

## Self-Efficacy and Human Capital's Influence on Innovative Work Behavior and Implications for the Quality of Employment Work Polytechnic of Employment



Nita Sidriannita<sup>1</sup>, Hary Indratjahyo<sup>2</sup>, Fajar Cahyo Utomo<sup>3</sup>

<sup>1</sup>Students of the management master's study program, faculty of Economics, Universitas Krisnadwipayana, Jakarta, Indonesia

<sup>2,3</sup>Lecturer in the management master's study program, faculty of Economics, Universitas Krisnadwipayana, Jakarta, Indonesia

**ABSTRACT:** The importance of this research was determined by examining the function of employees who can assist universities in becoming superior if these employees have high job quality, as evidenced by self-efficacy, human capital, and innovative work behavior. The goal is to determine the impact of self-efficacy and human capital on innovative work behavior, as well as their impact on employee work quality. The researchers employed descriptive and inferential analysis with data acquired from a questionnaire distributed to 74 employees of the Employment Polytechnic. According to the findings, self-efficacy and human capital have a considerable impact on employee job quality and innovative work behavior. Meanwhile, the direct impact of innovative work behavior on employee job quality is enormous. Self-efficiency and human capital cannot be used to moderate the impact of innovative work behavior on employee work quality. As a result, it can be claimed that innovative work behavior is a characteristic that does not coincide with self-efficacy and human capital to significantly influence employee work quality at the Employment Polytechnic.

**KEYWORDS:** Employee work quality, innovative work behavior, self-efficacy, human capital.

### I. INTRODUCTION

According to Articles 51 and 52 of Law Number 12 of 2012 on higher education, quality higher education is defined as higher education that produces graduates who are able to actively develop their potential and produce knowledge and/or technology that is useful to society, the nation, and the country. Educators and educational staff are two "professions" with intimate ties to the world of education, despite their differing scopes. This is evident from the definitions of the two, as stated in Article 1 of Law No. 20 of 2003 on the Education System. According to the law, educational personnel are members of the community who devote their time and are responsible for administering, managing, developing, supervising, and providing technical services to educational units. Employees play an important role in higher education as a whole. Employee roles, functions, and responsibilities are critical to meeting national educational goals. To carry out these critical duties, roles, and positions, qualified individuals are required. Employees with high quality must meet several criteria, including: 1) organizational commitment to service; 2) mastery of work duties and functions; 3) responsibility and monitoring of work quality through various evaluation methods; 4) the ability to think systematically about what they do and learn from experience; and 5) membership in the scientific community in their professional environment (Sumartiningsih, 2010).

The phenomenon of employee work quality in higher education has a very important urgency in providing excellent service and documenting all of the achievements achieved by the higher education institution, which will then contribute to becoming a SUPERIOR accredited tertiary institution, aside from the role of the tertiary institution's leadership. The leader's role is to ensure employee work quality at each private university. An organization, large or small, constantly selects people who exhibit innovative work behavior, have high self-efficacy, and can maximize the human capital they currently have. In reality, universities can evaluate an employee's work performance based on the outcomes of their efforts, particularly those related to the delivery of academic services.

## **Self-Efficacy and Human Capital's Influence on Innovative Work Behavior and Implications for the Quality of Employment Work Polytechnic of Employment**

Maharsi's (2011) research is consistent with the perspective of students surveyed at three Semarang State Polytechnics: Bandung and Jakarta, who believe that the quality of human resources is an urgent issue in higher education in Indonesia. Every employee was evaluated by 24 students. There were 100 lecturers who responded from the management department. The employee work quality score is based on the perceptions and assessments of 2,400 management students about the job quality of 100 employees, which are divided into 10 categories. Employee job quality was determined based on the student's perspective or appraisal of employee performance at the three state polytechnics in Semarang, Bandung, and Jakarta, according to research results of 81,462. The average employee job quality score at the state polytechnics in Semarang, Bandung, and Jakarta. This suggests that personnel at Semarang, Bandung, and Jakarta State Polytechnic perform somewhere between good and terrible, with the latter being closer to poor. The employee's performance is consistent with the challenges encountered by employees in the three cities. In general, this research prioritizes examining employees' impressions of the variables to be examined, which are leadership characteristics, learning organization, work compensation, work motivation, and employee performance. It is anticipated that one individual can give superior technology-based academic services.

Employee work quality is critical in order to ensure the success of a higher education institution. This demonstrates that the employee's work quality is a significant issue to consider. In the context of managing higher education. According to Sedarmayanti (2007), employee work quality refers to an employee who meets the qualitative standards of his task in order to finish it. According to Ndraha in Pratiwi (2013), excellent human resources are those who can generate not just comparative value but also competitive, generative, and innovative value by utilizing the greatest levels of energy, such as intelligence, creativity, and imagination, rather than simply using energy. Rough materials include raw materials, land, water, muscle energy, and so forth. Employee conduct that aspires to advance to the introduction stage or attempts to bring new and valuable ideas, processes, goods, or procedures into the workplace, group, or organization. Innovative work behavior is defined as the development, introduction, and application of new ideas or thinking in a job, group, or organization in order to improve individual, group, or organizational performance. Ma Prieto and Pilar Pérez-Santana (2014) describe innovative behavior as an action made to generate and adopt new ideas, thoughts, or procedures for use in the implementation and completion of work.

According to López-Cabrales et al. (2011), human capital can have an impact on employee job performance. An organization, in this case a university, has well-implemented personnel management, so the organization can be confident in using human capital as the initial foundation for achieving better organizational goals through employee knowledge, which can be increased through good training by the organization. Quality human resources do not occur by chance; they are the result of a process that includes the selection of quality human capital sources. According to Gist and Mitchell, self-efficacy influences decisions, goals, problem solving, and persistence in trying, resulting in diverse behaviors among employees with the same ability (Judge and Erez in Ghufuron, 2010). Employees with high self-efficacy believe they can alter the events around them, whilst those with low self-efficacy believe they are unable to change anything. In challenging situations, those with low efficacy are more likely to give up. Meanwhile, persons with strong self-efficacy will work harder to solve current obstacles. Gist shared similar sentiments, demonstrating that feelings of self-efficacy play a vital part in inspiring pupils to behave innovatively and accomplish tough work in order to achieve certain goals. According to previous research (Firdausiah, S., & Etikariena, A., 2021), there is a favorable and significant association between self-efficacy and inventive behavior.

## **II. THEORETICAL BASIS**

Work quality is described as dynamic settings in which products, services, people, processes, and the environment meet or exceed expectations. This indicates that quality demonstrates excellence in terms of individual or institutional services and products created for others. In terms of human resource quality dimensions, namely emphasis on work, learning continues to emphasize workers while expressing concentration on other, unrelated topics (Slameto, 2010). Employee work quality refers to the competence of organizational resources (including employees) who play a strategic role in achieving organizational goals, are high performers, and are constantly learning to improve their skills in order to provide excellent service to stakeholders. Complex work innovation necessitates a wide range of cognitive and emotive activities on the part of employees in order to produce intriguing new ideas and execute them in the workplace. To do this, employees must devote their time, thoughts, and energy outside of formal work, as well as have person-job fit and person-organization fit (Afsar & Badir, 2016). This is supposed to lead to more inventive work behavior. Innovative work behavior encompasses all that individuals accomplish in their job duties while considering the features of individual differences displayed in their work environment.

Human capital is a reflection of an individual's knowledge, skills, abilities, and traits that contribute to increased employee wellbeing, both financially, socially, and economically (Kunnas, 2016). Human capital is the accumulation of information, skills, experience, and relevant employee strengths inside an organization that promote productivity, performance, and strategic goal

# Self-Efficacy and Human Capital's Influence on Innovative Work Behavior and Implications for the Quality of Employment Work Polytechnic of Employment

achievement. Self-efficacy is an extremely strong inner belief. Self-efficacy relates to people's beliefs about their ability to carry out the actions necessary to deal with future problems. Self-efficacy refers to people's beliefs about their ability to carry out the plan of action necessary to deal with future problems (Wagner, 2010). Self-efficacy refers to an individual's confidence or trust in their ability to carry out and finish actions in order to attain their desired outcomes.

At the Employment Polytechnic, a reasoning framework was created to test and investigate empirical data on the direct and indirect effects of variables such as innovative work behavior as a mediator of self-efficacy and human capital variables on employee work quality. Employees at the Employment Polytechnic continue to struggle with developing self-efficacy and human capital in order to establish new work behaviors that increase job quality. Figure 1 illustrates the conceptual framework.

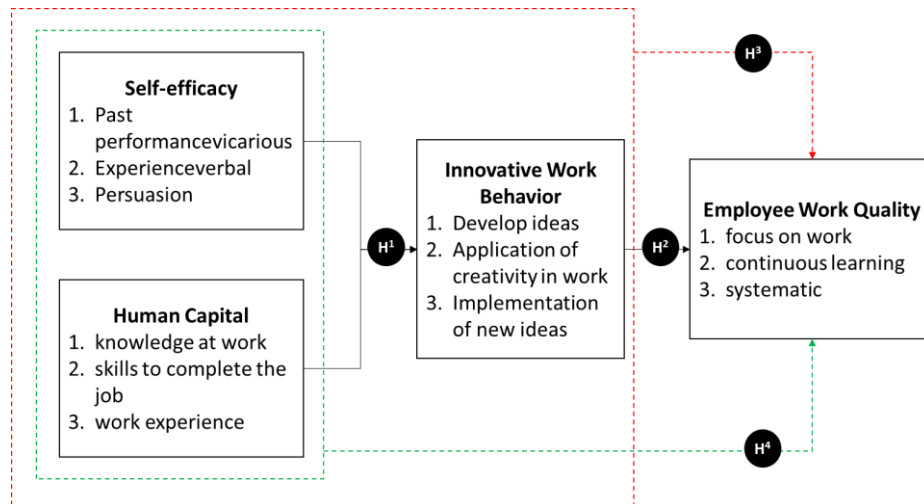


Figure 1. Conceptual Framework

This hypothesis is a temporary estimate or response to the formulation of concerns mentioned in this text, including:

- H<sub>1</sub> : It is thought that self-efficacy and human capital interact to promote innovative work behavior at the Employment Polytechnic.
- H<sub>2</sub> : It is suspected that innovative work behavior influences employee job quality at the Employment Polytechnic.
- H<sub>3</sub> : It is anticipated that self-efficacy and human capital influence employee job quality at the Employment Polytechnic via innovative work behavior.
- H<sub>4</sub> : It is thought that self-efficacy and human capital influence the work quality of Employment Polytechnic personnel.

### III. RESEARCH METHODS

This study employs a quantitative design method to address the formulation and validation of research hypotheses. This study seeks to investigate the impact of exogenous variables, namely self-efficacy and human capital, on the endogenous variable, namely work quality, via the intervening variable, namely innovative work behavior. The goal of this research is explanatory, which means that it explains causal linkages and tests the relationship between numerous variables by testing (Singarimbun and Effendi, 2008). So, in this study, each variable stated in the hypothesis will be examined by assessing the causal relationship between the independent variable and the dependent variable. Hypothesis testing is used to determine the nature of the relationship and influence of variables (correlation and causality tests). This is a questionnaire-based survey of all employment polytechnic employees, with respondents drawn from the individual analysis unit of employment polytechnic employees.

### IV. RESEARCH RESULT

#### Instrument Test

The feasibility of an instrument is examined using a validity and reliability test, which yields a corrected item value (total correlation) at a significance level of 0.05 and a two-sided test. There are 74 data points (n), hence the r table value is 0.229. As a result, the items or questions from the four question items with values greater than the r table can be inferred to be genuine. The reliability results obtained for N of cases = 74, Cronbach's alpha employee work quality value was 0.927, innovative work behavior was 0.948, self-efficacy was 0.933, and human capital was 0.951, while the critical r value (2-sided test) is at a significance of 0.05

## Self-Efficacy and Human Capital's Influence on Innovative Work Behavior and Implications for the Quality of Employment Work Polytechnic of Employment

with the amount of data (n) = 74, the table r value is 0.229, and because the calculated r value is greater than the table, it can be concluded that the items in the research question are reliable.

### Test Assumptions

In a regression model, determine whether the dependent variable, independent variable, or both have a normal distribution. A regression model with a normal or nearly normal data distribution is considered good (Ghozali, 2002). In the normality test of the normal P-P plot normalized regression diagram, the existence of points in the scatter plot indicates that the points are spread out, indicating that the model follows a normal distribution. Employee work quality and innovative work behavior have a linear relationship with a significant deviation from linearity value of 0.001; employee work quality and self-efficacy have a significant deviation from linearity value of 0.000; and the results of employee work quality and human capital have a significant deviation from linearity of 0.000. The result <0.05 indicates a linear relationship between the variables in the research scenario. Multicollinearity does not exist or occur in the model. Between independent factors, the VIF value of innovative work behavior is 7.465, self-efficacy is 5.357, and human capital is 4.137, all less than 10. The association between innovative work behavior and unstandardized residual is 1.000, self-efficacy with unstandardized residual is 1,000, and human capital with unstandardized residual is also 1,000. Both values are greater than 0.05, implying that the model does not exhibit heteroscedasticity issues. The likelihood of the Durbin-Watson value is 2.173 > 0.05, indicating that the model does not exhibit autocorrelation symptoms.

### Test Model

Self-efficacy and human capital provide 65.6% of employee job quality at the Employment Polytechnic. This contribution is reflected in Table 1's corrected R square value of 0.656 (65.5%). Meanwhile, a one-unit rise in self-efficacy results in a 0.146 improvement in employee work quality. Similarly, increasing human capital by one unit results in a 0.451 rise in employee job quality (see table 16 for human capital coefficient B value).

**Table 1. Test Results of Self-Efficacy and Human Capital Models Combined on Employee Work Quality**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.816 <sup>a</sup>	.666	.656	3.973

a. Predictors: (Constant), Human Capital, Self-efficacy

Source: Primary data, 2023

**Table2. Results of the Regression Coefficient Test of Self-efficacy and Human Capital on Employee work quality**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	12.908	3.232		3.994	.000
	Self-efficacy	.146	.090	.191	1.627	.108
	Human Capital	.451	.081	.654	5.578	.000

a. Dependent Variable: Employee work quality

Source: Primary data, 2023

Self-efficacy and human capital constitute 86.2% of the innovative work behavior of employment polytechnic personnel. This contribution is reflected in Table 3's corrected R square value of 0.862 (86.2%). Meanwhile, a one-unit rise in self-efficacy will result in a 0.551 increase in innovative work behavior. Similarly, increasing human capital by one unit results in a 0.351 rise in innovative work behavior (see table 18 for human capital coefficient B value).

**Table 3. Test Results of Self-Efficacy and Human Capital Models Combined on Innovative Work Behavior**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.931 <sup>a</sup>	.866	.862	3.157

a. Predictors: (Constant), Human Capital, Self-efficacy

Source: Primary data, 2023

# Self-Efficacy and Human Capital's Influence on Innovative Work Behavior and Implications for the Quality of Employment Work Polytechnic of Employment

**Table 4. Results of the Regression Coefficient Test of Self-efficacy and Human Capital Together on Innovative work behavior**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.804	2.568		2.261	.027
	Self-efficacy	.551	.071	.572	7.713	.000
	Human Capital	.351	.064	.405	5.456	.000

a. Dependent Variable: Innovative work behavior

Source: Primary data, 2023

Innovative work behavior improves employee job quality at the Employment Polytechnic by 75.2%. This contribution is reflected in Table 5's corrected R square value of 0.752 (75.2%). Meanwhile, a one-unit rise in innovative work behavior will result in a 0.551 increase in employee work quality at the Employment Polytechnic.

**Table 5. The Employment Polytechnic's Innovative Work Behavior was tested using the Innovative Work Behavior Model.**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.869 <sup>a</sup>	.755	.752		3.377

a. Predictors: (Constant), Innovative work behavior

Source: Primary data, 2023

**Table 6. Regression Coefficient Test Results for Innovative work behavior on Innovative work behavior for the Employment Polytechnic**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.343	2.814		2.609	.011
	Innovative work behavior	.692	.046	.869	14.894	.000

a. Dependent Variable: Employee work quality

Source: Primary data, 2023

## Hypothesis testing.

It is thought that self-efficacy and human capital have a combined influence on innovative work behavior in employment polytechnics

An F test is used to assess the impact of self-efficacy and human capital on innovative work behavior. The test findings are as follows:

**Table 7. Hypothesis Test 1.**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4574.432	2	2287.216	229.525	.000 <sup>b</sup>
	Residual	707.514	71	9.965		
	Total	5281.946	73			

a. Dependent Variable: Innovative work behavior

b. Predictors: (Constant), Human Capital, Self-efficacy

Source: Primary data, 2023

The F test results in Table 7 for the self-efficacy and human capital variables yielded a score of 229,525 and an F-table of 2.734. F-count > F-table, indicating that H<sub>0</sub> is rejected and H<sub>1</sub> accepted. This leads to the conclusion that the second hypothesis of self-efficacy and human capital's impact on innovative work behavior has been investigated and validated.

## Self-Efficacy and Human Capital's Influence on Innovative Work Behavior and Implications for the Quality of Employment Work Polytechnic of Employment

**It is suspected that innovative work behavior influences employee work quality at the employment level.**

Table 7 shows that the t test results for the inventive work behavior variable are 14.894, with a t-table of 1.667. This means  $t\text{-count} > t\text{-table}$  ( $14.894 > 1.667$ ), indicating that  $H_0$  is rejected and  $H_1$  is approved. This leads to the conclusion that innovative work behavior influences employee work quality, thereby testing and proving the third hypothesis.

**It is anticipated that self-efficacy and human capital have an impact on employee job quality at the employment polytechnic via innovative work behavior.**

Table 8 shows the results of hypothesis testing to determine the function of work behavior as a mediator of self-efficacy and human capital on employee work quality.

**Table 8. Hypothesis Test Results of the Direct and Total Influence of Self-Efficacy and Human Capital on Employee Work Quality behavior**

No	Variable			Koefisien Regresi		
	Independent	Mediation	Dependent	Direct Effect	Indirect Effect	Total
1	Self-efficacy	Innovative work behavior	Employee work quality	0,551	$0,551 \times 0,692 = 0,381$	$0,146 \times 0,381 = 0,056$
2	Human capital	Innovative work behavior	Employee work quality	0,351	$0,351 \times 0,692 = 0,243$	$0,451 \times 0,243 = 0,109$

**Source:** Primary data, 2023

The direct influence of self-efficacy on employee work quality is 0.146, and the total influence of self-efficacy on employee work quality through innovative work behavior is 0.056, implying that innovative work behavior is not a proven intervening variable that mediates self-efficacy on work quality. The direct influence of human capital on employee work quality is 0.451, and the total influence of human capital on employee work quality via innovative work behavior is 0.109; thus, it can be concluded that innovative work behavior has not been proven to be an intervening variable mediating human capital on employee work quality. These findings support hypothesis 2 (h2), which asserts that self-efficacy and human capital have no affect on employee job quality at the Employment Polytechnic through innovative work behavior. The hypothesis was not tested, therefore it was rejected.

**It is suspected that there is an influence of self-efficacy and human capital together on employee work quality at the employment polytechnic.**

To find out this, it is necessary to use the F test. The following is a test of each variable.

**Table 7. Hypothesis Test 3.**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2230.634	2	1115.317	70.657	.000 <sup>b</sup>
Residual	1120.731	71	15.785		
Total	3351.365	73			

a. Dependent Variable: Employee work quality

b. Predictors: (Constant), Human Capital, Self-efficacy

**Source:** Primary data, 2023

Table 9 shows that the F-count value for the self-efficacy and human capital variables is 70,657, whereas the F-table value is 2.734, indicating that F-count is greater than F-table. Thus,  $H_0$  is rejected, whereas  $H_1$  is accepted at the real level. This leads to the conclusion that the quality of employee job influences self-efficacy and human capital levels. Thus, the first hypothesis is tested and confirmed.



## Self-Efficacy and Human Capital's Influence on Innovative Work Behavior and Implications for the Quality of Employment Work Polytechnic of Employment

### V. DISCUSSION

Self-efficacy and human capital have a strong impact on innovative work behavior at the Employment Polytechnic. These findings demonstrate that higher levels of self-efficacy and human capital will influence the innovative work behavior of Employment Polytechnic workers. When it comes to driving innovative work behavior, self-efficacy outperforms human capital. This condition differs from self-efficacy, human capital, and employee work quality, which were covered in the preceding section. This condition demonstrates that people who work very innovatively, which involves investigating opportunities and new ideas, can also practice implementing new ideas, applying new information, and improving employee or organizational performance. Innovative activity is frequently associated with creativity; these two concepts are similar but have distinct meanings. Because of the complexity of the innovation process, individuals may be involved in meeting the requirements for the creation of this innovation on multiple occasions and concurrently. In his view of innovative work behavior, De Jong distinguishes between the elements of opportunity exploration, idea generation, idea promotion, and idea execution. This dimension represents the creative side of innovation, which includes exploring opportunities and generating ideas, as well as the implementation side, which includes promotional concepts and the execution of behavioral ideas (Messmann et al., 2017). Theoretical support states that innovation in complex work requires a variety of cognitive and affective efforts from employees to generate interesting new ideas and apply them in their work (Janssen et al., 2004). To do this, employees must devote their time, thoughts, and energy outside of formal work, as well as have person-job fit and person-organization fit (Afsar & Badir, 2016). This is supposed to lead to more inventive work behavior.

At the Employment Polytechnic, innovative work behavior has a strong direct influence on employee job quality, as seen by how employees conceive ideas, apply creativity at work, and implement new ideas. Innovative work behavior can be identified as one of the characteristics that can increase employee job quality at the Employment Polytechnic. The application of creativity in the workplace is the most important of these three thoughts, followed by the application of new ideas and, finally, the development of ideas. According to theoretical support, creative work behavior encompasses all that employees perform in their job duties while taking into account the features of individual diversity that are displayed in their workplace. Complex work innovation necessitates a combination of cognitive and emotive activities from employees in order to produce intriguing new ideas and apply them to their job (Janssen et al., 2004). To do this, employees must devote their time, thoughts, and energy outside of formal work, as well as have person-job fit and person-organization fit (Afsar & Badir, 2016). This is supposed to lead to more inventive work behavior.

At the Employment Polytechnic, innovative work behavior does not mitigate the effects of self-efficacy and human capital on employee work quality. As a result, it can be concluded that innovative work behavior at the Employment Polytechnic does not correspond with self-efficacy or human capital in terms of significantly influencing employee job quality. Innovative work behavior that cannot simultaneously offer a mediating influence on self-efficacy and human capital is inextricably linked to the settings in which employees in a higher education environment are not permitted to work without adhering to the established quality standards. Employees use quality standards, particularly in the administrative sector, to govern their work. Every semester, the Quality Assurance Agency will conduct a quality audit on the administrative work done by workers. Employee work quality is also defined as the competence of organizational resources (employees) who play a strategic role in achieving organizational goals, have a high performance character, and are constantly learning to improve their competence in order to provide excellent service to students and lecturers (Ivancevich & Konopaske, 2014).

Self-efficacy and human capital have a substantial impact on employee job quality at the Employment Polytechnic. These data indicate that higher levels of self-efficacy and human capital correlate with higher levels of employee work quality at the Employment Polytechnic. Based on the two factors, efficacy and human capital, it appears that human capital is a factor that contributes to improving employee job quality at the Employment Polytechnic. The facts indicate that the Employment Polytechnic has pretty good human capital. With 74 people under the age of 40, 52 demonstrate that the Employment Polytechnic's management is capable of moving rapidly. Employees possess the necessary abilities to execute the work, which reflects the most important human capital aspect. These skills can be seen sequentially in employees who have high professionalism when carrying out work, employees who are able to complete the work well according to their abilities, employee work skills that can encourage the achievement of the Employment Polytechnic's goals, and employees who have expertise in doing the work. Finally, human capital is defined by the abilities that employees possess; people can accomplish jobs effectively. Human capital is the accumulation of information, skills, experience, and relevant employee strengths inside an organization that promote productivity, performance, and strategic goal achievement. Human capital, on the other hand, is a reflection of individuals' knowledge, skills, competencies, and traits that contribute to increased employee welfare in terms of financial, social, and economic well-being. According to Wagner (2010), self-efficacy is an individual's confidence or belief in his ability to carry out and finish tasks that will allow him to

## Self-Efficacy and Human Capital's Influence on Innovative Work Behavior and Implications for the Quality of Employment Work Polytechnic of Employment

reach the expected goals. Self-efficacy is an extremely strong inner belief. Self-efficacy relates to people's perceptions of their ability to carry out the necessary steps to deal with a forthcoming circumstance.

### VI. CONCLUSION

Self-efficacy and human capital have a substantial impact on employee job quality at the Employment Polytechnic. These data indicate that higher levels of self-efficacy and human capital correlate with higher levels of employee work quality at the Employment Polytechnic. Self-efficacy and human capital have a strong impact on innovative work behavior at the Employment Polytechnic. These findings demonstrate that higher levels of self-efficacy and human capital will influence the innovative work behavior of Employment Polytechnic workers. At the Employment Polytechnic, innovative work behavior has a significant and beneficial influence on employee work quality. Innovative work behavior can be identified as one of the characteristics that can increase employee job quality at the Employment Polytechnic. Employee job quality cannot be mediated by innovative work behavior or self-efficacy and human capital. As a result, it can be concluded that innovative work behavior at the Employment Polytechnic does not correspond with self-efficacy or human capital in terms of significantly influencing employee job quality. Research benefits employees in higher education by providing insight and experience from researchers in the field of human resource management, particularly the influence of self-efficacy and human capital on employee work quality, which is mediated by innovative work behavior. Then, as an input and reference for employment policy, employee work quality can be improved by examining each employee's self-efficacy, human capital, and inventive work behavior. Future researchers can build on this research by conducting additional research on a regional scale or at the Higher Education Service Institution Region III, DKI Jakarta, so that the results can be perfected. This phase can be taken by investigating additional variables that are thought to influence the relationship between the variables researched with the use of in-depth theory. This research is generalizable, therefore it can be applied to a variety of research objects. It is not limited to educational institutions; more research can be conducted at other schools, and the results may differ.

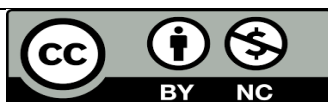
### REFERENCES

- 1) Afsar, B., & Badir, Y. F. (2016). Person–organization fit, perceived organizational support, and organizational citizenship behavior: The role of job embeddedness. *Journal of Human Resources in Hospitality and Tourism*, 15(3), 252–278. <https://doi.org/10.1080/15332845.2016.1147936>
- 2) Firdausiah, S., & Etikariena, A. (2021). Innovative work behavior dan Self-efficacy Kreatif pada Mahasiswa. *Psikologika: Jurnal Pemikiran dan Penelitian Psikologi*, 26(1), 57-84.
- 3) Ghozali, Imam. 2012. "Aplikasi Analisis Multivariate dengan Program IBM SPSS 20". Semarang : UNDIP.
- 4) Ivancevich, J. M., & Konopaske, R. (2014). *Organizational behavior and management (Tenth Edition)*. New York: McGraw-Hill Companies, Inc.
- 5) Janssen, O. (2000). Job demands, perceptions of effort-reward fairness and innovative work behaviour. *Journal of Occupational and Organizational Psychology*, 73(3), 287–302. <https://doi.org/10.1348/096317900167038>
- 6) Kunnas, J. (2016). Human capital in Britain, 1760–2009. *Scandinavian Economic History Review*, 64(3), 219–242. <https://doi.org/10.1080/03585522.2016.1208625>
- 7) Kunnas, J. (2016). Human capital in Britain, 1760–2009. *Scandinavian Economic History Review*, 64(3), 219–242. <https://doi.org/10.1080/03585522.2016.1208625>
- 8) López-Cabrales, Á., Real, J. C., & Valle, R. (2011). Relationships between human resource management practices and organizational learning capability: The mediating role of human capital. *Personnel Review*, 40(3), 344– 363. <https://doi.org/10.1108/00483481111118658>
- 9) Ma Prieto, I., & Pilar Pérez-Santana, M. (2014). Managing innovative work behavior: The role of human resource practices. *Personnel Review*, 43(2), 184–208. <https://doi.org/10.1108/PR-11-2012-0199>
- 10) Maharsi (2011). Upaya Peningkatan Kinerja Dosen di Indonesia Masih Terkenda Minimnya Kompensasi, Studi Kasus Tiga Piliteknik Negeri Semarang, Bandung, dan Jakarta. *Jurnal Pengembangan Humaniora* Vo 11, No. 2, Agustus 2011.
- 11) Messmann, G., Stoffers, J., Van der Heijden, B., & H. Mulder, R. (2017). Joint effects of job demands and job resources on vocational teachers' innovative work behaviour. *Personnel Review*. <https://doi.org/10.1108/09574090910954864>
- 12) Sedarmayanti. (2007). *Manajemen Sumber Daya Manusia*. Bandung: PT. Refika Aditama
- 13) Singarimbun, M. (2008). *Metode Penelitian Survai* (M. Singarimbun & S. Effendi (eds.)).
- 14) Slameto. (2010). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.



## Self-Efficacy and Human Capital's Influence on Innovative Work Behavior and Implications for the Quality of Employment Work Polytechnic of Employment

- 15) Sumartiningsih, F. M. S. (2010) 'Pengaruh Kompetensi Profesional dan Iklim Organisasi Terhadap Prestasi Kerja Dosen (Studi Kasus pada Akademi keperawatan Budi Luruh dan Ahmad Yani Cimahi).
- 16) Undang-undang No. 20 tahun 2003 tentang Sistem Pendidikan (2003)
- 17) Undang-Undang Nomor 12 tahun 2012 Tentang Pendidikan Tinggi (2012)
- 18) Wagner, T. (2010). The global achievement gap: Why even our best schools don't teach the new survival skills our children need-and what we can do about it. ReadHowYouWant. com.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.