Innovative Work Behavior of Vocational High School Teachers: the Role of Perceived Organizational Support and Knowledge Sharing

Farahita Saffa Nadia[1], Rosita Endang Kusmaryani[2]
[1] Universitas Yogyakarta, Indonesia
[2] Universitas Yogyakarta, Indonesia

Corresponding Author:

Farahita Saffa Nadia
Department of Psychology, Faculty Education and Psychology, Yogyakarta State University, Jl. Colombo No.1, Karang Malang, Caturtunggal, Kec. Depok, Kabupaten Sleman, Daerah Istimewa Yogyakarta, Indonesia
Email: farahitasaffa.2023@student.uny.ac.id

Abstract

Innovative work behavior in teachers is a determining factor in achieving competitive advantage and organizational success, especially in school organizations. However, the majority of teachers still tend to be reluctant to innovate in their work, which impacts the quality of vocational high school graduates, which is still relatively low. Several previous studies have shown the role of perceived organizational support and knowledge sharing. This study uses a quantitative approach with a survey research type. The subjects in this study were 277 vocational high school teachers in Kebumen Regency, with a multistage random sampling technique. Innovative work behavior was measured using the Innovative Work Behavior Scale from Jong and Hartog (2010). POS was measured using the Survey of perceived organizational support (SPOS) from Eisenberger et al., (1986), and knowledge sharing was measured using the Knowledge sharing behavior scale from Kim et al., (2013). Content validity was tested using Gregory analysis, and obtained a score of 1 (> 0.8). Reliability test using Alpha Croncbach's and obtained results on the Innovative Work Behavior Scale is 0.899, Survey of perceived organizational support (SPOS) is 0.926 and Knowledge sharing behavior scale is 0.842. Data analysis using multiple linear regression test using SPSS Version 25 program. The results of the study show that perceived organizational support and knowledge sharing are predictors of innovative work behavior in vocational high school teachers.

Keywords: High School Teachers, Innovative Work Behavior, Perceived Organizational Support

INTRODUCTION

Globalization has significantly transformed the environment. The dynamic, fast-moving business environment requires organizations to adapt quickly to remain competitive Afridi et al., 2020) Rapid and dynamic changes mean organizations need highly productive employees. Organizations are required to have reliable human resources who are proactive, possess high levels of initiative, and take full responsibility for their organization and careers (Mujiasih et al., 2015). In an organization, the main contributor to success is people (Putri, 2021). Humans have an important role in organizations because they act as actors, planners, and determinants of fulfilling organizational needs and organizational goals or targets (Karavardar, 2014).

Tight competition between organizations with high uncertainty is caused by changes that occur rapidly and cover the global market (Verbeke, 2020). Currently, organizations are entering an unpredictable environment due to changes in the increasingly competitive business environment, so companies must survive in competition by maintaining existing ideas and developing new ideas to improve the company (Susilo, 2019). Rapid changes in the environment have become a new challenge for organizations to continue to move the organization productively with optimal performance (Khasanah & Himam, 2019).

There are organizations that operate specifically in the field of education, one of which is schools. Furthermore, schools are formal organizations with structures that enable them to function as educational institutions (Norlena, 2015). The impact of the industrial revolution 4.0 has led to changes in various sectors of life, one of which is education (Pramesti et al., 2024). The environmental changes that occur encourage organizations to be able to adapt quickly by reading and understanding new conditions, so that organizations are required to become learning organizations.(Khasanah & Himam, 2019)A learning organization is an organization that always encourages continuous learning and continues to adapt to a constantly changing environment (Malik & Garg, 2017).

As organizations that provide educational activities, schools must be able to adapt to various circumstances during the current industrial revolution. One strategy that can be implemented is through the development of existing resources, so that the school organization continues to operate effectively and efficiently and can continue to develop into an organization that produces high-quality and competitive human resources (Pramesti et al., 2024). To maintain organizational competitiveness, increase organizational effectiveness, and display better performance can be done through innovation (Shin et al., 2017). However, the development of innovation in Indonesia is still relatively low, based on data from the 2016 Global Innovation Index, Indonesia is ranked 88th out of 128 countries (Khasanah & Himam, 2019). Organizations have made various efforts to become more creative and innovative in overcoming challenges and maintaining business so that it remains profitable (Park & Kim, 2022). One way to survive the rapid industrial changes that are occurring is to innovate (Afridi et al., 2020). It is important for organizations to have innovation by referring to the successful implementation of creative ideas, because it can be beneficial for organizations to survive and develop (Park & Kim, 2022) and innovation are the main components of organizations achieving success in the era of globalization (Al Taie & Khattak, 2024)

In the field of education, teachers are the main factor who are responsible for the development of students (Munawir et al., 2023). A teacher is a professional who works in an educational institution and is part of the school organization (Salsabilah et al., 2021). The determinant of academic and social success in school organizations is the teacher (Balkar,

2015). Innovative competencies in teachers can encourage the formation of proactive innovation and the resolution of complex problems (Carbonell et al., 2014). Therefore, teachers who are involved in innovative projects in the work environment will be more motivated to implement innovation. Innovative work behavior in teachers is an important factor in achieving competitive advantage and the long-term survival of schools as an organization, because innovative work behavior refers to the creation, development, and implementation of new ideas that are useful for the organization (Jada et al., 2019).

Innovative work behavior is a complex phenomenon because in carrying out ideas, employees must face many obstacles such as uncertainty, rejection from other organizational members, and failure (Afsar et al., 2014). In implementing new ideas, employees need to build social support with coworkers and superiors in order to convince others and assist in the implementation of ideas (Afridi et al., 2020). Furthermore, new ideas that will be implemented will not be successful without the support of other members of the organization (Afsar et al., 2014). Innovative work behavior does not only include the creation of new, useful ideas, but it must also be realized and implemented by building social support from organizational members who support the idea (Afridi et al., 2020). One type of school that offers vocational programs and produces work-ready graduates is vocational high schools. There is a demand for vocational high schools to fill the workforce demand in the community, providing them with the necessary competencies for business and industry (Komalasari et al., 2023). However, the quality of vocational school graduates is very low, many vocational school graduates do not get jobs and this is an indication that there is a lack of preparation among vocational school graduates to enter the world of work (Pramesti et al., 2024).

There is a plan that is being implemented to reduce the number of unemployed, namely the center of excellence (CoE) as a plan that focuses on training hard skills and soft skills in vocational school students with the aim of becoming a competitive advantage for entering the world of work (Damayanti et al., 2023). The development of CoE into a Center of Excellence Vocational School or PK is to produce graduates who are competent in the work environment and in entrepreneurship, through a shared vision between vocational high schools and DUDI (Damayanti et al., 2023). In the implementation of SMK PK, learning is based on real-world projects (PjBL). However, the implementation of real-world project-based learning has not yet been effectively implemented. This may be because the majority of teachers tend to use lecture methods in teaching and there is a lack of application of new, innovative ideas in the workplace.

Based on the preliminary study, there is a tendency for idea exploration, idea advocacy, and idea realization to remain low. This is indicated by the still limited exploration of ideas to improve work conditions. Furthermore, there is still confusion in implementing the ideas that have emerged in the work process. Furthermore, there is fatigue at work caused by high workloads, as well as compensation that does not match desires. These findings indicate that organizational support provided is not appropriate, thus creating a less favorable perception of organizational support. The results of this preliminary study are supported by research results from Schmitz et al., (2020) The innovations implemented in schools are still in their infancy, leading to a rapid or slow failure of most innovations, as teachers abandon the proactive behaviors they have fostered and revert to old habits due to their perceived comfort. Furthermore, schools continue to face criticism. This stems from a lack of innovation in

providing educational programs to students that meet the needs of the labor market. (Schmitz et al., 2020).

In other studies, innovative work behavior was associated with several factors, such as transformational leadership (Afsar & Umrani, 2019), ethical leadership(Liu et al., 2023), sharing knowledge (Yasir et al., 2023), perceived organizational support (Afsar & Badir, 2017), and organizational justice (Akram et al., 2020). Various factors have been associated with innovative work behavior, one of which is perceived organizational support. Further explained in the research of Al-Taie and Khattak (2024) perceived organizational support has a positive relationship with employee innovative work behavior, meaning that providing organizational support makes employees more ready to produce innovative ideas that can play an important role in bringing competitive advantage to the organization. From the results of the research of Al-Taie and Khattak (2024), it shows that perceived organizational support can foster innovative work behavior. Schools have hopes that teachers can have innovative work behavior in their work, efforts made by schools are by providing organizational support, however, this is still perceived less favorably by teachers due to the distribution of justice and working conditions that are still inappropriate such as high workloads, fatigue, and compensation that is still not appropriate. This results in a less favorable perception because the organizational support provided is still not in accordance with the desires and needs of teachers. Explained by Eisenberger et al., (1986) perceived organizational support is the trust in the company of employees regarding the fulfillment of needs and welfare of employees at work.

*Perceived organizational support*Rewarding is essential for teachers because it increases their trust in the organization. Rewards from the organization, based on teacher performance, will provide positive feedback, and through this feedback, teachers will feel a sense of connection to the organization (Farid et al., 2019). This is supported by research Sari (2019) When a company fails to meet employee desires and expectations, it can lead to low job satisfaction and perceived organizational support. Furthermore, Tjiang (2016) explains that companies that provide support, recognition, well-being, care, and appreciation create a sense of attachment among employees to the organization. Besides perceived organizational support, another factor influencing innovative work behavior is knowledge sharing (Yasir et al., 2023)Knowledge sharing or knowledge sharing behavior is behavior that occurs when individuals exchange knowledge that includes expertise, skills, and information (Mirzaee & Ghaffari, 2018) Knowledge sharing supports innovation and creativity in an organization (Huang & Liu, 2019) When a homogeneous situation occurs in an organization, it will hinder the formation of new, innovative ideas.(Zhang et al., 2019). Organizational members who gather ideas only from coworkers or other members of the organization have the potential to gather homogeneous ideas. Therefore, the collection of ideas does not only come from coworkers, but can be obtained from various sources, thus obtaining heterogeneous knowledge (Kmieciak, 2021). Mowrer (1960, in) explains Islam et al., 2024) Knowledge sharing not only leads to creative thinking, but can also increase employee innovation at work (Usmanova et al., 2021).

The results of other studies linking perceived organizational support and knowledge sharing with innovative work behavior have shown inconsistent findings. Regarding the first factor associated with perceived organizational support, other studies have shown that perceived organizational support influences innovative work behavior, such as previous studies

(Nazir et al., 2018;Afsar & Badir, 2017;Al-Taie & Khattak, 2024 However, the research results of Park and Kim (2022) show that perceived organizational support does not influence innovative work behavior. Furthermore, the second factor associated with innovative work behavior is knowledge sharing. Several other studies have shown that knowledge sharing influences innovative work behavior, such as the results of a study fromIslam et al., (2024);Phung et al., (2019)However, the results of the research (Usmanova et al., 2021) as well as (Kang & Lee, 2017) The results showed that knowledge sharing did not influence innovative work behavior. Furthermore, researchers have not found a relationship between the two factors, namely perceived organizational support and knowledge sharing, when examined collectively on innovative work behavior.

This research is interesting and important to examine because it observes the lack of teacher contribution in producing new ideas and implementing new ideas in work conditions, which is an indication of a lack of teacher behavior in carrying out innovative work and impacting organizations, especially schools as organizations engaged in the field of education. This research differs from previous research, because the respondents of the previous research were company employees who have different characteristics from teachers. According to Humairo and Mulyana (2013), it is explained that vocational high school teachers face greater challenges in their work because it is related to the rapidly evolving world of work, vocational high school teachers are required to prepare students to enter the world of work. As explained in the background and phenomena described above, a gap was found between reality and expectations. The ideal condition that should occur is that vocational teachers have innovative work behavior in the form of innovative products or processes developed, such as new methods in teaching in the classroom and aligning the learning contexts of schools and companies. (Messmann et al., 2018) However, the results of the preliminary study showed that vocational high school teachers tend to apply old learning methods and there is no innovation, in addition, teachers also feel that the working conditions are not suitable, which triggers fatigue and work stress due to high workloads, and work rewards in the form of compensation given do not match the targets and desires of teachers. Feelings of dissatisfaction with work, work stress, and compensation given that does not match the targets and desires cause low innovative work behavior in vocational high school teachers.

Based on the results of the preliminary study and several previous studies, there is a research gap, which has become a concern for researchers, whether there is indeed a low level of innovative work behavior among vocational high school teachers. Therefore, this study will examine perceived organizational support and knowledge sharing as predictors of innovative work behavior among vocational high school teachers, aiming to determine whether innovative work behavior among vocational high school teachers is low. In addition, this study is expected to help organizations implement strategies that can trigger encouragement in teachers to carry out innovative work behavior in their work. This study provides new information and complements previous research regarding the influence of perceived organizational support and knowledge sharing on innovative work behavior.

RESEARCH METHOD

Research Design

The type of research in this study is a survey research, using a quantitative approach. The purpose of using a quantitative approach in this study is to test the objective theory by investigating the correlation between variables, and in the flow, variables are measured with research instruments followed by analysis through statistical procedures (Creswell, 2017).

Research Target/Subject

The population in this study was 914 vocational high school teachers, with the sampling technique used was multistage random sampling. The sample size of this study was 277 vocational high school teachers.

Research Procedure

Data collection used a Likert scale with four response options: very inappropriate (STS), inappropriate (TS), appropriate (S), and very appropriate (SS), which were distributed via questionnaire and conducted online through Google Forms.

Instruments, and Data Collection Techniques

The instrument used in this study is an innovative work behavior scale modified from the Innovative Work Behavior Scale from Janssen (2000) consisting of three aspects, namely idea generation, idea promotion, and idea realization. The reliability coefficient value of the innovative work behavior scale is 0.899. The perceived organizational support scale uses a modification of the Survey of perceived organizational support scale (SPOS) from Eisenberger et al., (1986) which refers to the perceived organizational support aspect of Rhoades and Eisenberger (2002). The reliability coefficient value of the POS scale is 0.926. The knowledge sharing scale uses a modification of the Knowledge Sharing scale from Kim et al., (2013), which consists of two aspects, namely knowledge collection and knowledge donating. The knowledge sharing scale coefficient value is 0.842.

Data Analysis Technique

The data analysis method in this study used descriptive analysis and multiple linear regression analysis. In this study, descriptive analysis was used to obtain subject descriptions including gender, age, length of service, and education. After the descriptive analysis was conducted, the obtained data were analyzed using multiple linear regression. Before conducting the multiple linear regression test in the study, prerequisite analysis tests were first conducted, consisting of normality tests, linearity tests, multicollinearity tests, and heteroscedasticity tests.

RESULTS

The following are the results of descriptive analysis in this study, consisting of gender, age, length of service, and education of respondents, which are described in table 1.

Table 1. Respondent Demographics

Respondent Characteristics	Frequency	Percentage
Gender		
Man	186	67%
Woman	91	33%
Total	**277**	**100%**
Age		
0-14 years	0	0%

15-25 years	11	4%	
25-44 years	186	67%	
45-64 years	79	29%	
≥ 65 years	1	0.4%	
Total	**277**	**100%**	
Years of service			
≤ 2 years	37	13%	
2-10 years	126	45%	
>10 years	114	41%	
Total	**277**	**100%**	
Education			
S1	244	88%	
S2	33	22%	
Total	**277**	**100%**	

Table 1 shows that the majority of subjects in this study were male, 186 (67%). The majority of subjects were between the ages of 25 and 44 (186) and 126 (45%) had a working period of 2 to 10 years. The majority of subjects had a bachelor's degree (244) (88%).

Table 2. Categorization of Innovative Work Behavior

Category	Score Interval	Frequency	Percentage
Very Low	X ≤ 16	0	0%
Low	16 < X ≤ 20	4	1%
Currently	20 < X ≤ 25	26	9%
Tall	25 < X ≤ 29	157	57%
Very high	X > 29	90	32%
	Total	**277**	**100%**

Based on table 2, it shows that the innovative work behavior of vocational high school teachers is mostly in the high category, namely 157 (57%) and vocational high school teachers who are in the very high category are 90 (32%) SMK teachers.

Table 3. Categorization of Perceived Organizational Support

Category	Score Interval	Frequency	Percentage
Very Low	X ≤ 20	0	0%
Low	20 < X ≤ 36	4	1%
Currently	36 < X ≤ 44	41	15%
Tall	44 < X ≤ 52	144	52%
Very high	X > 52	88	32%
	Total	**277**	**100%**

Based on table 3, it shows that the majority of vocational high school teachers have a good perception of the organizational support provided. This can be seen in the table where the majority are in the high category, namely 144 (52%) vocational high school teachers.

Table 4. Knowledge Sharing Categorization

Category	Score Interval	Frequency	Percentage
Very Low	X ≤ 10	0	0%

Low	$10 < X \leq 17$	2	1%
Currently	$17 < X \leq 23$	76	27%
Tall	$23 < X \leq 30$	173	62%
Very high	$X > 30$	26	9%
	Total	277	100%

Based on table 4, it shows that the majority of levels *knowledge sharing* The skills possessed by vocational high school teachers are in the high category, amounting to 173 (62%), and in the medium category amounting to 76 (27%).

The results of the analysis prerequisite test, namely the normality test using Kolmogorov Smirnov obtained a value of Asymp. Sig (2-tailed) of 0.088 (>0.05), it can be concluded that the distribution of data in this study is normally distributed. The linearity test obtained a Sig. value of 0.000 (<0.05), it was concluded that there was a linear relationship between perceived organizational support (X1) and innovative work behavior (Y), as well as knowledge sharing (X2) and innovative work behavior (Y). In addition, the multicollinearity test obtained a tolerance value of 0.641 (>0.1) and a VIF value of 1.561 (<10.00) from the results of the two values, it can be concluded that there were no symptoms of multicollinearity. In the heteroscedasticity test, a significance value was obtained for perceived organizational support of 0.648 (>0.05) and knowledge sharing of 0.924 (>0.05), thus it can be concluded that symptoms of heteroscedasticity occurred and the data had met the requirements for hypothesis testing.

Table 5. Results of the F test analysis

ANOVA		
Model	**F**	**Sig.**
Regression	106,929	.000

Based on Table 5, the significance value is 0.000 (<0.05). From these results, it can be concluded that the hypothesis is accepted, meaning that perceived organizational support and knowledge sharing simultaneously influence innovative work behavior.

Table 6. T-test analysis results

Coefficients		
Variables	**T**	**Sig**
Perceived organizational support	4,433	0,000
Knowledge sharing	8,496	0,000

Based on Table 6, it shows the significance value of variables X1 (perceived organizational support) and X2 (knowledge sharing) of 0.000, meaning less than 0.05. Therefore, it is concluded that X1, namely perceived organizational support, has a significant effect on innovative work behavior, as well as X2, namely knowledge sharing, which has a significant effect on innovative work behavior.

Table 7. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.662	.438	.434	2.97950

Based on table 7, the Adjusted R Square value shows a result of 0.434. Based on these results, it indicates the magnitude of the variance of perceived organizational support and knowledge sharing in explaining innovative work behavior by 43.4%, while the remaining 56.6% is influenced by other factors, besides perceived organizational support and knowledge sharing. The effective contribution of the perceived organizational support variable is 0.1353 or 13.53%, while for the knowledge sharing variable it has an effective contribution of 0.3035 or 30.35%.

DISCUSSION

Innovative work behavior is employee behavior with the aim of creating, introducing, and implementing new ideas in work (Janssen, 2000). Supported by the opinion of Bawuro et al., (2019) that innovative work behavior is an approach taken to realize organizational goals and targets by creating ideas, managing ideas, and implementing new ideas that can help organizations achieve competitive advantage and there is sustainability of the organization. As a sustainable behavior (Al-Taie & Khattak, 2024), employees in an organization will show innovative work behavior when they feel strong support from the organization and superiors (Afsar et al., 2016), and when employees actively share knowledge, they will have innovative work behavior (Nguyen et al., 2020) This is in accordance with the findings of this study. The results of the hypothesis test indicate that perceived organizational support and knowledge sharing have a positive and significant effect on innovative work behavior with an effective contribution of 43.4% and the remaining 56.6% is influenced by factors outside of perceived organizational support and knowledge sharing. The results of this study support the results of previous studies that perceived organizational support has a positive effect on innovative work behavior (Afsar & Badir, 2017; Nazir et al., 2019; Ekmekcioglu & Oner, 2023; Shafait & Huang, 2023) and previous studies related to knowledge sharing that have a positive effect on innovative work behavior (Phung et al., 2019; Afsar, 2016;Nguyen et al., 2020).

Initial findings indicated that vocational high school teachers exhibited low levels of innovative work behavior, perceived organizational support, and knowledge sharing. However, descriptive analysis revealed that vocational high school teachers exhibited high levels of innovative work behavior, perceived organizational support, and knowledge sharing. This is because the majority of respondents in the initial survey were teachers with less than two years of service or were in the early career stage. In the early career stage, individuals tend to be more involved in generating innovative ideas (Rafiq et al., 2023). Although they tend to be involved in generating innovative ideas, early career teachers are required to master their subjects and pedagogy, have the skills to adapt to an ever-changing educational environment, and are required to provide quality instruction to students (Van den Borre et al., 2021). The demands at the beginning of a career to master various demands as a teacher can cause teachers in the early career stages to have higher levels of stress and lower job satisfaction than teachers in the mid-career stages (Troesch & Bauer, 2017) This makes early career stage teachers unable to implement effective steps in work conditions (Harmond & Gardner, 2017), because the implementation of ideas in work conditions tends to be carried out by individuals who are at an advanced career stage (Rafiq, 2019).

The results of the descriptive analysis of all variables in this study, namely innovative work behavior, perceived organizational support, and knowledge sharing, were in the high category. This is because the majority of respondents were individuals aged 25 to 44 years who

were in the establishment stage, namely individuals begin to identify themselves with their careers. Therefore, the main interest of individuals in the establishment stage is to obtain employment and strengthen career choices that aim to secure a career position in the job. Furthermore, the majority of respondents in this study had a length of service in the range of 2 to 10 years, totaling 126 people (45%). In line with Cohen's (1991) career stages theory, there are three stages in a career based on length of service: early career stages (having worked for <2 years), mid-career stages (having worked for 2 to 10 years), and late career stages (having worked for >10 years). Thus, the majority of respondents in this study were in the mid-career stage. In line with the opinion of Rafiq (2019) that teachers who are in the advanced stage have been able to implement ideas in work conditions, supported by the opinion(Booth et al., 2021)that the focus of teachers who are in the mid-career stage is to develop new practices in teaching, curriculum development, and perfecting teaching skills.

The categorization results of perceived organizational support are in the high category due to the principle of reciprocity in perceived organizational support, namely when the organization can treat employees fairly, employees will engage in productive behavior at work that benefits the organization (Collquit et al, 2013). This is in accordance with the opinion of Rhoades and Eisenberger (2002) that when organizations fulfill employee needs at work, employees will form a positive perception of the support that has been given by the organization. Perceived organizational support helps fulfill employee needs related to work such as appreciation, affiliation, and emotional support (Kurtessis et al., 2017) When employees receive support at work, they will reciprocate by contributing to the organization. In accordance with the principle of reciprocity in perceived organizational support, perceived organizational support serves to create a sense of responsibility to increase behavior that supports organizational goals, one of which is innovative work behavior (Nazir et al., 2019).

In organizations, employees are more likely to demonstrate innovative work behavior when there is a positive perception of support from the organization and superiors, such as the freedom provided in the workplace and the availability of resources that support their work (Afsar et al., 2016). Therefore, organizations that show concern, offer appropriate contributions, support employee actions at work, and are non-judgmental regarding employee work will tend to initiate creative ideas such as exploring opportunities, solving problems, and implementing innovative ideas in their work, which ultimately increases innovative results at work (Gregory et al., 2010) Innovation and creativity can be risky when implemented within an organization. This occurs because they may conflict with organizational regulations and the status quo. Therefore, social and emotional support and job support from the organization can help employees engage in risky creative behaviors, as the organization supports these creative behaviors despite the risks (Eisenberger et al., 2020). Organizations that are able to maintain the well-being and needs of employees will create a sense of empowerment and support from the organization, thus encouraging and mobilizing employees to continue demonstrating innovative and proactive behaviors at work (Al-Taie & Khattak, 2024).

The knowledge sharing variable is categorized as high. This is because knowledge sharing among vocational school teachers occurs through knowledge gathering and knowledge acquisition.(Lin, 2007The existence of knowledge sharing behavior in an organization indicates that each individual exchanges knowledge, including information, skills, and expertise (Mirzae & Ghaffari, 2018). In an organizational context, knowledge sharing behavior involves employees' knowledge, both implicitly and explicitly, with the aim of creating new

and beneficial knowledge for the organization (Kmieciak, 2021) Knowledge sharing can increase interactive behavior among employees, which encourages employees to improve their innovation capabilities and innovative work behavior (Phung et al., 2019). As explained by (Mura et al., 2013) Knowledge sharing with coworkers allows employees to socialize about ideas and helps them develop new ideas that can be applied in their work lives. However, if employees do not share knowledge, social bonds between employees weaken, and communication becomes less open, making it difficult to form new ideas (Afsar, 2016). Furthermore, it is explained that knowledge sharing is a major trigger for innovation processes in organizations (Akram et al., 2019). The findings of this study support research Qammach (2016) which explains that knowledge sharing is a crucial factor influencing innovation within an organization. In knowledge sharing, a learning process occurs; individuals who receive knowledge combine the knowledge they have acquired with their existing knowledge, then reinterpret the knowledge. This triggers creativity and innovative behavior in the individuals receiving the knowledge (Lin et al., 2016). In accordance with the explanation of Phung et al., (2019) that individuals who have involvement with knowledge sharing will also be involved in the process of generating new ideas, promoting ideas, and implementing innovations that have been formed in the work process. From the results of the study, it is known that the knowledge sharing variable has an effect of 30.53%, this shows that the influence of the knowledge sharing variable is greater than the perceived organizational support variable which influences innovative work behavior by 13.35%. This means that vocational high school teachers have the behavior to share knowledge with colleagues and collect knowledge that can be useful and support the emergence of innovative ideas in work. The results of this study are supported by Sarti's research (2018) that more experienced teachers will be enthusiastic about sharing knowledge with younger colleagues who have no experience in teaching, this is in accordance with this study, where the majority of respondents are teachers who are in the mid-career stage where teachers have worked for 2 to 10 years.

CONCLUSION

Perceived organizational supportand knowledge sharing are significant predictors of innovative work behavior in vocational high school teachers. Both independent variables together have a 43.4% effect on innovative work behavior. The implication of this study explains that perceived organizational support and knowledge sharing together are predictors of innovative work behavior in vocational high school teachers. Perceived organizational support is very important for vocational high school teachers, so the school as an organization is expected to provide organizational support by fulfilling the needs of vocational high school teachers in their work and providing appropriate contributions to vocational high school teachers. Therefore, a positive perception can be created regarding organizational support that can increase innovative behavior in vocational high school teachers in their work. In addition, knowledge sharing is also important for vocational high school teachers, knowing this, teachers can make efforts to share knowledge with fellow teachers by collecting knowledge, and sharing knowledge with fellow teachers so that knowledge sharing behavior can be formed in vocational high school teachers, which ultimately can increase innovative behavior in vocational high school teachers in their work. The research findings indicate that perceived organizational support and knowledge sharing are high, and teachers' innovative work behavior is also high. This means that the school, as an organization, is sufficient in fulfilling teachers'

needs and providing appropriate contributions to teachers. Vocational high school teachers have engaged in knowledge sharing behavior aimed at gaining new knowledge from colleagues. Therefore, it is hoped that the school, as an organization, and vocational high school teachers can maintain positive aspects related to organizational support and knowledge sharing, thereby building a positive perception of organizational support and implementing knowledge sharing behavior in their work lives, which can increase innovative behavior among teachers at work. This study has limitations: the majority of respondents were vocational high school teachers in their mid-career stages, so the findings may not be representative of teachers in their early and late career stages. Therefore, future research is expected to expand the research area and subjects so that the results can be more widely generalized.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Writing - review and editing; Methodology; Writing - original draft; Formal analysis; Investigation; Data curation.
Author 2: Conceptualization; Data curation; Validation; Supervision; Writing - original draft

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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