# THE ROLE OF LEADER-MEMBER EXCHANGE, SELF-EFFICACY, ORGANIZATIONAL LEARNING TO INNOVATIVE WORK BEHAVIOR, MEDIATION ROLE OF ENGAGEMENT

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## ABSTRACT

This research aims to determine the role of innovative work behavior in six echelons II units at the Directorate General of Trade. This research was conducted July-November 2023. This research uses a quantitative approach with primary data. The sampling technique uses stratified proportion. Overall, there were 243 respondents in this study. This study used structural equation modeling using SPSS and AMOS. As a result of this research: 1. Leader-member exchange has a direct significant and positive effect on employee engagement; 2. Self-efficacy has a direct significant and positive effect on employees; 3. Organizational learning has a direct significant and negative effect on employee engagement; 4. Leader-member exchange has a direct insignificant and negative effect on employee engagement; 5. Self-efficacy has a direct significant and positive effect on employee engagement; 6. Organizational learning has a significant and positive direct effect on employee engagement; 7. Employee engagement has a significant and positive direct effect on innovative work behavior, which means that increasing employee engagement in work will increase innovative work behavior; 8. Leader-member exchange has a significant and positive indirect on innovative work behavior through employee engagement, 9. Self-efficacy has a significant and positive indirect on innovative work behavior through employee engagement; 10.Organizational learning has an insignificant and positive indirect on innovative work behavior through employee engagement.

**KEYWORDS**: Employee Engagement, Innovative Work Behavior, Leader-Member Exchange, Organizational Learning, Self-Efficacy.

## 1. INTRODUCTION

In the current global environment where competitive competition, technological revolution, and geopolitics greatly influence various sectors such as economic and social, organizations are obliged to improve their competitiveness and position. Organizations need to adapt operational strategies from focusing on productivity to focusing on resources, namely all personnel as the main assets in the organization (Al Aina & Atan, 2020). Organizations need to manage human resources (HR) effectively to be able to achieve organizational goals and sustainability.

Specifically, government agencies need to develop service innovation to build competitive advantage (Salanova et al., 2005). The importance of sustainable innovation for public organizations arises from external and internal pressures (Jordan, 2014). The public sector, in this case, the ministry, plays a very important role in the economy to realize the competitiveness of national business actors. Innovation in this sector is urgently needed to become a major factor in productivity growth, cost efficiency, and improved service quality. Developing innovation from government employees will have a positive impact on government institutions, which will directly increase their competitive advantage in improving services to the community.

Government institutions in Indonesia continue to improve and implement innovation in public services, including the Directorate General of Foreign Trade and, the Ministry of Trade. The focus and direction of policy of foreign trade is directed at increasing the trade balance surplus. Increasing the Trade Balance Surplus can be achieved through increasing competitiveness and market security, in both export destination markets and domestic markets.

Directorate General of Foreign Trade program is experiencing rapid dynamics with many factors that have disrupted global trade, starting from commodity prices, supply chains, digital trade, environmental issues, and trade protection by many countries. This is in line with the dynamics where the public sector around the world faces an increasingly volatile operational environment and the challenge of doing more with fewer resources, innovation has become important in the effective delivery of services to the public (Bernier et al., 2015). Innovative practices can help public sector organizations address changes and stakeholder expectations in creating competitiveness (Moore, 2014).

Government institutions, like the business sector, face rapid environmental changes in uncertainty, so organizational performance depends on the speed of response to anticipate this through innovative employee behavior (Choi et al., 2021). Changes in competition in the operational environment are increasingly rapid, so innovation is critical to be able to adapt to new environments. Government institutions are also facing rapid environmental changes in uncertainty, so a quick response is needed to anticipate these changes.

## 2. LITERATURE REVIEW
### 2.1 Innovative Work Behavior

Janssen (2004) defines the concept of innovative work behavior as a person's multifaceted behavior involving the creation of creative ideas and promoting them within the organization for the implementation and realization of ideas. In line with that, innovative work behavior is generating

and implementing new ideas, processes, and policies that are better at achieving effectiveness and long-term sustainability of the organization (Kwon & Kim, 2020). Meanwhile, innovative work behavior is a multistage process from problem recognition to idea creation, either internally or through the adoption of external practices, and creative individuals seek to promote their ideas to others in the organization (Miao et al., 2018).

According to Janssen (2004), the dimensions of innovative work behavior has three dimensions, as follows:

a. Idea generation is the stage of a person's activity in identifying the potential and problems faced currently (current issues) and the long term and then formulating new ideas to solve problems or changes in the environment and/or anticipate conditions and changes in the future. The formulation of ideas is followed by action steps that are developed following the tasks and roles in the work.

b. Idea promotion is the stage of activity to express or explain ideas and action steps to other people in the organization to start to internalize understanding and support for the new idea that will be implemented.

c. Idea realization is the activity stage of a person implementing ideas and action steps through concrete actions following the role and field of duty to obtain results or impacts for the organization.

In line with Janssen (2004), this research uses indicators that have been adopted by (Binnewies & Gromer, 2012; Kmieciak, 2021) that are indicators of innovative work behavior as follows:

1. Idea generation
    a. Search for new working methods, techniques, or instruments.
    b. Produce original solutions to problems.
    c. Find new approaches to carrying out tasks.
2. Idea promotion
    d. Introducing my ideas to others.
    e. Propose to do things differently.
    f. Provide suggestions for changing conditions in the workplace.
3. Idea realization
    g. Systematically introduce innovative ideas into work practices.
    h. Contribute to the implementation of new ideas.
    i. Strive to develop new ideas.

## 2.2 Leader-Member Exchange

Liden and Maslyn (1998) stated that the theory of leader-member exchange is that leaders not only use the same style in dealing with all subordinates but also develop different types of relationships or exchanges with each subordinate. Leader-member exchange refers to the quality of the exchange relationship formed between leaders and members (Choi et al., 2021). Robert and Vandenberg he (2020) explain high-quality leader-member exchange as a social exchange relationship that provides a way for mutual trust, commitment, reciprocity, and loyalty among members.

Liden and Maslyn (1998) explain that there are four dimensions of leader-member exchange, as follows:

1. Contribution, perception regarding the amount, direction, and quality of work-oriented activities carried out by each member to achieve the common goals (explicit or implicit) of the relationship.
2. Loyalty is the extent to which leaders and members openly support each other's actions and character.
3. Affect, the mutual affection that members have for each other is primarily based on interpersonal attraction rather than work or professional values.
4. Professional respect refers to the perception of the extent to which each member and leader has built a reputation, inside or outside the organization, for excelling in their field of work.

In line with Liden and Maslyn (1998), this research uses indicators that have been adopted by (Joseph et al., 2011), which are indicators of leader-member exchange as follows:

1. Contribution
   a. Perform work for my supervisor that goes beyond what is specified in my job description.
   b. Willing to apply extra effort beyond the effort customarily required achieving my supervisor's work goals.
   c. I don't mind working as hard as possible for my supervisor.
2. Loyalty
   d. Superiors defend members' work actions even though they don't know the problem.
   e. Superiors defend members if they are "attacked" by other parties.
   f. Superiors defend members in front of others in the organization if they make honest mistakes.
3. Affect
   g. Members like supervisors.
   h. Bosses are like friends.
   i. Supervisors are fun to work together
4. Professional Respect
   j. Supervisors know their work.
   k. Members respect the knowledge and competence of superiors in their work.
   l. Members admire the supervisor's professional skills.

## 2.3 Self-Efficacy

Bandura (1986) argues that self-efficacy is an important condition for creative productivity and new knowledge, an employee who has such beliefs feels more motivated to indulge in certain behaviors. Self-efficacy is a feeling of self-confidence or self-confidence which is one of the things that can determine a person's success in achieving company goals (Nusannas et al., 2020). Ningias and Indriani (2021) explain that self-efficacy is a person's belief that he can manage situations and get positive results.

Bandura (1977) explains that there are three dimensions of self-efficacy, as follows:

1. Magnitude is the level at which someone believes that he is capable of doing something.
2. Strength reflects a person's confidence that he or she can work at that level.

3. Generality is the extent to which self-efficacy in one situation extends to other situations.

Based dimensions previously explained, researchers used indicators from the dimensions described by Bandura (1977) as follows:
1. Magnitude
   a. Avoid situations and behavior beyond the limits of ability.
   b. Analysis of personal behavioral choices.
   c. Can adapt and face difficult tasks head-on.
2. Strength
   a. Confident by spreading across various areas of behavior.
   b. Confident only in special fields.
3. Generality
   a. Have weak self-efficacy.
   b. Judging yourself as unable to complete the task.
   c. Firmly confident to persist in business.
   d. Have confidence in the success of what he does.

## 2.4 Organizational Learning

Organizational learning can be defined as the process through which an organization changes or modifies its mental models, rules, processes, or knowledge, maintaining or improving its performance (Chiva et al., 2014). Organizational learning is an organizational process that aims to add value to the knowledge acquired and communicated throughout the company (Thérin, 2010). Organizational learning is also a process through which the experience of performing a task is converted into knowledge, which in turn changes the organization and influences its future performance (Argote et al., 2021).

Marsick and Watkins (2003) explain that organizational learning has seven dimensions, as follows:
1. Continuous learning, learning is designed to be a job so that people can learn while working, and opportunities are provided for continuous education and growth.
2. In inquiry and dialogue, a person acquires productive reasoning skills to express their views and the ability to listen and investigate the views of others, the culture is changed to support questions, feedback, and experimentation.
3. Collaboration and team learning, work is designed to use groups to access different ways of thinking. Groups are expected to learn together and work together; collaboration is valued by the culture and valued.
4. Create systems, high and low technology systems for sharing learning are created and integrated with work, access is provided, and systems are maintained.
5. Empower people; people are involved in establishing, owning, and implementing a shared vision. Responsibilities are distributed close to decision-making so that people are motivated to learn about what they are responsible for.
6. Connect the organization; people are helped to see the impact of their work on the entire company. A person scans the environment and uses the information to adjust work practices; organizations are connected to their communities.

7. Strategic leadership, leader models, champions, and learning support. Leadership uses learning strategically for business outcomes.

In line with the dimensions described by Marsick and Watkins (2003), this research uses indicators that have been adopted by Pokharel and Choi (2015), as follows:

1. Continuous learning
   a. Staff members openly discuss mistakes to learn from them.
   b. Staff members generally identify the skills they will need for future assignments.
   c. Staff members generally help each other learn.
   d. Staff members can earn money and other resources to support their learning.
   e. Staff members are generally given time to support learning.
   f. Staff members generally view problems in their work as opportunities to learn.
   g. Staff members are generally rewarded for their learning.

2. Inquiry and Dialogue
   a. Staff members generally provide open and honest feedback to each other.
   b. Staff members generally listen to others' views before speaking.
   c. Staff members are generally encouraged to ask "why," regardless of rank.
   d. Whenever staff members express their views, they also ask for the opinions of others.
   e. Staff members generally treat each other with respect.
   f. Staff members usually spend time building trust with each other.

3. Collaboration and team learning
   a. Teams/groups generally have the freedom to adjust their goals as needed.
   b. Teams/groups treat their members equally, regardless of rank, culture, or other differences.
   c. Teams/groups generally focus on the group task and how well the group works.
   d. Teams/groups revise their thinking as a result of group discussions or information gathered.
   e. Teams/groups are generally rewarded for their achievements as a team/group.
   f. The team/group is confident that the organization will act on their recommendations.

4. Create systems
   a. Organizations use two-way communications regularly, such as suggestion systems, electronic bulletin boards, or open meetings.
   b. The organization allows staff members to get the information they need at any time quickly and easily.
   c. The organization maintains an up-to-date database of employee skills.
   d. Organizations have systems in place to measure the gap between current and expected performance.
   e. Organizations generally make their learning available to all staff members.
   f. Organizations measure the results of time and resources spent on training.

5. Empower people
   a. Organizations value staff members who take the initiative.
   b. Organizations provide staff members with choices in their work assignments.
   c. The organization invites staff members to contribute to the organization's vision.
   d. Organizations give staff members control over the resources they need to complete their work.

    e.  Organizations generally support staff members who take calculated risks.

    f.  Organizations build alignment of vision at various levels and work groups.

6. Connect the organization
   a. My organization generally encourages staff members to think from a country perspective.
   b. The organization encourages everyone to incorporate client views into the decision-making process.
   c. Organizations generally consider the impact of decisions on employee morale.
   d. Organizations work together with outside communities to meet mutual needs.
   e. The organization encourages staff members to get answers from across the organization when solving problems

7. Strategic leadership
   a. Directors/supervisors generally support requests for learning and training opportunities.
   b. The director/supervisor shares current information with staff members regarding federal and state guidelines and organizational direction.
   c. The director/supervisor empowers others to help implement the organization's vision.
   d. The director/supervisor guides and develops his subordinates.
   e. The director/supervisor continually looks for opportunities to learn.
   f. The director/supervisor looks at the organization's actions to ensure that they are consistent with its values/mission.

### 2.5 Employee Engagement

Kahn (1990) defines employee engagement refers to a condition in which employees feel an obligation to bring themselves deeper into the performance of their roles to repay the resources provided by their organization. In employee engagement, employees work and express themselves physically, cognitively, and emotionally while delivering their performance results. Engagement is a positive, satisfying, and work-related state of mind that is characterized by enthusiasm, dedication, and absorption (Schaufeli et al., 2002). Gibbons (2006) defines employee engagement as an increase in the emotional and intellectual connection that employees have towards their work, organization, or coworkers, which leads to increased discretionary effort in their work.

Schaufeli et al (2002) explained that the dimensions of employee engagement are divided into three, namely vigor, dedication, and absorption as follows:

1. Vigor refers to high energy and mental resilience when working, willingness to invest effort in work, and perseverance even in the face of difficulties.
2. Dedication refers to a sense of importance, enthusiasm, inspiration, pride, and challenge.
3. Absorption, characterized by full concentration and deep preoccupation with work, so that time passes quickly and it is difficult to disengage from work.

The indicators used in this research use the dimensions described by (Schaufeli et al., 2006) as follows:

1. Vigor
   a. At work, employees feel full of energy.
   b. At work, employees feel powerful.
   c. When they wake up, employees feel like going to work.

    d. Employees can continue working for very long periods.

    e. At work, employees are very tough mentally.

    f. At work, employees are always diligent, even when things are not going well.

2. Dedication

    a. Finding my work is complete with meaning and purpose.

    b. Enthusiastic about work.

    c. This work is inspiring.

    d. Proud of the work done.

    e. This job is challenging.

3. Absorption

    a. Time flies while working.

    b. Forgetting things while working.

    c. Feel happy when I work intensely.

    d. Immersed in work.

    e. Get carried away while working.

    f. It's hard to get away from work.


## 3. METHODS

This research is set in 6 (six) echelon II units in the Directorate General of Domestic Trade, the reason researchers are interested in conducting research at the Ministry of Trade is that researchers want to classify the innovative work behavior of civil servants (ASN) in six echelon II units at the Directorate General of Trade to assess the level of innovative work behavior.


### 3.1 Design Study

This research uses a quantitative approach method using primary data directly taken by researchers from respondents who are the criteria. In this context, quantitative research uses data in the form of numbers, which are generally obtained through structured or closed questions by giving a specific score (Sekaran & Bougie, 2017).

Population is a group of people, events, or interesting things about which researchers want to form opinions and investigate (Sekaran & Bougie, 2017). In this research, the population used was all ASN employees in six units II at the Directorate General of Foreign Trade. The population of the Secretariat of the Directorate General is 93 employees, the Directorate of Imports is 107 employees, the Directorate of Export of Agricultural and Forestry Products is 101 employees, the Directorate of Export of Industrial and Mining Products is 89 employees, the Directorate of Export and Import Facilitation is 123 employees and the Directorate of Trade Security is 106 employees.

According to Sekaran and Bougie (2017), the sample is part of the population, so not all of the very large population can be sampled according to the situation and conditions of the research. This increases resource limitations such as time and costs and even other costs to make the entire population as respondents, so it is necessary to determine a suitable sample as a representative of the population.

This research uses a proportional stratification technique, this is because sampling or making the sample size proportional to the population in each stratum, the sampling technique used in this research is carried out by dividing the population into sub-populations / strata proportionally and carried out randomly (Sekaran & Bougie, 2017).

Samples will be taken from the work team at the Secretariat of the Directorate General with 37 employees, the Directorate of Import with 42 employees, the Directorate of Export of Agricultural and Forestry Products with 40 employees, the Directorate of Export of Industrial and Mining Products with 35 employees, the Directorate of Export and Import Facilitation with 48 employees and The Trade Security Directorate has 42 employees. The sample of respondents was taken based on the division of work teams in the six Echelon II units, where each work team consisted of a Team Leader and several team members.

### 3.2 Data Analysis

This research also uses causal relationships, causal relationships can cause one variable to change or not the other variables (Sekaran & Bougie, 2017). This research tests validity, reliability, and descriptive analysis using SPSS and structural equation modeling (SEM) with of AMOS software. The structural modeling test is used to obtain results from hypothesis testing which was explained in the previous chapter. This research uses the help of AMOS software, with the criteria that a model is said to be fit if the significance value used is 5% or $P > 0.05$ and the CMIN/DF value. $\leq$ 2.00, while the criteria for acceptance of a hypothesis are determined if the conditions for acceptance of a hypothesis can be seen from the CR value $> 1.960$ (Suhud et al., 2020).

This research uses three independent variables, namely: leader-member exchange, self-efficacy, and organizational learning. Meanwhile, the dependent variable is: innovative work behavior and the intervening variable is: employee engagement.
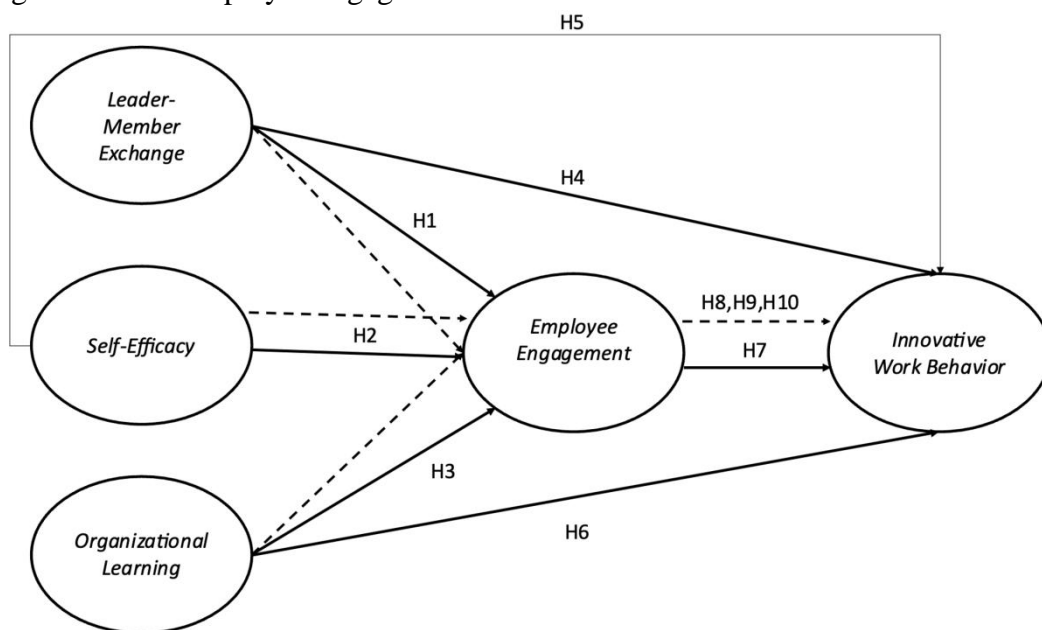


**Figure 1** Research Model

## 4. RESULTS

### 4.1. Respondent Characteristics

This research obtained data from distributing questionnaires from Google Forms with 243 respondents from six echelon II units at the Directorate General of Trade. The respondent data will then be tested in validity and reliability tests using SPSS, while direct hypothesis testing using AMOS software and indirect hypothesis influence testing using the Sobel test calculation website using the coefficient value between hypotheses created by (Preacher & Leonardelli, 2001).

Researchers used SPSS and Excel software to conduct descriptive analysis testing, while in hypothesis testing, they used the help of AMOS. The data collected was 243 respondents who met the criteria. Table 1 shows a description of data based on respondent characteristics such as gender, age, marital status, and educational status, as follows:

**Table 1 Respondent Characteristics**

| Respondent Characteristics | | Frequency | Percent |
|---|---|---|---|
| Sex | Male | 118 | 48.6 |
| | Female | 125 | 51.4 |
| | Total | 243 | 100.0 |
| Age | 21-30 | 91 | 37.4 |
| | 31-40 | 59 | 24.3 |
| | 41-50 | 77 | 31.7 |
| | > 51 | 16 | 6.6 |
| | Total | 243 | 100.0 |
| Marital Status | Not Married Yet | 56 | 23.0 |
| | Separated/Divorced | 1 | 0.4 |
| | Married | 185 | 76.1 |
| | Partner Died | 1 | 0.4 |
| | Total | 243 | 100.0 |
| Education Status | < High School | 1 | 0.4 |
| | Graduate | 79 | 32.5 |
| | Undergraduate | 154 | 63.4 |
| | High School | 9 | 3.7 |
| | Total | 243 | 100.0 |

From Table 1 results, it is known that there were 118 male respondents (48.6%) and 125 female respondents (51.4%). The group of respondents aged 21-30 years was 91 respondents (37.4%), the group of respondents aged 31-40 years was 59 respondents (24.3%), the group of respondents aged 41-50 years was 77 respondents (31.7%), and the group of respondents aged > 51 years was 16 respondents (6.6%). Respondents who were not married were 56 respondents (23.0%), respondents who were separated/divorced were one respondent (0.4%), respondents who were married were 185 respondents (76.1%), and respondents who were partners died one respondent (0.4%).

Meanwhile, respondents who were education < high school as many as one respondents (0.4%), respondents with high school education status as many as nine respondents (3.7%), respondents with undergraduate education status as many as 154 respondents (63.4%), and respondents with graduate education status as many as 79 respondents (32.5%).

### 4.1.Validity and Reliability Tests

In conducting validity and reliability testing, this research used SPSS software as follows:

**Table 1 Validity and Reliability Constructs**

| Variable and Indicators | | Loading Factor | Cronbach Alpha |
|---|---|---|---|
| Innovative Work Behavior (1) | | | 0.925 |
| IWB4 | I introduce my ideas to others | 0.897 | |
| IWB3 | I found a new approach to carrying out tasks | 0.885 | |
| IWB2 | I come up with original solutions to problems | 0.880 | |
| IWB1 | I look for new working methods, techniques, or instruments | 0.877 | |
| IWB5 | I propose to do things differently | 0.855 | |
| Innovative Work Behavior (2) | | | 0.916 |
| IWB7 | I systematically introduce innovative ideas into work practices | 0.914 | |
| IWB8 | I contribute to the implementation of new ideas. | 0.906 | |
| IWB6 | I make suggestions for changing things at work | 0.886 | |
| IWB9 | I strive to develop new ideas | 0.871 | |
| Leader-Member Exchange (1) | | | 0.911 |
| LMX10 | I was impressed with my boss's knowledge of his job | 0.886 | |
| LMX8 | My boss is the kind of person you want to be friends with | 0.869 | |
| LMX9 | My boss was enjoyable to work with | 0.865 | |
| LMX11 | I respect my supervisor's knowledge and competence in his work | 0.857 | |
| LMX7 | I like my boss as a person | 0.843 | |
| LMX1 | I perform work for my supervisor/team leader that goes beyond what is specified in my job description or role in employee performance goals | 0.632 | |
| Leader-Member Exchange (2) | | | 0.886 |
| LMX3 | I don't mind working as hard as I can for my supervisor | 0.880 | |
| LMX4 | My boss defended my work actions to his superiors, even without knowing entirely about the issues at issue | 0.877 | |
| LMX6 | My boss will protect me in front of others in the organization if I make an honest mistake | 0.848 | |
| LMX2 | I am willing to apply extra effort, beyond the measure customarily required, to achieve my supervisor's work goals | 0.843 | |
| LMX12 | I admire my supervisor's professional skills | 0.644 | |
| Self-Efficacy (1) | | | 0.845 |
| SE6 | I have weak self-efficacy (confidence in my abilities). | 0.936 | |
| SE7 | I judge myself as unable to complete the task | 0.852 | |
| SE5 | I believe only in particular areas. | 0.748 | |
| Self-Efficacy (2) | | | 0.772 |
| SE3 | I can adapt and face difficult tasks head-on | 0.859 | |
| SE2 | I will try every behavioral choice analysis | 0.850 | |
| SE4 | I believe in spreading across different areas of behavior | 0.838 | |

| Variable and Indicators | | Loading Factor | Cronbach Alpha |
|---|---|---|---|
| SE1 | I avoid situations and behavior beyond my limits | 0.547 | |
| Self-Efficacy (3) | | | 0.792 |
| SE9 | I have confidence in the success of what he does | 0.890 | |
| SE8 | I firmly believe in persevering in business | 0.852 | |
| Organizational Learning (1) | | | 0.917 |
| OL19 | Directors/supervisors generally support requests for learning and training opportunities. | 0.796 | |
| OL9 | Teams/groups generally focus on the group task and how well the group works. | 0.787 | |
| OL18 | My organization encourages everyone to incorporate client views into the decision-making process. | 0.784 | |
| OL7 | Teams/groups generally have the freedom to adjust their goals as needed | 0.779 | |
| OL20 | The director or team leader guides and develops his subordinates | 0.776 | |
| OL8 | Teams/groups treat their members equally, regardless of rank, culture, or other differences. | 0.761 | |
| OL10 | My organization allows staff members to get the information they need at any time quickly and easily. | 0.736 | |
| OL6 | Whenever staff members express their views, they also ask for the opinions of others. | 0.711 | |
| OL17 | My organization generally considers the impact of decisions on employee morale. | 0.702 | |
| OL16 | My organization generally encourages staff members to think from a country perspective. | 0.624 | |
| Organizational Learning (2) | | | 0.849 |
| OL3 | Staff members can earn money and other resources to support their learning. | 0.789 | |
| OL2 | Staff members generally help each other learn. | 0.783 | |
| OL5 | Staff members generally listen to others' views before speaking. | 0.727 | |
| OL4 | Staff members generally provide open and honest feedback to each other. | 0.720 | |
| OL1 | Staff members generally identify the skills they will need for future assignments. | 0.669 | |
| OL21 | The director or team leader is constantly looking for opportunities to learn. | 0.464 | |
| Organizational Learning (3) | | | 0.866 |
| OL14 | My organization builds alignment of vision across multiple levels and work groups. | 0.813 | |
| OL12 | My organization generally makes its learning available to all staff members. | 0.756 | |

| Variable and Indicators | | Loading Factor | Cronbach Alpha |
|---|---|---|---|
| OL11 | My organization has a system for measuring the gap between current and expected performance. | 0.744 | |
| OL13 | My organization values staff members who take the initiative. | 0.741 | |
| OL15 | My organization invites staff members to contribute to the organization's vision. | 0.662 | |
| Employee Engagement (1) | | | 0.894 |
| EE6 | In my work, I always persevere, even when things are not going well | 0.895 | |
| EE7 | I find the work I do full of meaning and purpose | 0.880 | |
| EE5 | In my job, I am adamant mentally | 0.801 | |
| EE8 | I am enthusiastic about my work | 0.770 | |
| EE9 | My work inspires me | 0.760 | |
| Employee Engagement (2) | | | 0.837 |
| EE17 | It's hard to get away from my job | 0.839 | |
| EE16 | I get carried away when I'm working | 0.809 | |
| EE15 | I am immersed in my work | 0.756 | |
| EE13 | When I work, I forget everything around me | 0.730 | |
| EE14 | I feel happy when I work intensely | 0.613 | |
| Employee Engagement (3) | | | 0.906 |
| EE4 | I can continue working for a very long period | 0.902 | |
| EE2 | In my work, I feel powerful | 0.898 | |
| EE3 | When I wake up in the morning, I feel like going to work | 0.870 | |
| EE1 | At work, I feel full of energy | 0.867 | |
| Employee Engagement (4) | | | 0.704 |
| EE10 | I am proud of the work I do | 0.868 | |
| EE11 | For me, my job is challenging | 0.774 | |
| EE12 | Time flies while I'm working | 0.582 | |

Based on Table 2 results, all indicator values can be concluded as valid, while all Cronbach alpha construct values can be concluded as reliable.

### 4.3. Structural Equation Modeling Test
In this research, the researcher tested the hypothesis using AMOS software, AMOS processing results can be seen in Figure 2 shows the structural equation modeling model that complies with the predetermined fit model requirements, namely $P > 0.05$ and $CMIN/DF \leq 2.00$, as follows:
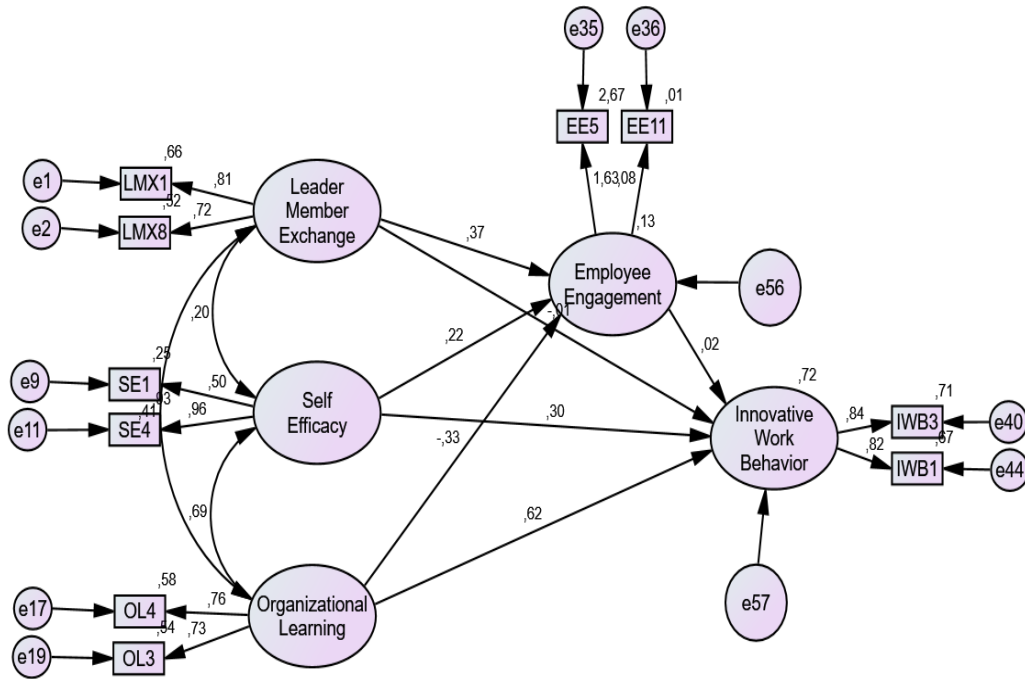
**Figure 1 Model Fit**

Table 4 shows the results of the goodness of fit criteria which are by the requirements previously determined, namely the value of P ≥ 0.05 and CMIN/DF ≤ 2.00. The result of the P value is 0.146, the result is CMIN/DF value is 1.301, the result is GFI value is 0.971, the result is the RMSEA value is 0.037, the result is AGFI value is 0.938, the result is the TLI value is 0.980, the result is the NFI value is 0.953, the result is the CFI value of 0.988. As follows:

**Table 2 Goodness of Fit Results**

| Goodness of Fit Index | Cut of Value | Results | Decision |
|---|---|---|---|
| Probability | ≥ 0.05 | 0.146 | *Good fit* |
| CMIN/DF | ≤ 2.00 | 1.301 | *Good fit* |
| GFI | ≥ 0.90 | 0.971 | *Good fit* |
| RMSEA | ≤ 0.08 | 0.037 | *Good fit* |
| AGFI | ≥ 0,90 | 0.938 | *Good fit* |
| TAG | ≥ 0,95 | 0.980 | *Good fit* |
| NFI | ≥ 0,90 | 0.953 | *Good fit* |
| CFI | ≥ 0,95 | 0.988 | *Good fit* |

The significance level of the hypothesis can be accepted if the t-statistics value is more than 1.960 or the probability value is < 0.05. As follows:

**Table 3 Hypothesis Test Results**

| Ha | Hypothesis | | | S.E. | C.R. | P | Results |
|---|---|---|---|---|---|---|---|
| H1 | EE | <--- | LMX | 0.106 | 5.555 | *** | Accepted |
| H2 | EE | <--- | SE | 0.179 | 2.746 | 0.006 | Accepted |
| H3 | EE | <--- | OL | 0.232 | -3.244 | 0.001 | Accepted |

| Ha | Hypothesis | | | | | | S.E. | C.R. | P | Results |
|---|---|---|---|---|---|---|---|---|---|---|
| H4 | IWB | | <--- | | LMX | | 0.071 | -0.124 | 0.901 | Rejected |
| H5 | IWB | | <--- | | SE | | 0.139 | 2.578 | 0.010 | Accepted |
| H6 | IWB | | <--- | | OL | | 0.187 | 4.035 | *** | Accepted |
| H7 | IWB | | <--- | | EE | | 0.120 | 2.054 | 0.040 | Accepted |
| H8 | IWB | <-- | EE | <-- | LMX | | 0.023 | 2.756 | 0.005 | Accepted |
| H9 | IWB | <-- | EE | <-- | SE | | 0.025 | 3.306 | 0.001 | Accepted |
| H10 | IWB | <-- | EE | <-- | OL | | 0.194 | 0.916 | 0.360 | Rejected |

Based on Table 4 results, the following is an explanation of the following conclusions:

**H$_1$:** The hypothesis in this study is accepted, there is a positive and significant relationship between leader-member exchanges of employee engagement with value C.R. 5.555.

**H$_2$:** The hypothesis in this study is accepted, there is a positive and significant relationship between self-efficacy of employee engagement with value C.R. 2.746.

**H$_3$:** The hypothesis in this study is accepted, there is a negative and significant relationship between organizational learning of employee engagement with value C.R. -3.244.

**H$_4$:** The hypothesis in this study is rejected; there is a negative and insignificant relationship between leader-member exchange of innovative work behavior with value C.R. -0.124.

**H$_5$:** The hypothesis in this study is accepted, there is a positive and significant relationship between self-efficacy of innovative work behavior with value C.R. 2.578.

**H$_6$:** The hypothesis in this study is accepted, there is a positive and significant relationship between organizational learning of innovative work behavior with value C.R. 4.035.

**H$_7$:** The hypothesis in this study is accepted, there is a positive and significant relationship between employee engagements of innovative work behavior with value C.R. 2.054.

**H$_8$:** The hypothesis in this study is accepted, there is a positive and significant relationship between leader-member exchanges of innovative work behavior through employee engagement with value C.R. 2.756.

**H$_9$:** The hypothesis in this study is accepted, there is a positive and significant relationship between self-efficacy of innovative work behavior through employee engagement with value C.R. 3.306.

**H$_{10}$:** The hypothesis in this study is accepted, there is a positive and insignificant relationship between organizational learning of innovative work behavior through employee engagement with value C.R. 0.916.

## 5. DISCUSSION

The first hypothesis states that leader-member exchange has a significant and positive effect on employee engagement, establishing a good relationship between leader and member to increase employee engagement from employees. A leader who allows the members to participate in discussions and even convey their opinions makes employees enthusiastic about working at the company. The role of superiors should not be rigid in the relationship between leader and member. This hypothesis is supported by research conducted (Christian et al., 2011; Jacobs et al., 2014; Mustafa et al., 2022).

The second hypothesis states that self-efficacy has a significant and positive effect on employee engagement, an employee with good self-efficacy and a motivational spirit will be able to do or complete a task. By encouraging this, employees will increase their work engagement in the company. This hypothesis is supported by research conducted (Arifin et al., 2021; Luthans & Youssef, 2007; Na-Nan et al., 2021; Tian et al., 2019; Zeeshan et al., 2021).

The third hypothesis states that organizational learning has a significant and negative effect on employee engagement, which means that too much training given to employees will have an impact on reducing employee engagement towards work. This is because the work they have to do every day is too much and must be added to follow the many training programs provided by the company, so they feel tired, which causes a decrease in their work engagement. This hypothesis is supported by research conducted(Mirheidary et al., 2012; Thiruvenkadam & Subrahmanian, 2018).

The fourth hypothesis states that leader-member exchange has an insignificant and negative effect on innovative work behavior; it means that a good relationship between a leader and members does not necessarily increase the innovative work behavior of an employee. This is because innovative work behavior is a process that is more influenced by factors from the individual employee himself, the existence of motivation within himself to convey ideas or opinions, as well as the individual's ability to carry out specific tasks, the individual's willingness to change to carry out innovative activities. Employees who are too close to their leaders result in giving more orders to complete tasks during non-working hours. This hypothesis is supported by research conducted (Amanda & Handoyo, 2020).

The fifth hypothesis states that self-efficacy has a significant and positive effect on innovative work behavior, it means that increasing employee self-efficacy will lead to increased employee behavior in carrying out more challenging tasks, so they will be more active in innovations in looking for new ideas and completing tasks. This hypothesis is supported by research conducted (Coelho et al., 2011; Pyhältö et al., 2012; Teng et al., 2020; Tierney & Farmer, 2002; Zainal & Mohd Matore, 2021).

The sixth hypothesis states that organizational learning has a significant and positive effect on innovative work behavior, it means that within an organization, companies need to provide a learning orientation to employees to improve innovative thinking and approaches to solving so that a problem through interaction with the group can improve and realization employees' innovative goals. This hypothesis is supported by research conducted (Al-Haq & Rasyid, 2022; Lin & Lee, 2017; Y. K. Park et al., 2014; Thérin, 2010; Tsai & Chen, 2010).

The seventh hypothesis states that employee engagement has a significant and positive effect on innovative work behavior, this is because employees are supported by a supportive company environment, such as providing opportunities for employees to express their opinions so that they feel enthusiastic and not bored at work. Because of this, employees continue to deliver their innovative ideas. This hypothesis is supported by research conducted (Aryee et al., 2012; Bai et al., 2022; Fatima & Khan, 2017; Shalley et al., 2004; Slåtten & Mehmetoglu, 2011).

The eighth hypothesis states that leader-member exchange has a significant and positive effect on innovative work behavior through employee engagement, it means that by maintaining relationships between leaders and members without any significant gaps, leaders will increase their engagement in work and even indirectly improve their skills and provide ideas for the latest solutions at work. This hypothesis is supported by research conducted (Mustafa et al., 2022).

The ninth hypothesis states that self-efficacy has a significant and positive effect on innovative work behavior through employee engagement; it means that a highly motivated employee with a high sense of effectiveness results in increased engagement in their work. So, getting new ideas is determined by the employees' professional skills and knowledge and their high engagement in work. This hypothesis is supported by research conducted (Uppathampracha & Liu, 2022).

The tenth hypothesis states that organizational learning has an insignificant and positive effect on innovative work behavior through employee engagement, this is due to the need to consider the right time in providing learning and training to employees because work schedules are already very busy so that employees are not serious about carrying out the learning, their engagement also decreases because they are too tired at work, this is who is less effective in gaining knowledge and even innovative ideas in training in organizations. This hypothesis is supported by research conducted (Muhsin & Saeroji, 2021).

## 6. CONCLUSION AND RECOMMENDATION
### 6.1.Conclusion
This research has several conclusions based on the results of hypothesis testing, as follows:

1. Leader-member exchange has a direct significant and positive effect on employee engagement, which means that the better the relationship between leaders and team members, the greater the employee engagement

2. Self-efficacy has a direct significant and positive effect on employee engagement, which means that the higher the employee's self-efficacy at work, the higher employee engagement will be.

3. Organizational learning has a direct significant and negative effect on employee engagement, which means that the higher the level of training or teaching the company provides to employees, the lower the employee engagement will be.

4. Leader-member exchange has a direct insignificant and negative effect on employee engagement, which means that a good relationship between leaders and team members does not necessarily increase employees' innovative work behavior because only individual employee factors influence their innovation.

5. Self-efficacy has a direct significant and positive effect on employee engagement, which means that the increasing self-efficacy of employees will lead to an increase in innovative work behavior from employees.

6. Organizational learning has a significant and positive direct effect on employee engagement, which means that the easier it is for companies to carry out learning orientation for employees, the more it will lead to an innovative culture among employees.

7. Employee engagement has a significant and positive direct effect on innovative work behavior, which means that increasing employee engagement in work will increase innovative work

behavior. This is because the company environment supports employees to convey their ideas so they feel valued and attached to their workplace.

8. Leader-member exchange has a significant and positive indirect on innovative work behavior through employee engagement, which means that a good relationship between leaders and team members directly impacts how happy workers are in doing their work, thus indirectly impacting their innovation in their work.

9. Self-efficacy has a significant and positive indirect on innovative work behavior through employee engagement, which means that the higher self-efficacy of employees will increase their engagement in work so that employee innovation in their work will increase.

10. Organizational learning has an insignificant and positive indirect on innovative work behavior through employee engagement, which means that increased learning and training carried out by the company will not necessarily impact employee work engagement or innovation in their work.

## 6.2. Recommendation

Researchers have several suggestions that are expected to be useful for the Directorate General of Foreign Trade in six echelon II units. As input for developing innovative work behavior for employees. As follows:

1. Innovative work behavior, companies need to provide opportunities to listen to employees' creative ideas and consider them for realization in several work programs that will be implemented.

2. Leader-member exchange needs to be a consideration from leaders not to give orders when team members are outside working hours. This can increase bad relations between them and their leaders, so it is better to carry out tasks by negotiating between leaders and team members if it is after working hours.

3. Self-efficacy, companies need to motivate their employees to increase their self-confidence in completing tasks, providing motivation in the form of training and rewards obtained if they can complete the tasks given.

4. In organizational learning, companies need to create tools that know the gap between employee performance goals and the employee's current performance. This needs to be done to evaluate whether they are following the set goals or not, to get a better solution in pursuing these targets.

5. Employee engagement, companies need to show appreciation to employees who have increased their engagement. This is necessary to maintain good relations between employees and their families.

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