The Mediating Role of Work Meaning on the Influence of Organizational Support and Teacher Creativity

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ABSTRACT: This research aims to determine and analyze the influence of organizational support on teacher creativity and the meaning of work as a mediating variable. This research was conducted at MI Mujahidin. This research is quantitative. Using an explanatory research approach with a survey approach. The questionnaire was prepared based on research variables: organizational support, teacher creativity and meaning of work. Research data was taken from 100 teachers who were the samples for this research. Data collection was carried out using random sampling techniques. Data analysis uses the Partial Least Square (PLS) approach using Smart PLS software. The results of hypothesis testing show that organizational support has a positive effect on teacher creativity. Institutional support can stimulate an increase in creative ideas for teachers. Organizational support has a positive impact on the meaning of work. Organizational support will increase the meaningfulness of performance. The meaning of work has a positive influence on teacher creativity. Educational institutions support teachers and stimulate creativity and innovation. The mediating meaning of work on the positive influence of organizational support on teacher creativity. Thanks to the support from all elements at school, teachers will feel more meaningful for themselves. Organizational support from the workplace, recognition and motivation make teachers further develop their creative ideas and think that their work is essential and brings meaning to their work.
The Mediating Role of Work Meaning on the Influence of Organizational Support

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The importance of human resources to an organisation is heightened in relation to consumer loyalty and satisfaction, service quality, competitive advantage, and overall performance. Numerous theories, models, and empirical studies substantiate this notion by underscoring the indispensable function of human resources within this particular organisation (Berhil et al., 2020).

Human resources consist of scarce, valuable, irreplaceable, or impossible-to-imitate assets, capabilities, and resources that distinguish one organisation from another and serve as a sustainable source of competitive advantage (Jang, 2017). An organisation must therefore have the capacity to oversee qualified and innovative personnel (Ikhwan, 2022).

The creativity of employees emerges as a critical component within the organisation. The success of an organisation is significantly influenced by the level of creativity exhibited by its employees (Kandampully et al., 2016; Y. Wang et al., 2023). Employees who possess a creative mindset will have the capacity to manufacture products that align with market demands while maintaining superior quality standards in comparison to their rivals. Although a comparative advantage is not sufficient for an organisation, possessing a sustainable competitive advantage through innovative human resources is of utmost importance.

Furthermore, human resources are a vital component in the realm of education. The creativity of educators is a pivotal component within academic institutions and organisations (Ikhwan et al., 2019). Educators who are imaginative will offer novel concepts that may serve as organisational development solutions (Gorondutse & John, 2018). By exercising their ingenuity, educators will have the capacity to generate a multitude of solutions to challenges and devise novel approaches to deliver superior academic outcomes. By enabling educators to demonstrate creativity in the course of their professional responsibilities, they will be more inclined to enhance their intrinsic motivation and psychological well-being. Creative educators regard their profession as purposeful and endeavours to enhance students’ comprehension of both themselves and the surrounding environment.

In a dynamic and competitive business landscape, where continuous innovation is essential for survival (Steger et al., 2012), the significance of work for educators plays a crucial role in fostering greater innovation and performance-oriented creativity. Recognising the responsibilities and function of an educator as a member of a team can inspire an individual to perform their duties to the fullest. Organisational

I. INTRODUCTION

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performance is enhanced when workers derive meaning from their tasks; furthermore, it allows for the personal growth and development of employees (Ammirato et al., 2023; Belte et al., 2023).

Teachers will produce meaningful work when they have a clear understanding of their own capabilities, the standards that are expected of them, and the means by which they can foster harmony in the school setting. The enhancement of teachers' contribution to the institution can be achieved through their adherence to their designated roles. Teachers may become more invested and dedicated to the professional world if they engage in meaningful work (Geldenhuys et al., 2014). The influence on the sense of purpose among educators in the realm of creation is the development of a propensity to dedicate additional time to their tasks in order to attain fulfilment and pleasure from them.

Instructor creativity is impacted not only by the significance of the task at hand but also by internal factors, specifically a proactive personality. Proactive behaviour refers to the conscientious undertaking of measures to avert impending issues or challenges (D. Wang et al., 2022). An additional determinant influencing the creativity of educators is organisational support. Teachers' capacity to investigate and employ resources can be enhanced with the full backing of an organisation or business, thereby fostering greater innovation among educators (Chiang & Hsieh, 2012).

Positive reinforcement from the leadership and all current teachers, as well as organisational support from the educational institution where they operate, are factors that influence the creativity of teachers. This element will foster an environment and performance that are conducive to enhancing the creativity of teachers. Teachers will develop a greater sense of accountability towards their workplace when they perceive that educational institutions provide for their psychological well-being. Consequently, this will result in a more innovative approach to the teaching and learning process (Jeung et al., 2016).

Enhancing the performance and success of an organisation has historically hinged on the recognition that teacher creativity is a critical component in this regard. Educational establishments rely heavily on innovative endeavours; therefore, in order to further enhance the learning experience and the calibre of engagement within the institution, inventive concepts are required.

According to this study, organisational support has the potential to enhance the significance of labour. Teachers are more likely to make substantial contributions to the company in exchange for the assistance they receive from the institution or school when they receive assistance from the organisation. This is consistent with social exchange theory, which states that individuals are more likely to contribute to organisational outcomes in exchange for administrative support if they perceive their organisation to be supportive (Y. Wang et al., 2023).

Professionalism among educators is impacted by opportunities, resources, and knowledge, including both formal and informal authority granted by the institution. Educators whose motivation is enhanced by the significance of their work demonstrate a heightened inclination towards it (Akgunduz et al., 2018). The perceived organisational support theory (Yu & Frenkel, 2013) posits that administrative support yields favourable outcomes for both employees and organisations. For employees, it enhances job satisfaction and positive mood. For organisations, it improves performance, fosters greater emotional commitment among teachers, and diminishes
undesirable behaviour. Support from the organisation can enhance instructors’ capacity to investigate resources, which can ultimately boost their innovative creativity. An individual will produce meaningful work when they have a clear understanding of their capabilities, the expectations placed upon them, and the means by which they can achieve success in the workplace. The consequence for educators whose work is meaningful is an increased propensity to dedicate more time to their duties, leading to greater job satisfaction and enjoyment of work-related tasks.

Although several comparable studies have been identified, none of the subsequent examples have concurrently examined organisational support and teacher creativity; thus, this research stands out as original. The following are instances of prior research that have been examined: (Akgunduz et al., 2018) examined the impact of proactive personality and perceived organisational support (POS) on the creativity and meaning of work of hotel employees. There is complete support for the notion that the significance of work acts as a mediator in the connection between a daring personality and employee creativity. The relationship between point-of-sale (POS) systems and employee creativity is only partially supported by the mediating effect of work meaning. The purpose of this study (Putri & Damayanti, 2023) is to examine the relationship between innovative work behaviour as a mediating variable and the impact of organisational support on the adaptive performance of educators. According to research findings (Marbun & Jufrizen, 2022), employee performance is significantly influenced by direct administrative support, the work environment, and job satisfaction. Furthermore, the study reveals that organisational support and the work environment have a substantial indirect effect on employee performance, mediated by job satisfaction.

Specifically, this research aims to analyze the influence of organizational support and teacher creativity through the meaning of work. The conceptual framework in this research is:

![Figure 1. Conceptual framework](image)

**II. METHOD**

The purpose of this study is to develop a theory concerning organisational support, work meaning, and teacher creativity based on empirical evidence. Taking into consideration the identified issues and intended research goals, this study employs an explanatory research design incorporating a survey methodology (Creswell, 2019). In light of the following research variables—teacher creativity, organisational support, and work meaning—a questionnaire was developed. This study's population comprised fifty educators. Fifty employees of MI Mujahidin Japanese Village, Sooko District, Mojokerto, constituted the subjects of this study. The Partial Least Square (PLS) method is implemented in the data analysis using Smart PLS software. PLS is a structural equation model (SEM) composed of components.
PLS analysis requires the following two steps: Evaluating the measurement or outer model. The evaluation of the outer model is based on three criteria: convergent validity, discriminant validity, composite reliability, and the interior model, also known as the structural model. In order to determine the relationship between constructs, significant values, and the R-square of the research model, the interior model or structural model was examined. When evaluating the model using PLS, examine the R-square for each latent dependent variable first. The impact of specific latent variables on the dependent latent variable’s substantive influence can be ascertained through variations in the R-square value (Abdullah, 2015; Ikhwan, 2021).

III. RESULT AND DISCUSSION

Data Quality test results (Outer Model)

In order to evaluate the outer model using SmartPLS and data analysis techniques, there are three fundamental criteria that must be met: convergent validity, discriminant validity, composite reliability, and average variance extracted (AVE).

Convergent Validity

The evaluation of the measurement model's convergent validity using reflexive indicators is conducted by examining the correlation between the item score and the component score as estimated by the PLS Software. An intuitive measure is deemed to be of high quality when its correlation with the construct being measured exceeds 0.70. A loading factor limit of 0.70 will be implemented in this investigation. It is evident from the table below that all outer loading results exceed 0.60; therefore, every research item satisfies the inclusion criteria. The impacts of outer loadings are detailed in Table 1.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Research Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational support</td>
<td></td>
</tr>
<tr>
<td>X11</td>
<td>0.781</td>
</tr>
<tr>
<td>X12</td>
<td>0.807</td>
</tr>
<tr>
<td>X13</td>
<td>0.821</td>
</tr>
<tr>
<td>X14</td>
<td>0.777</td>
</tr>
<tr>
<td>X15</td>
<td>0.730</td>
</tr>
<tr>
<td>Work meaning</td>
<td></td>
</tr>
<tr>
<td>X21</td>
<td>0.721</td>
</tr>
<tr>
<td>X22</td>
<td>0.734</td>
</tr>
<tr>
<td>X23</td>
<td>0.778</td>
</tr>
<tr>
<td>X24</td>
<td>0.747</td>
</tr>
<tr>
<td>X25</td>
<td>0.588</td>
</tr>
<tr>
<td>Teacher creativity</td>
<td></td>
</tr>
<tr>
<td>Y11</td>
<td>0.711</td>
</tr>
<tr>
<td>Y12</td>
<td>0.738</td>
</tr>
<tr>
<td>Y13</td>
<td>0.779</td>
</tr>
<tr>
<td>Y14</td>
<td>0.812</td>
</tr>
<tr>
<td>Y15</td>
<td>0.725</td>
</tr>
</tbody>
</table>

Data source: Primary data processed (2023)
The outcomes of the processing performed utilising SmartPLS are presented in Table 1. Convergent validity has been established for the value of the exterior model or the correlation between constructs and variables. The results of the PLS estimation used to compute the outer loading test. It is evident from the output that every item is genuine. This is due to the fact that all factor loading values exceed 0.6.

**Evaluate Reliability and Average Variance Extracted (AVE)**

The average variance extracted (AVE) and reliability value of a construct are additional indicators that reveal the validity and reliability criteria. If the value is 0.70 and the AVE is greater than 0.50, the construct is known to be extremely reliable (Ghozali, 2011). The Composite Reliability and AVE values for all variables are detailed in Table 2.

<table>
<thead>
<tr>
<th>Variable</th>
<th>AVE</th>
<th>Composite Reliability</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational support</td>
<td>0.615</td>
<td>0.888</td>
<td>reliable</td>
</tr>
<tr>
<td>Work meaning</td>
<td>0.513</td>
<td>0.839</td>
<td>reliable</td>
</tr>
<tr>
<td>Teacher creativity</td>
<td>0.644</td>
<td>0.888</td>
<td>reliable</td>
</tr>
</tbody>
</table>

Data source: Primary data processed (2023)

According to the findings shown in Table 2, it can be concluded that all of the constructs examined in the study satisfy the established requirements for dependability. This is evidenced by the composite reliability value above 0.70 and the average variance extracted (AVE) surpassing 0.50, in accordance with established criteria.

**Results of Feasibility Testing Model (Inner Model)**

The evaluation of the inner model or structural model is performed to analyse the connections between constructs, ascertain their statistical significance, and measure the Rsquare of the research model. The assessment of the structural model entailed the usage of the R-square to evaluate the t-test of the dependent construct, along with determining the significance of the structural path parameter coefficients. The assessment of the model utilising Partial Least Squares (PLS) commences by scrutinising the R-square coefficient for each latent variable, which functions as the response variable. The results shown in Table 3 demonstrate the R-square estimation outcomes obtained using the SmartPLS software.

<table>
<thead>
<tr>
<th>Variable</th>
<th>R-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work meaning</td>
<td>0.708</td>
</tr>
<tr>
<td>Teacher creativity</td>
<td>0.656</td>
</tr>
</tbody>
</table>

Data Source: Primary Data Processed (2023)

Table 3 presents the R-square value for the organisational commitment variable, which was determined to be 0.708. This indicates that about 70.8% of the variability in the construct of work meaning can be accounted for by the variability in the construct of work meaning. On the other hand, the remaining portion of the explanation can be attributed to additional factors that are not included in the model under investigation. A higher value of R-square implies a stronger ability of the independent variable to explain the variance in the dependent variable, hence improving the overall fit of the model.
structural equation. The creative variable of the teacher was determined to be 0.656. This implies that about 65.6% of the variability in the productivity construct can be accounted for by the variability in the organisational support construct and the meaning of work. Simultaneously, other factors beyond the scope of the analysed model account for the remaining portion of the phenomenon. A higher value of R-square signifies a stronger ability of the independent variable to explain the variation in the dependent variable, hence indicating a more robust structural equation.

Hypothesis Testing

The computed parameters have considerable importance since they offer valuable insights into the interplay between the variables under investigation. The hypothesis is tested by examining the value of the inner weight in the output result. Table 4 presents the projected results for evaluating the structural model. The statistical testing of each hypothesised relationship in SmartPLS is performed through the utilisation of a simulation. The bootstrap method was implemented on the given sample in this particular scenario. The utilisation of Bootstrap in testing is likewise aimed at mitigating the issue of anomalous research data. The findings obtained from the implementation of bootstrapping in the SmartPLS study are presented below:

![Figure 2. Bootstrapping results](image)

The measurement of the significance level in hypothesis testing is conducted via the utilisation of the parameter known as the path coefficient value (Abdillah & Hartono, 2015). The present examination examines the calculated path coefficient and t-statistic value, with a significance level of α=5%. If the calculated t-statistic exceeds the critical t-value from the t-table, namely 1.984 for a one-tailed hypothesis, then the null hypothesis can be accepted. The subsequent number represents the route coefficient used in the examination of the key hypothesis within this study.

<table>
<thead>
<tr>
<th>No</th>
<th>Correlation</th>
<th>Original Sample</th>
<th>Sample Means (M)</th>
<th>Standard Deviation</th>
<th>T-statistics</th>
<th>P-values</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meaning of work - &gt; teacher creativity</td>
<td>0.459</td>
<td>0.476</td>
<td>0.099</td>
<td>4,634</td>
<td>0.000</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>Organizational support -&gt; teacher creativity</td>
<td>0.734</td>
<td>0.737</td>
<td>0.040</td>
<td>18,306</td>
<td>0.000</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>Organizational support -&gt; work meaning</td>
<td>0.763</td>
<td>0.765</td>
<td>0.038</td>
<td>20,194</td>
<td>0.000</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

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1. The meaning of work affects the creativity of teachers

   The test on the meaning of work produces a t-statistic value of 4,634 with a P value of 0.000 < 0.05 (sig level). The test results prove that the hypothesis put forward in this study can be accepted, namely, the meaning of work affects teacher creativity. This means that the higher the meaning of work, the higher the teacher's creativity.

2. Organizational support influences teacher creativity.

   The test for organizational support resulted in a t-statistic value of 18,306 with a P value of 0.000 < 0.05 (sig level). The test results prove that the hypothesis proposed in this study can be accepted: organizational support influences teacher creativity. This means that the higher the organizational support, the higher the teacher's creativity.

3. Organizational support influences the meaning of work

   The test for organizational support resulted in a t-statistic value of 20,194 with a P value of 0.000 < 0.05 (sig level). The test results prove that the hypothesis proposed in this study can be accepted, namely, organizational support influences the meaning of work. This means that the higher the organizational support, the higher the meaning of work.

Discussion of Research Findings

**Organizational Support Has a Positive Influence on Teacher Creativity and Meaning of Work**

The findings of the study indicate that there is a significant positive relationship between organisational support and teacher creativity. This suggests that when an organisation demonstrates support by valuing employee contributions and showing care and appreciation for their work, it enhances employee creativity. Furthermore, it is observed that high levels of employee creativity are associated with their ability to adapt to change. In addition to this, the provision of organisational support has been found to contribute to teachers' enhanced job satisfaction and increased work engagement.

The assertion on the relationship between creativity and organisational support is substantiated by the findings of (Akgunduz et al., 2018), who performed study in this domain. According to (Liu et al., 2023), employees are more likely to exhibit trust and confidence when they view their firm as being very helpful. This perception of support further motivates employees to actively provide innovative ideas and proposals. The tolerance of failure is a characteristic attributed to workplaces of this nature, wherein their methodology is rooted on the process of trial and error (Alami et al., 2023). In order to foster creativity and encourage employees to take risks, it is more probable that individuals will have a sense of psychological safety, hence enabling them to take initiative (Tonta et al., 2023) and engage in creative endeavours. According to recent studies conducted by (Shang et al., 2023) and (Järvinen et al., 2022), it has been seen that employees who get substantial support from their respective organisations are

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more inclined to exhibit a happy mood, which in turn enhances their ability to engage in the creative process. Furthermore, individuals have a heightened inclination to engage in communication and social interaction with others (Sulistiobudi & Kadiyono, 2023) as a means to acquire additional information and expertise, as well as generate a greater number of innovative concepts (Chiang & Hsieh, 2012). Employees often have a heightened sense of engagement with their job (Deng et al., 2021; Hernaus et al., 2022; Teng et al., 2022), leading to increased enthusiasm in fostering innovative ideas (Chang et al., 2013).

In parallel, scholarly investigations pertaining to the interpretation of work corroborate the findings of a study done by (Akgunduz et al., 2018), which posits that the meaning of work is influenced by organisational support. Subordinates, in accordance with Social Exchange Theory (SET), experience a sense of support from the organisation, leading them to exhibit more dedication towards achieving organisational objectives as a reciprocal response to the support received. The development and enhancement of teacher professionalism are influenced by several factors, including knowledge acquisition, support systems, access to resources, and chances for growth. These factors encompass both official and informal sources of authority that are bestowed onto educators by the educational institution in which they are employed. A teacher who feels empowered derives a sense of purpose from their profession, resulting in a strong internal drive. When educators perceive themselves as receiving support from their respective institutions, they are more likely to make substantial contributions in reciprocation for the support provided by these institutions. Educators who are impacted by the significance of their profession demonstrate inherent traits that contribute to enhanced performance and heightened motivation.

**The Meaning of Work Has a Positive Influence on Employee Creativity**

The analysis of the test findings indicates that there is a statistically significant positive relationship between the variables of work meaning and teacher creativity. This implies that when teachers perceive their work activities as more meaningful, they are more likely to anticipate and recognise possibilities in their professional roles. Various educators have the opportunity to observe and engage in activities aligned with their own preferences, hence fostering innovative thought processes in order to attain their objectives.

The findings of this study provide empirical support for the research conducted by (Akgunduz et al., 2018), which demonstrates that creativity is enhanced when workers acknowledge and value the significance of their job. According to (Joo et al., 2014), the process of creativity generates novel and useful concepts. According to (Liu, 2016), educators may enhance their effectiveness and creativity by cultivating a cheerful attitude, so augmenting their capacities, professionalism, and efficiency. The level of teacher creativity within an organisation is influenced by two key factors: career happiness and perceived self-esteem (Din et al., 2023; Horng et al., 2016).

**The Meaning of the Role of Work Mediation on the Influence of Organisational Support and Teacher Creativity**

The findings from the examination of the mediating variable pertaining to the meaningfulness of work in relation to the impact of organisational support on teacher creativity indicate a noteworthy and positive mediating effect of job significance on the relationship between organisational support and teacher creativity. This implies that when educational institutions provide support for teachers as valuable human
resources, acknowledge their ideas and efforts, and are open to receiving complaints and feedback, it may foster a high level of creativity. Additionally, such creativity can also be cultivated via a strong sense of purpose and significance in their job.

The results of this research are in line with the study done by (Akgunduz et al., 2018) that organizational support can increase teachers' capacities to explore the resources they have. Subsequently, the acquisition of this skill will enhance the creative capacity of educators in the realm of innovation. The factors that impact employee creativity encompass the backing provided by the employing organisation, as well as the positive reinforcement received from the school administrator, other employees, and educators. These elements collectively contribute to the establishment of a favourable work environment, hence fostering the enhancement of teacher creativity. According to (Jeung et al., 2016), instructors are more likely to exhibit a heightened feeling of responsibility towards their institution when they perceive that their psychological needs are supported. Consequently, this increased sense of responsibility is expected to result in a more innovative approach to completing their task. The elucidation of the concept of labour will manifest itself when educators possess a comprehensive comprehension of their own capabilities, the anticipated outcomes, and the strategies employed to attain success within their professional milieu. Teachers have a crucial part in the functioning of educational institutions by making substantial contributions through their assigned responsibilities. According to (Geldenhuys et al., 2014), instructors may exhibit increased involvement and commitment to their educational institution as a result of engaging in meaningful work. The formation of a sense of purpose among instructors has a profound effect, leading to an increased readiness to invest more time in their professional responsibilities, driven by the desire for personal fulfilment and enjoyment of work-related tasks.

IV. CONCLUSION

The results of hypothesis testing show that organizational support has a positive effect on teacher creativity. Institutional support in the form of appreciation for teacher contributions, concern for teacher welfare, and satisfaction can stimulate an increase in creative ideas for teachers. Organizational support has a positive effect on the meaning of work. The organizational support provided by the institution, in the form of appreciating teacher contributions, caring about teacher welfare and satisfaction, and being proud of success, will increase the meaningfulness of performance. The meaning of work has a positive influence on teacher creativity. Educational institutions support teachers and employees by providing opportunities to learn what is desired, valuing their contribution, caring for their well-being and satisfaction, and stimulating creativity and innovation. The meaning of work mediates the positive influence of organizational support on teacher creativity. Thanks to the support from all elements in the school, recognition and motivation enable teachers to develop their creative ideas further and feel that their work is essential and meaningful for them. Support from the workplace, praise, and encouragement make teachers further develop their innovative ideas and think their work is necessary and meaningful. Suggestions that can be given for further research include the perspective of supervisors or managers, for example, for employee creativity variables. So that the information obtained can be more comprehensive. Future research is recommended to use longitudinal studies to get deeper relationship patterns.

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VI. REFERENCES


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