



Understanding How Employee Creativity and Perceived Organizational Support Boost Job Satisfaction Via Innovative Work Behavior: Literature Synthesis Among Poliwangi's Civil Servant Educators

Arif Agus Fajar Riyanto, Markus Apriono, Dewi Prihatini



Abstract: This study aims to analyze how employee creativity and perceived organizational support influence job satisfaction via Innovative Work Behavior: A Literature Synthesis among Poliwangi's Civil Servant Educators. This study evaluates literature from various scientific databases. Search done using keywords related to identifying relevant research with an empirical focus on the variables studied. This literature synthesis reveals a strong theoretical and empirical foundation supporting the notion that employee creativity and perceived organisational support (POS) significantly contribute to job satisfaction, particularly when mediated by innovative work behaviour (IWB). Creative educators who perceive high levels of institutional support are more likely to engage in proactive, novel, and solution-oriented behaviours, hallmarks of workplace innovation. These behaviours not only enhance individual performance but also play a crucial role in fostering job satisfaction and organisational resilience.

Keywords: Employee Creativity, Innovative Work Behavior, Job Satisfaction, Perceived Organizational Support

Nomenclature:

HR: Human Resources

POS: Perceived Organizational Support

SLR: Systematic Literature Review

IWB: Innovative Work Behaviour

I. INTRODUCTION

The increasingly intense competition in the field of vocational higher education encourages institutions to organise and manage their resources optimally and productively to remain competitive and continue to grow. Effective management of an institution requires implementing appropriate, targeted performance

management. Performance management is a process that involves ongoing communication between employees and leaders. Effective performance management will create a strong work team. The development of effective performance management is highly dependent on the availability of resources, particularly Human Resources (HR). HR management is a process of implementing training, procurement, development, compensation and other activities to create productive people (Susan, 2019) [19]. Then, (Parasela, 2023) [12] states that HR management, in achieving organisational goals, is a process of planning, organising, implementing, and controlling HR effectively and efficiently. Effective and comprehensive HR management will enhance target achievement in vocational higher education. The performance of higher education organizations plays an important role in producing quality HR. Professional education is one alternative for developing HR quality that is in accordance with future work demands (Anas, 2022) [1].

Human resources can be optimised as assets to advance vocational higher education institutions. Human resource management focuses on managing employees as human resources with potential, enabling them to engage in innovative work behaviours that benefit vocational higher education institutions. A comprehensive understanding of human resource management is very important in the world of education, in an effort to improve the management of quality and sustainable education (Babullah, 2024) [3]. Innovative work behaviour is the ability to generate new ideas and implement them, drawing on employees' creativity. Vocational higher education institutions face various factors that can influence human resources in achieving innovative work behaviour, as well as employees' satisfaction with their work. These factors include employee creativity and Perceived Organizational Support (POS).

Employee creativity is an important construct referring to employees' ability to generate new ideas and develop solutions to problems that are appropriate, useful, and aligned with organisational goals (Oldham & Cummings, 2017 [11]; Salsabila & Mansyur, 2024) [17]. Employee creativity is often regarded as a forerunner of innovation because it involves specific cognitive processes that drive the generation of ideas (Salsabila & Mansyur, 2024). Employees who exhibit more pronounced characteristics of individual creativity will typically have

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higher levels of creative ability. Employee creativity is defined as the ability to generate ideas or solutions that are new, useful, and appropriate to the context (Volery & Tarabashkina, 2021) [20]. This ability encompasses original thinking, imagination, and the skills to identify and solve problems creatively, all of which contribute to creating value in the work performed.

Perceived Organizational Support (POS) is an individual's belief that the organization values their contributions, cares about their psychological well-being, and provides the necessary support (Masyhuri et al., 2021) [10]. This belief can influence employees' attitudes and behaviours, including their commitment to the organisation, motivation to be innovative, and job satisfaction. When employees feel supported, they tend to be more engaged in their work and strive to achieve organisational goals, which, in turn, can improve overall performance and foster a positive work environment. In addition, perceived organisational support can reduce stress and improve employees' mental well-being, fostering a mutually beneficial relationship between employees and the organisation. High organisational support can also encourage employee creativity, making the relationship between creativity and POS a key to fostering a productive work environment. This fosters innovative work behaviour and increases job satisfaction, thereby creating positive synergies for employees.

Innovative work behaviour is defined as the ability of employees to generate new ideas, processes, practices, and procedures at the individual, group, and organizational levels (Gelaidan et al., 2024) [6]. Innovative work behaviour includes deliberate initiatives and practices in creating new ideas (De Jong & Den Hartog, 2007 [4]; Masyhuri et al., 2021) [10]. This behaviour not only improves individual performance but also drives organisational progress and fosters a more dynamic and adaptive work environment. Organisations can be better prepared to face challenges and changes and increase their competitiveness by encouraging innovative work behaviour. In addition, an environment that supports innovative work behaviour can increase employee job satisfaction, because they feel valued and have the opportunity to contribute to organisational goals.

Job satisfaction is created because desires and needs are fulfilled in the work process, so that a sense of satisfaction arises (Ratnasari et al., 2021) [14]. Job satisfaction can be defined as the extent to which people like or dislike their jobs, or a state of mind determined by the extent to which individuals view their jobs (Shanty et al., 2022) [18]. Job satisfaction can also be a positive response to job evaluations and work experiences. High job satisfaction can increase employee motivation, thereby increasing involvement and commitment to their tasks. A positive and supportive work environment, in which employees feel appreciated and heard, can encourage employee creativity and generate new ideas. When organizational support such as recognition of creative contributions and adequate resources are available, employees are more likely to demonstrate innovative work behavior, which includes implementing new ideas and improving work processes. A person with a high level of job satisfaction will show a positive attitude towards their work; a person with a low level of job satisfaction (dissatisfied) will

show a negative attitude towards their work (Kurniawan & Nugroho, 2021 [9]; Robbins & Judge, 2022) [16]. Job satisfaction can increase when there is continuity in existing resources, particularly human resources. Employees will feel satisfied in their work when they exhibit innovative work behaviour, which arises from employee creativity and perceived organisational support.

The research gap between this study and prior studies lies in its use of employee creativity and perceived organisational support to assess innovative work behaviour and job satisfaction. Measurement of employee creativity uses 5 indicators, namely originality, flexibility, elaboration, risk-taking and openness to experience (Karwowski, 2012; Salsabila & Mansyur, 2024) [8]. Perceived organizational support is measured using 4 indicators, namely appreciation, development, working conditions, and concern for welfare (Eisenberger et al., 1986; Rahmawati et al., 2024) [13]. Innovative work behaviour is measured using 6 indicators, namely idea generation, idea promotion, idea realization, idea exploration, championing ideas, and idea implementation (De Jong & Den Hartog, 2007 [4]; Rahmawati et al., 2024). Job satisfaction is measured using 5 indicators, namely: the work itself, co-worker support, compensation given, promotion opportunities, and guidance from superiors (Astuti et al., 2019) [2]. The existence of a research gap is a compelling rationale for conducting research to develop new answers to the problems that will be revealed later. This research was conducted at the Banyuwangi State Polytechnic.

Banyuwangi State Polytechnic (Poliwangi) is a vocational higher education institution located in Banyuwangi, East Java. Poliwangi offers various study programs that are aligned with industry needs and the latest technological developments, in accordance with its founding objectives: to produce skilled and professional workers. Poliwangi has modern facilities and experienced teaching staff, as a commitment to providing high-quality education to its students. In addition to developing academic competencies, this institution encourages students to acquire practical skills through internships and collaborations with industry partners.

Poliwangi has a vision and mission that must be implemented by the State Civil Apparatus (ASN) as a strategic human resource for institutional activities. Poliwangi continues to strive to improve the quality of education and student services, and to innovate by developing a curriculum aligned with industry needs. Poliwangi is also active in conducting research and providing community services, thereby making a real contribution to regional development. Poliwangi is committed to creating a conducive learning environment and supporting the development of student competencies, so that Poliwangi graduates are ready to face challenges in the world of work and play an active role in community development through a spirit of collaboration and professionalism.

Poliwangi has problems that impact the continuity of the institution's operations. Based on the 2024 job map data in Table 1, Analysis of Poliwangi's 2024 teaching staff positions, based on the difference between the availability of human resources and the need for human resources, there are still several job formations that

have not been filled, resulting in an excess workload for Poliwangi's ASN Educators due to the increase in volume and type of work. This excess workload can affect the job satisfaction of Poliwangi's ASN Educators, as they must manage more tasks with limited resources. Burdened performance and increased stress can lead to decreased job satisfaction and reduced productivity within the institution.

The problems that arise include an increasing workload, competency mismatches, and increased administrative demands on ASN Poliwangi Educators, which affect job satisfaction. Job satisfaction is a pleasant or unpleasant emotional state about how employees view the results of the work that has been done. Dissatisfaction at work can reduce employee creativity, thereby affecting innovative work behaviour. Employees who feel dissatisfied tend to be less proactive in proposing new ideas because they may perceive that their contributions are not appreciated or have no impact. Conversely, when job satisfaction increases, employees are more motivated to engage in innovative work and to seek new ways to improve work processes and outcomes. Employees will be more open to change and more willing to take risks in implementing new ideas. Therefore, Poliwangi needs to identify the factors influencing the job satisfaction of ASN Poliwangi Educators and to create a supportive work environment, thereby encouraging innovative work behaviour that contributes to the institution's development and improves the quality of education. Poliwangi can foster a strong culture of innovative work behaviour, which is essential for addressing challenges in the competitive landscape of vocational higher education by increasing job satisfaction.

Innovative work behavior is the deliberate introduction or adoption of new ideas, products, and processes by employees for their work roles, teams, or organizations. A work environment that encourages exploration and experimentation can enhance employees' creativity, increasing their confidence in proposing changes and contributing to organisational development. In addition, collaboration between teams and open communication can also stimulate the exchange of creative ideas, thereby strengthening innovative work behaviour. Poliwangi can better prepare to face challenges and changes in the field of vocational higher education by integrating employee creativity into innovative work practices.

Employee creativity is the ability to generate new and original ideas that can be applied in the context of work. This creativity can arise from various sources, both from individual experiences and collaboration with colleagues. The goals for developing employee creativity within each organisation vary depending on the organisation's needs and vision. Perceived organizational support plays an important role in encouraging employee creativity. When employees feel supported and appreciated by the organisation, they are more likely to think creatively and innovate in their work. The emergence of employees' creativity is influenced by several factors, both internal to the individual and external to the

work environment. The driving force and support that leaders provide to spur employee creativity can vary across individuals. Differences in this support arise from differences in needs and motivations stemming from various individual backgrounds. The development of employee creativity and *perceived organisational support in Poliwangi is expected to foster more innovative work behaviour* and increase employee job satisfaction.

In the context of Poliwangi as a vocational institution that demands competitiveness, exploring how creativity and POS drive job satisfaction through IWB becomes important, both for human resource development and for innovation-based education system reform.

II. LITERATURE REVIEW

A. Employee Creativity

Creativity is defined as the creation of ideas or solutions to problems that are new, useful, appropriate, and in accordance with objectives. The theory of creativity, according to Sternberg, recognises that creativity requires originality, defined as the ability to produce unusual, novel, or unique ideas that differ from ordinary or conventional ones. Employee creativity is the result of the interaction between expertise, creative thinking skills and intrinsic motivation. Employee creativity is not only limited to the development of new products or services, but also includes improving existing work processes and methods. Along with the development of the organization, employee creativity is key to facing challenges and taking advantage of opportunities (Volery & Tarabashkina, 2021).

Several factors can influence employee creativity, including motivation from within oneself and motivation from the environment (Riansyah & Sya'roni, 2017) [5]. Self-motivation is the tendency of every individual to be creative, actualise their potential, and express and utilise all their capacities. Self-generated motivation is the primary driver of creativity as individuals form new relationships with their environment in pursuit of full self-actualisation. Motivation from the Environment can be defined as the ability to think and personality characteristics that interact with a particular environment. Thinking ability encompasses intelligence and the enrichment of thinking materials derived from experience and skills. Meanwhile, personality factors include curiosity, self-esteem, self-confidence, independence, courage to take risks, and assertiveness. Indicators of employee creativity according to (Karwowski, 2012; Salsabila & Mansyur, 2024) are originality, flexibility, elaboration, risk-taking, and openness to experience.

B. Perceived Organizational Support (POS)

Perceived Organizational Support (POS) is employees' perceptions of the extent to which the organization values their contributions and cares about their well-being. POS reflects employees' beliefs that the organization will support them when they face difficulties.

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POS plays an important role in increasing employees' commitment to the organization and influencing their work behavior. POS also includes employees' expectations that organizational support will be consistent, which can affect their job engagement and satisfaction. (Rahmawati et al., 2024). *The Perceived Organizational Support* (POS) theory was developed by Eisenberger and is based on the principle of social reciprocity (Jaingam & Na-Nan, 2023) [7]. Employees tend to reciprocate the support they receive with increased commitment and performance. POS also affects job satisfaction and intention to stay in the organization. The emotional and instrumental support provided is essential for improving employees' POS and well-being.

Several factors that influence POS include (Jaingam & Na-Nan, 2023) transformational leadership and job resources. Transformational leaders inspire and motivate employees to think and act beyond personal interests for the good of the organization. Job resources encompass the physical, psychological, social, and organisational aspects of work that benefit employee well-being and work effectiveness. POS indicators include rewards, development, working conditions, and concern for well-being (Eisenberger et al., 1986 [5]; Rahmawati et al., 2024).

C. Innovative Work Behavior

Innovative work behaviour is defined as an individual's process of identifying problems that generate new ideas, promoting those ideas, and trying to ensure that these ideas can be implemented to achieve organizational goals (Rahmawati et al., 2024). Motivation theories, such as Maslow's needs theory and Herzberg's two-factor theory, can explain how employee motivation contributes to innovative work behaviour. Some factors that influence innovative work behavior include organizational support, individual creativity, organizational culture, and work experience. Organizational support can be defined as support from superiors and coworkers can increase employee motivation to innovate. The level of individual creativity has a major impact on their ability to generate innovative ideas. An organizational culture that supports innovation and collaboration encourages employees to engage in innovative work behavior. Work experience can provide the insights and skills needed to innovate (Hussain et al., 2023). Indicators of innovative work behaviour consist of *idea generation, idea promotion, idea realization, idea exploration, championing ideas, and idea implementation* (De Jong & Den Hartog, 2007 [4]; Rahmawati et al., 2024).

D. Job Satisfaction

Job satisfaction is a person's evaluation of their work, encompassing emotional, cognitive, and behavioural aspects. Job satisfaction theory consists of the two-factor theory, the discrepancy theory, and the equity theory. Job satisfaction can be defined as an employee's assessment, feelings, or attitude toward their work, encompassing factors such as the work environment, job type, compensation, relationships

with coworkers, and social interactions in the workplace. Thus, job satisfaction can be considered as the result of the fulfilment of various individual desires and needs through work activities. This shows that job satisfaction does not only depend on intrinsic factors, but also on extrinsic factors that influence job satisfaction (Astuti et al., 2019) [2].

Intrinsic factors are aspects inherent to the work itself, such as challenges, achievements, responsibilities, and self-development. Extrinsic factors are aspects of the work environment, such as salary, interpersonal relationships, company policies, and working conditions. Job satisfaction is an important factor influencing employees within an organisation. To measure the level of job satisfaction, five main indicators can be used (Astuti et al., 2019) [2] consisting of the work itself, support from coworkers, compensation given, promotion opportunities, and guidance from superiors.

III. METHODS

This study adopts a qualitative approach, using a systematic literature review (SLR), to examine the interrelationships among employee creativity, perceived organisational support, innovative work behaviour, and job satisfaction, specifically among civil servant educators at Poliwangi. The literature review approach enables the researcher to synthesise and critically analyse existing studies, identify theoretical patterns, and map the conceptual relationships among variables. It aims to provide a structured, comprehensive understanding of how creativity and organisational support contribute to job satisfaction through innovation-oriented behaviour.

The sources were selected from reputable academic databases such as Scopus, ScienceDirect, SpringerLink, and Google Scholar, using keywords including "*employee creativity*," "*perceived organizational support*," "*innovative work behavior*," and "*job satisfaction*". Articles that did not clearly discuss the relationship among the core variables or lacked theoretical depth were excluded from the analysis. Opinionated literature, popular articles, and non-peer-reviewed literature were excluded from the analysis. The data were then analysed using thematic analysis to identify patterns in relationships among variables and to identify research gaps. This approach enables researchers to develop a robust conceptual framework to inform subsequent empirical studies in the Poliwangi environment.

A thematic analysis was used to categorise the findings into key themes, including antecedents of innovative work behaviour, the mediating role of innovation in public institutions, and the effect of perceived organisational support on job-related outcomes. This review serves as a foundational step for future empirical research and policy recommendations aimed at fostering a creative and supportive organisational culture in vocational education institutions.

IV. RESULTS AND DISCUSSION

A. Employee Creativity Analysis



[Fig.1: Employee Creativity Analysis]

- i. **Originality**, Measures how often ASN Educators create new teaching methods or innovative teaching materials. Example: Developing learning modules that are different from those that already exist.
- ii. **Flexibility**, assessing the ability of ASN Educators to adjust teaching methods based on student needs and class situations. Example: Changing teaching approaches when facing challenges in the teaching and learning process.
- iii. **Elaboration**, observing the extent to which ASN Educators can develop initial ideas into more detailed teaching plans. Example: Preparing lesson plans that include various activities and evaluations.
- iv. **Risk Taking**, Assessing the courage of ASN Educators to try new teaching techniques despite the possibility of failure. Example: Using new technology in the classroom, even though it has not been proven effective.
- v. **Openness to Experience**, measures the extent to which ASN Educators are willing to accept feedback and learn from previous teaching experiences. Example: Attending training or workshops to improve teaching skills.

B. Perceived Organizational Support (POS) Analysis



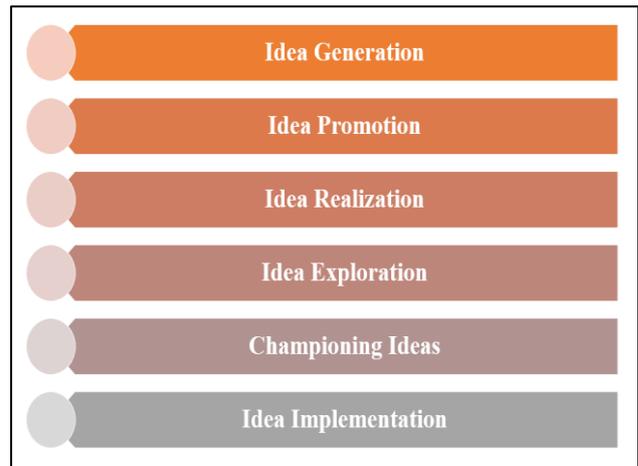
[Fig.2: Perceived Organizational Support Analysis]

- i. **Awards**, assessing how often ASN Educators receive awards or recognition from institutions for their

performance—example: "Best Lecturer" award or recognition at annual meetings.

- ii. **Development**, measuring the opportunities given to ASN Educators to participate in training and professional development. Example: Training programs to improve teaching and research skills.
- iii. **Working Conditions**, assessing the quality of facilities and resources available to support the teaching and learning process. Example: Availability of comfortable classrooms and adequate teaching equipment.
- iv. **Concern for Well-Being** measures the institution’s concern for the mental and physical well-being of ASN Educators—examples: Mental health programs or support for work-life balance.

C. Innovative Work Behavior Analysis

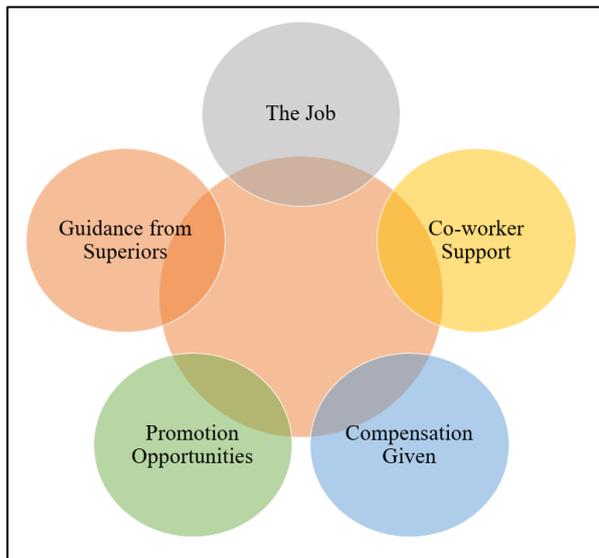


[Fig.3: Innovative Work Behavior Analysis]

- i. **Idea Generation**, observing how often ASN Educators propose new ideas to improve the teaching and learning process. Example: Proposing new research projects or innovative teaching methods.
- ii. **Idea Promotion** assesses the efforts of ASN Educators in promoting new ideas to colleagues and management. Example: Organizing presentations to present new ideas in front of colleagues.
- iii. **Idea Realization**, measures the ability of ASN Educators to realize ideas into real practices in the classroom. Example: Implementing new teaching methods in the curriculum.
- iv. **Idea Exploration**, assessing the extent to which ASN Educators conduct research to find innovative solutions. Example: Conducting a literature study to find effective teaching techniques.
- v. **Championing Ideas**, observing the extent to which ASN Educators defend and support new ideas in the work environment. Example: Advocating for the use of new technology in teaching
- vi. **Idea Implementation**, assessing the success of ASN Educators in implementing new ideas in the classroom. Example: Implementing project-based learning projects.

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D. Job Satisfaction Analysis



[Fig.4: Job Satisfaction Analysis]

- i. **The Job Itself** measures the satisfaction of ASN Educators with their duties and responsibilities as educators. Example: Assessing how satisfying their teaching experience is.
- ii. **Colleague Support** assesses the level of support that ASN Educators receive from colleagues in carrying out their duties. Example: Collaboration on teaching or research projects.
- iii. **Compensation Given**, measuring ASN Educator satisfaction with the salary and benefits received. Example: Assessing whether compensation is in accordance with workload and responsibilities.
- iv. **Promotion Opportunities**, assessing ASN Educator perceptions of opportunities for promotion and career advancement. Example: Availability of clear and transparent career paths.
- v. **Guidance from Superiors** measures the level of support and guidance provided by superiors to ASN Educators. Example: Frequency of guidance meetings or feedback from superiors.

V. CONCLUSION

Based on the literature reviewed, it can be concluded that employee creativity and perceived organizational support play critical roles in enhancing job satisfaction, particularly when innovative work behavior acts as a mediating factor. Creative individuals tend to engage in idea generation and problem-solving. Still, without sufficient organizational support such as recognition, resources, and psychological safety these efforts may not translate into meaningful outcomes or satisfaction. Thus, perceived organizational support not only nurtures innovation but also reinforces employees' sense of value and motivation within the institution.

In the increasingly dynamic higher education work environment, creativity and perceived organizational support (POS) are key factors in increasing employee job satisfaction, especially among State Civil Apparatus (ASN) educators such as at the Banyuwangi State Polytechnic (Poliwangi). Individual creativity not only fosters innovative solutions in

the learning and administrative processes but also reflects educators' adaptability in responding to the challenges of vocational education. On the other hand, the perception that the organisation values employee contributions and welfare can increase a sense of belonging, emotional attachment, and commitment to the institution. Both are believed to play an important role in creating a satisfying work environment.

In the context of civil servant educators at Poliwangi, fostering an environment that encourages creativity and institutional backing is essential to cultivating innovative work behaviour and achieving greater job satisfaction. The literature underscores the importance of aligning organizational policies with individual potential, ensuring that educators are both empowered and supported in contributing ideas and implementing improvements. As such, this review provides a conceptual foundation for future empirical research and practical strategies to enhance educator engagement and institutional performance through an innovation-driven culture.

DECLARATION STATEMENT

Some of the references cited are outdated, noted explicitly as [4], [5] and [8]. However, these works remain significant for the current study, as they are pioneering in their fields.

After aggregating input from all authors, I must verify the accuracy of the following information as the article's author.

- **Conflicts of Interest/ Competing Interests:** Based on my understanding, this article has no conflicts of interest.
- **Funding Support:** This article has not been funded by any organizations or agencies. This independence ensures that the research is conducted objectively and free from external influence.
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- **Data Access Statement and Material Availability:** The adequate resources of this article are publicly accessible.
- **Author's Contributions:** The authorship of this article is contributed equally to all participating individuals.

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