Learning Goal Orientation, Innovative Work Behavior, and Entrepreneurship Training on Human Resources Development

Syaiful Arifin
Faculty of Economics and Management, Universitas Merdeka Malang
Corresponding author: syaiful.arifin@unmer.ac.id

Abstract: Entrepreneurship training that has been provided continues to cause problems in developing human resources for Indonesian migrant workers. The unique character of Indonesian migrant workers who were initially employees who turned into business owners is interesting to research in relation to human resource development. Thus, this study aims to analyze the linkage between human resource development through the variables entrepreneurship training, innovative work behavior, and learning goal orientation. This study used questionnaire-based surveys with certain criteria and involved structural equation modeling (SEM) methods based on partial least squares (PLS). The data were collected from 354 Indonesian migrant workers who were involved in small-medium enterprises. The findings indicate that there is a positive relationship between entrepreneurship training and innovative work behavior. This study also shows that learning goal orientation moderates the influence of entrepreneurship training on innovative work behavior.

Keywords: Entrepreneurship training, Innovative work behavior, Learning goal orientation, Human resources development

INTRODUCTION

The role of human resource development, especially training, is a human resource function that is integrated with human resource strategy to achieve organizational goals (Jia Bao et al., 2021). Therefore, human resources in the company must pay attention to their needs in improving their abilities and skills through training and development.(Putri & Sopiah, 2022). Human resources training is an educational activity within a company with the aim of increasing employees' knowledge and skills, as well as teaching them how to perform certain tasks better. The human resources department's job is to keep employees more engaged by ensuring they get the best benefits, trust their team, work together, and are self-sufficient (Afriati & Ahmad, 2022).

Various countries in Europe have taken it as a policy that it is very important for their citizens to acquire transversal skills, such as digital skills, learning strategies, entrepreneurial initiatives, and cultural awareness (Tudor et al., 2020). A prior study on entrepreneurship training with human resource development are widely recognized as an effective tool for socio-economic development of society in developing countries. The development of entrepreneurship education supports policy focus and resource procurement (Aboobaker, 2020).

Entrepreneurship education equips trainees how to work in a global dimension to understand various elements of the economy and society and their transformation processes. To explore existing knowledge and new knowledge, it is

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necessary to take more innovative actions by responding flexibly to unexpected situations and utilizing the knowledge required for various tasks (Kim & Lee, 2018).

Every year the Indonesian Manpower and Transmigration Service (Disnakertrans) also organizes entrepreneurship training for entrepreneurs. Initial observations were made on training participants and it was found that around 65% of participants had knowledge and skills that were not yet professional in managing their business. The next study was carried out through a group discussion forum (FGD) which was carried out with the village and sub-district governments, the Manpower and Transmigration Department, and researchers. The following are the results of FGD (see Table 1).

Table 1. Preliminary Study Results of Forum Group Discussion

No	Problems	Need Analysis	Action Solution
1	Low knowledge of company management	The need for corporate management literacy	Company management literacy training
2	Participants' participation and motivation varied	There needs to be a common perception regarding the importance of participation and motivation of entrepreneurs	Mentoring about the importance of participation and motivation
3	The results of training and mentoring are not in line with expectations	It is necessary to evaluate the causes of the discrepancy between results and expectations	Research on training implementation, participant behavior and resulting changes in knowledge and skills of entrepreneurs

The results of this FGD strengthen the program that the Manpower Office implements intensively every year. The training participants are migrant workers who no longer work abroad, they already have capital and at the time of the training they have become entrepreneurs in small-medium business (SMEs) but are still starting a business and it is considered that their business can still be developed. Researchers looked at the various behaviors of entrepreneurs with different backgrounds, starting from educational background, motivational background for opening a business, interests and preferences to the ability to manage their business. The evaluation results after receiving training and mentoring also showed results that did not match expectations. For this reason, it is interesting to research the work behavior of these entrepreneurs in SMEs so that the human resource development program carried out every year gets satisfactory results.

Innovative work behavior (IWB) is a complex behavior that generates, introduces, and implements innovative ideas. IWB offers the ability to maintain competitive advantage and maintain organizational sustainability (Alessa & Durugbo, 2022). The concept of IWB can be interpreted as creativity in the workplace, intrapreneurship, organizational citizenship behavior, personal initiative, taking charge, and employee-driven innovation. The IWB concept remains unique due to its exclusive focus on innovation in various forms (Stan et al., 2014; Al-Omari et al., 2019; Mutmainnah et al., 2022). Some studies of innovation focus

more on the organizational level, and ignore how innovation can be developed through worker behavior (Noor et al., 2017; Khan et al., 2020).

Human resource (HR) training practices can facilitate innovative work behavior as learning goal orientation moderates the relationship between HR training practices and innovative behavior. HR training practices influence innovative work behavior and learning goal orientation (Sari & Amalia, 2022; Odoardi et al., 2022). Several studies on human resource training and its relationship with various measures such as productivity (Winarno et al., 2022; Makhsousi et al., 2014; Bonnario, 2021), work safety and trust (Fabiano et al., 2022), financial performance (Mehale et al., 2021), and employee motivation (Ozkeser, 2019; Saidi & Habibi, 2022). However, the relationship between HR training practices and innovation is only a few of the recent studies that try to fill this research gap (Shipton et al., 2006).

The direct impact of HR training practices on innovative work behavior still remains open to question, considering that innovative behavior is influenced by proactive personality (Li et al., 2022). Proactivity represents confidence in the ability to cope with environmental changes. Proactive behavior requires self-initiated action that is oriented towards future change (Mubarak et al., 2021). Several studies have shown that HR systems, including training practices, are able to encourage proactivity of workers in certain organizations (Plomp et al., 2016), that proactivity is an important antecedent to innovative behavior among employees (Strobel et al., 2017).

Proactive behavior is one indicator of innovative behavior (McCormick et al., 2019). Learning orientation is seen as the responsibility of the entire organization but HR practitioners can play a key role in promoting learning by directing traditional HR activities towards achieving organizational goals (Gardiner et al., 2001). The relationship between training and learning goal orientation (LGO), which represents an individual's desire to develop himself by acquiring new skills, mastering new situations and improving skills, shows that the positive impact of learning goal orientation is on creativity and innovative performance. Training practices can determine greater outcomes in terms of learning in individuals characterized by a high level of organization, time management, and planning (OTP), thereby maximizing the effect on individual proactivity and innovative behavior (Kim, 2007).

In addition, Yoon and Park (2023) highlighted that such employees are more likely to share knowledge when employees with high learning goal orientation form a positive attitude towards various knowledge in a culture and structure that supports learning. Apart from that, based on the results of VOSviewer and Publish or Perish using article searches for 10 years from 2013 to 2023 and articles in Scopus. The keywords used to look for novelty are HRD training, innovative work behavior, goal orientation and proactive. There result shows there are still opportunities for future research. Therefore, it is essentual to discuss how the influence of entrepreneurship training, innovative work behavior, and learning goal orientation, both individually and simultaneously, influences the development of human resources.

METHODS

Research Model, Variables, and Indicators

This study adopted a quantative method with structural equation modelling. The research model in Figure 1 is provided based on relevant theories and preliminary papers. In this study, the indicators of human resources development covers some criteria, including (1) organizing training programs; (2) provide opportunities for brainstorming ideas; (3) work becomes more efficient and reduces product damage; (4) increasing productivity and providing good service to consumers; and (5) improving leadership attitude and providing appreciation to employees (Bruns, 2014). Respondents rate using a Likert scale ranging from 1 to 5 (1 = very unlikely, 5 = very likely). The Cronbach Alpha value for this construct is 0.71, and the composite reliability (CR) is 0.80. The indicators of entrepreneurship training consists of context, input, process, product (Stufflebeam & Coryn, 2014). The cronbach alpha value for this construct is 0.73, and CR is 0.85.

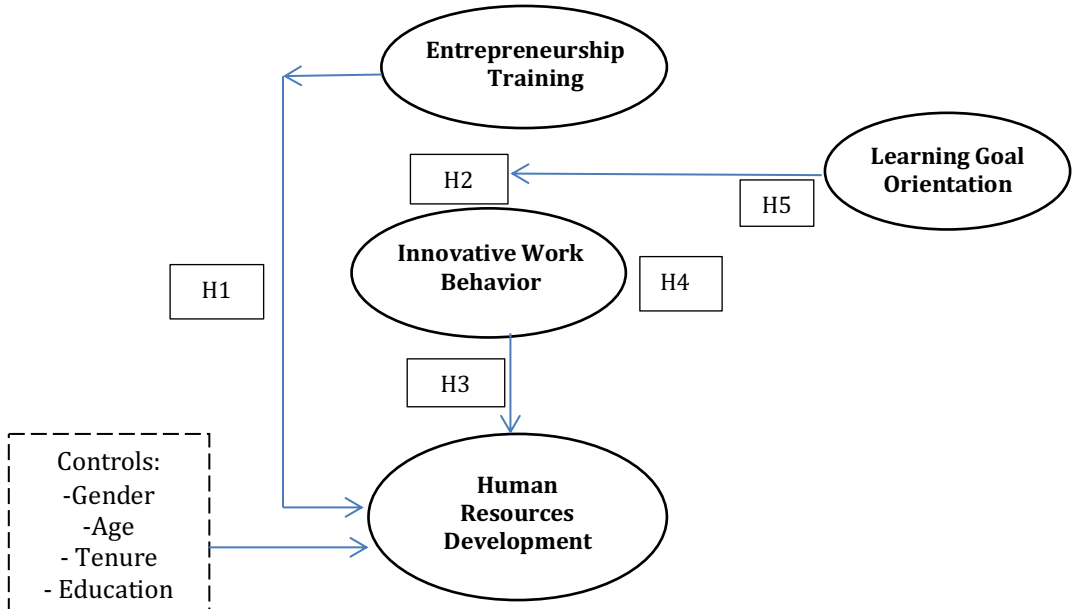

Figure 1. Research Model

The indicators of innovative work behavior were adopted from Stankevičiute et al. (2020); De Jong and Den Hartog (2010), which includes (1) idea exploration (employees are able to find opportunities or problems); (2) idea generation – innovation (employees are able to develop innovation ideas by creating new ideas); (3) idea generation-suggesting ideas for new processes); (4) idea championing (employees are expected to be encouraged to seek support in realizing the new innovation ideas they have generated); and (5) idea implementation (employees have the courage to implement the new idea into their usual work processes) The cronbach alpha value for this construct is 0.86, and the CR is 0.90. The indicators of learning goal orientation (LGO) used individual factors and situational factors. individual factors include perceptions of ability, motivation patterns and academic interests. The situational factors include class situation, class structure, teachers and

parents (Alfermann, 2016). The cronbach alpha value for this construct is 0.87, and the CR is 0.91.

This study includes five control variables, namely education, age, gender, length of work, and position. These variables are included to complement or control for external factors in the causal relationship of the hypotheses, aiming to create a more comprehensive and robust empirical model (Curtis et al., 2012; Erkmen, et al., 2014; Alleyne & Hudaib, 2018; Zhang et al., 2009; Mesmer-Magnus & Viswesvaran, 2005; Reg et al., 2008). By including control variables, researchers aim to enhance the accuracy and completeness of the empirical models by mitigating the potential confounding effects of these external factors (Shindler, 2014).

Population, Sample, and Data Analysis

This research involved an individual unit of analysis, with a focus on entrepreneurship training for human resource development. The sample for this research is former small-medium enterprises (SMEs) migrant workers who are members of an association of SMEs actors who have received an entrepreneurship training program from the Indonesian Manpower and Transmigration Service. The sample includes entrepreneurs in various regions in East Java, Indonesia.

Data collection for this research used offline and online questionnaire-based surveys. There are two parts to the questionnaire, this part collects demographic information, ensuring the anonymity of respondents to increase openness and honesty in filling out the questionnaire. This approach aims to obtain a comprehensive picture of the perceptions of each respondent. The second part of the questionnaire includes statements that resonate with each respondent's specific situation. The initial number of respondents was 123 people; however, eight outliers were identified and subsequently excluded, resulting in a final sample size of 115 respondents. Respondent demographics show that 34% are men and 66% are women. The average age of respondents is in the range of 20-50 years, and work experience ranges from 1 to 5 years.

This study employed partial least square-structural equation modeling (PLS-SEM) (Kock, 2018; Hair et al., 2014). PLS-SEM is a suitable analytical approach for estimating multiple latent variables concurrently and capturing the interconnections among them. By utilizing PLS-SEM, this study aimed to provide a comprehensive assessment of the relationships and their effects within the proposed model.

RESULTS AND DISCUSSION

Table 2 presents the descriptive statistics, including the mean and standard deviation, along with the correlation matrix. These statistics offer valuable insights into the distribution and relationships among the variables under investigation, providing a basis for further analysis and interpretation. The mean values of all the constructs exceeded the threshold of 3.0, indicating that the respondents expressed moderate to high agreement with respect to the constructs. The correlation matrix in Table 1 provided an assessment of discriminant validity, which is indicated by the square root of the average variance extracted (AVE) values. The AVEs' root values

exceeded the recommended threshold (> 0.50), indicating that the constructs demonstrated discriminant validity. This observation was further supported by the fact that the AVEs' root values were higher than the correlation coefficients, as specified by Hair et al. (2014). Hence, the study confirmed the presence of discriminant validity among the constructs.

Table 2. Mean, Standard Deviation, Correlation of Constructs

Const Latent	Mean	S.D	1	2	3	4	5	6	7	8	9
HRD	4.07	0.17	**0.72**								
IWB	3.02	0.14	0.01	**0.84**							
LGO	3.85	0.14	0.20**	-0.08	**0.82**						
ET	3.01	0.45	-0.04	0.52***	-0.03	**0.81**					
Gender	0.34	0.48	0.10	0.21**	0.05	0.12	**1.00**				
Age	3.06	0.94	-0.11	0.02	0.06	-0.21**	0.27***	**1.00**			
Edu	2.89	0.50	0.09	-0.05	-0.10	0.05	-0.08	-0.04	**1.00**		
Tenure	5.20	0.92	-0.05	0.15	0.04	-0.02	0.18**	0.69	-0.01	**1.00**	
Position	1.15	0.48	0.03	0.09	-0.05	-0.04	-0.09	0.25**	0.11	0.23**	**1.00**

Note. Diagonal line (bold) is the root AVEs of correlations between constructs of AVE. n = 115; *** sig. p = <0.01; ** sig. p = <0.05; HRD = human resources development; IWB = innovative work behavior; LGO = learning goal orientation; ET = entrepreneurship training; Edu = education

In line with the guidelines provided by Hair et al. (2014), the study assessed the convergent validity of the measurement items. For each indicator, a loading factor of ≥ 0.70 with a p-value ≤ 0.05 was considered indicative of convergent validity, while items with loading factors ≤ 0.40 were recommended for elimination. Additionally, loading factors between 0.40 and 0.70 were retained if they contributed to an increase in the average variance extracted (AVE) value. Based on these criteria, certain item statements were removed from the analysis. Furthermore, as previously reported, the reliability of the constructs was found to be satisfactory, with a composite reliability value of ≥ 0.70 across all constructs.

The structural model analysis provided insights into the explanatory power of the model and the effect sizes of the relationships. The goodness-of-fit of the model was assessed based on several indicators, including the average path coefficient (APC), average R-squared (ARS), average variance inflation factor (AVIF), and Tanenhaus goodness-of-fit (GOF) (Kock, 2018). A value of ≥ 0.10 indicated little suitability, ≥ 0.25 indicated medium suitability, and ≥ 0.36 indicated great suitability.

The results of the model suitability assessment show that APC and ARS meet the significance criteria of $p < 0.05$ and the AVIF criteria < 3.3. Specifically, the APC value was 0.17, the ARS value was 0.20, and both were significant at $p < 0.01$. An AVIF value of 1.15 indicates good model suitability. The structural model, depicted in Figure 2, explores the mediating mechanisms and relationships between perceptions of ET, HRD, IWB, and LGO as moderating variables. The results of the path analysis are presented in Table 3 and depicted in Figure 2. The findings show a negative influence of ET on HRD (β= -0.18, p = 0.01), thus rejecting hypothesis H1. In addition, ET has a positive influence on IWB (β= 0.45, $p < 0.01$), supporting hypothesis H2. Furthermore, IWB has a negative effect on HRD (β= -0.17, p = 0.02), rejecting the hypothesis H3

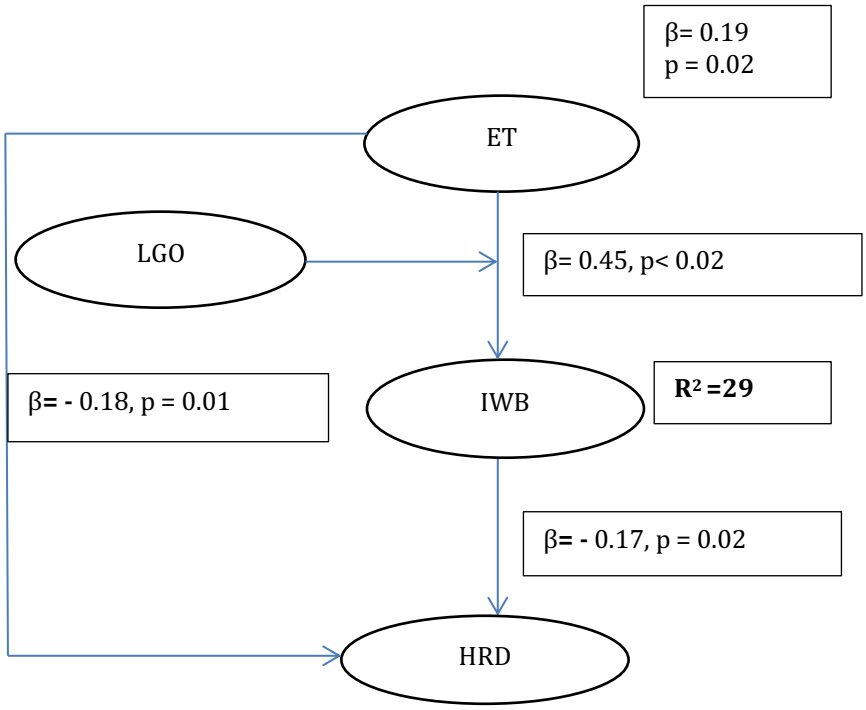

Figure 2. The Result Full PLS Model

Table 3. The Results of Structural Model

Construct	Path-to (β and *p*-value)	
	IWB	**HRD**
Full Model		
ET	0.45***	-0.18**
IWB		-0.17**
LGO*PET	0.19**	
R²-squared (Adjusted)	0.29	0.09
Q²-squared	0.30	0.15
Effect Sizes		
IWB		0.04
ET	0.23	0.03
LGO*ET	0.06	
Control Variable		
Gender		0.17**
Age		-0.14*
Education		0.06
Tenure		0.15**
Position		0.08

Note. n = 115; sig *** *p* = <0.01; sig ** *p*= <0.05; ET = entrepreneurship training**;** IWB = innovative work behavior; LGO = learning goal orientation

The mediation hypothesis (H4) suggests that Innovation WB does not mediate the relationship between ET and HRD because the direct relationship is not significant. In the table, the p-value of the direct relationship (H1: β = -0.18, p = 0.01) indicates that ET cannot directly mediate HRD. Although the relationship is not direct (H2: β = 0.45, p < 0.01. But H3: β = -0.17, p = 0.02) is not significant, indicating

ET does not partially mediate between ET and HRD. These findings do not support H4. Because the path coefficients of each path are not all positive, a competitive mediation model can be concluded. Thus, it can be stated that IWB does NOT partially mediate ET on HRD, and this finding does not support H4.

On the other hand, H5 proposes that LGO moderates the influence of ET on IWB: if LGO is high, then the positive influence of ET on IWB will be weak. The table displays the path interaction value (LGO*ET) with a path coefficient (β) of 0.19, significant at $p < 0.05$, supporting H5. However, Figure 3 reveals that when LGO is high, the positive influence of ET on IWB increases. Therefore, the fifth hypothesis (H5) produces significant conclusions that are not supported

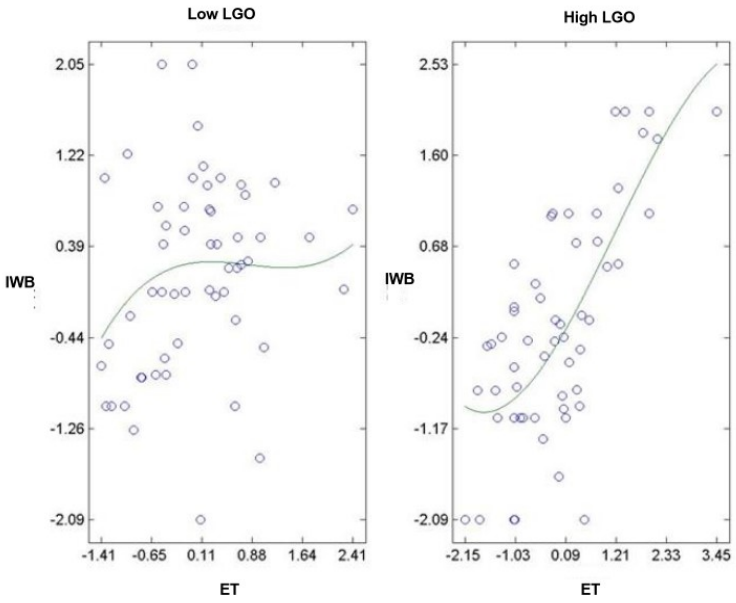

Figure 3. Interaction Between ET and LGO in Predicting IWB

Discussion

This research explores the impact of ET on HRD among entrepreneurs who are ex-Indonesian migrant worker. Findings suggest that ET may influence HRD indirectly. There are still several variables that are variables. in line with research of Minja and Mbura (2019) which examines the effectiveness of entrepreneurship training in human resource development with training design including needs analysis as a sub-dimensional and work environment. This is in line with the ET indicators in this research, namely input, process and output. This research supports research on entrepreneurial HRD in SMEs. Researchers could systematically report more and richer information related to trainee, trainer, and organizational contexts and their impact on the HRD development process.

Therefore, it is important to answer questions related to teaching entrepreneurship in the SMEs environment to determine which factors increase the ability to exploit business outcomes and economic growth through investment in learning. Future research might also investigate why transfer of entrepreneurial training occurs or does not occur. This research also found that entrepreneurship training as HRD in SMEs does not have a prominent evaluation model because of its complexity caused by limited resources, heterogeneity, and the dependence of ex-

Indonesian migrant worker entrepreneurs on the Manpower and Transmigration Department (Minja, & Mbura, 2019). This research complements several previous studies that examined the effect of entrepreneurship training on human capital first and then HRD (Aboobaker, 2020) can understand intrapreneurial competencies that foster innovative employee work behavior and the role of human resource development in moderating the relationship between variables (Rajah & Aris, 2018).

In addition, this study revealed the partial mediation effect of IWB on the relationship between ET and HRD. Although IWB acts as a mediating mechanism, there is still a direct influence of ET on HRD. These findings also show that IWB is an important aspect that can explain the mechanism of how entrepreneurship training influences HRD development. When entrepreneurs understand entrepreneurship training, they tend to experience IWB related to career advancement and personal reputation, which in turn makes them want to develop themselves.

CONCLUSION

The hypotheses proposed in this research do not receive support from existing empirical evidence, except for the fifth hypothesis which is significant but not supported by the results. The findings of this study indicate that LGO moderates the influence of ET on IWB. However, contrary to expectations, this study reveals that when LGO is high, the positive influence of ET on IWB is stronger. Analysis of the findings of this research concludes that, on the one hand, there is a positive relationship between entrepreneurship training and innovative work behavior, which is strengthened when SMEs entrepreneurs have the ability to find high opportunities and problems. This can be related to ET input, in the form of ET objectives, methods used, learning facilities, participant motivation, participant experience in finding business opportunities which consists of various indicators ranging from various educational backgrounds, talents and interests of SME entrepreneurs in finding business opportunities. IWB is a driving factor for further HR development

The study findings should be interpreted with caution due to several limitations. First, the sample of this study is limited to ex-Indonesian migrant worker entrepreneurs who have been trained by the Manpower Office, which may limit the generalizability of the results to non-imigrant workers entrepreneurs. Second, this study acknowledges the limitations of this survey. Respondents may show a tendency to give neutral responses, especially when expressing their perceptions about LGO which consists of perceptions of ability, motivation patterns and academic interests. . Although the researcher attempted to ensure the freedom and confidentiality of participants' identities and emphasized the absence of right or wrong answers, this tendency may have influenced the data collected.

Future research could explore employees from various types of SMEs other than Ex-Indonesian migrant worker to test how ET influences HR development in various contexts. Apart from that, there is a need for further development in understanding perceptions of ability, motivation patterns and academic interests which includes positive and negative aspects. These developments will contribute

to determining the extent to which IWB and ET have a positive impact, potentially enhancing human resource development. For further research, a new model needs to be created for the relationship between.

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