.505	1.000	.737
	Perceived Organizational Support	.596	.479	.737	1.000
Sig. (1-tailed)	Innovative Work Behavior	.	.000	.000	.000
	Person-Job Fit	.000	.	.000	.000
	Inclusive Leadership	.000	.000	.	.000
	Perceived Organizational Support	.000	.000	.000	.
N	Innovative Work Behavior	175	175	175	175
	Person-Job Fit	175	175	175	175
	Inclusive Leadership	175	175	175	175
	Perceived Organizational Support	175	175	175	175

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Perceived Organizational Support , Person-Job Fit, Inclusive Leadership ^b		Enter

a. Dependent Variable: Innovative Work Behavior

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.738 ^a	.544	.536	4.330

a. Predictors: (Constant), Perceived Organizational Support , Person-Job Fit, Inclusive Leadership

b. Dependent Variable: Innovative Work Behavior

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3830.996	3	1276.999	68.096	.000 ^b
	Residual	3206.741	171	18.753		
	Total	7037.737	174			

a. Dependent Variable: Innovative Work Behavior

b. Predictors: (Constant), Perceived Organizational Support , Person-Job Fit, Inclusive Leadership

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.193	1.728		18.050	.000
	Person-Job Fit	.617	.085	.439	7.220	.000
	Inclusive Leadership	.137	.058	.187	2.365	.019
	Perceived Organizational Support	.145	.045	.248	3.189	.002

a. Dependent Variable: Innovative Work Behavior

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N

Predicted Value	43.32	62.48	54.35	4.692	175
Residual	-16.765	8.250	.000	4.293	175
Std. Predicted Value	-2.349	1.733	.000	1.000	175
Std. Residual	-3.871	1.905	.000	.991	175

a. Dependent Variable: Innovative Work Behavior

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	Person-Job Fit	.720	1.388
	Inclusive Leadership	.427	2.341
	Perceived Organizational Support	.442	2.264

a. Dependent Variable: Innovative Work Behavior

One-Sample Kolmogorov-Smirnov Test

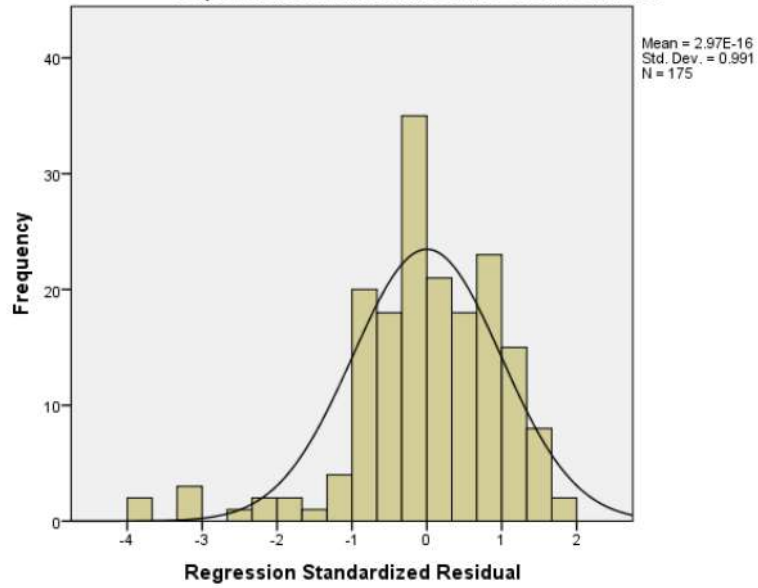
		Unstandardized Residual
N		175
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	4.29296471
	Absolute	.090
Most Extreme Differences	Positive	.048
	Negative	-.090
Kolmogorov-Smirnov Z		1.191
Asymp. Sig. (2-tailed)		.117

a. Test distribution is Normal.

b. Calculated from data.

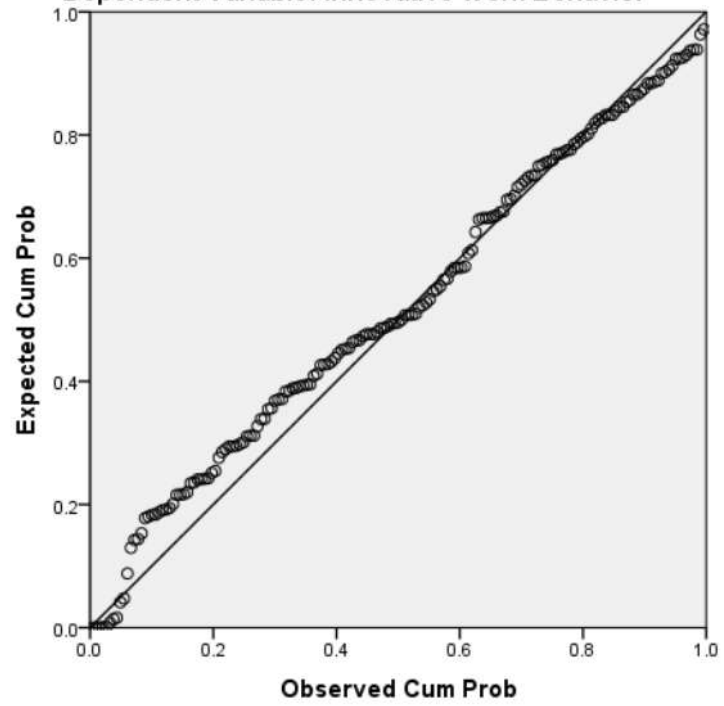
Histogram

Dependent Variable: Innovative Work Behavior



Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Innovative Work Behavior



Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Perceived Organizational Support , Person-Job Fit, Inclusive Leadership ^b		Enter

a. Dependent Variable: Nilai Mutlak Residual

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.144 ^a	.021	.003	2.91987

a. Predictors: (Constant), Perceived Organizational Support , Person-Job Fit, Inclusive Leadership

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.719	3	10.240	1.201	.311 ^b
	Residual	1457.888	171	8.526		
	Total	1488.607	174			

a. Dependent Variable: Nilai Mutlak Residual

b. Predictors: (Constant), Perceived Organizational Support , Person-Job Fit, Inclusive Leadership

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.129	1.165		3.544	.001

Person-Job Fit	-.071	.058	-.110	-1.231	.220
Inclusive Leadership	-.041	.039	-.121	-1.046	.297
Perceived Organizational Support	.031	.031	.117	1.026	.306

a. Dependent Variable: Nilai Mutlak Residual

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