

**THE INFLUENCE OF LEARNING ORGANIZATIONS AND
EMPLOYEE INNOVATION BEHAVIOR ON EMPLOYEE
PERFORMANCE AT THE SURABAYA CITY CULTURE, YOUTH
AND SPORTS AND TOURISM OFFICE WITH THE INTERVENING
VARIABLE OF EMPLOYEE COMPETENCE**

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Abstract

This study examines and demonstrates the impact of Learning Organizations and Employee Innovation Behavior on Employee Performance in the Department of Culture, Youth and Sports and Tourism of the City of Surabaya. The research design employed in this study is explanatory research, which aims to explain the causes and consequences of existing problems. Path Analysis, along with two multiple linear regression analysis models and SPSS ver 17.0, was utilized to analyze the data. Furthermore, this study is classified as associative research. The findings of this study confirm that learning organizations have a positive and significant influence on employee competence. Furthermore, employee innovation behavior also has a positive and significant impact on employee competence. Moreover, learning organizations positively and significantly affect employee performance, while employee innovation behavior also has a positive and significant influence on employee performance. Additionally, employee competence is found to have a positive and significant effect on employee performance. However, employee competence does not act as a mediating variable in the relationship between learning organizations and employee performance. On the other hand, employee competence does serve as a mediating variable in the relationship between employee innovation behavior and employee performance.

Keywords: *Learning Organization, Employee Innovation Behavior, Employee Performance, Employee Competency*

1. INTRODUCTION

The role of the Surabaya City Culture, Youth and Sports and Tourism Office covers a very broad aspect and determines the success of development and public services in Surabaya City. All parts of the Surabaya City Government organization need to support each other for the success of development and community services. The success of each field needs support from employee performance and employee competence which is getting higher due to increased welfare, all of which support employee performance.

Peter Senge defines a learning organization as a dynamic space where individuals constantly enhance their ability to achieve the outcomes they truly desire. It is a nurturing environment that fosters innovative and open-minded thinking, liberates collective aspirations, and encourages people to continuously learn and grow together (Wijoyo, 2021). Indicators of a learning organization include; 1. willing and able to continue learning to make

himself a master in his field of knowledge. 2. Skills to adjust between personal vision and organizational vision. 3. Skills to find shared principles and values. 4. Effective team learning. 5. Mastering the ability to comprehend the intricate dynamics between different internal and external factors is a valuable skill to possess. The results of previous research conducted by Purwanto et al (2020), namely that hard skills, soft skills, learning organizations, and innovation capabilities have a direct positive and significant effect on lecturer performance.

In the realm of the workplace, employee innovative behavior is a dynamic process that involves the creation, promotion, and execution of fresh ideas (Scott and Bruce, as cited in Wang et al., 2022). There are several indicators that signify such behavior, including: 1. Exploring ideas. 2. Generating ideas. 3. Advocating for ideas. 4. Implementing ideas. Recent research conducted by Malibari & Bajaba (2022) has demonstrated that entrepreneurial leadership plays a crucial role in influencing employees' innovative behavior by fostering an environment conducive to innovation and nurturing intellectual agility.

Dessler (2015) proposes that performance is evaluated by comparing subordinates' actual perceptions with the standards established in the initial phase, utilizing various rating forms. Employee performance indicators include: 1. quantity of work 2. work quality 3. timeliness 4. attendance 5. teamwork skills. Research conducted by Dekoulou & Trivellas (2015) indicates that learning-focused practices are key predictors of employee job satisfaction and individual performance, with job satisfaction serving as a mediator in the connection between learning organizations and job performance.

Edison et al (2016) defines competence as the capability of an individual to effectively carry out a job, leveraging knowledge, skill, and attitude. Employee competence can be gauged through various indicators: 1. Motivation, which drives consistent actions based on desires or thoughts. 2. Traits, encompassing physical attributes and consistent responses to situations. 3. Self-concept, reflecting attitudes, values, and self-image. 4. Knowledge, referring to information in a specific field. 5. Skills, denoting the ability to perform physical or mental tasks. Swanson et al (2020) conducted a study showing that knowledge sharing (competence) and employee job performance directly impact employee loyalty.

This research has a specific novelty, namely so far, there is still no specific information about recent research on the influence of learning organizations and employee innovation behavior on employee performance through employee competence. This research topic is very interesting because it involves important concepts in human resource management and organizational development. Research that examines the relationship between learning organizations, employee innovation behavior, employee performance, and employee competence can provide valuable insights for organizations in improving employee performance, effectiveness and productivity. The results of this study can be utilized for organizations where this research has the potential to make a significant contribution in the field of human resource management and organizational development.

The research benefits of the results of this study are expected to provide empirical evidence that shows the effect of Learning Organization, Employee Innovation Behavior and employee competence on employee performance, which can provide input to the management of the Surabaya City Culture, Youth and Sports and Tourism Office on the importance of understanding from management organizationally on the management of the Learning Organization, Employee Innovation Behavior and employee competence of all

employees owned. Thus, employee performance which initially decreased can be improved again so that organizational profits increase. The benefits that can be obtained for the government are to provide input on the extent to which the Learning Organization, Employee Innovation Behavior and employee competence can provide a positive contribution value in improving employee performance.

2. THEORETICAL FOUNDATION

2.1. Theory

2.1.1. Learning Organization

A learning organization, as described by Garvin, is one that possesses the capability to generate, obtain, share knowledge, and adapt their behaviors to incorporate new insights and information. Nurhayani (2018) defines a Learning Organization as one that fosters a supportive environment and offers ample opportunities for individuals to learn both independently and collaboratively, and then implement their newfound knowledge in organizational processes and activities. This learning process goes beyond just acquiring knowledge, but also focuses on how to effectively apply it for the benefit of the organization. Learning can come from various sources, whether internal or external. In a learning organization, leaders prioritize empowering employees and promoting collaboration across different departments and organizations. They also promote transparency, encourage the exchange of ideas, and foster total collaboration among all members and stakeholders. The core value of a learning organization lies in its problem-solving capabilities.

Purwanto et al (2020) discovered through their previous research that hard skills, soft skills, learning organizations, and innovation capabilities all contribute directly to enhancing lecturer performance. On the other hand, Alfionita et al (2022) found in their study that learning organizations play a crucial role in fostering innovation.

2.1.2. Employee Innovation Behavior

Employee innovative behavior is a tangible manifestation of employee creativity in carrying out work. Creativity that comes from individuals, in this case called employees, is the basis for making an innovation. Innovation depends on how the individual generates new ideas or ideas, designs ideas, implements ideas that have been well designed and prepared and then makes modifications to the work (Etikariena & Muluk, 2014). Widiyanti & Sawitri (2020) stated that companies that are able to innovate sustainably, always make quality improvements to the products produced. Innovation is also one of the motivations of employees in maintaining their performance at work, thus causing the company's performance to be superior when compared to other companies. Employee innovative behavior is a complete process in the workplace, where individuals generate, promote, and implement new ideas (Scott and Bruce, in Wang et al., 2022).

Signs of innovative behavior in employees involve: discovering opportunities or problems. 2. Coming up with new ideas by suggesting innovative solutions for processes. 3. Advocating for their ideas and seeking support to bring them to life. 4. Having the initiative to implement new ideas in their daily work routines.

Zhu et al. (2023) discovered that the connection between perceived meaningfulness at work, work attachment, and employee innovative behavior was more pronounced compared

to other factors. Moreover, national culture, age, and gender were identified as moderators in the relationship between employee innovative behavior and various organizational aspects. On the other hand, Malibari & Bajaba (2022) highlighted the substantial influence of entrepreneurial leadership on employees' innovative behavior, facilitated by their innovation climate and intellectual agility.

2.1.3. Employee Performance

Performance is a general term used in part or all of an organization's actions in a period with reference to a number of standards of past or projected costs efficiently, management responsibility or accountability and the like (Kiom, 2021). Meanwhile, Mathis & Jackson (2001) explains that performance is what employees do or do not do. Dessler (2015) suggests that performance is a comparison between the actual perceptions of subordinates and the standards set in the first step, involving several types of rating forms.

Employee performance can be measured through various indicators. Firstly, the amount of work produced by individuals or groups is a crucial factor. It sets the standard for the job and determines the level of productivity. Secondly, the quality of work is equally important. Each employee must meet specific requirements to ensure that the work produced meets the expected standards. Thirdly, timeliness plays a significant role. Completing tasks on time, considering their unique characteristics and dependencies on other work, is essential. Fourthly, attendance is crucial for certain types of work. Employees must be present at the designated time to fulfill their responsibilities. Lastly, the ability to cooperate is vital. Employees should possess the skills to work harmoniously with their colleagues and collaborate effectively. These performance indicators collectively contribute to a successful and productive workforce.

A study by Aragón-Sánchez & Sánchez-Marín (2005) demonstrated that organizational learning plays a crucial role in connecting training and performance, with learning-oriented training enhancing performance by fostering organizational learning. Dekoulou and Trivellas (2015) also found that learning-oriented practices significantly impact employee job satisfaction and individual performance, with job satisfaction acting as a mediator between organizational learning and job performance.

2.1.4. Employee Competencies

According to Dessler (2015), competence refers to a person's personal attributes, including knowledge, skills, and leadership qualities. Wibowo & Utomo (2016) propose that competence is the capability to effectively perform a job or task, relying on one's skills, knowledge, and the required work attitude. Edison et al (2016) define competence as the capacity of an individual to successfully execute a job, leveraging their expertise, skills, and attitude to gain an advantage.

Employee competence can be assessed through various indicators. Firstly, motive plays a crucial role as it is the driving force behind an individual's actions. Consistent thoughts or desires that lead to action demonstrate a high level of competence. Secondly, traits such as physical characteristics and consistent responses to different situations or information provide insights into an employee's competence. These traits reflect their ability to handle various challenges effectively. Thirdly, self-concept, including attitudes, values, and self-image, contributes to an employee's competence. A positive self-concept often translates into

better performance. Fourthly, knowledge in a specific field is a significant indicator of competence. The information an employee possesses demonstrates their expertise and ability to contribute effectively. Lastly, skills, whether physical or mental, showcase an employee's ability to perform specific tasks proficiently.

Previous research conducted by Badarudin (2020) has shown that competence has a positive and significant impact on employee performance. Additionally, Swanson et al. (2020) found that knowledge sharing, which is a part of competence, directly influences employee loyalty and job performance. These studies highlight the importance of competence in enhancing employee outcomes.

2.2. Hypothesis Development

2.2.1. The effect of Learning Organization on employee competence

In previous research, it was empirically proven that the Learning Organization can have a significant influence on employee competence. Organizations have the ability to create, acquire, transfer knowledge, and change their behavior to reflect new knowledge and insights. Thus, the following hypothesis can be formulated:

H₁ : Learning Organization affects employee competence.

2.2.2. The effect of Employee Innovation Behavior on employee competence

In previous studies, it was empirically proven that Employee Innovation Behavior can have a significant influence on employee competence. Employee innovative behavior is a tangible manifestation of employee creativity in carrying out work. Creativity that comes from individuals, in this case called employees, is the basis for making an innovation. Innovation depends on how the individual generates new ideas, so employees will try to improve their competence. Thus, the following hypothesis can be formulated:

H₂ : Employee Innovation Behavior affects employee competence.

2.2.3. Effect of Learning Organization on employee performance

In previous studies, it was empirically proven that the Learning Organization can have a significant influence on employee performance. A learning organization is a place where people continuously develop their capacity to create the results they really want, where new and expansive patterns of thinking are nurtured, where collective aspirations are freed, and where people continuously learn how to learn together, so that this can increase the productivity and performance of employees. Thus, the following hypothesis can be formulated:

H₃ : Learning Organization affects employee performance

2.2.4. The effect of Employee Innovation Behavior on employee performance

In previous studies, it was empirically proven that Employee Innovation Behavior can have a significant influence on employee performance. Companies that are able to innovate continuously, always make quality improvements to the products produced. Innovation is also one of the motivations for employees in maintaining their performance at work. Thus, the following hypothesis can be formulated:

H₄ : Employee Innovation Behavior affects employee performance.

2.2.5. Effect of employee competence on employee performance

In previous studies, it was empirically proven that employee competence can have a significant influence on employee performance. an ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitude required by the job, so that the performance of the employee concerned can increase. Thus, the following hypothesis can be formulated:

H₅ : Employee competence affects employee performance.

3. RESEARCH METHODS

3.1. Research Design

The research design carried out in this study is to use explanatory research, namely research that explains the causes and effects of existing problems with the help of Path Analysis with two multiple linear regression analysis models and SPSS ver 17.0. The type used in this study also includes using associative research. According to Sugiyono (2019) associative research is a formulation of research problems that asks about the relationship between two or more variables.

3.2. Population, Sample and Sampling Technique

The population in this study were all employees of the Surabaya City Culture, Youth and Sports and Tourism Office. The population of employees of the Surabaya City Culture, Youth and Sports and Tourism Office is 130 employees. In this study, a simple random sampling method was used, namely by giving questionnaires to a random portion of the population totaling 65 people (50%) consisting of employees in all parts of the organization (Mas'Ud, 2004).

3.3. Data Analysis Technique

In this study, a path analysis model was used using the help of two-level multiple linear regression analysis. The formula for path analysis with the two-level multiple linear regression model is:

$$Z = a + b_1X_1 + b_2X_2 + e$$
$$Z = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Where:

Y	= Employee Performance at the Surabaya City Culture, Youth and Sports and Tourism Office.
X ₁	= Learning Organization
X ₂	= Employee Innovation Behavior
Z	= Employee Competence
a	= Is an intercept or constant
b ₁ , b ₂ , b ₃	= is the regression coefficient.
e	= is a confounding factor outside the model.

4. RESULTS AND DISCUSSION

4.1. Research Results

4.1.1. Level 1 Regression Analysis

a. F Test - Simultaneous

Table 1. Anova Level 1

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.690	2	10.845	98.442	.000a
	Residual	6.830	62	.110		
	Total	28.521	64			

a. Predictors: (Constant), x2, x1

b. Dependent Variable: z

Source: SPSS Output

The F test results show the Fvalue of 98.442. While the Ftable value with degree of freedom = $n - k - 1 = 65 - 2 - 1 = 62$ is 3.18. Because the Fvalue of 98.442 > Ftable of 3.18; then Ha is accepted and H0 is rejected. This means that the regression model succeeds in explaining the variation of the independent variables as a whole, the extent of their influence on the independent variables.

b. Test t - Partial

Table 2. Regression Coefficient Level 1

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.834	.221		3.774	.000		
	x1	.549	.081	.652	6.742	.000	.413	2.421
	x2	.238	.087	.265	2.744	.008	.413	2.421

a. Dependent Variable: z

Source: SPSS Output

The t-test results show the t-value for the learning organization variable (X1) is 6.742; and the employee innovation behavior variable (X2) is 2.744. While the t-table value with degree of freedom = $65 - 2 - 1 = 62$ with a significance level (α) = 5% is 1.671. The tvalue value for the learning organization variable (X1) is 2.409 > ttable value of 1.671; then Ha is accepted and H0 is rejected. This means that the independent variable of learning organization (X1) can explain the independent variable, namely employee competence (Z). The t-value for the employee innovation behavior variable (X2) is 2.744 > t-table value of

1.671; then H_a is accepted and H_0 is rejected. This means that the independent variable of employee innovation behavior (X_2) can explain the independent variable, namely employee competence (Z).

4.1.2. Level 2 Regression Analysis

a. F Test - Simultaneous

Table 3. Anova Level 2

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.228	3	12.743	179.548	.000a
	Residual	4.329	61	.071		
	Total	42.558	64			

a. Predictors: (Constant), z , x_2 , x_1

b. Dependen : Employee performance (Y)

The F test results show the Fvalue of 179.548. While the Ftable value with degree of freedom = $n - k - 1 = 65 - 3 - 1 = 61$ is 2.76. Because the Fvalue of $179.548 > F_{table}$ of 2.76; then H_a is accepted and H_0 is rejected. This means that the regression model succeeds in explaining the variation of the independent variables as a whole, the extent of their influence on the independent variables.

b. Test t - Partial

Table 4. Regression Coefficient Level 2

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.534	.197		-2.717	.009		
	X1	.360	.086	.350	4.183	.000	.238	4.195
	X2	.257	.074	.234	3.481	.001	.368	2.715
	Z	.525	.102	.430	5.147	.000	.239	4.176

a. Dependent Variable: y

Source: SPSS Output

The t-test results show the tvalue for the learning organization variable (X_1) is 4.183; the employee innovation behavior variable (X_2) is 3.481; and the employee competency variable (Z) is 5.187. While the ttable value with degree of freedom = $65 - 3 - 1 = 61$ with a significance level (α) = 5% is 1.671. The tvalue value for the learning organization variable (X_1) is $4.183 > t_{table}$ value of 1.671; then H_a is accepted and H_0 is rejected. This means that

the independent variable of learning organization (X1) can explain the independent variable, namely employee performance (Y).

The tvalue value for employee innovation behavior (X2) is $3.481 > t$ table value of 1.671; then H_a is accepted and H_0 is rejected. This means that the independent variable of employee innovation behavior (X2) can explain the independent variable, namely employee performance (Y). The tvalue value for the employee competency variable (Z) is $5.147 > t$ table value of 1.671; then H_a is accepted and H_0 is rejected. This means that the independent variable employee competence (Z) can explain the independent variable, namely employee performance (Y).

4.1.3. Path Analysis

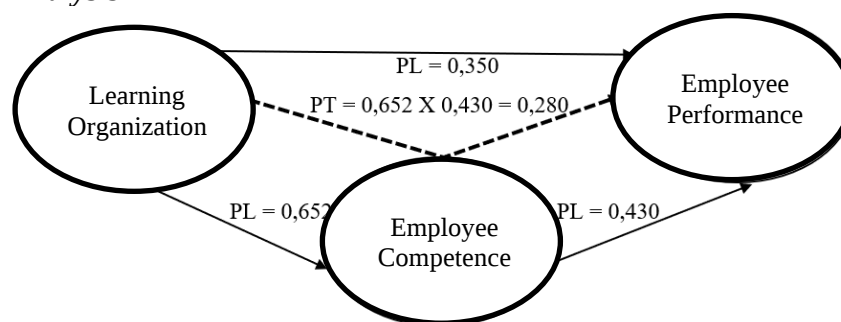


Figure 1. Path Analysis Model 1

Figure 1 shows the direct effect of learning organization (X1) on employee performance (Y) of 0.350. While the indirect effect through employee competence (Z) is $0.652 \times 0.430 = 0.280$. From the calculation results obtained, it shows that the value of indirect influence through employee competence (Z) is smaller than the value of the direct influence of the learning organization (X1) on employee performance (Y). With these results, it can be concluded that employee competence (Z) is not able to be a variable that mediates the influence between the learning organization (X1) on employee performance (Y).

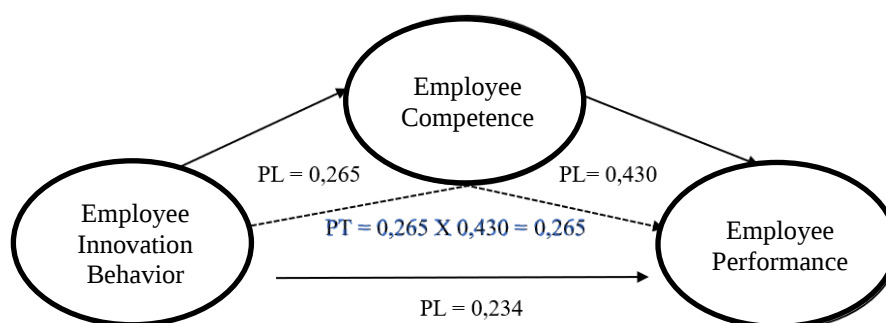


Figure 2. Path Analysis Model 2

Figure 2 shows the direct effect of employee innovation behavior (X2) on employee performance (Y) of 0.234. While the indirect effect through employee competence (Z) is $0.265 \times 0.430 = 0.265$. From the calculation results obtained, it shows that the value of the indirect effect through employee competence (Z) is greater than the value of the direct effect

of employee innovation behavior (X2) on employee performance (Y). With these results, it can be concluded that employee competence (Z) is able to be a variable that mediates the influence between employee innovation behavior (X2) on employee performance (Y).

4.2. Discussion

The tvalue for the learning organization variable (X1) is $2.409 > t$ -table value of 1.671; then H_a is accepted and H_0 is rejected. This means that the independent variable of learning organization (X1) can explain the independent variable, namely employee competence (Z). This means that the learning organization has a positive and significant effect on employee competence (hypothesis 1 is accepted). The tvalue for the variable employee innovation behavior (X2) is $2.744 > t$ table value of 1.671; then H_a is accepted and H_0 is rejected. This means that the independent variable of employee innovation behavior (X2) can explain the independent variable, namely employee competence (Z). This means that employee innovation behavior has a positive and significant effect on employee competence (hypothesis 2 is accepted).

The tvalue for the learning organization variable (X1) is $4.183 > t$ -table value of 1.671; then H_a is accepted and H_0 is rejected. This means that the independent variable of learning organization (X1) can explain the independent variable, namely employee performance (Y). This means that the learning organization has a positive and significant effect on employee performance (hypothesis 3 is accepted). The tvalue for employee innovation behavior (X2) is $3.481 > t$ table value of 1.671; then H_a is accepted and H_0 is rejected. This means that the independent variable of employee innovation behavior (X2) can explain the independent variable, namely employee performance (Y). This means that employee innovation behavior has a positive and significant effect on employee performance (hypothesis 4 is accepted).

The tvalue for the employee competency variable (Z) is $5.147 > t$ -table value of 1.671; then H_a is accepted and H_0 is rejected. This means that the independent variable of employee competence (Z) can explain the independent variable, namely employee performance (Y). This means that employee competence has a positive and significant effect on employee performance (hypothesis 5 is accepted). The direct effect of learning organization (X1) on employee performance (Y) is 0.350. While the indirect effect through employee competence (Z) is $0.652 \times 0.430 = 0.280$. From the calculation results obtained, it shows that the value of indirect influence through employee competence (Z) is smaller than the value of the direct influence of the learning organization (X1) on employee performance (Y). With these results, it can be concluded that employee competence is not able to be a variable that mediates the influence between the learning organization (X1) on employee performance (Hypothesis 6 is not accepted).

The direct effect of employee innovation behavior (X2) on employee performance (Y) is 0.234. While the indirect effect through employee competence (Z) is $0.265 \times 0.430 = 0.265$. From the calculation results obtained, it shows that the value of the indirect effect through employee competence (Z) is greater than the value of the direct effect of employee innovation behavior (X2) on employee performance (Y). With these results, it can be concluded that employee competence is able to be a variable that mediates the influence between employee innovation behavior (X2) on employee performance (hypothesis 7 is accepted).

The results of this study support previous research conducted by Burhannudin et al. (2019), with the results that competence has a positive and significant effect on employee performance. Where by increasing employee competence, it will improve employee performance so that it can support overall organizational performance in achieving the vision of the organization, especially in the Surabaya City Government, namely the advanced, humanist and independent city of Surabaya.

In addition, this research supports the theory put forward by where Competence is the ability of an individual to carry out a job correctly and has an advantage based on matters concerning knowledge, expertise, and attitude, employee innovation behavior independently will increase knowledge and expertise and a positive attitude in supporting employee performance improvement. However, learning organizations are still unable to improve employee competence where the influence of learning organizations through employee competence has not been able to indirectly affect employee performance. Therefore, it is hoped and recommended that the Surabaya City Government, especially the Surabaya City Culture, Youth and Sports and Tourism Office, continue to develop the agency as a learning organization where a learning culture continues to be mainstreamed so that the organization becomes more dynamic supported by increased employee competence.

5. CONCLUSIONS

The findings of this study indicate that learning organizations have a positive and significant impact on employee competence. Additionally, employee innovation behavior also has a positive and significant effect on employee competence. Moreover, learning organizations have a positive and significant effect on employee performance, while employee innovation behavior also positively influences employee performance. Furthermore, employee competition positively affects employee performance. However, it is important to note that employee competition does not mediate the relationship between learning organizations and employee performance. On the other hand, employee competition does serve as a mediating variable between employee innovation behavior and employee performance.

It is important to acknowledge that this research solely focuses on the impact of learning organizations and employee innovation behavior on employee performance through the mediating variable of employee competence. There are other variables, such as talent management and employee career management, that can also influence employee performance. Therefore, it is recommended for future research to explore these additional variables beyond learning organizations and employee innovation behavior.

In light of these findings, it is suggested that the Surabaya City Government, particularly the Surabaya City Culture, Youth and Sports, and Tourism Office, continues to foster a learning organization culture. By prioritizing continuous learning, the organization can become more dynamic and enhance employee competence.

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