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Unlocking Teacher Creativity: How Organizational Support Sparks Innovative Work Behavior

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ABSTRACT. This study aims to examine and analyze the influence of organizational support on teacher creativity and innovative work behavior, with organizational support as a mediating variable, at MAN 2 Nganjuk. This research employs a quantitative approach. Considering the research problems and objectives, an explanatory research design with a survey approach was used. The questionnaire was developed based on the study variables: organizational support, teacher creativity, and innovative work behavior. Data were collected from 100 teachers who served as the study sample, selected through random sampling at MAN 2 Nganjuk. Data analysis was conducted using the Partial Least Squares (PLS) method in SmartPLS. The study's results indicate that organizational support significantly influences teacher creativity and innovative work behavior. Good organizational support, such as facilities, leadership attention, and recognition, can increase teacher motivation to innovate and develop creativity in learning. Innovative work behavior significantly influences teacher creativity. Organizational support also significantly influences teacher creativity through innovative work behavior. The implications of this research confirm that organizational support plays a crucial role in enhancing teacher creativity when managed through targeted, innovative work behavior. Educational institutions need to provide facilities, policies, and a collaborative work environment that values teachers' ideas and innovation while maintaining a balanced workload.

Keywords: *Innovative work behavior, Teacher creativity, Organizational support*

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INTRODUCTION

Human resources within an organization play a crucial role as they significantly influence service quality, customer satisfaction and loyalty, competitive advantage, and overall organizational performance. This perspective is reinforced by various theories, models, and empirical studies that emphasize the importance of human resources in determining organizational success (Berhil et al., 2020). Human resources are valuable, rare, irreplaceable, and imperfectly imitable assets and capabilities, making them a key factor in creating sustainable competitive advantage and distinguishing an organization's quality from that of others (Jang, 2017). Therefore, every organization must optimally manage human resources with high levels of creativity and quality.

Employee creativity plays a vital role in an organization, as it is one of the key factors that determine the organization's success (Chang & Teng, 2017; Bilgihan et al., 2016). The creative attitude of employees can drive the creation of products that align with market preferences and meet higher quality standards than competitors'. An organization cannot rely solely on comparative

advantage; it must also develop a sustainable competitive advantage derived from the creativity of its human resources.

One of the most important aspects of an organization is employee creativity. Employees with creativity can generate new ideas that have the potential to serve as solutions to support the organization's growth and development (Gorondutse & John, 2018). Through creativity, employees can discover various solutions to solve problems and develop new methods to achieve more optimal performance. When employees can express creativity in their work, it enhances their intrinsic motivation and psychological well-being (Archianti, 2017; Akgunduz et al., 2018). Employees with creativity perceive their work as meaningful and as a means to deepen their understanding of themselves and their surrounding environment.

The influence of organizational support on employee creativity is more substantial when innovative work behavior is present. Innovative work behavior is defined as the willingness of organizational members to develop, propose, and implement new ideas, products, processes, and procedures within their roles, work units, and organizations. The ability to generate and apply new ideas, as defined by Asbari (2019) and Riani et al. (2017), constitutes innovative work behavior. All educators and education professionals should engage in innovative work practices, as such approaches foster discoveries. These innovative ideas enable schools to maintain high standards of excellence.

In addition, innovative work behavior can be influenced by organizational support: individuals who perceive strong organizational support are more likely to exhibit it (Afsar & Badir, 2017; Nazir et al., 2019). When an organization allocates resources to support innovative ideas and values employee feedback, employees tend to take greater responsibility for innovation, change, and improvement initiatives (Chiaburu et al., 2013). Therefore, the variable of innovative work behavior is used as a mediating variable in this study. Employees who experience this sense of autonomy perceive high organizational support, making them more willing to maximize their work, think freely, take risks, and solve problems, which, in turn, leads to the generation of more creative ideas (Wang & Cheng, 2010). Therefore, innovative work behavior strengthens the relationship between organizational support and employee creativity.

Innovative work behavior requires granting employees greater authority and autonomy (Tang et al., 2017). Employees working in organizations that foster innovative work behavior can experience high levels of autonomy (Tang et al., 2015), which can inspire their creative behavior (Zhang & Bartol, 2010). Research by Ye et al. (2022) indicates that empowering leadership behaviors, such as providing opportunities for participation in decision-making and supporting personal development, positively influence psychological empowerment. This sense of empowerment encourages employees to be more confident in expressing new ideas, taking initiative, and engaging in innovation within their work. Thus, granting greater authority and responsibility to leaders has been shown to enhance innovative work behavior.

Meanwhile, Swaroop and Dixit (2018) found that the level of work autonomy plays a crucial role in fostering innovative behavior. Employees who have the freedom to determine how they work and make decisions tend to be more enthusiastic, engaged, and willing to experiment with new ideas. Furthermore, employee engagement has been shown to mediate the relationship between work autonomy and innovative work behavior. Another factor influencing employee creativity is organizational support. Full support from the organization or company can enhance employees' ability to explore and exploit resources, thereby improving their creativity in innovation (Chiang & Hsieh, 2012). Factors that influence employee creativity include organizational support, positive support from leaders, and collaboration among all employees. These elements create a conducive work environment that enhances employees' creativity. When employees perceive that the organization supports their psychological needs, they develop a stronger sense of responsibility

toward the company, which in turn fosters greater creativity in completing their tasks (Jeung et al., 2016).

Employee creativity has been recognized as a critical factor for enhancing organizational performance and success. Educational institutions, in particular, rely heavily on innovation, and creative ideas are essential for continuously improving service processes and quality. In this study, the researcher observes that organizational support can positively influence the meaningfulness of work. When employees receive support from the organization, they tend to contribute more to the company in return. This aligns with Social Exchange Theory, which suggests that when employees perceive organizational support, they respond by increasing their contributions to organizational outcomes to reciprocate that support (Blau, 1964).

Employees are influenced by knowledge, support, resources, and opportunities, including formal and informal authority granted by the organization. Employees who perceive work as meaningful exhibit increased work instinct and motivation (Akgunduz et al., 2018). According to Perceived Organizational Support Theory (Yu & Frenkel, 2013), organizational support has positive consequences for employees, including increased job satisfaction and positive mood, and for the organization, such as enhanced employee emotional commitment, improved performance, and reduced undesirable behaviors. Organizational support can enhance employees' ability to explore resources, which in turn boosts their creativity in innovation. Innovative work behavior requires granting employees greater authority and autonomy (Tang et al., 2017). Employees working in organizations that foster innovative work behaviors can experience high levels of autonomy, which, in turn, inspires their creative behavior. Specifically, this study aims to analyze the influence of organizational support on teacher creativity through innovative work behavior. The conceptual framework of this study is:

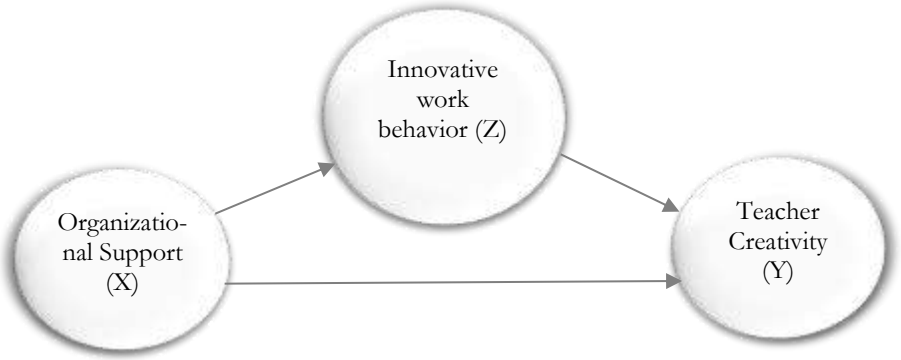

Figure 1: Conceptual Framework

METHOD

This research uses a quantitative method to test the relationship between variables objectively and quantitatively. The approach used is explanatory research, namely to explain the influence and causal relationships between the variables studied (Haryanti, 2019). Data collection was carried out using a survey approach to collect empirical data from respondents systematically. Data collection was conducted through a survey using a structured questionnaire developed based on the indicators of the research variables, namely: Organizational Support (perceived organizational support), Innovative Work Behavior, and Teacher Creativity. The research instrument used a Likert scale (1–5) to measure respondents' agreement with each statement. Each variable consists of nine statements.

The population of this study consists of all 100 teachers at MAN 2 Nganjuk. Therefore, this study uses a census method, in which the entire population serves as the research sample. As a result, the data obtained are expected to reflect the actual conditions of the entire population accurately.

Data analysis was conducted using the Partial Least Squares (PLS) method in SmartPLS. This method was chosen because PLS-SEM can handle complex research models, whether with small or large sample sizes, and does not require strict assumptions of data normality. PLS is a variance-based Structural Equation Modeling (SEM) consisting of two main models: the Outer Model (measurement model) and the Inner Model (structural model) (Ghozali, 2008). The analysis of this study involved two main stages. First, an outer model analysis was used to assess the quality of the constructs through convergent and discriminant validity tests, composite reliability tests, and VIF tests to ensure there was no multicollinearity between indicators. Second, an inner-model analysis was conducted using bootstrapping with 5,000 resamples to test the significance of the relationships between constructs, using path coefficients, R^2, and Q^2 as measures of the model's explanatory power and predictive relevance, and SRMR to assess model suitability. Furthermore, a mediation test was conducted to examine the direct, indirect, and total effects of mediating variables in the relationships among variables.

RESULT AND DISCUSSION

Result

Data Quality Test Results (Outer Model)

Three criteria are used in SmartPLS data analysis to evaluate the outer model: Convergent Validity, Discriminant Validity, Composite Reliability, and Average Variance Extracted (AVE).

a. Convergent Validity

Convergent validity of the measurement model with reflective indicators is assessed by examining the correlations between item and component scores estimated by the PLS software. An individual reflective measure is considered high if it correlates more than 0.70 with the construct being measured. In this study, a loading factor threshold of 0.70 is used. Based on the table below, all outer loadings are greater than 0.60, indicating that all research items meet the criteria. The outer loadings results are presented in Table 1 below:

Table 1: Outer Loadings

Indicator	Research Model	Indicator	Research Model	Indicator	Research Model
	Organizational Support (X)		Innovative work behavior (Z)		Teacher Creativity (Y)
X11	0.748	X21	0.800	Y1	0,853
X12	0.760	X22	0.736	Y2	0,647
X13	0.753	X23	0.803	Y3	0,834
X14	0.804	X24	0.784	Y4	0.716
X15	0.716	X25	0.801	Y5	0.802
X16	0.796	X26	0.751	Y6	0.810
X17	0.776	X27	0.796	Y7	0.716
X18	0.828	X28	0.753	Y8	0.802
X19	0.660	X29	0.710	Y9	0,841

Data Source: Primary data processed (2025)

Based on the SmartPLS results shown in Table 1, the outer model values, or the correlations between constructs and their variables, meet the criteria for convergent validity. The outer-loading test using PLS indicates that all items are valid, as all factor loadings exceed 0.6.

b. Evaluating Reliability and Average Variance Extracted (AVE)

The criteria for validity and reliability can also be assessed using construct reliability and the Average Variance Extracted (AVE) for each construct. A construct is considered to have high reliability if its reliability value is 0.70 or higher and its AVE exceeds 0.50 (Ghozali, 2008). Table 2 presents the Composite Reliability and AVE values for all variables as follows:

Table 2 Outer Model, AVE, and Composite Reliability

Variable	AVE	Composite Reliability	Description
Organizational Support	0.615	0,970	Reliable
Innovative Work Behavior	0.513	0,953	Reliable
Teacher Creativity	0.644	0,961	Reliable

Data Source: Primary data processed (2025)

Based on Table 2, all constructs meet the reliability criteria. This is indicated by composite reliability values above 0.70 and AVE values above 0.50, in accordance with the established standards.

Model Feasibility Test Results (Inner Model)

The inner model, or structural model, test is conducted to examine the relationships between constructs, the significance values, and the R-square of the research model. The structural model is evaluated using the R-square for the dependent constructs, t-tests, and the significance of the structural path coefficients. In assessing the PLS model, the evaluation begins by examining the R-squared for each dependent latent variable. Table 3 presents the R-square estimation results obtained using SmartPLS.

Table 3 R-Square Result

Variable	R Square	R Square Adjusted
Teacher Creativity (Y)	0.831	0.829
Innovative Work Behavior (Z)	0.972	0.972

Data Source: Primary data processed (2025)

Table 3 shows that the R-square for the innovative work behavior variable is 0.972, indicating that the work construct explains 97.2% of the variability in innovative work behavior. In comparison, the remaining 2.8% is explained by other variables outside the studied model. A higher R-square value indicates a greater ability of the independent variable to explain the dependent variable, reflecting a better structural equation. For the teacher creativity variable, the R-square value is 0.831, indicating that organizational support and innovative work behavior explain 83.1% of the variability in the teacher creativity construct. In comparison, the remaining 16.9% is explained by other variables outside the model. Similarly, a higher R-square indicates stronger explanatory power of the independent variables for the dependent variable, indicating a better structural model.

Predictive relevance (Q-Square) is a test that assesses how well the observation values generated by the blindfolding procedure are, based on the Q-square value. If the Q-square value > 0, it can be said to have a good observation value, whereas if the Q-square value < 0, it can be said that the observation value is not good. Q-square, a predictive relevance measure for structural models, quantifies how well the model and its parameter estimates reproduce the observed values.

Table 4. Results of the Determination Coefficient Test

Variable	Q^2 (=1-SSE/SSO)	Information
Teacher Creativity (Y)	0.970	Has predictive relevance value
Innovative Work Behavior (Z)	0.839	Has predictive relevance value

Data Source: Primary data processed (2025)

Based on the data in the table above, the Q-square value for the dependent variable is > 0. By looking at this value, it can be concluded that this study has a good observation value because the Q-square value is > 0 (zero). Goodness of Fit Index (GoF) to evaluate the overall structural and measurement models. This GoF index is a single measure used to validate the combined performance of the measurement model (outer model) and the structural model (inner model). The criteria for a value of 0.10 (small GoF), 0.25 (medium GoF), and 0.36 (large GoF). The GoF test was calculated using MS Excel. The result was 0.689. So the GoF is large.

Hypothesis Testing

The significance of the estimated parameters provides crucial information about the relationships between the research variables. The basis for hypothesis testing is the values obtained from the inner weight results. Table 4 presents the estimation output for testing the structural model. In SmartPLS, the statistical testing of each hypothesized relationship is conducted using simulation, specifically through the bootstrap method applied to the sample. Bootstrapping is also intended to minimize issues arising from non-normality in the research data. The results of the bootstrapping analysis using SmartPLS are as follows:

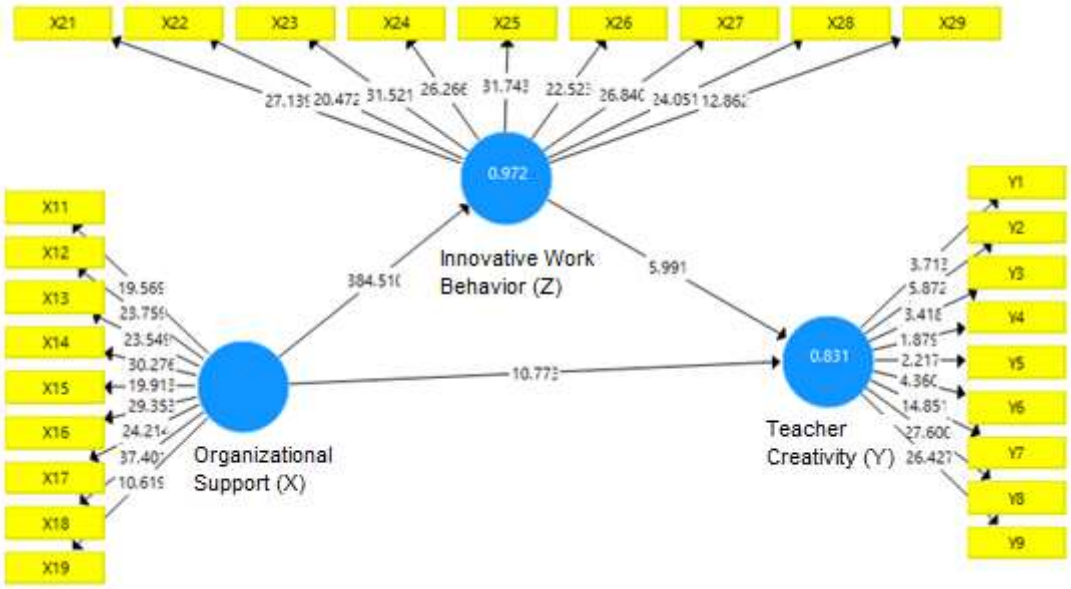

Figure 2 Bootstrapping Result

The significance level in hypothesis testing is measured using the path coefficient parameter. This test examines the estimated path coefficients and t-statistics at the 5% significance level. If the t-statistic value exceeds the t-table value of 1.984 for a one-tailed hypothesis, the hypothesis is accepted. The following are the path coefficient values for testing the main hypotheses of this study:

Table 5: Path Coefficient Result

	Direct and Indirect Effect	Parameter Coefficient	*T-Statistics*	*P-Values*	Result
H_1	Organizational Support (X) → Teacher Creativity (Y)	2.078	10.773	0.000	Received
H_2	Organizational Support (X) → Innovative Work Behavior (Z)	0.986	384.510	0.000	Received
H_3	Innovative Work Behavior (Z) → Teacher Creativity (Y)	-1.205	5.991	0.000	Received

Data Source: Primary data processed (2025)

Based on the path analysis results in Table 5, all hypotheses proposed in this study are accepted, as their P-values are < 0.05. First, the effect of organizational support on teacher creativity (H1) shows a parameter coefficient of 2.078, T-statistic of 10.773, and P-value of 0.000, indicating a positive and significant effect. This means that higher organizational support, such as facilities, recognition, and attention from leaders, enhances teachers' creativity in performing tasks and developing teaching methods. Second, the effect of organizational support on innovative work behavior (H2) is also positive and significant, with a coefficient of 0.986, T-statistic of 384.510, and P-value of 0.000. This demonstrates that strong organizational support encourages teachers to take initiative in innovation, seek new solutions, and adapt to changes in the work environment. Third, the effect of innovative work behavior on teacher creativity (H3) has a parameter coefficient of -1.205, T-statistic of 5.991, and P-value of 0.000, indicating a negative but significant effect. This result suggests that increased innovative work behavior does not always correspond to higher teacher creativity. In this context, excessive or unstructured innovative behavior can reduce teacher

creativity, for example, when innovation occurs without adequate system support, lacks collaboration, or imposes additional workload that hinders the creative process. In other words, poorly managed innovation can lead to stress or work fatigue, thereby decreasing teacher creativity. These findings highlight that organizational support plays a crucial role in promoting both innovative work behavior and teacher creativity; however, innovation must be directed appropriately and facilitated to enhance teacher creativity.

Mediation Test Result

Influence analysis examines the strength of relationships between variables, including direct, indirect, and total effects. The direct effect refers to the coefficients of all single-headed arrow paths.

Table 6: Indirect Effects

	Direct and Indirect Effect	Parameter Coefficient	*T-Statistics*	*P-Values*	Result
H_4	Organizational Support (X) → Innovative Work Behavior (Z) → Teacher Creativity (Y)	-1.189	5.988	0.000	Received

Data Source: Primary data processed (2025)

From Table 6 above, the effect of organizational support on teacher creativity through innovative work behavior (H4) shows a coefficient of -1.189, T-statistic of 5.988, and P-value of 0.000, indicating a significant but negative effect. This result suggests that even though organizational support and innovative work behavior increase, they do not always correspond to higher teacher creativity. The adverse effect may occur because excessive or unstructured innovative work behavior can create work pressure and additional workload, thereby hindering creativity. Furthermore, organizational support that emphasizes innovation without adequate emotional support, collaboration, and recognition may cause teachers to feel stressed or lose motivation to be creative. Thus, these findings highlight that innovation must be properly facilitated and directed for organizational support to have a positive impact on teacher creativity.

Discussion

The test results for organizational support and teacher creativity indicate that organizational support has a positive, significant effect on employee creativity. This means that when an organization provides support by valuing employees' contributions, showing concern, and appreciating their work, employees are better able to adapt to change, which, in turn, enhances their creativity. This study is supported by Akgunduz et al. (2018), who found that creativity increases as organizational support rises. When employees perceive that their organization is highly supportive, they are more likely to exhibit trust and confidence (Rich et al., 2010), which encourages their willingness to propose creative ideas and suggestions. Such workplaces are considered to tolerate failure and adopt trial-and-error approaches (Edmondson, 1999). To foster creativity and risk-taking behavior, employees are more likely to feel psychologically safe when taking initiative (Kahn, 1990) or engaging in creative practices. Employees who receive high levels of organizational support are also more likely to experience positive moods (Rhoades & Eisenberger, 2002), which facilitates the creative process. Furthermore, they are more willing to communicate and interact with others (Erdogan et al., 2004), thereby acquiring more information and knowledge and generating more creative ideas (Chiang & Hsieh, 2012). They also tend to feel more engaged with Rich et al. (2010) and Schaufeli et al. (2006), which drives them to pursue and develop creative ideas enthusiastically (Chang et al., 2013).

The test results for organizational support and meaningful work indicate that organizational support has a positive, significant effect on devolved management. This means that when an organization provides support by valuing employees' contributions and showing concern and

appreciation for their work, employees perceive and experience higher levels of devolved management. This finding aligns with the research conducted by Tang et al (2017), which shows that devolved management involves granting employees greater authority and autonomy, flattening organizational structures, and promoting communication, all of which have significant effects on creativity. When employees perceive that they receive support from the organization, they are more likely to contribute in return.

The test results for the effect of innovative work behavior on teacher creativity show a negative but significant impact. This indicates that an increase in innovative work behavior does not always correspond to higher teacher creativity. In this context, excessive or unstructured innovative behavior can actually reduce teacher creativity, for example, when innovation occurs without adequate system support, lacks collaboration, or imposes additional workload that hinders the creative process. This finding supports the research by Tang et al. (2017), which found that devolved management grants employees greater authority and autonomy, flattens organizational structures, and promotes communication, all of which have significant effects on creativity. In a devolved management system, employees have more freedom to determine their own work. As a result, they are more likely to feel free from external control or constraints and believe that managers trust their decision-making abilities (Haar & Spell, 2009).

The test results for the role of meaningful work in the effect of organizational support on teacher creativity through innovative work behavior indicate a significant but negative effect. This shows that even when organizational support and innovative work behavior increase, they do not always correspond to higher teacher creativity. The adverse effect may occur because excessive or unstructured innovative work behavior can create work pressure and additional workload, thereby hindering the emergence of creativity. Moreover, innovative work behavior can be influenced by organizational support, so individuals who perceive their organization positively are more likely to exhibit it (Afsar & Badir, 2017; Nazir et al., 2016). When an organization provides funding to support innovative concepts and listens to employee feedback, employees are more likely to take responsibility for innovation, change, and improvement suggestions (Chiaburu et al., 2013). Therefore, the variable of innovative work behavior encourages the researcher to use it as a mediating variable in this study.

Employees who experience this sense of freedom perceive high organizational support, which motivates them to maximize their work, think freely, take risks, and solve problems, ultimately generating more creative ideas (Wang & Cheng, 2010). Therefore, innovative work behavior strengthens the relationship between organizational support and employee creativity. Innovative work behavior requires granting employees greater power and autonomy (Tang et al., 2017). Employees working in organizations that foster innovative work behavior can experience high levels of autonomy (Tang et al., 2015), which, in turn, inspires their creative behavior (Zhang & Bartol, 2010). Research by Ye et al. (2022) shows that empowering leadership behaviors, such as providing opportunities to participate in decision-making and supporting personal development, positively influence psychological empowerment. This sense of empowerment encourages employees to be more confident in proposing new ideas, taking initiative, and innovating in their work. Thus, granting greater authority and responsibility from leaders has been shown to enhance innovative work behavior. Meanwhile, Swaroop and Dixit (2018) found that work autonomy plays a crucial role in fostering innovative behavior. Employees who have freedom in determining how to perform their tasks and make decisions tend to be more enthusiastic, engaged, and willing to experiment with new ideas. Additionally, employee engagement has been shown to mediate the relationship between work autonomy and innovative work behavior.

CONCLUSION

The study results indicate that organizational support positively affects teacher creativity. This means that the higher the support provided by the organization, such as adequate facilities, attention from leaders, recognition, and development opportunities, the higher the level of teacher creativity in teaching and developing engaging learning methods. Additionally, organizational support positively affects innovative work behavior, showing that a supportive work environment encourages teachers to innovate, try new approaches in the learning process, and seek creative solutions to enhance work effectiveness. With adequate support, teachers feel motivated to innovate and develop their potential continuously. However, the results also show that innovative work behavior negatively affects teacher creativity. This indicates that teachers' innovations do not always lead to increased creativity. This situation can occur when innovation is excessive, unstructured, or lacks adequate system support, creating pressure and additional workload that hinders the emergence of creativity.

Furthermore, the study found that organizational support negatively affects teacher creativity through innovative work behavior. In other words, although organizational support can enhance innovative work behavior, if the innovation is poorly directed or lacks a supportive work environment, its impact on teacher creativity may be harmful. Therefore, for organizational support to truly enhance teacher creativity, innovation must be managed in a directed, collaborative manner and be accompanied by adequate moral and structural support. The implications of this study indicate that organizational support plays a crucial role in enhancing teacher creativity; however, its impact must be properly guided through the planned and controlled management of innovative work behavior. Educational organizations should not only provide support through facilities and policies but also cultivate a collaborative work climate that is open to new ideas and recognizes teacher creativity and innovation. Excessive emphasis on innovation demands without considering workload balance can reduce motivation and creativity. Therefore, management should foster a culture of positive innovation, guide idea development, and ensure that every form of teacher innovation is directed toward strengthening teaching effectiveness and improving educational quality sustainably.

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