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CORRELATION BETWEEN LEARNING ORIENTATION CULTURE AND TEACHERS' ENTREPRENEURIAL INNOVATIVE BEHAVIOR

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Abstract: Conditions during the COVID-19 pandemic are continuously requiring teachers to improve their use of innovative behavior at work. Several previous studies have proven that learning orientation culture has an influence on innovative behavior. However, all of these studies have been conducted in the industrial sector. The current study aims to examine the relationship between learning orientation culture and teacher's innovative behavior. Respondents of the study included 36 teachers from six cities in Java, Indonesia: Surabaya, Malang, Semarang, Salatiga, Surakarta and Yogyakarta. The results show that there was no relationship between learning orientation culture and teacher's entrepreneurial innovative behavior. Meanwhile, in the current study, only the intra-organizational knowledge sharing component had a significant correlation with teacher's innovative behavior. Different job characteristics for teachers and employees in the industrial sector are the main point of argument in the discussion of this research.

Keywords: entrepreneurial, innovative, work, learning, orientation, teacher, culture

Introduction

Recently, there has been an increasing demand for teachers to be innovative. There are three key reasons as to why teacher's innovative behavior is vital: to stay updated with the rapidly changing environment, to be able to keep up with new technologies and insights in teaching, and to act as examples or role-models for students in developing innovative thought patterns to increase their competitiveness within the community (Thurlings et al., 2014). The conditions of the Covid-19 pandemic are forcing teachers to not only carry out their profession using the old customs and methods, but to be innovative in fulfilling their duties as teachers. Several studies have begun to examine the recent high demand for teacher's innovative behavior during the pandemic (Scull et al., 2020; Suciati, 2020; Rahmawati & Hasanah, 2021). However, the number of studies remains limited.

Janssen (2000) defines innovative behavior as an effort to create, introduce, and apply new ideas intentionally in a job, group, or organization to obtain certain benefits or advantages. There are three stages of innovative behavior: idea generation, idea promotion and idea realization. Idea generation is the stage in which new ideas are produced that are beneficial in various areas, and may be obtained as a result of certain problems, discrepancies, unresolved issues, or various other arising trends. Idea promotion is the stage of involvement in various social activities to find friends, backers, sponsors, or coalitions of supporters for the idea that has been generated. Meanwhile, idea

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realization is the stage in which a prototype or model of the innovation is produced, which can be tested, and finally applied to a person's work, in a group, or even to an entire organization (Janssen, 2000).

According to De Jong and Den Hartog (2010), innovative work behavior includes exploring new opportunities and ideas, as well as promoting them, and implementing them. Before the idea generation stage comes idea exploration, or the exploration of opportunities relating to various issues, including those that are not part of one's everyday work. Meanwhile, the following stages are idea championing, which is the same concept as idea promotion, and idea implementation, which is the same concept as idea realization (De Jong & Hartog, 2010). However, in the teaching profession, it is not essential to measure the idea or opportunity exploration stage. Teachers more often discover innovative ideas through various problems, discrepancies, unresolved issues, or trends that arise from the teaching process without the need for specific exploration. This argument is supported by the results of a review conducted by Thurlings et al., (2014) which revealed that most research on teacher's innovative behavior refers to Janssen's (2000) three-stage definition, which does not specifically measure exploration.

One factor of innovative behavior at work is learning orientation. Huber (1991) defines learning orientation as an organization's values and beliefs regarding the development of new knowledge or insights that have the potential to influence the behavior of its members. According to Calantone et al. (2002) learning orientation represents the values or activities that are widespread within an organization to generate and apply knowledge in order to increase their competitiveness. Li et al., (2008) define learning orientation as the existence of values that influence the extent to which an organization questions the relevance of dominant theories, mental models, and logic being used to market conditions. If associated with an understanding of organizational culture, which reflects the core values of an organization (Borman et al., 2003), learning orientation can be equated to organizational culture.

Sinkula et al., (1997) argue that there are three values that are routinely associated with an organization's tendency to learn: commitment to learning, a shared vision, and open-mindedness. Commitment to learning is the level of appreciation and promotion of learning activities within an organization so as to motivate its members to learn. A shared vision is how strong the shared goals are within the organization so as to give members direction regarding what and where their learning is headed. Meanwhile, open-mindedness is the willingness to evaluate and critique the organization's operations and readiness to accept new ideas (Sinkula et al., 1997).

Calantone et al., (2002) outline four components or dimensions of learning orientation, including the three dimensions proposed by Sinkula et al. (1997), commitment to learning, a shared vision, and open-mindedness, as well as the added dimension of intra-organizational knowledge sharing. Intra-organizational knowledge sharing is a shared belief in the importance of sharing learning outcomes among different units within the same organization. The addition of this dimension is considered important in order that the organization does not lose information when members are transferred or leave (Calantone et al., 2002).

Several studies have shown that learning orientation culture has an effect on innovative behavior. However, all of these studies were con-

ducted in the industrial sector. The results of research conducted by Eris and Ozmen (2012) prove the impact of learning orientation on innovativeness logistics firms in Turkey. Park et al. (2013) proved that learning orientation culture had direct and indirect impacts on innovative behavior in Korean business organizations. Atitumpong and Badir (2018) revealed that learning orientation was positively related to innovative behavior of manufacturing employees in Thailand. Meanwhile, Wiranto et al. (2020) showed that learning orientation had a positive impact on café employees in Bali, Indonesia.

To date, there has been no research on the impacts of learning orientation culture on innovative behavior in school teachers. The results of a study conducted by Kurniawan et al. (2017) prove that learning orientation culture has a positive effect on entrepreneurial orientation in school teachers. Entrepreneurial orientation consists of three dimensions, with innovativeness being only one of these dimensions. Thus, it is necessary to further research the effects of learning orientation culture, particularly the effect of each dimension, on innovative behavior in school teachers, specifically.

Based on the description above, the conclusions of the conceptual model and the relationship between variables from this study are: Learning orientation is the values that are believed by organizations in developing knowledge as a major key to increasing competitiveness. Learning orientation is one of the factors that are believed to be able to increase innovative behavior at work in school teachers. In addition, the dimensions contained in the learning orientation itself are commitment to learning, shared vision, and open thinking, as well as sharing knowledge within the organization will also correlate with innovative behavior at work in school teachers. The hypotheses of the research are as follows:

Major hypothesis:

There is a correlation between learning orientation culture and innovative behavior at work in school teachers.

Minor hypotheses:

1. There is a correlation between commitment to learning and innovative behavior at work in school teachers.
2. There is a correlation between shared vision and innovative behavior at work in school teachers.
3. There is a correlation between open-mindedness and innovative behavior at work in school teachers.
4. There is a correlation between intra-organizational knowledge sharing and innovative behavior at work in school teachers.

Method

This study adopted a quantitative approach using correlational tests. Research respondents included 36 teachers from six cities in Java, Indonesia: Surabaya, Malang, Semarang, Salatiga, Surakarta and Yogyakarta. Respondents consisted of 12 elementary school teachers, 12 junior high-school teachers, and 12 senior high-school teachers between the ages of 24–59 years-old. They consisted of 15 men and 21 women, 25 teachers with a Bachelor degree in education, and 11 teachers with a Bachelor degree in fields other than education, with a period of service of between 2–36 years.

Data collection for the study utilized two scales. The teachers' innovative behavior scale was modified for the context of school teachers from the scale developed by Janssen (2000).

Modifications were made using focus group discussions with 24 representative teachers from the six cities. The teachers' innovative behavior scale consists of three stages or dimensions: idea generation, idea promotion and idea realization. The idea generation dimension consists of three valid items, with reliability test results showing that $\alpha = 0.751$. An example of an item from the idea generation dimension that was modified is "I find or modify my teaching methods or visual tools when teaching". The idea promotion dimension consists of three valid items, with reliability test results showing that $\alpha = 0.789$. An example of an item from the idea promotion dimension that was modified is "I can convince interested parties to support the development of my innovative teaching ideas". The idea realization dimension consists of three valid items, with reliability test results showing that $\alpha = 0.782$. An example of an item from the idea realization dimension that was modified is "I introduce my innovative ideas systematically to my students and their parents".

The learning orientation culture scale was modified to the context of school teachers from the scale developed by Calantone et al. (2002). Modifications were made using focus group discussions with 24 representative teachers from the six cities. The learning orientation culture scale consists of four components, including commitment to learning, shared vision, open-mindedness, and intra-organizational knowledge sharing. The commitment to learning dimension consists of two valid items, with reliability test results showing that $\alpha = 0.839$. An example of an item from the commitment to learning dimension that was modified is "The leaders agree that the ability of teachers and educational staff to learn is a key aspect of the school's competitive advantage". The shared vision dimension consists of four valid items, with reliability test results showing that $\alpha = 0.733$. An example of an item from the shared vision dimension that was modified is "Visions are accepted and applied whole-heartedly by all teachers and educational staff, not only as a formality". The open-mindedness dimension consists of two valid items, with reliability test results showing that á = 0.631. An example of an item from the open-mindedness dimension that was modified is "We regularly evaluate school policies and activities". The intra-organizational knowledge sharing dimension consists of four valid items, with reliability test results showing that $\alpha = 0.608$. An example of an item from the intra-organizational knowledge sharing dimension that was modified is "In meetings and discussions we often draw attention to insights learnt from successes and failures in our past schools".

Data analysis in the study was conducted using Spearman's rho correlation test upon completion of a normality assumption test using the Shapiro-Wilk test.

Results

The results of the normality test on the distribution of the Teachers' Innovative Behavior data using Shapiro-Wilk revealed that $W = 0.093$ and $p = 0.043$ ($p < 0.05$), meaning that the distribution of the data was not normal. The hypotheses were then tested using a non- parametric test with Spearman's rho. The results of the hypothesis tests are shown in Table 1.

The major hypothesis of this research was rejected, meaning that there was no relationship between learning orientation culture and teachers' innovative behavior. The results of this study differed from previous studies from the industrial sector, which proved a correlation between the two variables (Eris & Ozmen,

2012; Park et al., 2013; Atitumpong & Badir, 2018; Wiranto et al., 2020).

Discussion

Learning orientation culture focuses more on shaping the behavior of organizational members rather than consumers. The four components or dimensions of learning orientation developed by Sinkula et al. (1997) and Calantone et al. (2002) place consumers as objects that are evaluated in the organization's learning process, rather than the subjects of learning activities. In the context of schools, this culture is directed towards shaping the learning orientation behavior of the teachers and school staff, but not of the students as school consumers.

The research results of Burgess (2011) and Juliet and Denisia (2015) show that teachers' innovative behavior is highly dependent on the reactions and support of their students. Jungert (2014) proved that the main motive for becoming a teacher is altruism, or the desire to be of benefit to students and the community. Therefore, teachers' innovative behavior cannot develop solely from organizational culture without the involvement of student support.

The results of research reviews on teachers' innovative behavior have also shown that the behavior is influenced by their efficacy in innovating (Thurlings et al., 2014; Zainal & Matore, 2019). The results of other studies have also revealed that creative self-efficacy is a mediator between learning orientation and innovative or creative behavior (Gong et al., 2009; Hwang, 2014). Thus, there was no correlation between learning orientation culture and teachers' innovative behavior in this study. However, further research is required to examine the role of self-efficacy as a mediator.

The minor hypothesis results show that the intra-organizational knowledge sharing dimension was the only component or dimension of learning orientation that significantly correlated with teachers' innovative behavior in this study. This dimension encourages organizational members to share lessons learnt amongst themselves (Calantone et al., 2002).

Learning from the successes of other individuals as role models, or vicarious experiences, is one means of increasing self-efficacy (Feist et al., 2018). Meanwhile, creative self-efficacy has a positive impact on innovative or creative behavior (Gong et al., 2009; Hwang, 2014). This argument strengthens the recommendation to examine the role of creative self-efficacy as a mediator between learning orientation culture and teachers' innovative behavior in further research.

The conclusion of this study the current study proves that only the intra-organizational knowledge sharing dimension significantly correlated with teachers' innovative behavior. It is recommended that further research be conducted involving the variable of creative self-efficacy as a mediator between learning orientation culture and teachers' innovative behavior, as well as a larger number of respondents.

Limitations of the current study include the small number of respondents and the non-normal distribution. Further research is also recommended to examine teachers' innovative behavior with a larger number of respondents in order that the results can be generalized.

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