

The Effect of Workplace Spirituality, Perceived Organizational Support, and Innovative Work Behavior: The Mediating Role of Psychological Well-Being

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ABSTRACT

This research investigating the innovative work behavior of teachers and school staff during the Covid-19 pandemic is still rarely studied, so it has contributed to improving the behavior of teachers and school staff in Indonesia during the Covid-19 pandemic. The purpose of this study was to analyze and examine the direct influence of workplace spirituality and perceived organizational support on the innovative work behavior of teachers and school staff. Besides, exploring the mediating role of psychological health variables. The research sample was 379 teachers and school staff that is analyzed using SEM-PLS. The results showed that workplace spirituality and perceived organizational support had a direct effect on innovative work behavior. Psychological well-being also affects innovative work behavior. This study also shows that psychological well-being has a role in mediating the influence between work-place spirituality and perceived organizational support for innovative work behavior. This study indicates that workplace spirituality and workplace spirituality can be directly and indirectly through psychological well-being to increase the innovative behavior of teachers and school staff in learning activities at school.

ABSTRAK

Penelitian ini menginvestigasi innovative work behavior guru dan karyawan di sekolah masa pandemi covid-19 masih jarang diteliti, sehingga memiliki kontribusi pada peningkatan perilaku inovatif guru dan karyawan di Indonesia di masa pandemi covid-19. Tujuan penelitian ini adalah untuk menganalisis dan menguji pengaruh langsung workplace spirituality dan perceived organizational support terhadap innovative work behavior guru dan karyawan. Disamping itu, menganalisis peran mediasi dari variabel psychological well being. Sampel penelitian sebanyak 379 responden guru dan karyawan. Analisis data menggunakan SEM-PLS. Hasil penelitian menunjukkan bahwa workplace spirituality dan perceived organizational support berpengaruh langsung terhadap innovative work behavior. Psychological well being juga berpengaruh terhadap innovative work behavior. Penelitian ini juga menunjukkan bahwa psychological well being memiliki peran sebagai variabel mediasi pengaruh antara workplace spirituality dan perceived organizational support terhadap innovative work behavior. Hasil penelitian ini mengindikasikan bahwa workplace spirituality serta workplace spirituality dapat secara langsung dan tidak langsung melalui psychological well being terhadap peningkatan perilaku inovatif dari guru dan karyawan dalam kegiatan pembelajaran di sekolah.

1. INTRODUCTION

Indonesia is one of the countries affected by the Covid-19 pandemic, and it was recorded that up to February 2021, there were more than one million positive Indonesian patients. This condition has made the Indonesian government continue to do

everything possible so that the spread of this virus can be stopped, one of which is through vaccination starting in early 2021. After various policy efforts have been implemented, such as limiting social activities to comply with health protocols for all segments of society, the number of positive patients

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with Covid-19 continues to increase. The above conditions have an impact on all lines, both profit and non-profit organizations such as education. In general, there are two impacts due to covid-19 on education. First is the short-term impact, namely families in Indonesia who are not familiar with distance learning. Second is the long-term impact, namely justice and increasing inequality between community groups and between regions in Indonesia (Aji, 2020). In addition, the Indonesian government has implemented a policy regarding distance learning programs using an online system. This policy makes teachers and school staff in Indonesia think hard to provide ideas and ideas about an effective and efficient learning system so that students can understand the material provided.

Teachers and school staff are challenged to develop innovative ideas and behaviors due to changes in the pandemic era. These innovative ideas and ideas are individual behaviors that aim to reach the introduction stage or try to introduce new and valuable ideas, processes, products, or procedures in work, groups, or organizations (De Jong & Den Hartog, 2010). This individual behavior naturally arises in each teacher and school staff that comes from self-awareness. Innovative behavior is also the ability to create original ideas by using performance as a potential idea or idea and applying it to work practices (Birdi et al., 2016). Some of the determinants that support teachers and school staff behave innovatively include leadership style (Qi et al., 2019; Supriyanto et al., 2020), person-organization fit (Akhtar et al., 2019), perceived organizational support (Afsar & Badir, 2017), perceived corporate social responsibility (Afridi et al., 2020), and workplace spirituality (Afsar et al., 2015; Afsar & Badir, 2017; Bantha & Nayak, 2020; Susilo, 2019).

Workplace spirituality is a multifaceted construction involving individuals, organizations, and individual interactions within organizations (Fagley & Adler, 2012). Workplace spirituality has a positive influence on innovative behavior. Bantha & Nayak (2020) show that workplace spirituality can positively and significantly increase innovative work behavior. This follows the opinion of Prasanna & Madhavaiah (2018) and Ranasinghe & Samarasinghe (2019), which shows that workplace spirituality is one of the variables that significantly contribute to the increase in innovative work behavior (WIB).

Furthermore, one of the powerful predictors of IWB is perceived organizational support (Afsar & Badir, 2017; Akhtar et al., 2019). Organizational

support is an acknowledgment of employee ideas and ideas for organizational progress. Perceived organizational support is the most profound feeling of an employee that the company cares for them, appreciates their contribution, and assists with employees' needs and socio-emotional well-being (Imran et al., 2020). Therefore, employees give them respect, recognition, and support for the organization. Furthermore, perceived organizational support is a factor that can improve the performance of a company and employee innovation. The existence of good perceived organizational support will reduce employee stress levels and encourage employee commitment to the company. This condition will ultimately improve the performance of employees and the company (Susilo, 2019). The opinion above is in line with the results of Aslan (2019), Ibrahim et al. (2020), and Margaretha et al. (2020), who agreed to find the results that perceived organizational support can increase innovative work behavior.

Employee well-being is one of the factors that can increase employee work innovation behavior. Well-being refers to assessing their happiness and life satisfaction (Awan & Sitwat, 2014). Employee psychological well-being has taken center stage in research and practice due to the awareness that a healthy workforce is psychologically productive and less likely to turnover (Wright & Huang, 2012). The opinion above is in line with the results of research from Islam et al. (2020) which argues that psychological well-being is closely related to organizational goals. The phenomenon that occurred during the Covid-19 period, especially in schools, was the reduction in school operational assistance (BOS) funds which affected the salaries of teachers and school staff. Besides that, there was a lack of data package assistance provided by the government to teachers and school staff, which made teachers and school staff need to spend more even though the needs of their families are still a lot amid the Covid-19 pandemic, which demands to be more economical so that psychological well-being is a factor that needs to be researched more intensely in influencing innovative work behavior.

Previous research on the innovative work behavior has been carried out by two knowledge-intensive industries in Thailand (Afsar et al., 2015), five leading hotels in China (Afsar & Badir, 2017), nurses working in various hospitals in Islamabad, Pakistan (Akhtar et al., 2019), SME entrepreneur workers located in Guangdong Province, China (Zhou et al., 2020), employees of 15 private healthcare institutions operating in Bangladesh

(Shakil et al., 2021), knowledge workers in Pakistan's service industry (Khan et al., 2021), innovative work of employees at Al-Ahliyya Amman University, Jordania (Alheet et al., 2021), and recent research on HRM practitioners in 152 technology-based companies in China (Zhang et al., 2021). Furthermore, IWB in the field of education has been researched for a long time, several studies in the field of education have been carried out such as research in educational institutions including schools, colleges, and universities (Abbas et al., 2012), five public sector universities located in Rawalpindi and Islamabad, Pakistan (Zahra et al., 2017), various public and private universities in Pakistan (Shahab & Imran, 2018), and recent research on Heads of Departments in higher education institutions, Pakistan (Khan et al., 2020).

This research has meaning and novelty in several aspects as follows. First, this research was conducted in the education sector, namely senior high schools in East Java Province, including Surabaya City, Malang City, and Malang Regency, Sumenep. The selection of the four cities and regencies is based on data from the Central Statistics Agency (BPS, 2020), which shows that these four cities have the highest number of senior secondary schools in East Java so that they can represent the total population. Furthermore, high school selection as an object of research is based on the researchers' initial observations regarding innovative work behavior among teachers and employees during the Covid-19 pandemic, where learning was carried out online. Second, the problem that occurs is that there are still few teachers and school staff who use new models or methods in teaching, 35% of the total sample still use old learning methods such as lecture models and other ancient methods, then still around 43.7% of teachers and school staff who find solutions if there are problems in the online teaching and learning process such as disrupted connections, making learning media monotonous and not utilizing other applications that can help the learning process other than e-learning provided by the Education Office. The phenomenon of innovative work behavior that occurs in the education sector, especially schools, is an interesting problem to be investigated more deeply. Third, based on the results of preliminary observations, it was also found that the factor that most influenced innovative work behavior in schools was the existence of a religious environment so that it could encourage teachers and school staff to be more creative at work, then further influenced by perceived organizational support which focuses on

organizational support for ideas and ideas owned by teachers and school staff in solving a problem. Fourth, several previous studies have found a lot of focus on the health sector, while there has been little discussion about innovative work behavior in the field of education.

Regarding the significance and novelty above, researchers consider it necessary to study them in-depth. First, this study aims to examine and analyze the direct effect of workplace spirituality and perceived organizational support on innovative work behavior and the indirect effect through psychological well-being. Second, this study also analyzes the role of psychological well-being as a mediation between workplace spirituality and perceived organizational support for innovative work behavior.

2. THEORETICAL FRAMEWORK AND HYPOTHESES

Workplace Spirituality

Spirituality is a characteristic of a human being that is profoundly inherent and does not deduce religious meaning. Spirituality in the workplace is characterized by an intense feeling of well-being, the belief that work is meaningful and has a higher purpose, awareness of harmony between one's values and one's beliefs and work, a spiritual connection with something greater than oneself, and a sense of connectivity with yourself and others for the same purpose (Afsar & Badir, 2017). Spirituality has been defined as the process that activates the universal power, which rests within all of us into action. Spirituality in the workplace does not necessarily involve connecting to any particular religious tradition but can be based on personal and philosophical values. Workplace spirituality is about employees who see themselves as spiritual beings who need nurturing their souls in the workplace, who experience a sense of purpose and meaning in their work, and a sense of connectedness among co-workers. This approach was used to examine the effect of workplace spirituality on IWB. Workplace spirituality engenders awareness in organizations, which in turn leads to creativity and innovation. This can lead individuals to experience awareness at a deeper level, thereby increasing their intuitive ability to develop more targeted and attractive ideas that can enhance innovation (Afsar & Badir, 2017).

Perceived Organizational Support

The innovative work behavior of employees is closely related to the environmental conditions in

which they work. Organizational support has an impact on ideas and innovations that emerge independently from employees. The concept of perceived organizational support (POS) is derived from organizational support theory (OST). OST states that the organization's willingness to reward employees for increased performance and to meet their socio-emotional needs in developing employee perceptions of organizational support. POS is an employee's belief that the organization cares about their psychological well-being and supports employees (Afsar & Badir, 2017).

Psychological Well-Being

Psychological well-being is a subjective assessment of oneself regarding essential human needs and human relationships such as positive relationships, feelings, competencies, and having meaning and purpose in life (Diener et al., 2010). The psychological condition of a teacher and employee is the most important thing for the leadership to consider. Furthermore, psychological well-being can affect innovative work behavior (Zhou et al., 2020). An individual who views himself positively in terms of needs and relationships between humans will experience high psychological well-being (Enwereuzor et al., 2020). Well-being is a multi-dimensional concept, which includes subjective, social, physical and psychological, and health-related behaviors. There are two perspectives that studied well-being. The hedonistic view equates well-being with happiness and the successful pursuit of human desires. According to this perspective, PWB implies a positive mental state with high levels of happiness and satisfaction (Mahipalan & Sheena, 2019).

Innovative Work Behavior

Innovative work behavior is a series of employee behaviors that significantly influence their creativity to think and optimize their daily work and performance (Zhou et al., 2020). De Jong & Den Hartog (2010) state that innovative work behavior (IWB) is an initiation and practice carried out deliberately in new ideas, processes, and ways of working for individuals, groups, and work organizations. IWB is a process of problem analysis, initiation, and deliberate analysis stemming from new valuable ideas and the types of behavior required to develop, modify, and apply ideas to improve personal and business performance (Afsar et al., 2015). IWB has recently received attention from researchers because IWB has been proven to

encourage employee psychological processes to provide better results (Afsar & Badir, 2017).

Workplace Spirituality and Innovative Work Behavior

Research on workplace spirituality has been widely conducted since the 2000s. From the research conducted on an instrument toward observing and measuring the construct of spirituality at work, it is found support for the idea of spirituality at work involving inner life, community, and meaningful work (Albuquerque, 2014; Daniel, 2015). Previous studies show that workplace spirituality significantly affects innovative work behavior (Afsar et al., 2015; Afsar & Badir, 2017; Bantha & Nayak, 2020; Susilo, 2019). Furthermore, some studies have researched workplace spirituality for online educators and school teachers (Arokiasamy & Tat, 2020; Kumar, 2018), job performance (Eliyana & Sridadi, 2020; Eliyana & Ma'arif, 2019; Habeeb, 2019), burnout (Muttaqim et al., 2019). This study uses measurements from Afsar & Badir (2017) because the dimensions of workplace spirituality are closely related to the individual lives of employees, the impact of community, and meaningful work. These dimensions are believed to affect employee behavior, ideas, and creativity when facing problems at work. This behavior is called innovative work behavior. So, the hypothesis is:

H₁: Workplace spirituality affects innovative work behavior

Perceived Organizational Support and Innovative Work Behavior

Perceived organizational support is an employee's belief that organizations care about their psychological well-being and providing support to employees (Afsar & Badir, 2017). Bantha & Nayak (2020) say that to increase the level of innovation among employees, policymakers can organize different workshops on incorporating spirituality in the workplace, which can enable a healthy culture in the organization and encourage innovation. These efforts will go a long way toward growing the top and bottom lines, building a sustainable and empowered workforce in the 21st century.

Innovative work behavior is also influenced by perceived organizational support. POS awakens the willingness of employees to work for the psychological well-being of the organization and contributes positively to the achievement of organizational goals (Darwish et al., 2020; Islam et al., 2020). One of the organizational goals in this research is that teachers and school staff have the

ideas and ideas needed during the online learning period, which requires a lot of creativity in making learning media, delivering material, and other technical matters, so that perceived organizational support is very close related to innovative work behavior. Previous research results found that there was a positive and significant effect of POS on innovative work behavior (Afsar & Badir, 2017; ASLAN, 2019; Ibrahim et al., 2020; Margaretha et al., 2020; Nazir et al., 2019; Qi et al., 2019; Thompson et al., 2020). So, the proposed hypothesis is:

H₂: Perceived organizational support affects innovative work behaviors

Psychological Well-being, Workplace Spirituality, and Innovative Work Behavior

Workplace spirituality can be one of the factors that can improve psychological well-being for teachers and school staff's innovation. Spirituality in the workplace can encourage individual employees psychological well-being and generate creative ideas (Daniel & Chatelain-Jardon, 2015). In addition, the inner life in the workplace spirituality can stimulate employees to work optimally and not do things that can harm the organization because they think that in their every activities are controlled by God (Karakas, 2010).

However, the role of psychological well-being as a mediator between the work environment and IWB is minimal. Several researchers have investigated psychological well-being as a mediator and relates it work antecedents and outcomes (Ahmed & Khalid, 2019; Ambad et al., 2021). Furthermore, Afsar et al. (2015) investigated the effect of workplace spirituality on IWB mediated by

perceived organization fit. Thus, this study tries to answer the study's limitations of Afsar et al. (2015), suggesting to add an intervening variable, namely psychological well-being, in the relationship between workplace spirituality and innovative work behavior. So, the hypothesis put forward is:

H₃: Psychological well-being mediates the relationship between workplace spirituality and innovative work behavior

Psychological Well-being, Perceived Organizational Support, and Innovative Work Behavior

The existence of well-being as a mediation between POS and IWB can motivate employees to channel ideas about organizational progress. Organizational support can provide individual psychological well-being in terms of freedom of opinion. Voicing ideas is psychological well-being that employees obtain if organizational support is still available. After employees have had the same opportunity to express ideas, they can continue to have innovative behavior because their ideas feel valued and heard. Self-determination theory (SDT) argues that individual behavior is self-motivated (Deci & Ryan, 2008). Therefore, psychological well-being can increase innovation. Furthermore, incorporating spirituality in a workplace can build a healthy organizational culture and encourage innovation (Bantha & Nayak, 2020). Based on the above considerations, the hypothesis put forward is:

H₄: Psychological well-being mediates the relationship between perceived organizational support and innovative work behavior

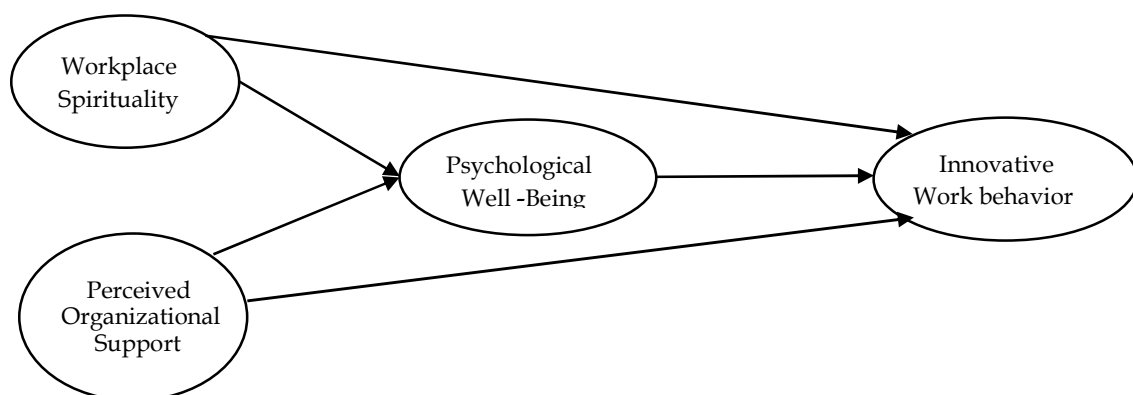


Figure 1: Theoretical Framework

3. RESEARCH METHOD

This study aims to examine the innovative work behavior of teachers and school staff during the Covid-19 pandemic. Data were collected from teachers and school employee in East Java (covering Surabaya, Malang, and Sumenep). The reason for choosing the three cities was because according to BPS data, they were the city with the most significant number of schools in East Java, so the sample already represented the population. The questionnaire was distributed using a google form to 379 respondents using the purposive sampling technique. The questionnaires were distributed from December 1, 2020 to January 31, 2021. The number of samples was obtained from calculations using the Slovin formula with a probability of 5%.

The total number of questionnaires filled out and returned by respondents was 379, or 100% of the questionnaires distributed. Of the respondents, 195 (51%) were male, and 184 (49%) were female. Furthermore, their ages ranged from 26-30 years, mean of their age = 31.73 years (SD = 5.44). Respondents consist of 204 school staff (54%) and 175 teachers (46%). Their status was 194 (51%) as public servants (PNS) and 185 (49%) as non-public servants (Non-PNS). Their education levels are as follows: diploma 96 (25%), bachelor 203 (56%) and 80 (19%) are postgraduate graduates. Furthermore, the majority of their experience is 5-10 years 194 (51%) while the remaining 100 (26%) and less than five years 85 (33%). Descriptive statistics used to determine the demographics of respondents were calculated using SPSS v25.

Table 1. Demographic of Respondent

	Variable Categories	Number	%
Sex	Male	195	51
	Female	184	49
Age Group	<26	92	24
	26-30	104	27
	31-35	64	17
	36-40	70	18
	>40	49	14
Type of Occupation	Teacher	175	46
	Staff	204	54
Status	PNS (civil servant)	194	51
	Non PNS (non civil servant)	185	49
Education	Diploma	96	25
	Bachelor	203	56
	Postgraduate	80	19
Experience	Less Than 5 years	85	33
	5-10 years	194	51
	More Than 10 years	100	26

Measurement

The psychological well-being (PWB) is measured using eight items of the PWB flourishing scale that were adapted from Diener et al. (2010). Examples of items used are "I live a life of purpose and meaning" and the item "I am a good person and live a good life." All items used a positive statement. Workplace spirituality (WS) is measured using ten items adapted and validated by Supriyanto (2016). Perceived organizational support (POS) is measure using eight items developed by Imran et al. (2020). An example of the items is "My organization takes my goals and values seriously." Ten items are used

to measure innovative work behavior (IWB) that are appropriately validated by Afsar et al. (2020). An example item is "I contribute to the implementation of new ideas." Each item uses a Likert scale from strongly disagree to strongly agree.

4. DATA ANALYSIS AND DISCUSSION

Descriptive statistics and correlation among study construct

This study's measurement model included four latent variables (workplace spirituality, perceived organizational support, psychological well-being, and innovative work behavior). The results of each

variable had a Cronbach's alpha value and composite reliability greater than 0.70 (Hair Jr et al., 2017). The root value of the AVE of each variable is already greater than 0.5, and the root value of AVE

is greater than the other latent variables, so it can be concluded that the instrument is valid. For more details, see Table 2 below.

Table 2. Descriptive Statistic and Correlation

Variable	Mean	SD	1	2	3	4
WS	4.01	0.66	(0.77)			
POS	3.92	0.61	0.18*	(0.91)		
PWB	3.88	0.60	0.66***	0.14*	(0.91)	
IWB	3.82	0.62	0.22**	0.54***	0.25**	(0.76)

Measurement model assessment

This study's measurement model included four latent variables, namely workplace spirituality, perceived organizational support, psychological well-being, and innovative work behavior. Each variable had a Cronbach's alpha value and composite reliability

greater than 0.70 (Hair Jr et al., 2017). The root value of each variable's AVE (AVE) is already greater than 0.5, and the root value of AVE (AVE) is greater than the other latent variables, so it can be concluded that the instrument is valid. The details are presented in Table 3.

Table 3. Reliability Analysis

	Cronbach's Alpha	Composite Reliability	AVE	$\sqrt{\text{AVE}}$
WS	0.766	0.863	0.678	0.823
POS	0.913	0.929	0.623	0.789
PWB	0.911	0.928	0.617	0.785
IWB	0.759	0.845	0.578	0.760

Structural Model Analysis

The structural model analysis is used to test hypotheses with the bootstrapping method in the smartPLS application. Specifically, this study examines the effect of workplace spirituality and perceived organizational support on innovative work behavior (mediated by psychological well-being). To test the hypothesis, the researchers adopted the method by Idris et al. (2020), testing the structural model analysis using several steps. The first step is to

test the direct effect of workplace spirituality and perceived organizational support on innovative work behavior. The second is to test the psychological well-being as a mediating variable. The last is to test the whole model by including the psychological well-being variable as a mediation between workplace spirituality and perceived organizational support toward innovative work behavior. The detailed results can be seen in Figure 2.

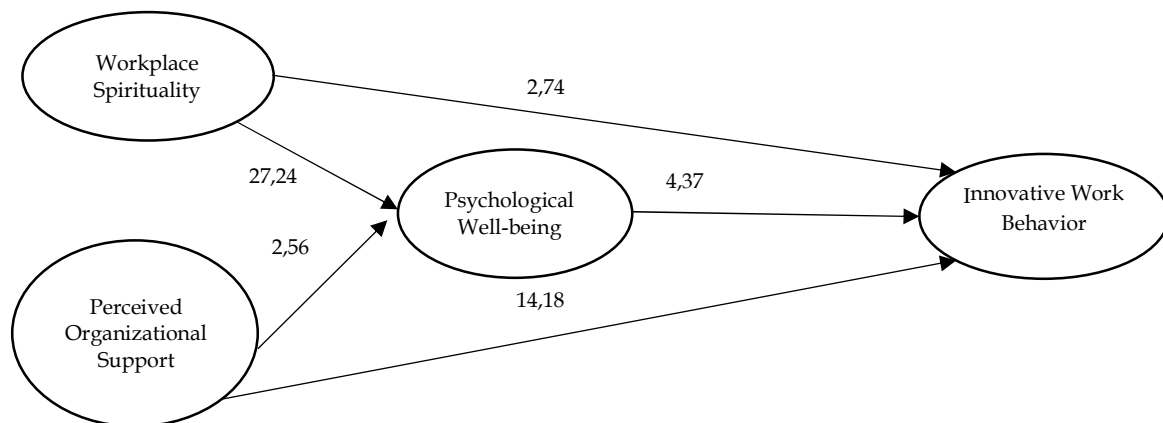


Figure 2. Path Analysis

Table 3 shows the results of hypothesis testing. As expected, workplace spirituality had a significant direct effect on innovative work behavior ($\beta = 0.164$, $t = 2.745$, $p < 0.05$). Furthermore perceived organizational support directly influences innovative work behavior ($\beta = 0.586$, $t = 14.186$, $p < 0.001$), supporting H1 and H2. The focus of this study was to examine the effect of psychological well-being mediation in the relationship between workplace spirituality and perceived organizational support on innovative work behavior.

The findings in testing mediation are consistent with Hayes & Scharkow (2013). The results of the direct influence of workplace spirituality on the mediation variable psychological well-being ($\gamma = 0.024$, $p = 0.038 < 0.05$) then H3 is accepted. It can be

seen that psychological well-being partially mediate because the influence of workplace spirituality on psychological well-being and psychological well-being on innovative work behavior are both significant. Likewise, the relationship between perceived organizational support and innovative work behaviors is mediated by psychological well-being ($\gamma = 0.168$, $p = 0.000 < 0.001$), then H4 is accepted. Furthermore, it can be explained that psychological well-being partially mediated because the influence between perceived organizational supports on psychological well-being and psychological well-being on innovative work behavior are both significant. Table 4 and 5 shows a summary of the results.

Table 4. Direct Hypothesis Testing

	Path Coefficient	T-Statistic	P-Value	Result
WS → IWB	0.164	2.745	0.006	Accepted
POS → IWB	0.586	14.186	0.000	Accepted
WS → PWB	0.678	27.244	0.000	Accepted
POS → PWB	0.095	2.564	0.011	Accepted
PWB → IWB	0.248	4.372	0.000	Accepted

Table 5. Indirect Hypothesis Testing

	Path Coefficient	T-Statistic	P-Value	Result
WS → PWB → IWB	0.024	2.083	0.038	Accepted
POS → PWB → IWB	0.168	4.288	0.000	Accepted

Overall this study resulted in four conclusions. First, this study found a significant effect of workplace spirituality on innovative work behavior. This study's results reinforce the findings of Afsar et al. (2015), Afsar & Badir (2017), Bantha & Nayak (2020), and Susilo (2019), who found that workplace spirituality could increase innovative work behavior. Our results indicate that teachers and school staff who work sincerely and always believe that work is part of worship can make a real contribution to organizational development. This contribution can be in the form of ideas and innovations that can be applied in dealing with problems in organizations such as the Covid-19 pandemic, which requires them to continue to think about the right ways and methods of learning because the government implements a policy of limiting activities on a large scale. This study also strengthens the research results of Ranasinghe & Samarasinghe (2019) showing that workplace spirituality encourage employee innovative work behavior.

Second, this study proves that perceived organizational support has a positive and significant effect on IWB. After teachers and school staff are prosperous, the next thing is that teachers and school staff need support for their ideas and ideas. The results of this study support Afsar & Badir (2017), Aslan (2019), Ibrahim et al. (2020), Margaretha et al. (2020), Nazir et al. (2019), Qi et al. (2019), Thompson et al. (2020) and Yildiz et al. (2017) who found the results that perceived organizational support increased innovative work behavior. In addition to spirituality in the workplace that can increase IWB, POS can also significantly increase IWB. The results of this study illustrate that teachers and school staff who perceive that they get support from organizations can significantly give them enthusiasm in thinking about effective and efficient ideas in facing this pandemic. Indeed, as a human being, wanting to be respected and recognized is the highest need (Maslow, 1943).

Third, psychological well-being mediates the relationship between workplace spirituality and IWB. The results of this study support research from Bantha & Nayak (2020), which tested psychological empowerment as a mediation between workplace spirituality and IWB. This study is the first to test psychological well-being as a mediation between workplace spirituality and IWB. These results illustrate that teachers and school staff's good perception of workplace spirituality towards their ideas significantly affects their psychological well-being so that this perception could increase IWB. The positive relationship between workplace spirituality and ideas gained is likely to diminish if teachers and school staff do not have adequate psychological well-being. On the other hand, teachers and school staff who have poor psychological well-being could not make an optimal contribution to the organization. This is in accordance with the theory of basic human needs, namely the fulfillment of physiological needs, the need for security, social ownership, the need for self-esteem, and the need for self-actualization (Maslow, 1943). Based on the hierarchy of needs theory, it can be explained that prosperous teachers and school staff can be described as those who have their primary or physiological needs met, such as food, clothing, and shelter. Furthermore, after their basic needs are met, there is a need for a sense of security in the organization. A sense of security here can be described by minimizing the occurrence of conflict in the organization. Workplace spirituality is related to one's beliefs and faith. The influence of workplace spirituality on innovative work behavior can be explained through psychological well-being, which is the individual psychological well-being of teachers and school staff. The results of this study also strengthen the research results of Wang et al. (2020).

Fourth, psychological well-being mediates the relationship between perceived organizational support and IWB. Teachers and employees who get support from schools for their ideas and innovations can improve IWB which is supported by their psychological well-being. As Suggested by Afsar & Badir (2017), it is necessary to add a more comprehensive variable explaining workplace spirituality and perceived organizational support for IWB. It is then explained that leaders or managers who are influential in developing and maintaining an organizational environment characterized by spiritual values, such as openness, have diverse viewpoints and values, and servant-orientation are more likely to involve their employees in the IWB. In addition, teachers and school staff who feel they own the school can increase their IWB. The results of this

study also strengthen the results of Saxena (2019), who found that PWB is a mediator between workplace spirituality and innovative work behavior.

5. CONCLUSION, IMPLICATION, SUGGESTION, AND LIMITATIONS

The findings in this study contribute to two organizational theories. First, it supports the spiritual leadership theory (SLT) explaining that a leadership model uses an intrinsic motivation model by combining vision, hopes/beliefs, altruistic values, and spirituality in the workplace and spiritual well-being. The theory suggests that spirituality in the workplace is a factor that determines the motivation of individual employees to achieve organizational goals, specifically IWB. In addition to spirituality in the workplace, which can increase IWB in SLT, it is also mentioned that psychological well-being can motivate employees to work. In this study, spirituality in the workplace and psychological well-being are proven to influence IWB significantly. Second, it supports organizational support theory (OST) explaining that when employees realize that their organization is trying to support them, they will enhance their work. Furthermore, OST explains that support on behalf of the organization to its employees can positively affect their intentions and attitudes to contribute effectively to organizational success. The result is in line with this study's results, which found that perceived organizational support can directly affect the IWB of teachers and school staff. Furthermore, this study proves that psychological well-being can significantly increase the effect of workplace spirituality and perceived organizational support on IWB.

Several practical implications can be suggested from the findings. The principal is a leader who is expected to be a driving force and role model for teachers and school staff in generating ideas and innovations. Policies that give teachers and school staff more space to convey ideas are a tangible form of organizational support. Organizations should always support teachers' and school staff's ideas and innovations. Every organization and individual has its own goals. Therefore it is essential to understand how and what can be done to ensure that individual and organizational goals are not compromised. Leaders need to open space to discuss employee needs and integrate organizational and individual goals to improve IWB. The principal can hold a meeting for all teachers and school staff that specifically discuss ideas and innovations regarding problems that have arisen due to the covid-19

pandemic on schools' teaching and learning process. Even though the government, through the ministry of education and culture of the Republic of Indonesia, has tried to provide learning tools such as e-learning, schools need to keep thinking about the right and effective and efficient way so that students can still understand the material that has been given, besides that students still get moral education which has been the hallmark of schools in Indonesia. Apart from paying attention to organizational goals, each teacher and school staff's individual goals also need attention. Their individual goal is to gain psychological well-being in a broad sense. So the school must keep thinking about the rewards that will be given even under challenging conditions, such as a 50% cut for school operational costs (BOS), which impacts the facilities for teachers and school staff, which are also reduced. However, there are still many other things that can be done by school principals, such as providing free quotas or providing free wifi for the learning process to teachers and school staff. This simple thing can stimulate teachers and school staff to remain productive even though they must remain productive even when working from home.

This study has several limitations. First, this research was conducted during the Covid-19 pandemic, so this study's results are not necessarily generalizable in normal or post-pandemic conditions. Second, this research is limited to schools in Indonesia because Indonesia is a country that has religions of culture, ethnicity, and language, so the results of this study are not necessarily the same if it is carried out in other provinces. Third, this study focuses on educational organizations so it could not be applied to other fields of the organization because it is different in terms of organizational goals. Fourth, in this study, psychological well-being became the mediating variable; Further researchers are expected to add other mediating variables in the relationship between workplace spirituality and perceived organizational support to IWB.

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APPENDICES

Measures

Variable	Indicators	Item
Workplace Spirituality	Inner Life	1. Work sincerely
		2. Work is part of worship
		3. At work, always stay away from actions that are forbidden by Allah
	Meaning in Work	4. Work has meaning for employees
		5. High morale at work
		6. Work has social value
	Community at Work	7. Employees feel part of the organization
		8. Always please help out if you have trouble
		9. Positive conflict resolution
Perceived Organizational Support	8-item Scale (Eisenberg et al, 1997)	1. My organization strongly considers my goals and values
		2. My organization really cares about my well-being
		3. My organization shows very little concern for me
		4. My organization would forgive an honest mistake on my part
		5. My organization cares about my opinions
		6. If given the opportunity, my organization would take advantage of me
		7. Help is available from my organization when I have a problem
		8. My organization is willing to help me when I need a special favor

Psychological Well-Being	8-item Flourishing Scale (Diener et al, 2010)	1. I lead a purposeful and meaningful life
		2. My social relationships are supportive and rewarding
		3. I am engaged and interested in my daily activities
		4. I actively contribute to the happiness and well-being of others
		5. I am competent and capable in the activities that are important to me
		6. I am a good person and live a good life
		7. I am optimistic about my future
		8. People respect me
Innovative Work Behavior	10-item Scale (De dong and Den Hartog, 2010)	1. pay attention to issues that are not part of his daily work
		2. Wonder how things can be improved
		3. Search out new working methods, techniques or instruments
		4. Generate original solutions for problems
		5. Find new approaches to execute tasks
		6. Make important organizational members enthusiastic for innovative ideas
		7. Attempt to convince people to support an innovative idea
		8. Systematically introduce innovative ideas into work practices
		9. Contribute to the implementation of new Ideas
		10. Put effort in the development of new things