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THE EFFECT OF ORGANIZATIONAL CLIMATE ON CONTEXTUAL PERFORMANCE WITH INNOVATIVE WORK BEHAVIOR AS INTERVENING VARIABLE (STUDY ON EDUCATIONAL STAFF AT PRIVATE UNIVERSITIES IN MEDAN CITY)

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Abstract: *This research aims at identifying and analyzing the effect of organizational climate on the contextual performance of educational staff which is mediated by innovative work behavior both directly and indirectly. The hypothesis put forward in this study is that organizational climate has a positive and significant effect on the contextual performance of educational staff which is mediated by innovative work behavior both directly and indirectly. This research was conducted at 9 (nine) private universities in Medan City with an accreditation rating of "Very Well and Excellent", with a total population of 929 people and a total sample of 280 people. Based on analysis and evaluation of research data, it can be concluded that innovative work behavior has a positive and significant effect on performance of educational staff. Organizational climate has a positive and significant effect on performance of educational staff. Innovative work behavior and organizational climate have a positive and significant effect on performance of educational staff. Thus, proposed hypothesis is accepted.*

Keywords: *Innovative work behavior, organizational climate, performance, educational staff*

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Introduction

Technology and information nowadays have strongly effected the activities of universities. New information and knowledge spread easily and can be reached fast when needed. The role of educational staff which is the frontliner for servicing the lecturers and students has been wider. In disruption 4.0 era, the role is more challenging and need great creativity. The system used has been converted from manual into computerization. Students can easily know about their academic record by assessing the system of academic information (Siakad). Semester report has also been created and reported using online system. For example, to report about academic activities at a university, the process is started from Siakad to Feeder, then from Feeder to Higher Education database (PDDikti). So, to do their tasks, educational staff must have skill on technology. According to Institution Higher Educational Service region 1 North Sumatera, in 2022 there are 18 private universities with 1.370 educational staff in total number. Related article 10 number 2 paragraph c in Ministry Regulation Decree number 100 year 2016, the number has reached above of the lowest limit. Secondary data portrayed above shows the phenomenon of the development of educational staff in number at private universities in Medan city. So, attention and supervision are needed to anticipate and resolve the emerge of bad innovative work behavior and organizational climate which can be the barriers for the achievement of organizational goals from the educational staff side.

Borman & Motowidlo (1993) and Motowidlo & Scotter (1994) state that contextual performance is as the result of behavior which contributes to keep and support organizational, social, and psychological environments where the works are done. Contextual behavior includes discretionary behaviors, means that there is no way to be determined. The experts above describe five kinds of contextual performance activity oriented on the result of the work. Those are to volunteer on doing tasks formally is not a part of work; to be determined to be more passionate or to attempt harder to finish the task given succesfully; to help and to cooperate with other people; to follow the regulation and procedure of the organization even feeling uncomport personally; and, to seal, to support, and to fight for the organizational goals.

DeJong & Hartog (2007) state that innovative work behavior is a sustain process where educational staff creates new ideas and at the same time implements own ideas by building support from the organization and also other's ideas by joining the team which is responsible to implement the certain ideas. So, innovative work behavior is not a discrete activity which happens only once. In their recent research, Shanker, Bhanugopan, B.I.J.M., Heijden, & Farrell (2017) state that innovative work behavior was formed from innovative internal environment or organizational climate. Anderson at al. (2014) describe that the perception about work environment can influence creativity level in an organization, depending on one's level of creativity, and motivation level depends on work climate in the organization.

Literature Review

Contextual Performance

Bergman et al (1997) say that contextual performance refers to activities and do not contribute to the technical core, but supports organizational, social and psychological environments where the goals of the organization are striven to achieve. Contextual performance consists not only behavior such as helping work colleague or becomes a reliable member of an organization but also suggestion about the way to increase work procedure.

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Delgado Rrodríguez et al. (2018) give more explanation about contextual performance and add that contextual performance is as the main conributor for the effectiveness of organizational and the technical core both by directly implementing it as the part of organizational technological process and by indirectly supplying raw materials or service needed by organization.

Previous research by Han, T.S et al. (2015) describe that contextual performance is one's behavior to cooperate and help each other, to volunteer in doing organizational activities and have higher role, always enthusiastic and be determined to finish the task successfully, to maintain organizational goals, and to obey organizational policies even though this situation makes it difficult for the individual himself.

Innovative Work Behavior

J. De Jong (2006) defines that innovative work behavior operationally is as individuals' behaviors directed toward the initiation and intentional introduction (within a work role, group, or organization) of new and useful ideas, process, products, or procedures. Means that individuals' behaviors are led to the intentional initiation and recognition (in individual, group, or organization) from the new and useful idea, process, product, or procedure.

Anderson, Potočnik, & Zhou (2014) define that innovative work behavior (IWB) is as creativity and innovation at work are the processes, outcomes, and products of effort to develop and introduce new and improved ways of doing things. The creativity stage of this process refers to idea generation, and innovation to the subsequent stage of implementing ideas toward better procedures, practices, or products. In other words, innovative work behavior is as creativity and innovation at workplace in the process, result, and product of the efforts in developing and promoting new and better methods in doing things. Creativity stage of this process refers to the idea created and then innovate to the next step in implementing idea to be better procedure, practice, or product.

J. P. De Jong & Hartog (2010) argue that innovative work behavior commonly encompasses not only exploration of the opportunity in creating new ideas but also behavior aimed to implement the change and new knowledge or to improve work process to achieve individual and organizational performances. Innovative work behavior includes a series of activities such as thinking critically, recognizing the potential and problems existed, exploring opportunity, identifying performance gap, and finding new method and procedure. It is followed by behavior that oriented on the realization such as social activity to get approval, to improve the support, and then to test, to implement and to commercialize creative ideas in managing organization, which is known as idea implementation.

Organisational Climate

Farooqui (2012) describes that the conceptual of organization climate identifies objective and subjective features of the climate and portrays it as a series of measurable properties from work environment, felt by invidual directly or indirectly and considered influencing one's motivation and behavior

Isaksen & Lauer (2010), argue that organizational cimate is a behavior, attitude and feeling patterns that often appear and is shown daily in organizational environment and individuals in the organization experience and understand it.

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Kang et al. (2016), state that researches prove that organizational climate is determined by individual interaction with other people, which organizational climate and innovation has been focused on the organization level or team and individuals. Innovation in individual level consists of personal features, cognitive abilities and work features. In team work, it consists of leadearship and work team features. In organizational level, work organization, organizational environment or climate

Parker et al. (2003), state that organizatinal climate has been displayed as a multidimensional construction with 4 (four) dimensions, they are (1) autonomy and control, which is an outonomy that produce efficient method in working compared the old one and also help each other as a work colleague, (2) degree of structure, which is pushed to be more productive at work and the organization involve them in every organizational social activity, (3) reward and consideration, which is get support and supervision for every formal and informal task and also get reward from the organization, (4) warmth and support, which is get welfare and has harmonious work condition.

Research Method

Population of this research is all educational staff at private universities in Medan city. The characteristics of the population are as follow.

1. The characteristics of university
   Private universities in this research are those with the level of quality Very Well and Excellent in accreditation and managed by private party in Medan city.
2. The characteristics of respondents
   Respondents in this research are those who are legally educational staff in the private universities at poin 1. Their characteristics are:
   a. As a legal educational staff both permanent or contract.)
   b. Has been working as educational staff in the university for at least 2 years.
   c. Not currently in waiting for retirement.
   d. Not in sabbatical.
   e. Not being exposed to a criminal case or serving a sentence (sanctions).

Based on the criteria above, there are 929 educational staff in 9 private universities in Medan city. Based on Slovin's pattern using propotional random sampling in sampling technique, sample of this research is 280 educational staff.

Data in this research are divided into primary and secondary data. Primary data is the respondents' response of direct questionnaire. Meanwhile, secondary data is obtained from Higher Education Service Institution region 1 North Sumatera. Secondary data obtained are data related to the research problems.

Data is obtained through questionnaire which consists of question list to be answer by the respondents. The purpose is to obtain data related with the research variables. measurement used is interval data using technique of various value range. Value range used for each independent variable is Organizational Climate (indicators of X_1 to X_{12}), Innovative Work Performance (X_1 to X_9), and Contextual Performance (Y_1 to Y_{17}).

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Validity and Reliability Test

The construct of validity test in this research is a series of SEM-PLS analysis done with convergent validity. Convergent validity is part or measurement model in SEMP-PLS which commonly is called outer model. There are criteria to evaluate whether outer model meet the requirements of convergent validity to reflective construct. Outer loading between 0,40-0,70 must be become consideration to be mantained. (Sholihin & Ratmono, 2013).

Indicator with loading under 0,40 can be removed from the model. However, indicator with loading between 0,40 dan 0,70 is better to be analyzed the effect of the indicator removal decision at average variance extracted (AVE) and composite reliability. Researchers can remove the indicator with loading between 0,40 dan 0,70 if the indicator can increase AVE and composite reliability above the threshold (Mahfud dan Ratmono, 2013: 67). In this research, limit value of AVE is expected more than 0,5 and the composite reliability is 0,7. AVE value more than 0,5 indicates that more then a half of the construct explain its indicator. (Hair, Hult, Ringle, & Sarstedt, 2017). To remove the indicator in a research need to consider the effect on the construct of content validity. Sholihin & Ratmono (2013) state that indicators with small loading sometimes need to be maintained for it has contribution on the contruct of content validity.

Structural Equation Model Partial Least Square (PLS)

Data analysis technique used in this research is Structural Equation Model (SEM). SEM is a technique of statistics that is able to analyse the relationship pattern between latent construct and its indicators, between latent constructs, and measurement errors directly. SEM is a part of statsitic multivariate dependent. SEM is possibly to analyze among several dependent and independent variables directly (Hair, Black, Babin, & Anderson, 2010).

SEM with *component*-based atau *variance* is *alternative covariance with component-based* approach with PLS that aims as prediction. Latent variable is defined as number of its indicators. Stated by Ghozali (2008), PLS is a powerful analysis method because it does not depend on many asumptions. Data must not be distributed in normal level (indicators with category scale, ordinal, interval, and rasio can be used for the same model). Sample should not in a huge number. Beside can confirm the theory, PLS can also be used to explain whether there is relationship or not among latent variables. So, in research with prediction based, PLS is more suitable to be used in analysing the data.

Result and Discussion

The Description of Research Data

Sample of this research is 280 educational staff from 9 private unviersities in Medan city. It has meet the requirements of the minimun sample to make this research valid dan reliable. Respondents' characteristics were elaborated for knowing the common characteristics of the respondents. It is divided based on gender, age range, and last educational degree.

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Respondents based on the university.

Table 1. Respondent based on the private university

No	University	Amount of Respondent	Percentage
1	Universitas Muhammadiyah Sumatera Utara	35	12.50%
2	Universitas Islam Sumatera Utara	99	35.36%
3	Universitas Prima Indonesia	17	6.1%
4	Universitas Medan Area	33	11.8%
5	Universitas Pembangunan Pancabudi	20	7.1%
6	Universitas Muslim Nusantara Alwasliyah	20	7.1%
7	Universitas HKBP Nomensen	26	9.3%
8	Universitas Katolik Santo Thomas	9	3.2%
9	Universitas Methodist Indonesia	21	7.5%

Source : researchers' data obtained, 2022

Table 1 shows that respondents who are participated in this research are 280 educational staff from 9 private universities in Medan city in the last six months. In detail, 35 (12,50%) educational staff from Universitas Muhammadiyah Sumatera Utara, 99 (35,36%) from Universitas Islam Sumatera Utara berjumlah 99 orang (35.36%), 17 (6,10%) from Universitas Prima Indonesia, 33 (11,80%) from Universitas Medan Area, 20 (7,10) from Uiversitas Pembangunan Pancabudi 20 (7,10) from Universitas Muslim Nusantara Al Washliyah, 26 (9,3%) from Universitas HKBP Nomensen, 9 (3,2%) from Universitas Katolik Santo Thomas, and 21 (7,5%) from Universitas Methodist Indonesia. Table 1 also indicates that major respondents come from Universitas Islam Sumatera Utara with 35.36%, Universitas Muhammadiyah Sumatera Utara with 12.50%, and Universitas Medan Area with 11.8%. It happens because the three universities have many study programs. Universitas Islam Sumatera Utara has 29 study programs for graduate (S1) degree dan 5 for postgraduate. Universitas Muhammadiyah Sumatera Utara has 25 study programs for S1 degree dan 8 for postgraduate and Universitas Medan Area has 16 S1 degree, 4 for master degree, dan 1 for doctoral degree.

Respondent based on Gender

Table 2. Respondent based on Gender

No	Universities	Amount of Respondent	%	Gender			
				Male	%	Female	%
1	Universitas Muhamadiyah Sumatera Utara	35	12.50%	19	13,4%	16	11,6%
2	Universitas Islam Sumatera Utara	99	35.36%	48	33,8%	51	37,0%
3	Universitas Prima Indonesia	17	6.1%	9	6,3%	8	5,8%
4	Universitas Medan Area	33	11.8%	17	12,0%	16	11,6%
5	Universitas Pembangunan Pancabudi	20	7.1%	11	7,7%	9	6,5%
6	Universitas Muslim Nusantara Alwasliyah	20	7.1%	12	8,5%	8	5,8%
7	Universitas HKBP Nomensen	26	9.3%	15	10,6%	11	8,0%
8	Universitas Katolik Santo Thomas	9	3.2%	4	2,8%	5	3,6%
9	Universitas Methodist Indonesia	21	7.5%	7	4,9%	14	10,1%
Total		280	100%	142	51%	138	49%

Source : researchers' data processing, 2023

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Table 2 shows that the comparison of respondents based on gender are 142 males and 138 females or 51% and 49%. From table 2 above based on the university, Universitas Muhammadiyah Sumatera Utara has 19 males (12.50%) and 16 females (11.6%), Universitas Islam Sumatera Utara has 48 males (33.8%) and 51 females (37%), Universitas Prima Indonesia has 9 males (6.3%) and 8 females (5.8%), Universitas Medan Area has 17 males (12%) and 16 females (11.6%), Uiversitas Pembangunan Pancabudi has 11 males (7.7%) and 9 females (6.5%), Universitas Muslim Nusantara Al Washliyah has 12 males (8.5%) and 8 females (5.8%), Universitas HKBP Nomensen has 15 males (10.6%) and 11 females (8%), Universitas Katolik Santo Thomas with 4 males (2.8%) and 5 females (3.6%), and Universitas Methodist Indonesia with 7 males(4.9%) and 14 females (10.1%).

Equlibrium theory emphasizes on the concept of partnership and harmonization in the relationship between male and female. This perspective does not contrast between male and female because both must cooperate in partnership and harmonization in the family, society, nation and country. To realize the idea, in every development policy and strategy the measurement of interest and role of male and female equally must be considered. The relationship between the two elements does not contradict each other but contemporary relationship for completing each other (Center of Women Study and Gender at Universitas Indonesia, 2007). The light difference between male and female educational staff indicates that educational staff based on gender to produce contextual performance viewed from support dimension among individual, consciousness initiative and support among persons in daily work has the same opportunity. Even, the stigma that female is weaker than male can be reversed that female is stronger than male seen from their loyalty to the colleagues and organization.

Respondents based on Age Range

Table 3. Respondents based on age range

No	Age Range	amount	Percentage
1	between 21 to 30 years old	106	37.9%
2	between 31 to 40 years old	103	36.8%
3	between 41 to 50 years old	47	16.8%
4	above 50 years old	24	8.6%
Total		**280**	**100.00%**

Source : researchers' data processing, 2023

Table 3 above shows that there are two major respondents based on age range. Those are age between 21 to 30 years old and between 31 to 40 years old. The total percentage of the two major respondents based on age range is 74,6%. It indicates that most educational staff in private universities are those who are categorized as at productive age. So, the educational staff is hoped can optimalize the services at their own workplace. Based on Law number 13 year 2003 Chapter article 1 paragraph 2 about workforce, productive age of workforce is among 15 to 64 years old.

Respondents based on the last educational degree

Table 4. Respondents based on the last educational degree

No	Educational degree	Amount	Percentage
1	Postgraduate/Masters program (S2)	15	5.4%
2	Graduate (S1) degree	242	86.4%
3	Senior High School degree	23	8.2%
Total		**280**	**100.00%**

Source : researchers' data processing, 2023

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Table 4 above shows that most of respondents based on educational degree graduated from S1 degree with 242 persons or 86,4%. S2 degree with 15 person or 5.4% and Senior high school degree with 23 persons or 8.2%. Work qualification nowadays needs educational staff who are graduate at least from S1 degree. However, workplace always gives the employees opportunity to continue their study.

Hypothesis Test

Table 5: Value of path coefficient and P-values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
IB (X_1) -> CP (Y)	0.075	0.076	0.027	2.828	0.005
OC (X_2) -> CP (Y)	0.550	0.543	0.057	9.706	0.000

Source: researchers' data processing, 2023

From table 5 above, it can be explained that:

1. *Innovative Work Behavior* (IB) variable has a positive effect on *Contextual Performance* (CP) with the value of path coefficient (*original sample*) 0,075 and significant with *P-Values* 0,005 < 0,05.
2. *Organisational Climate* (OC) variable has a positive effect on *Contextual Performance* (CP) with the value of path coefficient (*original sample*) 0,550 and significant with *P-Values* 0,000 < 0,05.

Table 6: Summary of Hypothesis test.

Hypothesis	Statement	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Decision
H_1	Organizational climate variable has a positive and significant effect on innovative work behavior of educational staff at private universities in Medan city.	0.881	14.111	0.000	Accepted
H_2	Organizational cimate variable has a positive and significant effect on contextual performance of educational staff at private universities in Medan city.	0.550	9.706	0.000	Accepted
H_3	Innovative work behavior variable has a positive and significant on contextual performance of educational staff at private universities in Medan city.	0.075	2.828	0.005	Accepted
H_4	Innovative work behavior variable mediates the relationship between organizational climate and contextual performance of educational staff at private universities in Medan city.	0.087	3.567	0.000	Accepted

Source: researchers' data processing, 2023

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In the table 6 above, H_1 is organizational climate variable has a positive and significant effect on innovative work behavior of educational staff at private universities in Medan city. Statistically, the value of path coefficient *(original sample)* is 0.881 and *P-Values* is 0,000 < 0,05, means that there is positive and significant effect of organizational climate on innovative work behavior. The more organizational climate supports educational staff, the better the ability of educational staff to work innovatively. In detail, it shows that if educational staff is given an autonomy to produce better work system, they will produce new methods faster to support the change to be better in the university. The more university facilitates educational staff to continue their study, the better they will create new methods for the advantage of the university.

H_2 is organizational cimate variable has a positive and significant effect on contextual performance of educational staff at private universities in Medan city. Statistical result shows that path coefficient *(original sample)* is 0.550 and *P-Values* is 0,000 < 0,05. The more organizational climate in university, the better conceptual performance of the educational staff. Organizational climate can be in the form of autonomy support and supervision, performance feedback and welfare can bring the educational staff to the contextual performance. The more conducive organizational climate, the easier educational staff to achieve contextual performance. This condition shows that when universities give support on formal and informal tasks for the educational staff, they will support each other by giving suggestions in the implementation of work programs set by the universities. Contextual performance will be fulfilled if there is organizational climate which support in the direction.

H_3 is innovative work behavior has a positive and significant effect on contextual performance of educational staff at private universities in Medan city. Statistically, the result shows that path coefficient *(original sample)* for this Hypothesis is 0.075 and significance shows *P-Values* 0,005 < 0,05. The better innovative work behavior of educational staff, the more potential contextual performance of educational staff. Innovative work behavior reflects ideas produced to solve the problems such as by implementing new and suitable work methods to make administrative system easier. Innovative behavior makes them accept each other and also give suggestion, direct them, and guide work colleague to understand the new work system by putting the goals of the organization above their own interests. The illustration of activity involved support from work colleague shows their ability to the contextual performance.

H_3 is innovative work behavior variable mediates the relationship between organizational climate and contextual performance of educational staff at private universities in Medan city. The output of statistical process shows that path coefficient (original sample) is 0.087 and *P-Values* is 0,000 < 0,05. So, the result shows that Hypothesis is proven and accepted, that is, innovative work behavior can mediate the relationship between organizational climate and contextual performance of educational staff or by the existence of innovative work behavior of educational staff, the relationship between organizational climate and contextual performance is higher. Educational staff is an important human resource to build innovation at universities. With the requirement of competence which are owned, it related directly with the result and recognition of innovative ideas. Organizational flexibility determines innovative behavior of educational staff which forms initiative conciousness at the end to put the goals of the university above their own interests. The more conducive university climate, the more productive educational staff in searching new ideas. The more supportive a university on educational staff's new ideas, the more they put the goals of the university above their own interests.

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Conclusion

1. Organizational climate variable has a positive and significant effect on innovative work behavior of educational staff at private universities in Medan city.
2. Organizational cimate variable has a positive and significant effect on contextual performance of educational staff at private universities in Medan city.
3. Innovative work behavior variable has a positive and significant effect on contextual performance of educational staff at private universities in Medan city.
4. Innovative work behavior variable mediates the relationship between organizational climate and contextual performance of educational staff at private universities in Medan city.

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