

The Effect of Training and Development on Innovative Behavior in Organizations

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ABSTRACT

Innovation is the development of work according to the skills of employees. If the thoughts and actions of employees are creative and innovative, innovation emerges. The need for innovation arises when someone tries to do cognitive work that is not routine. This study aims to test and analyze the effect of training and development on employee innovative behavior. The benefit of this study is that it provides data on employee innovative behavior for training and development. This study employed a quantitative approach with 52 participants of Company X in Jakarta, Indonesia. Data analysis utilized SPSS software and a multiple linear regression technique. The information examination utilized in this exploration is numerous straight relapses. The results of this study are all the while preparing and improving meaningfully affect workers' imaginative way of behaving. Partially, training has a significant and positive effect on employee innovative behavior, and human resource development has a significant and positive effect on employee innovative behavior. The author suggests that training activities can be carried out by the company and conduct employee self-development planning so that it can foster innovative behavior so that the goals of the company can also be carried out.

Keywords: Employee Performance; Employee Training; Human Resource Development; Innovative Behavior; Organizations

INTRODUCTION

In today's intensely competitive and rapidly evolving business environment, innovation stands out as a critical driver of organizational success. It is widely recognized that organizations capable of consistently innovating are better positioned to not only survive but also thrive amidst global competition. Innovation, fundamentally, involves the creation and implementation of novel ideas, products, processes, or services that add value and differentiate an organization in the market. For innovation to flourish within an organization, the support and development of its human resources are imperative. Human resources play a pivotal role in fostering innovation due to their ability to generate and execute creative ideas. The competence and skills possessed by employees are foundational in enabling innovative behaviors within the workforce. This competence encompasses a range of capabilities, including technical skills, problem-solving abilities, adaptability, and creativity. The development of human resources towards greater competence involves ongoing training, skill enhancement programs, and fostering a culture that values continuous learning and improvement. Investing in employees' development not only enhances their individual capabilities but also cultivates a collective organizational mindset that encourages innovation. Furthermore, innovative behavior among employees is significantly influenced by the support they receive from managers and the organization as a whole. Effective leadership is crucial in setting the tone for innovation by promoting risk-taking, encouraging experimentation, and providing resources and incentives to pursue new ideas. Organizations that prioritize and support innovation through clear goals, dedicated resources, and a supportive work environment are more likely to see innovative behaviors from their employees (Shalley et al., 2004).

Innovative behavior is closely related to employee motivation (Ng et al., 2010; Amabile et al., 2017). The epitome of creative thinking is innovation. However, freedom and autonomy are necessary for coming up with original and creative concepts (Byron & Khazanchi, 2012; De Dreu et al., 2008). In an unsure climate, imaginative firms generally outflank non-creative firms in a powerful climate, though development assumes a positive part in the firm exhibition in a unique climate and it is normal to make changes. This permits new contestants to turn out to be more imaginative and pioneering, subsequently acquiring development and benefits. The innovative behavior of employees in the company is still relatively low, this is reflected in the procedures or processes and services provided to consumers. Procedures or processes and services are one of the benchmarks of innovative behavior in the company because from here it can be seen that there are new ideas from employees to be implemented in the company in the form of services to customers. If the procedures or processes and services in the company are not maximized, people will switch to other companies. The company must provide employees with training and opportunities for growth in order to improve this. As a result, it is hoped that the company's objectives can be effectively and efficiently achieved. individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the effective functioning of the organization (Mundung, 2021).

Training and development have an essential role in enhancing innovative behavior and improving productivity resulting in organizational effectiveness. The creation of one-of-a-kind, distinctive, and unreplaceable human resources is a crucial strategic tool in today's business environment and a prerequisite for improving organizational performance (Hemakumara, 2020). Therefore, organizations spend large capital expenditures on training and development programs and activities (Moore, 2017). Training is a lesson given to employees to gain knowledge and skills at work (Adianto & Sugiyanto, 2021). Training plays a key role in the growth and development of organizations. Training has direct or indirect effect on employee commitment in

organizations (Awodun & Edu, 2018). Preparing is a momentary instructive interaction that shows every representative specialized information and abilities for explicit purposes through efficient and coordinated systems. Training serves as a powerful strategy to address challenges and adapt to rapid changes in future businesses (Tambing et al., 2019; Rahman, 2022). Mamangkey et al. (2015) further emphasize that training encompasses all efforts aimed at enhancing the performance of workers within their specific job roles or related tasks. This underscores the importance of continuous learning and skill development to equip employees with the necessary capabilities to navigate evolving business landscapes effectively. By investing in training initiatives, organizations can empower their workforce to meet job demands, embrace innovation, and respond proactively to industry shifts, thereby ensuring sustained performance and competitiveness.

One of the organization's endeavors to increment representative potential and abilities is worker advancement (Rawashdeh, 2018). Furnishing representatives with the typical abilities expected to do the work that has been given so it tends to be finished successfully, proficiently, and ideally. It can also inspire workers to perform at their best. In practice, employee development can assist employees in increasing their competence and mastery of their work area. Employees can increase their productivity through this program for employee development. Human resource development encompasses a systematic and strategic effort aimed at enhancing the knowledge, competence, and skills of employees within an organization (Robbins & Judge, 2018). This process involves various activities such as training programs, workshops, mentorship, and continuous learning initiatives designed to empower employees with the necessary tools and capabilities to excel in their roles.

In an era dominated by innovation and rapid technological development, organizations must focus on human resource development as an integral part of their growth strategy. Through training, education, and work experience, human resources can be improved so that employees are able to face changes and contribute optimally in achieving organizational goals (Rivai, 2013). In addition, Human Resource Development (HRD) opens up new opportunities for employees to develop their careers. By acquiring new skills and increasing competence, employees have the opportunity to advance in the organization and occupy higher positions (Northouse, 2013). According to Noe et al. (2014), HRD is a series of activities designed to improve the abilities, knowledge, skills, and attitudes of employees in order to improve individual and organizational performance.

Because it leads to high performance in the same field and is an important part of human resources, training, and development have become one of the essential functions in the majority of businesses (Fadilah, 2018). Training and development are essential components of organizational effectiveness, involving the strategic design and delivery of training activities. According to Sobirin (2019), the need for training and development arises at three critical levels within an organization. Firstly, at the organizational level, training initiatives are driven by strategic planning, business needs, and overall organizational goals. Secondly, at the individual level, training is tailored to address specific performance levels and to enhance the skills and knowledge required for improved job performance. Lastly, at the operational level, training is focused on equipping employees with the competencies necessary to fulfill their assigned tasks effectively. Therefore, effective training and development programs must comprehensively address these organizational, individual, and operational requirements to align with broader business objectives and enhance overall performance.

This study aims to test and analyze the effect of training and development on employee innovative behavior. The benefit of this study is that it provides data on employee innovative behavior for training and development.

LITERATURE REVIEW

Innovative Behavior

Workplace innovation typically starts with the creation of fresh ideas, stemming from various sources such as oneself, employees, business partners, friends, or managers. Once an idea is formed, the crucial next step is articulating and sharing it effectively within the organization. If the idea proves viable and gains approval, it moves to the preparation phase where detailed implementation plans are devised. This progression from ideation to communication and eventual planning underscores the importance of fostering and managing innovative concepts within the workplace to drive positive change and growth. Innovative behavior within an organization encompasses a wide array of individual actions aimed at bringing forth new and beneficial ideas across all levels. This behavior includes activities such as brainstorming creative solutions, experimenting with novel approaches, collaborating with colleagues to refine ideas, and proactively implementing positive changes. Cultivating a culture of innovation goes beyond just generating ideas; it involves empowering individuals to take ownership and drive the adoption of innovative solutions. This entails creating an environment where taking calculated risks is supported, learning from setbacks is encouraged, and continuous improvement is embraced as a norm. Behavior refers to one's acts focused on goals. In general, behavior is based on motivation from a certain desire to achieve certain goals. With regard to the word innovative, it cannot be separated from the word innovation. Innovation is related to ideas, processes, or products stated by individuals to have novelty (Ferdinan & Lindawati, 2021).

By fostering innovative behavior, organizations can achieve several benefits. Firstly, it enhances competitiveness by enabling the organization to stay ahead of market trends and respond effectively to changing customer needs. Secondly, it increases efficiency by encouraging streamlined processes and solutions that optimize resources. Thirdly, it fosters sustained growth by promoting a mindset of adaptation and evolution in response to internal and external dynamics. Overall, a culture of innovation not only sparks creativity but also fuels organizational resilience and success in today's dynamic and competitive business landscape (Kleysen & Street, 2001). Adapting administrative processes to foster better working effects, integrating new ideas or technologies to enhance efficiency, and generating novel product concepts or technologies that lead to profit are instances of innovative activities. While creativity is typically linked with innovative behavior, they differ in important ways. Innovation involves implementing new or improved methods, products, or processes that add value or solve problems effectively within a business context. This can encompass a wide range of activities, from refining existing procedures to introducing entirely new products or services. On the other hand, creativity refers more specifically to the generation of novel ideas or concepts, often as the starting point for innovation. While creativity focuses on ideation and imagination, innovation involves translating these ideas into tangible outcomes that drive business success (De Jong & Den Hartog, 2007). When a problem or performance gap is recognized and ideas emerge in response to a need for innovation, creativity is the beginning of the innovation process (Kleysen & Street, 2001). Innovative behavior focuses on a more complex process as it goes all the way to the implementation of the ideas generated (Carmeli et al., 2006).

Training

Training is a methodical process of altering employees' behavior in order to achieve organizational objectives, which relates to employees' current job skills and abilities. Preparing has an ongoing direction and assists representatives with accomplishing specific abilities and capacities to find true success in playing out their positions (Sutrisno, 2013). According to Wibowo (2018), the meaning of preparing and improvement is unique. The goal of training is to make mastery of various skills and methods for doing specific, detailed, and routine work better. That is, training helps workers (the workforce) perform their current jobs. In the meantime, the goal of development is to expand knowledge, abilities, attitudes, and personality traits. Noe et al. (2014) argue that the company's efforts to provide facilities that can support the growth of each of its employees include training. In this instance, improvement may be possible in employees' work-related skills. Representative capability for this situation connects with mental, full of feeling, and psychomotor representatives connected with their work. The performance of these employees is greatly influenced by these competencies.

Development

HRD encompasses a set of deliberate activities aimed at enhancing the capabilities, knowledge, skills, and attitudes of employees to enhance both individual and organizational performance. These activities are strategically designed to foster continuous learning and growth among employees, ultimately contributing to the overall success and effectiveness of the organization (Noe et al., 2014). According to Mathis and Jackson (2019), an employee's development is an effort to improve their skills and knowledge in problem-solving and assigned work tasks. These improvements are the goal of development. To get top-notch HR that can uphold the organization's own objectives, each business will foster its HR. According to Mathis and Jackson (2019), HRD is a process that aims to improve individual capabilities through teaching, training, and learning so that they can contribute optimally to achieving organizational goals. Flippo in Syarief (2022) explains that HRD is a conscious effort to obtain, improve, and combine the quality of employees in an effort to achieve organizational goals.

The hypotheses in this study were formulated as follows:

- H1: Training has a positive and significant effect on innovative behavior
- H2: Development has a positive and significant effect on innovative behavior
- H3: Training and Development have a positive and significant effect on innovative behavior.

RESEARCH METHOD

This type of research uses a quantitative approach. This study tests and analyzes the direct influence between training on innovative behavior and development on innovative behavior. This research was conducted at Company X in Jakarta, Indonesia. The population in this study were all employees totaling 52 people. The number of samples in this study was 52 people. According to Sugiyono (2016), the example is important for the number and qualities moved by the populace. The inspecting technique utilized for this examination is all-out testing. A method of sampling known as total sampling uses the same number of samples as the population (Sugiyono, 2016). The reason for conducting a total sample is that, as per Sugiyono (2016) the all-out populace is under 100, the whole populace is utilized as an examination test. The type of data used in this study is primary data. The data is processed using SPSS (Statistical Program for Social Science) software. The analytical method employed here is the multiple linear regression technique. The aim of multiple linear regression analysis is to determine how independent variables influence the dependent variable and to what extent, as described

by Saleh and Utomo (2018). This approach allows researchers to understand the effects between variables by quantifying the impact of multiple predictors on an outcome, providing insights into the direction and magnitude of these effects within a statistical framework.

RESULTS

Results of Multiple Linear Regression Test

This investigation model is utilized to decide the impact of free factors on the reliant variable. The following table displays the outcomes of multiple linear regression coefficients of independent variables (X) on variable Y:

Table 1. Multiple Linear Regression Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.167	3.526		0.898	0.374
	Training (X ¹)	0.398	0.102	0.427	3.913	0.000
	Development (X ²)	0.490	0.119	0.450	4.119	0.000

a. Dependent Variable: Innovative Behavior (Y)

Source: Data processed, 2024

Table 1 shows that each research variable used has a regression coefficient that can be made into a multiple regression equation model as shown below:

$$Y = 3.167 + 0.398X_1 + 0.490X_2$$

Based on the regression equation model obtained, each regression coefficient can be explained as follows. The constant value derived from the test, which stands at 3.167, provides valuable insight into the baseline scenario. Essentially, when there are no changes in the levels of training (X¹) and development (X²), the innovative behavior (Y) is predicted to be at a constant level, specifically equal to the constant coefficient of 3.167. This constant serves as a reference point, indicating the expected value of Y when all other variables are held constant.

The regression coefficient of 0.398 for the training variable demonstrates a positive effect on employee innovative behavior in a linear regression model. This coefficient suggests that for every 1 unit increase in training, there is a predicted increase of 0.398 units in innovative behavior, assuming other variables remain constant. Conversely, if the training level decreases by 1 unit, the model predicts a decrease of 0.398 units in innovative behavior. This coefficient quantifies the direction and magnitude of the effect of training on innovative behavior within the context of the regression analysis, providing valuable insight into how changes in training may impact employee innovation.

The regression coefficient of 0.490 for the development variable demonstrates a positive effect on employee innovative behavior within a regression model. This coefficient signifies that for every 1 unit increase in development, there is an expected increase of 0.490 units in innovative behavior, holding other factors constant. Conversely, if the development level decreases by 1 unit, the model predicts a decrease of 0.490 units in innovative behavior. This coefficient quantifies the directional impact and strength of the effect between development activities and employee innovation, suggesting that enhancing development initiatives may lead to higher levels of innovative behavior.

among employees.

Hypothesis Test Results

T-test

The t-test is employed to assess the impact of individual independent variables, such as training (X¹) and development (X²), on the dependent variable of innovative behavior. Specifically, it helps determine whether these variables, either separately or together, have a significant influence. A t-test result is deemed significant if the calculated probability of error is less than 5% (i.e., $p < 0.05$), indicating a statistically meaningful impact of the variables on innovative behavior. The following partial test results are as follows:

Table 2. Results of the T-test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.167	3.526		0.898	0.374
	Training (X ¹)	0.398	0.102	0.427	3.913	0.000
	Development (X ²)	0.490	0.119	0.450	4.119	0.000

a. Dependent Variable: Innovative Behavior (Y)

Source: Data processed, 2024

Based on Table 2, the results of data processing using SPSS, it can be concluded as follows.

Hypothesis 1: Training Has a Positive and Significant Effect on Employee Innovative Behavior

Hypothesis 1 posits that employee innovative behavior is positively influenced by training. The analysis reveals a significant relationship, with a t-value of 3.913 and a significance level (sig) of 0.000, which is below the conventional threshold of 0.05. This result validates the hypothesis, indicating that training indeed has a favorable impact on fostering innovative behavior among employees. By rejecting the null hypothesis, this study supports the notion that investing in training initiatives can effectively enhance creativity and performance within organizations. This underscores the practical importance of implementing targeted training programs to cultivate a culture of innovation and maximize workforce potential.

Hypothesis 2: Development Has a Positive and Significant Effect on Employee Innovative Behavior

Hypothesis 2 asserts that employee innovative behavior is positively impacted by development initiatives. The analysis yields a noteworthy result, with a t-value of 4.119 and a significance level (sig) of 0.000, indicating statistical significance. Consequently, the second hypothesis is upheld, indicating that development efforts indeed contribute positively to fostering innovative behavior among employees. This rejection of the null hypothesis emphasizes the significance of investing in employee development programs as a strategic approach to bolster organizational creativity and performance. It underscores the practical importance of such initiatives in nurturing a culture of innovation and maximizing the potential of the workforce.

F-test

According to Ghozali (2018), in the context of hypothesis testing using the F statistic, the acceptance of the alternative hypothesis—asserting that all independent variables collectively and significantly influence the dependent variable—is warranted when the observed significance level (p-value) of the F statistic falls below 0.05. This criterion signifies that there exists substantial evidence to conclude that the combined independent variables have a statistically significant impact on the dependent variable within the specified model. The table below displays the F test analysis's findings:

Table 3. Results of the F-test

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	486.027	2	243.013	36.992	0.000 ^b
	Residual	321.897	49	6.569		
	Total	807.923	51			
a. Dependent Variable: Innovative Behavior (Y)						
b. Predictors: (Constant), Training (X ¹), Development (X ²)						

Source: Data processed, 2024

The analysis presented in Table 3 suggests that there is a significant and positive relationship between training (X1) and development (X2) together, and innovative behavior (Y) among employees. This conclusion is drawn from the F test results, where the calculated F value of 36.992 exceeds the critical F value of 2.79 at a significance level of 0.05. This significant difference, coupled with a p-value of 0.000, further reinforces the strength of the relationship between the variables. Therefore, we can cautiously accept the third hypothesis, acknowledging the robustness of the findings but also considering potential nuances or limitations within the data or methodology.

Determinant Test (R²)

The R2 test is utilized to gauge how far the model's capacity to make sense of the varieties in the reliant factors. The adjusted R2 value is used for the coefficient of determination in this study.

Table 4. Determinant Test Results

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.776 ^a	0.602	0.585	2.563	0.602	36.992	2	49	0.000
a. Predictors: (Constant), Training (X ²), Development (X ¹)									
b. Dependent Variable: Innovative Behavior (Y)									

Source: Data processed, 2024

The adjusted R2 value, as determined by the R2 test results, is 0.585, or 58.5%. This demonstrates that the independent variable, training and development, can account for 58.5 percent of the innovative behavior of employees. While outside of the independent variables of this study, 41.5% of innovative behavior variables are explained by other variables.

DISCUSSION

The Effect of Training on Employee Innovative Behavior

In light of the consequences of the examination, it shows that preparing meaningfully affects worker imaginative way of behaving, this should be visible from the t-count an incentive for the preparation variable (X1) is 3.913 and the sig esteem is $0.000 < 0.05$, so H_0 is dismissed and H_a is acknowledged. From the results of testing the first hypothesis, it is known that training has a significant and positive effect on employee innovative behavior. The statement highlights the findings of a study that suggests training contributes significantly to fostering innovative behavior among employees. This conclusion is supported by previous research conducted by Nihayati and Fardila (2023) both of whom found a positive correlation between training and development initiatives and the manifestation of innovative behavior among employees. Furthermore, the study's results align with the conclusions drawn by Mafini and Pooe (2013), who investigated the relationship between employee satisfaction and performance. Their research indicates that satisfied employees tend to perform better, which suggests that investing in training and development can lead to increased job satisfaction and consequently, enhanced performance. These findings are consistent with the broader body of research in the field. For instance, a study by Onyebu and Omotayo (2017) also suggests a positive association between training interventions and various desirable outcomes such as improved performance and innovative behavior among employees.

The Effect of Development on Employee Innovative Behavior

The study's findings demonstrate that employee innovative behavior is significantly influenced by development, as evidenced by the fact that the t-count value for the development variable (X2) is 4.199 and the sig value is $0.000 < 0.05$, indicating that H_0 is rejected and H_a is accepted. The consequences of testing the subsequent speculation show that there is a massive impact of improvement on representative imaginative way of behaving. That is, these findings indicate that development gives meaning or contribution to innovative behavior. If the HR development program increases, the company needs to improve soft skills, improve teamwork, help solve operational problems, improve the ability to see problems from various directions, and improve careers, then employee discipline will increase (Sulaefi, 2017). This is in accordance with the research that was finished (Wickert et al., 2016), who contended that one of the primary objectives of the organization when it gives advancement to every one of its representatives is to have the option to deliver viable worker execution.

The Effect of Training and Development on Employee Innovative Behavior

The Adjusted R-squared value of 0.585, or 58.5 percent, suggests that training and development collectively exert a substantial and positive influence on the innovative behavior displayed by employees. This indicates that the independent variable, training and development, can explain approximately 41.5 percent of the variance in innovative behavior among employees. Conversely, 34.9 percent of the variance in Gig Fulfillment can be attributed to factors beyond those explored within the scope of this study. These findings are consistent with those of Tannady et al. (2022), whose research similarly concludes that training and development significantly impact innovative behavior. By emphasizing the importance of training and development initiatives, this study aligns with the notion that investing in such programs can effectively foster a culture of innovation within organizations.

CONCLUSION

In light of the aftereffects of exploration examination and conversation of the impact of preparing and improvement on Imaginative Conduct in representatives. from the experimental outcomes it very well may be presumed that preparing affects imaginative way of behaving and in the wake of directing the t-test, preparing got t count = 3.913, it very well may be deciphered that the preparation variable (X1) $3.913 > 2.0085$ so that preparation (X1) impacts creative way of behaving. Since competence (X2) has an impact and significance on innovative behavior (Y) when the development variable (X2) is higher than or equal to 2.0085 and the significant value of 0.000 is less than or equal to 0.05, Hypothesis 2 is accepted. Preparing and improvement meaningfully affect Creative Conduct in workers. This should be visible from the measurable aftereffects of F count of 36.992 more prominent than F table 3.191 and shows synchronous computation. Assuming that the worth of the importance esteem is $0.000 < 0.05$, it implies that the preparation and improvement factors affect the creative way of behaving (Y). From the consequences of this review, the creator trusts that the organization should decide strategies connected with preparation and improvement in order to make imaginative conduct in representatives, this can emphatically affect the accomplishment of organization objectives.

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DECLARATION OF CONFLICTING INTERESTS

The authors declared no potential conflicts of interest.

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