

The Role of Organizational Culture in Improving Lecturer Innovative Work Behavior Sea Transportation Human Resource Development Center

Yustina Sapan*, Tri Joko Raharjo, Heri Yanto, Muh. Khafid

Universitas Negeri Semarang, Indonesia

*Corresponding Author: yust1n@students.unnes.ac.id

Abstract. The current study is carried out to develop a model of innovative work behavior for lecturers based on organizational culture during the Covid-19 pandemic. This is the background of this research, especially for Lecturer Sea Transportation Human Resource Development Center. This study uses the Multivariate Structural Equation Model (SEM) technique. The sample of this research is the Lecturer Sea Transportation Human Resource Development Center as many as 145 lecturers. The results of this study indicate that the innovative work behavior of lecturers is influenced by 55.7% by the organizational culture where the People orientation dimension dominates.

Key words: organizational culture; covid-19 pandemic; innovative work behavior.

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INTRODUCTION

The pandemic situation is very much felt in our education world, not only in Indonesia but also across countries. In various parts of the world, this global pandemic has an impact on many dimensions, including the economy, health, politics, and international relations. The world of education has also experienced a significant impact (Hasan Chabibie, 2020). The Indonesian government through the Ministry of Transportation as the official regulator requires that all transportation in Indonesia must be driven by qualified users following the terms and conditions that have been set without exception. In its implementation, the Ministry of transportation is assisted by several schools that are directly or indirectly under the auspices of continuously and continuously applying quality, in this research will be focused on schools in the field of sea transportation. Indonesia, which is known as a maritime country, has a sea area much larger than its land area. The Indonesian state has taken its marine sector seriously and maximally.

Countries in the world are currently competing to prepare themselves to face the industrial revolution 4.0, the progress of industrial revolution 4.0 can be seen from various sectors. This progress can be seen from the community paradigm, ways of working, mindset, applied digital systems, and so on. Therefore, Indonesia must respond to the presence of industrial revolution 4.0 with the readiness of human

resources (HR) in various sectors. The impact of the presence of the industrial revolution 4.0 will be visible in the maritime and maritime sector of Indonesia (Fikri, 2019:1). BPSDM Ministry of Transportation as an institution under the auspices of the Ministry of Transportation with its vision "The realization of professional and ethical human resources and transportation counseling in organizing reliable and Zero Accident-oriented transportation (BPSDM, 2020).

Higher education has a big role in giving birth to future human resources in the maritime field. However, currently, the availability of university graduates and industry needs is still not relevant. Not a few higher education institutions establish study programs whose graduates are already abundant but are not absorbed in the world of work (Wurinanda, 2019). Therefore, a strategy is needed to respond to the era of the industrial revolution 4.0, namely strengthening synergies in the fields of technology, economy, education, society, and culture. In particular, the readiness of the education sector in Indonesia in this case, in the maritime sector where there are 12 Technical Implementation Units (UPT) under the auspices of the BPSDM Ministry of Transportation. Based on the data above, it can be seen that the distribution of Maritime Universities under the Ministry of Transportation is throughout the territory of the Republic of Indonesia. If we look carefully at the accreditation that has been obtained, there are only 2 universities or UPT that get grades A and B while the remaining 6 schools

still have accreditation C. The institution that has the right to provide accreditation in an educational institution is BAN-PT.

In the accreditation process based on the latest rules, namely the National Accreditation Board for Higher Education (BNPT) regulation No. 3 of 2019 concerning the PT Accreditation Instrument currently has 9 criteria and assessment elements. This study focuses on criteria 4, namely human resources (HR). Where the focus of this criteria assessment is on 1) The existence of policies and systems for recruitment, development, monitoring, rewards, sanctions, and termination of employment, for lecturers and education staff to ensure the implementation of quality education, research, and community service activities according to the vision and mission universities and the consistency of their implementation. 2) The effectiveness of the system of recruitment, development, monitoring, rewards, and sanctions on the availability of resources in terms of numbers, educational qualifications, and competencies to carry out quality research and community service education activities following the vision and mission of the university. 3) The existence of a satisfaction survey mechanism, level of satisfaction and feedback, and education personnel on human resource management. In criterion 4, which is about human resources, this is generally a problem in all universities due to many factors including the innovative work behavior of lecturers at work.

Innovative work behavior is a person's creativity and innovation at work to process the results and products of an effort to develop and introduce new, better ways of doing things. (Bos-Nehles & Veenendaal, 2017:6). Based on the results of observations made by researchers, there are several supporting facts related to the low innovative work behavior of lecturers, including a) the teaching materials used such as syllabus, lesson plans from year to year are just that, b) the ability of lecturers to apply the development of technology and the information that is currently developing into his teaching is currently still minimal, c) the lecturer's English language skills are still minimal, d) the systematic work planning ability has not been seen by every lecturer, e) the lecturer's perceived communication skills, f) the soft skills of lecturers are still minimal, such as the ability to be elegant, the ability to present teaching materials that feel monotonous, the ability to lobby All the problems faced in the field have become the attention of the State even the

State of Indonesia has proven to be in a country that lacks workers who have high skills (Gerintya, 2019). Indonesia is only slightly better off than Cambodia, Myanmar, and Lao PDR, where the percentage of high-skill workers for Indonesia is 9%, Cambodia is 4%, Lao PDR is 6%, and Myanmar is 7%. The State of Indonesia through the Ministry of Education and Culture and the Ministry of Transportation has made several improvements with several policies issued, all of which aim to improve the quality of the Indonesian state's human resources.

LITERATURE REVIEW

Innovative Work Behavior

The term innovation in organizations was first introduced by Schumpeter in 1934. Innovation is seen as the creation and implementation of new combinations. This new combination term can refer to new products, services, work processes, markets, policies, and systems. Innovative work behavior is more than just creativity although creativity is an important part of innovative work behavior, especially in the beginning to generate new and useful ideas (Ariratana et al., 2015). Innovative work behavior as creativity and innovation in the workplace is the process, result, and product of efforts to develop and introduce new and better ways of doing things. (Bos-Nehles & Veenendaal, 2017).

Innovative work behavior refers to all employee behaviors that are directed at the creation, introduction, and or application in a group or organizational role of ideas, processes, new products for adoption into the organization that are beneficial to the relevant adoption unit. (Asurakkody & Kim, 2020). Innovative work behavior is defined as the sum of all physical and cognitive work activities that employees perform individually or interactively in the context of their work to achieve a set of interdependent requirements necessary for the development of an innovation. (Woods et al., 2018). Innovative work behavior is behavior that includes the exploration of new opportunities and ideas, it can also include the behavior of implementing new ideas, applying new knowledge, and achieving increased employee performance or organizational performance (Messmann et al., 2017).

Innovative work behavior is defined as the recognition of a problem and the intentional initiation and introduction in a role, group, or organization of new and useful ideas about products, services, and work methods, as well as

the set of behaviors necessary to develop, launch and implement these ideas. (Messmann et al., 2017). Innovative work behavior is the intentional creation, introduction, and application of new ideas in a job role, group, or organization to gain performance of the role, group, or organization (Atitumpong & Badir, 2018). Every innovation will always be followed by a change, although in every chance it will not always be followed by the emergence of new ideas, which positively affect the change, development, and growth of an organization. There is a crossroads between innovation, creativity, and change, but operationally defining the three there is a marked difference (West, 1990). In general, experts see the difference between innovative behavior and creativity from two different perspectives, namely the level of novelty of ideas and the level of social interaction as a consequence of the application of ideas in work. In terms of process, creativity is seen as a cognitive process that is intra-personal, while innovation emphasizes more on between individuals in workgroups (Rank et al., 2009).

Innovative work behavior is a series of work activities that are gradually carried out by workers in developing and improving effective work behaviors (de Jong & den Hartog, 2010). These stages include the following stages of activity: First, know and understand the scope of work and potential problems faced and that may occur. Second, have a high awareness of the quality of work and creatively seek solution actions. Third, build cooperation and joint commitment to realize innovative improvement proposals in group work processes. Fourth, apply the proposed improvement in the work. Innovative work behavior as creativity and innovation in the workplace is a process, result, and product of efforts to develop and introduce new improved ways of doing things. The creativity stage of this process refers to the creation of ideas and innovations to the next stage in implementing ideas towards better procedures, practices, or products (Woods et al., 2018). Innovative work behavior can be characterized as the deliberate creation, introduction, and application of new ideas in a work role, group or organization, to benefit the performance of the role, group, or organization. (Bos-Nehles & Veenendaal, 2017).

Therefore, this research will focus on innovation at the individual level, namely innovative work behavior. To be able to compete in this era of technological growth, every

organization needs the innovation that gives birth to new ideas. These new ideas can meet the needs that exist in the market so that the organization remains able to compete with other organizations. Gailly in her study found that 80% of an idea is initiated by employees and the other 20% is the result of a predetermined innovation plan. Therefore, employees are an important part of generating innovation. The challenge that then arises is how to bring employees in the organization to apply innovation in the context of their respective duties (Gailly, 2011). Employees are one source of changes that occur in the company, including innovation.

Organizational Culture

Culture is a pattern of basic assumptions discovered and then developed by a particular group because of studying and mastering adaptation problems both externally and internally integrated that has worked well enough to be considered properly and therefore taught to new members of the organization as a way of being perceived. , think and feel properly about the problem (Schein, 2010). Organizational culture is a characteristic that is upheld and becomes a guide in the actions of members of the organization while it also functions as a differentiator between one organization and another. (Desselle et al., 2018). In the action guide, some values and norms have been mutually agreed upon as the basis for behavior in the organization (Jain, 2015). In addition to values, in organizational culture, there is a pattern of shared basic assumptions that have been set to solve problems that will be faced by all members of the organization and are integrated internally into organizational life. (Schein, 2010). Currently, organizational culture is an important issue in the academic environment and management practitioners, because organizational culture is considered to be one of the important factors in determining the success or failure of the organization in carrying out its activities. (Schein, 2010). In organizational culture, after determining the basic values and norms that apply and then be integrated into the daily life of the existing organization, it is, therefore, appropriate to teach new members the right way to see, think, and feel to problems (Luthans et al., 2012).

Organizational culture is a collection of assumptions about an organization that is shared and often ignored, where these assumptions determine how the organization perceives, thinks,

and reacts to various conditions. (Kreitner & Kinicki, 2010). Shared values and norms control the interactions of organizational members with each other and with people outside the organization (Jones & George, 2016). Therefore, organizational culture is manifested in the philosophy, ideology, values, assumptions, beliefs, and attitudes, and norms of the members of the organization in viewing various realities, especially relating to internal and external problems of the organization. Organizational culture or often called corporate culture is a system of beliefs and shared values that develop within an organization and guide the behavior of its members (Kinicki & Williams, 2016). Norms and values that direct the behavior of organizational members. Each member of the organization will behave per the prevailing culture to be accepted by the environment. Organizational culture consists of shared values and assumptions in an organization that serves to direct all members of the organization towards predetermined organizational goals (McShane & Von Glinow, 2018).

Laurie J. Mullins divides the notion of organizational culture into two popular or simple perspectives and detailed perspectives, in a popular or simple perspective organizational culture, is defined as how things are done around here, while in a detailed perspective organizational culture is defined as a collection of traditional, values, policies, beliefs, and attitudes that constitute the pervasive context for everything we do and think within an organization (Mullins, 2016). Organizational culture is a very complex topic, in some ways because culture is so difficult to define. Culture is a collection of intangible things that influence a person's attitudes and behavior in an organization (Heneman III & Judge, 2015). Organizational culture has been described as the shared values, principles, traditions, and ways of acting of organizational members. In most organizations, these shared values and practices have over time and determine, in large part, how things are done (Robbins & Coulter, 2018). Organizational culture refers to the system of shared meanings held by members that distinguish the organization from other organizations. This system of shared meaning, on closer analysis, is a set of key characteristics that organizations value. Organizational culture as the dominant values disseminated in the organization is used as a lecturer's work philosophy which becomes a guide for organizational policies in managing

lecturers and consumers. Organizational culture is a social glue that binds organizational members together through shared values, clear standard norms about what members can and cannot do and say. Organizational Culture is defined as a basic philosophy that provides direction for organizational policies in managing lecturers and customers. Robbins further states that a system of shared meaning is formed by its citizens who at the same time become a differentiator with other organizations, a system of shared meaning is a set of key characters of organizational values. (Robbins & Judge, 2019).

METHODS

Research Goal

This study aims to determine how much the role of lecturer competence affects their performance at work, to answer that researchers use a quantitative research approach with path analysis.

Samples and Data Collection

The population in this study were lecturers of the marine matra college at the Ministry of Transportation, the sample in this study was part of the population. The sampling technique used is simple random sampling, which is a simple random sampling method. The target population is affordable. Lecturers at sea level universities, Transportation Human Resources Development Agency of the Ministry of Transportation, totaling 227 lecturers. Counting the number of samples using the Slovin formula, 145 lecturers were obtained, the number of respondents for the instrument trial was 30 lecturers.

Analyzing of Data

The analysis used in this study is structural equation modeling (SEM) to find solutions from the structural model. This test is carried out using Variance Based SEM (VBSEM), using software, namely AMOS. Structural Equation Modeling (SEM) is a statistical analysis tool that is used to solve multilevel models simultaneously which cannot be solved by linear regression equations. SEM is considered a combination of regression analysis and factor analysis. SEM can be used to solve equation models with more than one dependent variable and also reciprocal effects. SEM analysis is based on Covariance analysis to provide a more accurate covariance matrix in linear regression analysis. The stages and criteria of SEM include:

1. Development of theoretical models.

2. Development of a flow chart (path diagram).
3. Conversion of flowcharts into structural equations and measurement models.
4. Selecting the type of input matrix and estimation of the proposed model.
5. Possible identification problems.
6. Evaluation of Goodness of Fit criteria.
7. Interpret test results and model modifications.

RESULTS AND DISCUSSION

From the results of the study, some descriptive data can be displayed including the following:

Table 1. Characteristics of Respondents Based on Work Units

Work Unit	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STIP Jakarta	44	30.3	30.3	30.3
PIP Semarang	28	19.3	19.3	49.7
PIP Makasar	27	18.6	18.6	68.3
Poltekpel Surabaya	22	15.2	15.2	83.4
Poltekpel Barombong	7	4.8	4.8	88.3
Poltekpel Banten	3	2.1	2.1	90.3
Poltekpel Malahayati	3	2.1	2.1	92.4
Poltekpel Sorong	3	2.1	2.1	94.5
Poltekpel Sulawesi Utara	4	2.8	2.8	97.2
Poltekpel Sumatra Barat	4	2.8	2.8	100.0
Total	145	100.0	100.0	

Based on table 1 shows that the data is 145 respondents based on work units, the number of respondents who work at STIP Jakarta is 44 people, which is 30.3%, the number of respondents who work at PIP Semarang is 28 people, which is 19.3%, the number of respondents who work in PIP Makassar as many as 27 people that is equal to 18.6%, the number of respondents who work at Poltekpel Surabaya as many as 22 people which is equal to 15.2%, the number of respondents who work at Poltekpel Barombong as many as 7 people which is equal to 4.8%, the number of respondents who work in Poltekpel Banten as many as 2.1%, the number of respondents working at Poltekpel Malahayati as many as 2.1%, the number of respondents working at Poltekpel Sorong as much as 2.1%, the number of respondents 4 people work at the Poltekpel North Sulawesi, which is 2.8%, and the number of respondents who work at the Poltekpel West Sumatra is 4 people, which is 2.8%.

Table 2. Characteristics of Respondents Based on Academic Position

Academic Position	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Asisten Ahli	40	27.6	27.6	27.6
Lektor	71	49.0	49.0	76.6
Lektor Kepala	34	23.4	23.4	100.0
Total	145	100.0	100.0	

Based on table 4.2 shows that the data is 145 respondents based on academic positions, the number of respondents with expert assistant positions is 27.6%, the number of respondents with lector positions is 71 people, which is 49.0% and the number of respondents with head lector positions is 34 people that is equal to 23.4%.

Table 3. Characteristics of Respondents by Age

Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid < 25 years	1	.7	.7	.7
25 - 35 years	16	11.0	11.0	11.7
36 - 50 years	93	64.1	64.1	75.9
> 50 years	35	24.1	24.1	100.0
Total	145	100.0	100.0	

Based on table 4.3 shows that the data is 145 respondents by age, the number of respondents aged less than 25 years is 1 person, which is 0.7%, the number of respondents aged 25-35 years is 16 people, which is 11.0%, the number of respondents who are 25-35 years old is 11.0%. aged 36-50 years as many as 93 people that is equal to 64.1%, and the number of respondents aged more than 50 years as many as 35 people is equal to 24.1%.

Table 4. Characteristics of Respondents Based on Last Education

Last education	Frequency	Percent	Valid Percent	Cumulative Percent
Valid S2	138	95.2	95.2	95.2
S3	7	4.8	4.8	100.0
Total	145	100.0	100.0	

Based on table 4.4 shows that the data of 145 respondents based on the latest education, the number of respondents with the latest education S2 (master) as many as 138 people that is equal to 95.2%, and the number of respondents with the latest education S3 (doctoral) as many as 7 people which is equal to 4.8

Table 5. Characteristics of Respondents Based on Length of Work on Campus

Length of work	Frequency	Percent	Valid Percent	Cumulative Percent
Valid < 5 Years	24	16.6	16.6	16.6
5 - 10 Years	47	32.4	32.4	49.0
> 10 Tahun	73	50.3	50.3	99.3
Lainnya	1	.7	.7	100.0
Total	145	100.0	100.0	

Based on table 4.5 shows that the data of 145 respondents based on the length of work on campus, the number of respondents with a length of work less than 5 years as many as 24 people, which is 16.6%, the number of respondents with a length of work 5 to 10 years as many as 47 people, which is 32.4 %, the number of respondents with more than 10 years of service was 73 people, namely 50.3% and the number of respondents with other answers was 1 person, which was 0.7%.

Table 6. Characteristics of Respondents Based on Home Based Study Programs

Home-Based	Frequency	Percent	Valid Percent	Cumulative Percent
Valid nautical	63	43.4	43.4	43.4
d Management of Sea and Port Transportation	33	22.8	22.8	66.2
technics	38	26.2	26.2	92.4
Lainnya	11	7.6	7.6	100.0
Total	145	100.0	100.0	

Based on table 6 shows that the data of 145 respondents based on the home-based study program, the number of respondents who were home based on the Nautical Study Program was 63 people, which was 43.4%, the number of respondents who were home based on the Naval and Port Management Study Program was 33 people, which was 22.8%, the number of respondents who are home-based in the Engineering Study Program is 38 people, which is 26.2% and the number of respondents who answered others is 11 people, which is 7.6%.

Based on SEM calculations, it is proven that organizational culture contributes and has a direct positive effect on Innovative Work Behavior by 0.557 or 55.7%. Organizational culture is a variable that has a very dominant value in the formation of innovative work behavior. Building a strong organizational culture requires a process because changes that occur in an organization involve changes in the lecturers who work in that

place. Conformity between the characteristics of the organization and the wishes of the lecturers must be achieved which leads to a high level of togetherness. In preparing for change, lecturers are expected to feel safe and happy in doing their job. Thus, the lecturer will be willing to accept changes sincerely without any fear or compulsion. Schein describes the function of organizational culture based on the stages of development, namely:

- The initial phase is the growth stage of an organization. At this stage, the function of organizational culture lies in the differentiation, both to the environment and to other groups or UPTs.
- The mid-life phase of the organization. In this phase, organizational culture functions as an integrator due to the emergence of new sub-cultures as a savior of the identity crisis and opening opportunities to direct organizational culture change.
- Adult phase. In this phase, organizational culture can be a barrier to innovation because it is oriented to past greatness and becomes a source of value for complacency (Schein, 2010).

In line with this, it can be understood that organizational culture has a very important role in increasing job satisfaction and organizational performance. Gibson distinguishes a strong and weak culture, a strong culture is indicated by organizational values which are reflected in the behavior of lecturers (L. Gibson et al., 2012). The greater the values that can be accepted by lecturers, the stronger the organizational culture, so that the more visible its influence on lecturer behavior. A strong culture is formed because of strong values and leadership styles. In addition, a strong culture is determined by equity (shared) and identity (intensity). Equity shows the extent to which each member of the organization has the same values. Identity shows the level of commitment of organizational members to the values that apply to the organization. A strong organizational culture will trigger lecturers to think, behave, and act per the values of the organization. Conformity between organizational culture and organizational members who support it will lead to job satisfaction, thus encouraging lecturers to improve performance for the better. Organizational culture is a characteristic that is upheld and becomes a guide for lecturers to act while also functioning as a differentiator between one organization and another. (Desselle et al.,

2018), in the application of organizational culture can lead to an attitude of innovation for lecturers, this is evident in the research conducted by Ying Chan explaining that innovation is a very important phenomenon in achieving organizational growth in achieving competitive organizational advantage, besides that innovative attitude, is important to grow a workforce that shows Innovative work behavior to adapt to changes in the organizational culture environment has been proven to have a strong influence on innovative work behavior by lecturers at work, which is based on the assumptions and perceptions of lecturers (Lukoto & Ying Chan, 2016). In this study, 7 characteristics of organizational culture are used as dimensions of organizational culture, the following are the results of loading factors:

Innovation and Risk Taking memiliki nilai loading faktor sebesar 0.948 yaitu sejauh mana dosen di dorong untuk bersikap inovatif dan berani mengambil resiko.

- a. Attention to Detail has a loading factor value of 0.963, which is the extent to which lecturers are expected to show accuracy, analysis, and attention to detail.
- b. Outcome orientation has a loading factor value of 0.989, which is the extent to which management focuses on results compared to attention to the process used to achieve these results.
- c. People Orientation has a loading factor value of 0.994, which has high attention and expectations for results, achievements, and actions.
- d. Team orientation and collaboration have a loading factor value of 0.986, which is working together in a coordinated and collaborating manner.
- e. Aggressiveness and competition have a loading factor value of 0.971, namely taking decisive action in the face of competition.
- f. Stability has a loading factor value of 0.554, namely respect, security, and the use of rules that direct behavior.

Organizational culture is a shared perception of how lecturers work in an organization that is used as a characteristic for each unit or organization that distinguishes one organization from another. (van den Berg & Wilderom, 2004). Organizational culture is more important today than ever, increasing competition, globalization, mergers, acquisitions, takeovers, buyouts, alliances and various workforce developments

have created great needs in organizations. (Schein, 2010). In addition, organizational culture has benefits for its lecturers, namely as a forum to hone lecturers' intellectuals and change bad habits into good and profitable habits for lecturers and organizations. Through organizational culture, it is easy to make significant changes to innovative habits that are born in the rules that have been agreed upon and known by the leader and applied in daily activities. Innovative work behavior emerges based on the experience of working lecturers where lecturers feel they need a breakthrough to speed up both the time, efficiency, and effectiveness of the work carried out in the hope of improving lecturer performance at work. There are several ways to build an organizational culture that can support innovative work behaviors, including Focus on community mission, Giving lecturers the freedom to innovate, Give fun work, Community within the community, Move fast, and Supporting life outside of work

CONCLUSION

Organizational Culture on Innovative Work Behavior means that through people-orientation leaders can improve innovative work behavior in terms of organizational culture. Creating a good organizational culture without eliminating the local culture that characterizes where the UPT stands, besides that, leaders through organizational culture teach lecturers to innovate and dare to take risks for what they have done, familiarize lecturers to pay attention to work down to the smallest (detail) and oriented on the results to be achieved. In addition, leaders through organizational culture are expected to create human-oriented management (lecturers) by creating teams, small teams which will increase aggressiveness and competitiveness among lecturers to create organizational stability.

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