

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND PERSON-ORGANIZATIONAL FIT ON INNOVATIVE WORK BEHAVIOR THROUGH KNOWLEDGE SHARING BEHAVIOR IN FORMAL EDUCATION UNITS

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Abstract

This research purposes to explore the influence of transformational leadership and person-organizational fit on innovative work behavior through knowledge sharing behavior. This research is a development of previous research on employees in formal education units. The contribution of this research is expected to able providing new information at the theoretical level of human resource management science and become a reference and have positive managerial implications that can be applied in organizations. Referring to the results of previous research and empirical theory related to the learning process of human resource management, this research was conducted using a survey data collection method by spreading questionnaires online. The population in this study amounted to 28,406 teachers, with respondents selected using the purposive sampling method on teaching staff in the formal education unit at East Jakarta area of 105 teachers as research respondent data. In this study using factor analysis and modeling the Structural Equation Model (SEM) Lisrel. The invention of this study related obtained on transformational leadership do not have a significant positive relationship with innovative work behavior, but transformational leadership can have a positive impact on innovative work behavior through the mediation of knowledge sharing. The managerial implication of this research is that there is a need for leaders to engage with their subordinates in building communication and absorbing any new information as well as creating various kinds of innovations that can be applied and in line with organizational goals.

Keywords : Transformational, Leadership, Behavior, Innovative, Work.

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INTRODUCTION

The changes in the education system in the era of the industrial revolution 4.0 are a new challenge to improve innovative science and technology. The application of innovative new ideas is one way to overcome problems or challenges in daily work ¹. Building an innovative organization will improve employee employability ². Employees play an important role in being able to innovate to create and implement various innovative solutions in completing their work ³.

Competent of transformational leadership will easily achieve organizational goals ⁴. Transformational leadership will encourage employees to have innovative work behavior and can provide improvements to the quality of their work ⁵. Transformational leadership has the capability of being one way to bring organizational change towards an organizational digitalization system ⁶. Leadership has an important role in organizational goals to change organizational culture for the better ⁷.

Technological development is not limited to innovative work behavior and a leader, but also requires an individual's fit with the organization. The level of individual-organization fit is important to many, in the context of labor market competition ⁸. Although it is not entirely the concern of the research focus in anticipating turnover and

¹ Niko Sudibjo and Ranggi Kanya Prameswari, 'The Effects of Knowledge Sharing and Person-Organization Fit on the Relationship between Transformational Leadership on Innovative Work Behavior', *Heliyon CelPress*, 7.6 (2021), e07334 <<https://doi.org/10.1016/j.heliyon.2021.e07334>>.

² Wendy Niesen and others, 'Job Insecurity and Innovative Work Behaviour: A Psychological Contract Perspective', *Psychologica Belgica*, 57.4 (2017), 174-89 <<https://doi.org/10.5334/pb.381>>.

³ Ewelina Purc and Mariola Laguna, 'Personal Values and Innovative Behavior of Employees', *Frontiers in Psychology*, 10 (2019) <<https://doi.org/10.3389/fpsyg.2019.00865>>.

⁴ Nuning Nurna Dewi and Rudi Wibowo, 'The Effect of Leadership Style, Organizational Culture and Motivation on Employee Performance', *Management Science Letters*, 10.9 (2020), 2037-44 <<https://doi.org/10.5267/j.msl.2020.2.008>>.

⁵ Jesper Astring Hansen and Signe Pihl Thingvad, 'Managing Employee Innovative Behaviour through Transformational and Transactional Leadership Styles', *Public Management Review*, 21.6 (2019), 918-44 <<https://doi.org/10.1080/14719037.2018.1544272>>.

⁶ Masduki Asbari and others, 'Effect of Tacit and Explicit Knowledge Sharing on Teacher Innovation Capability', *Dinamika Pendidikan*, 14.2 (2019), 227-43 <<https://doi.org/10.15294/dp.v14i2.22732>>.

⁷ Nansi Lidya Lolowang and others, 'The Effect of Leadership and Organizational Culture on Employee Performance That Is Educated by Motivation (Study on the Implementation Empowerment Programs in Jayapura City)', *Problems and Perspectives in Management*, 17.1 (2019), 268-77 <[https://doi.org/10.21511/ppm.17\(1\).2019.23](https://doi.org/10.21511/ppm.17(1).2019.23)>.

⁸ Michael J. Morley, 'Person-Organization Fit', *Journal of Managerial Psychology*, 22.2 (2007), 109-17 <<https://doi.org/10.1108/02683940710726375>>.

retention in the organization⁹. Person-organization fit is of interest, as it is now both an antecedent and consequence of organizational compatibility¹⁰. Person-organization fit is a concern for research focus in anticipation of turnover and retention in the organization¹¹.

Knowledge sharing behavior is important in contributing and collecting knowledge for organizations to increase competitiveness in innovation¹². In line with this, knowledge sharing is able to provide practical implications in learning within the organization¹³. In achieving innovative performance, organizations also need to ensure that knowledge sharing behavior is in line with organizational culture¹⁴. It is not easy to balance organizational culture with knowledge sharing habits, because it takes a strong enough employee to model and spread the new habit of sharing knowledge¹⁵.

Some previous research conducted by¹⁶ explain several factors that can influence innovative work behavior and knowledge sharing behavior, including the existence of knowledge sharing behavior carried out will have an impact on increasing uniform knowledge, abilities, and new knowledge. So that knowledge sharing becomes an important factor in increasing the ability of individuals to improve their performance.

Research exploration on the influence of transformational leadership, knowledge sharing on innovative performance behavior has been carried out by several previous researchers who focus on educators to students. As in the research of¹⁷ that

⁹ Jui Chen Peng, Yin Ling Lee, and Mei Man Tseng, 'Person-Organization Fit and Turnover Intention: Exploring The Mediating Effect of Work Engagement and The Moderating Effect of Demand-Ability Fit', *Journal of Nursing Research*, 22.1 (2014), 1–11 <<https://doi.org/10.1097/jnr.000000000000019>>.

¹⁰ Ms. Safia Farooqui and Dr. Asha Nagendra, 'The Impact of Person Organization Fit on Job Satisfaction and Performance of the Employees', *Procedia Economics and Finance*, 11.14 (2014), 122–29 <[https://doi.org/10.1016/s2212-5671\(14\)00182-8](https://doi.org/10.1016/s2212-5671(14)00182-8)>.

¹¹ Peng, Lee, and Tseng.

¹² Sawasn Al Husseini, Ibrahim El Beltagi, and Jonathan Moizer, 'Transformational Leadership and Innovation: The Mediating Role of Knowledge Sharing Amongst Higher Education Faculty', *International Journal of Leadership in Education*, 00.00 (2019), 1–24 <<https://doi.org/10.1080/13603124.2019.1588381>>.

¹³ (Yilmaz, 2016)

¹⁴ Kashif Hussain, Rupam Konar, and Faizan Ali, 'Measuring Service Innovation Performance Through Team Culture and Knowledge Sharing Behaviour in Hotel Services: A PLS Approach', *Procedia - Social and Behavioral Sciences*, 224.August 2015 (2016), 35–43 <<https://doi.org/10.1016/j.sbspro.2016.05.397>>.

¹⁵ Azza Bejaoui, *Corporate Leadership and Its Role in Shaping Organizational Culture and Performance*, 2019, I.

¹⁶ Asbari et al., (2019); Chapman & Jagsi (2017); Farooqui & Nagendra (2014); Hansen & Thingvad (2019); Hooff & Ridder (2004); Husseini et al. (2019); Lim et al. (2019); Michael & Baron (1998) and Sudibjo & Prameswari (2021)

¹⁷ Afsar et al. (2019)

transformational leadership provides autonomy to educators to learn to develop innovation and create a conducive environment. In the research of Baytok et al. (2014) that the existence of knowledge sharing behavior can also encourage an educator to work more innovatively. From several other previous studies by Agyemang & Boateng (2019); Hooff & Ridder (2004); Niam & Syah (2019) and Suryanto et al. (2019) which examines transformational leadership will trigger an educator to want to share any knowledge and experience between educators which will directly increase the innovative work behavior of an educator in achieving their performance. However, there has been no specific research conducted regarding the knowledge sharing behavior of educators to fellow educators. The knowledge sharing process currently carried out among fellow educators has not been maximally carried out, especially in public formal education units in East Jakarta. Where the expectations to be achieved towards innovative work behavior by educators can provide new knowledge and knowledge which is reflected in the achievement of their performance.

Through transformational leadership, person-organizational fit, and knowledge sharing behavior as intervening variables, it is expected to be able to add new knowledge studies with a variety of knowledge sharing methods that are balanced with leadership in the organization and individual-organizational fit. From the various research variables proposed, it is hoped that it will be able to provide implications for the educational process and innovative work behavior through several variables such as transformational leadership, individual-organizational fit through knowledge sharing behavior. In addition, this study also wants to prove whether the research conducted can produce an influence on the innovative work behavior of educators in public formal education units in East Jakarta. Knowledge sharing behavior is important in contributing and gathering knowledge for organizations to increase competitiveness in innovating (Husseini et al., 2019). In line with this, knowledge sharing is able to provide practical implications in learning within the organization (Yilmaz, 2016). In achieving innovative performance, organizations also need to ensure that knowledge sharing behavior is in line with organizational culture (Hussain et al., 2016). It is not easy to balance organizational culture with knowledge sharing habits, because it takes a strong enough employee to model and spread the new habit of sharing knowledge (Bejaoui, 2019).

RESEARCH METHODS

This research data collection uses a survey method by distributing online questionnaires through the Google Form application. Measurements were made using a Likert scale with a scale of 1 - 5 (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree). Measurement of transformational leadership variables adopted from Husseini et al. (2019) consisting of 8 questions. The individual-organization fit variable was adopted from Jin et al. (2018) consists of 8 questions. The knowledge sharing behavior variable adopted from Hooff & Ridder (2004) consists of 6 questions. The innovative work behavior variable adopted from Jong & Hartog (2010) consists of 8 questions. The total measurements amounted to 30 questions which in detail can be seen in appendix 2. Operational variables and appendix 3. research questionnaire. The distribution of research questionnaires using a Likert scale with research respondents as many as 105 educators in public formal education units in East Jakarta.

The population of this study is all educators in public formal education units in East Jakarta in 2022 with a total of 28,406 educators. This study was conducted with several

stages, including conducting pretests, determining the research model, conducting research, and confirming and analyzing the resulting data (Indradewa et al., 2016). Respondents of this study were carried out by sampling a total of 105 educator respondent data using purposive sampling method in public formal education units in the East Jakarta area. The data collection technique begins by distributing an initial questionnaire to 30 respondents.

This research was conducted quantitatively using the SEM (Structural Equation Model) Lisrel method. Processing of test data using SPSS 26 and Lisrel 8.80 applications. Validity and reliability testing by conducting factor analysis on the SPSS 26 device. The validity test was carried out to see the KMO (Kaiser-Meyer-Olkin) and MSA (Measure of Sampling Adequacy) measurements. Based on the results of the pretest data, the validity and reliability test factors with SPSS. If the KMO and MSA values are more than 0.5 then factor analysis is appropriate. The reliability test uses Cronbach's Alpha measurement when the value obtained is close to 1, the better (Hair et al., 2014). The results of the research model development are obtained, followed by using Lisrel 8.80 to estimate the research model created and the test results are obtained. The results of measuring the KMO value are 0.733 to 0.807 and measuring the MSA value is 0.662 - 0.922 the results obtained are greater than 0.5, which means that the factor analysis in the study is appropriate. Reliability testing using Cronbach's Alpha, the results of which are 0.825 - 0.877 from the results obtained close to number 1, the better the measurement (Hair et al., 2014). From the results of the pretest which used 30 questions with operational variables in appendix 2. Transformational leadership of 8 questions only 6 questions were declared valid, individual-organizational fit of 8 questions only 6 questions were declared valid, knowledge sharing behavior of 6 questions only 4 questions were declared valid, and innovative work behavior of 8 questions only 5 questions were declared valid. So that what is declared valid is 21 questions of pretest data attached in appendix 4. Research using the SEM (Structural Equation Model) Lisrel method by determining the number of research samples 5 times the number of questionnaires (Hair et al., 2014).

Relation Between Model Variables

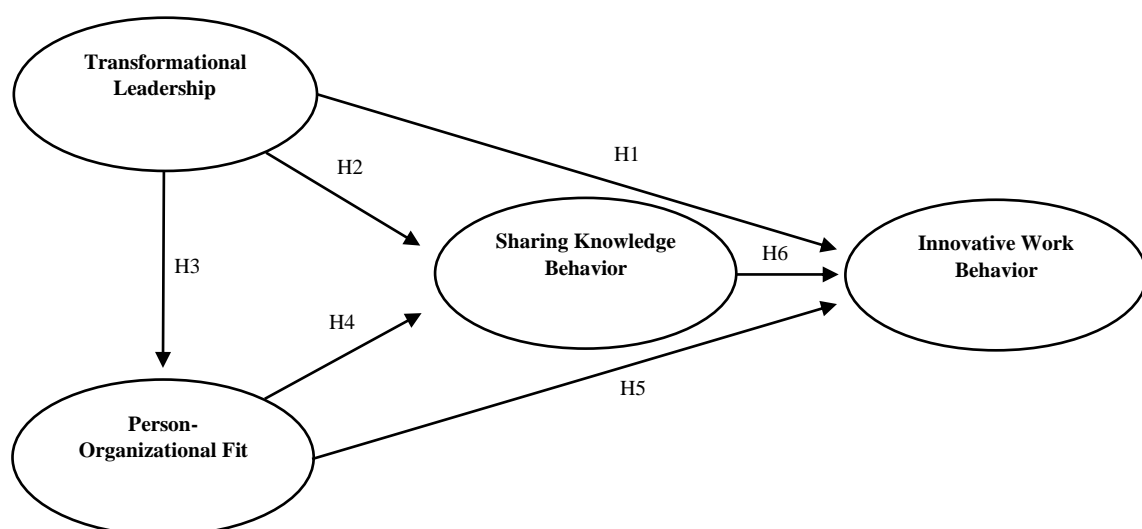


Figure 1. Research Model Constellation

The Influence of Transformational Leadership on Innovative Work Behavior

Transformational leadership has an important role in supporting innovative work behavior of employees in the organization (Afsar & Umrani, 2020). With the application of good transformational leadership, it will have a positive impact on innovative work behavior and a sense of high enthusiasm for work to be able to achieve maximum performance (Udin & Shaikh, 2022). In line with Husseini et al. (2019) that a transformational leader will provide quality and positive influence on an employee's innovation in doing his job.

Transformational leadership will provide a positive transformation to encourage employees to think, innovate and solve new problems in every change that occurs in the organization (Afsar et al., 2018). Transformational leadership is able to positively encourage new strategies and innovations to be able to improve the achievement of individual and organizational performance (Sattayaraksa & Itt, 2018). When leaders can transform well for every change that occurs, it will have a positive impact on the innovative behavior of an employee to be able to improve individual and organizational performance (Nugroho & Pudiastuti, 2021). In line with the above study, the proposed hypothesis formulation is:

H1 : Transformational Leadership Has a Positive Effect on Innovative Work Behavior.

The Influence of Transformational Leadership on Sharing Knowledge Behavior

In an organization, transformational leadership style has a positive relationship with knowledge sharing behavior (Baytok et al., 2014). When transformational leadership can be applied properly, it will build a trust-based organizational culture within an organization and influence each of its members to want to share the experience and new knowledge they get (Husseini et al., 2019). According to Yoon (2016) transformational leadership will have a positive impact on employee behavior to share knowledge, so that it will make it easier for the organization to be able to solve any internal or external organizational problems.

Leaders who transform with all conditions will increase their members in innovating in every business by sharing knowledge and experiences in order to achieve individual and organizational goals (Son et al., 2020). In line with this, according to Haider et al. (2022) transformasional leadership also has the responsibility to increase knowledge sharing behavior to be able to achieve performance both individually and within the organization. Leaders who have a good understanding of knowledge, organizational culture, and the conditions of their subordinates play an important role in increasing knowledge sharing behavior (Serdyukov, 2017). From the results of several studies above, the hypotheses in this study are:

H2 : Transformational Leadership Has a Positive Effect on Knowledge Sharing Behavior.

The Influence of Transformational Leadership on Person-Organizational Fit

Transformational leadership will provide support and create a sense of security and comfort to its members, so that it can have a positive influence on individual compatibility with the organization (Sudibjo & Prameswari, 2021). According to Lim et al., (2019) the role of transformational leadership in addition to upholding employee

satisfaction service cohesion also has a positive impact on employee fit with the organization. In line with this, transformational leadership is able to increase the value of individual compatibility with their organization by providing attention and the ability to set an example for every task and responsibility given to subordinates (Afsar & Badir, 2016).

Transformational leadership that is able to create a safe and comfortable organizational atmosphere makes employees feel suitable at work (Haider et al., 2022). Referring to the research of Raja et al. (2018) transformational leadership tends to influence its members to identify and capture every response to changes both internally and externally, so that employees will feel comfortable and fit into their organization. Based on the discussion above, the formulation of this research hypothesis is:

H3 : Transformational Leadership Has a Positive Effect on Person-Organizational Fit.

The Influence of Person-Organizational Fit on Sharing Knowledge Behavior

Person-organization fit affects the interaction of exchanging new knowledge between employees which is beneficial to the organization in developing employee competencies (Razak et al., 2016). An organizational culture that embraces knowledge sharing behavior to discuss every idea and innovation with fellow employees will result in compatibility between organizational goals (Afsar et al., 2018). Through employee compatibility with the organization, it will have positive implications for building new ideas through knowledge sharing between employees (Jin et al., 2016).

Employees who have a fit with their organization will be motivated to share any knowledge and experience with colleagues in the organization (Haider et al., 2022). The existence of individual compatibility with the organization will have a positive influence on increasing the sharing of knowledge of ideas and experiences with fellow colleagues (Sudibjo & Prameswari, 2021). From the recommendations of several studies above, the following hypothesis is built:

H4 : Individual-Organization Fit Has a Positive Effect on Knowledge Sharing Behavior.

The Influence of Person-Organizational Fit on Innovative Work Behavior

When an employee has a match between his inner values and organizational values, it will encourage employees to think creatively and innovatively to achieve organizational goals (Sudibjo & Prameswari, 2021). Employees who have a match with their organization tend to provide better work innovation to improve performance in line with organizational goals (Afsar et al., 2015). In line with this, an employee will be more motivated to continue to show innovation at work to get the job done well (Saether, 2019).

According to Purc & Laguna (2019), an individual's fit with the organization will have an influence on more innovative employee work behavior. Employees who feel comfortable and fit with the organization where they work will have an impact on their contribution to work more innovatively and always want to give the best results (Ellis et al., 2017). Based on the results of the above research, the following hypothesis is developed:

H5 : Person-Organization Fit Positively Affects Innovative Work Behavior.

The Influence of Sharing Knowledge Behavior on Innovative Work Behavior

Organizations that are able to increase knowledge sharing to fellow educators will have a positive impact on increasing innovative work behavior in supporting their work (Sudibjo & Prameswari, 2021). By sharing knowledge of ideas and experiences that an educator has, it will have a positive and significant effect on the work behavior of innovative educators (Akram et al., 2018).

According to Son et al. (2020) sharing knowledge will provide positive benefits to employee work behavior to be able to understand the specifics of each action in carrying out their duties and responsibilities. With the growing desire of an employee to share knowledge with fellow colleagues, it will trigger members in the organization to be able to increase innovation at work in line with organizational goals (Chatzoglou & Vraimaki, 2009). Based on the discussion above, the hypothesis formulation in this study is:

H6 : Knowledge Sharing Behavior Has a Positive Effect on Innovative Work Behavior.

DISCUSSION

Findings

The respondents in this study were educators in formal education units in East Jakarta. With 105 educators as respondents, from the profile data on the distribution of questionnaires, 41.6% are male and 58.4% are female. In the age range 18 - 25 years by 1.4%, 26 - 35 years by 18.8%, 36 - 45 years by 24%, 46 - 55 years by 37%, and 56 - 60 years by 18.8%. Information on the educational background of Strata I amounted to 52.6% and Strata II amounted to 47.4%. Data on educators with a work period of 1 - 5 years amounted to 39.6%, 6 - 10 years amounted to 7.8%, 11 - 15 years amounted to 18.2%, 16 - 20 years amounted to 1.9%, and a work period of more than equal to 20 years amounted to 32.5%. Data on the profile of research respondents' educators can be seen in appendix 4.

Based on the reference Hair et al. (2014) in measuring construct validity in this study can be accepted and declared valid, with a variable value that has a loading factor of at least 0.5. In the data, the Construct Reliability (CR) test results are above 0.6 and the variance extracted (VE) value is above 0.5 (Hair et al., 2014). The results in the test data obtained on the transformational leadership variable (CR: 0.86; VE: 0.52), individual-organization fit (CR: 0.87; VE: 0.52), knowledge sharing behavior (CR: 0.80; VE: 0.51), and innovative work behavior of (CR: 0.89; VE: 0.52). So that the results of the tests obtained show that each variable studied has met the reliability requirements. Data on the results of validity and reliability tests can be seen in full in appendix 5.

The results of the suitability test mostly show a good fit, including $X^2 / df = 4467.94$; degree of freedom = 183; Chi Square = 501.04; RMSEA = 0.096; ECVI = 3.56; AIC = 529.99; CAIC = 722.51; NFI = 0.89; Critical N = 69.52 and GFI = 0.78. Based on these results, it shows the overall fit of the model (Goodness of Fit), although at some values at the marginal fit level. The overall data can be seen in appendix 5 and the test results have been described in the Path Diagram in Figure 2.

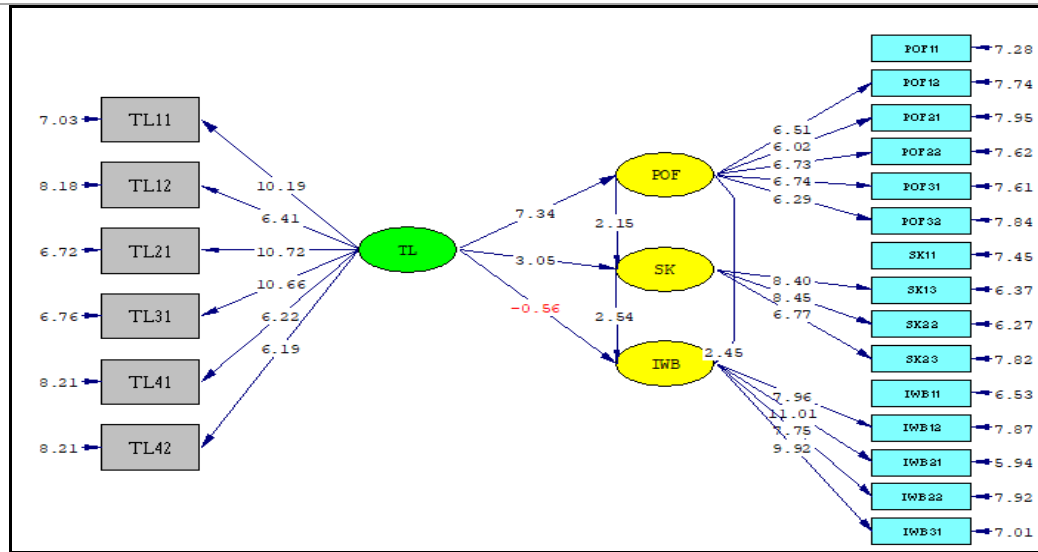


Figure 2. Results Path Diagram T - Values

Based on the results of the T-Values path diagram Figure 2 above, it shows that the values obtained in the five test results support the hypothesis, and there is one test result that does not support the hypothesis, so the results of the model hypothesis testing data can be presented as follows:

Table 1. Model Hypothesis Test

Hypotheses	Hypotheses Statement	T-Values	Notes
H1	Transformational leadership has a positive effect on innovative work behavior	-0,56	Data does not support the hypothesis
H2	Transformational leadership has a positive effect on knowledge sharing behavior	3,05	Data supports hypothesis
H3	Transformational leadership has a positive effect on individual-organization fit	7,34	Data supports hypothesis
H4	Individual-organization fit has a positive effect on knowledge sharing behavior	2,15	Data supports hypothesis
H5	Individual-organization fit has a positive effect on innovative work behavior	2,45	Data supports hypothesis

H6	Knowledge sharing behavior has a positive effect on innovative work behavior	2,54	Data supports hypothesis
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Based on the research hypothesis test table in table 1, it is obtained that not all variables have T - Values test results above 1.96, where 1 hypothesis does not support the research hypothesis, and the other five hypotheses, namely hypotheses 2, 3, 4, 5 and 6 support the research hypothesis. A complete overview of information related to the results of research using Lisrel's Structural Equation Models (SEM) can be seen in appendix 5.

This study aims to identify and analyze how transformational leadership, individual-organization fit, and knowledge sharing behavior can affect innovative work behavior through the integration of a comprehensive research model. The results of this study indicate that transformational leadership has no effect on innovative work behavior. Transformational leadership that has no relationship to innovative work behavior shows that leadership has an important role to support any innovative work behavior (Afsar & Umrani, 2020). A leader who can transform every change to develop the vision and mission of the organization is an important factor in achieving organizational success (Husseini et al., 2019).

The results of questionnaires and calculations show that the role of leaders in public formal education units in East Jakarta does not pay attention and take more time to participate in knowledge sharing activities, the purpose of which is to build communication with educators to hear every detail of the problem and provide input for each solution. In addition, it would be easier for leaders to provide knowledge and experience to educators on the sidelines of teaching. The role of the current leader does not have a positive impact on the innovative work behavior of educators in completing their work, because with various kinds of leader characters who are not fully able to play an active role in every activity to find out every development or hear every work progress carried out by educators. Transformational leadership style should be able to influence the performance of an educator, with various kinds of indicators through attention and good intellectual stimulus will make educators more comfortable and motivated to be able to achieve their performance (Niesen et al., 2018).

Various characters of leaders in education units who are not fully adaptable leaders for every change, coupled with various characters and cultures of educators who must be aligned in order to achieve predetermined organizational goals. Referring to the results above, according to Lolowang et al. (2019) that leadership has no significant effect on innovative work behavior, where leaders are expected to be able to play an important role in being able to follow various activities in the organization. Leadership also plays a role in organizational progress, with the influence of leadership that can provide attention and care to educators will increase confidence to work and behave constructively in innovating to achieve individual goals in line with organizational goals (Susanto et al., 2020). From some of the results of the research above, it can be concluded that the role of transformational leadership will have a significant positive impact on innovative work behavior.

Leaders who are easy to adjust to any changes that occur will directly increase the innovative work behavior of educators (Nugroho & Pudiastuti, 2021). The transformational leadership style will provide a positive transformation to encourage employees to think, innovate and solve a problem in completing their duties and responsibilities at work (Afsar et al., 2018). By referring to some of the research above, it can be concluded that the role of the leader is needed to be able to hear every problem and must prepare free time to join in knowledge sharing activities that will have a positive impact on educators to be able to improve their performance. The results of this test do not prove that the influence of transformational leadership can increase innovative work behavior.

The results of testing transformational leadership which has a positive effect on knowledge sharing behavior prove that the role of leaders who are able to encourage each educator to share knowledge, experience, and new information that can be given to fellow educators whose purpose can provide a new perspective for each educator in providing their best performance (Borrego et al., 2019). Good transformational leadership will bring personalization strategies to each employee to be able to share knowledge well with fellow educators (Gunawan et al., 2020). In line with the results of research obtained that leaders who are able to transform well will make it easier for organizations to be able to solve internal and external problems through sharing knowledge with fellow educators (Yoon, 2016). The results of this test prove that the influence of transformational leadership can increase knowledge sharing behavior.

The findings on transformational leadership have a positive effect on individual-organization fit, proving the support and role of leaders in creating a sense of security and comfort for educators which has an impact on individual fit with their organization (Sudibjo & Prameswari, 2021). Transformational leadership is currently an important instrument in the organization, to be able to adjust to any changes that occur, and create a good organizational environment for the sake of creating safety and comfort for educators. This can increase the fit for individuals to the organization which will directly impact on improving the performance of educators. Leaders who are able to influence their members to identify and respond to changes that occur for the better, will trigger an educator to adjust and improve their performance effectively and efficiently (Raja et al., 2018). The results of this study prove that transformational leadership is able to improve individual-organizational fit.

The test results between individual-organization fit which has a positive effect on knowledge sharing behavior prove that the suitability of educators for the organization will have implications for the high willingness of an educator to share knowledge and experiences that can be disseminated to fellow educators (Jin et al., 2016). An educator who is suitable for his organization tends to want to establish knowledge exchange interactions with fellow educators to add new knowledge and evenly an educator has uniform knowledge and competence to improve his performance (Razak et al., 2016). An organizational culture that upholds knowledge sharing behavior will encourage educators to build discussions on every idea and innovation (Afsar et al., 2018). Educators in public formal education units in East Jakarta currently feel that there is an attachment built between educators and the organization which results in a match with the organization to be able to actively contribute to the vision and mission of the organization through sharing knowledge of every experience and idea that can be

implemented (Sudibjo & Prameswari, 2021). It can be concluded that the results of this exploration prove that individual-organization fit has a positive effect on knowledge sharing behavior.

From the results of research on individual-organization fit has a positive impact on innovative work behavior, with individual-organization fit will have an influence on the work behavior of educators who are innovative and able to develop well in line with organizational goals (Purc & Laguna, 2019). In line with this, this test also proves that the comfort and fit of educators with their organization will make a real contribution by channeling various kinds of innovative ideas that can be implemented (Ellis et al., 2017). The organization's strong encouragement to educators will also increase the capacity of educators to be able to analyze every innovation that can be applied properly (Negoro et al., 2020). The results of this test prove that individual-organization fit has a positive effect on innovative work behavior.

Knowledge sharing behavior also has a positive influence on innovative work behavior. Organizations that are active in holding various kinds of activities for educators to share knowledge will provide an increase in the behavior of educators to work innovatively on the development of their ideas and knowledge (Sudibjo & Prameswari, 2021). Knowledge sharing activities held regularly by the organization will trigger each educator to provide their experiences and ideas to colleagues to support their duties and responsibilities at work (Akram et al., 2018). Furthermore, with the existence of knowledge sharing behavior that grows from within to provide the ability to understand specifically each action in carrying out its duties (Chatzoglou & Vraimaki, 2009). With the attachment between the desire to share knowledge directly, it will also have positive implications for the innovative work behavior of educators in formal education units in the East Jakarta area. The results of this test prove that knowledge sharing behavior has a positive effect on innovative work behavior.

CONCLUSION

The results of this study indicate that there are variables that do not have a relationship, namely transformational leadership which is not related to innovative work behavior, but the transformational leadership variable will have a positive impact on innovative work behavior through the mediation of knowledge sharing behavior variables. When leaders are able to pay attention to educators and provide concrete steps for every action that can be exemplified by their subordinates. A leader is expected to be able to encourage educators to increase knowledge and innovative ideas that can support every job in formal education units in East Jakarta. A leader is expected to be able to provide more time to be able to build interactions with educators who hope to hear every problem that occurs, and innovations that can be implemented in the organization.

Other results obtained on the variables of individual-organization fit and knowledge sharing behavior positively influence the innovative work behavior of educators to create new innovations for every problem and change both from internal and external organizations. By providing comfort and security to employees in the organization, it will provide a strong impetus for educators to improve their performance and innovate in completing their work. With the encouragement and motivation of leaders to educators, it will also increase self-confidence to improve their performance, which is

balanced with their competencies, so that innovative work behavior can be formed properly.

The limitations in this study that need to be improved are that the research was only conducted in the East Jakarta education unit. So that for further research, testing can be carried out in several regions both in the DKI Jakarta area and other local governments to be able to further prove whether the research conducted can thoroughly describe the innovative work behavior of an educator in a public formal education unit and the behavior of various knowledge that is effectively carried out between educators. In addition, there is a need for research improvement, so that further research can use different model development and research frameworks such as the Ethical Leadership Trust and Self Efficacy variables.

The managerial implication in this study is that transformational leadership plays an important role in the organization. With the attachment of leaders to educators, it will build good communication, so that educators will easily absorb any new information and create various kinds of new innovations to deal with any problems and changes that occur both from internal and external organizations. Referring to the results of the study, it is hoped that leaders can provide free time to be able to join in every organizational activity to be able to provide attention, experience, knowledge and ideas that can be applied in supporting every job. So that it will have an impact on self-confidence and increase the competence of a teaching staff to innovate in order to complete each job well.

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