



The Influence of Workplace Spirituality and Workforce Agility on Innovative Work Behavior Mediated by Readiness for Change Private Elementary School Teachers in South Jakarta

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Abstract

The educational landscape in Indonesia faces significant challenges, including a curriculum that frequently changes yet yields limited transformation in teaching practices, as evidenced by Indonesia's persistently low rankings in international assessments such as PISA. This situation underscores an urgent need to enhance innovation within the educational sector. Against this backdrop, this research aims to determine the influence of workplace spirituality and workforce agility on innovative work behavior, with readiness for change as a mediator in private elementary school teachers in South Jakarta. The quantitative survey method was used to collect data from respondents involving teachers from various private primary schools in the area. The research instruments focused on aspects of workplace spirituality, workforce agility, innovative work behavior, and change readiness. Data analysis was carried out using relevant statistical techniques. The results of this study are expected to provide in-depth insights into the role of Workplace Spirituality and Workforce Agility in improving the innovative work behavior of private elementary school teachers. In addition, this study will identify the extent of the relationship between these factors. The findings of this research can serve as the basis for developing strategies and programs for human resource development in the educational environment.

Keywords: Innovative Work Behavior; Private Teacher; Workforce Agility; Workplace Spirituality

INTRODUCTION

The educational curriculum in Indonesia often undergoes changes, but its implementation shows that teaching has not changed much. This stems from a statement by the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia that Indonesia's education system lags other countries. The distinction arises from research by Friantini & Winata (2019) in the fields of science, literacy, and numeracy. An OECD (2020) report on PISA rankings places Indonesia in the bottom 10 countries, ranking 72 out of 78 in literacy. This situation worsened due to the Covid-19 pandemic, which hampered educational innovation, as noted by Fahlevi and Anthony (2022).

The above conditions present the education sector with problems that must be addressed collaboratively. Therefore, efforts are needed to enhance educational institutions' ability to tackle increasingly serious challenges. Caniëls & Veld (2019) state that innovative work behavior is key to the success of Indonesian education. They characterize it as "the deliberate creation, introduction

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and application of new ideas in a work role, group or organization, sequentially to benefit the performance of the role, group or organization."

As Almusawi et al. (2021) explain, digital innovation has offered more options over the past 20 years to facilitate learning inside and outside the classroom. The application of innovation in education is highly diverse. According to Varea & González-Calvo (2020), innovations can be applied in teaching and learning theory and practice, emphasizing curriculum, students, instructors, support systems, society, and culture. Innovation is also a key factor in human progress across disciplines, including education, and a major trigger for industry-education linkages.

Developing innovations in schools is not easy. One key for teachers to create new values and ideas is readiness for change. Lokuge et al. (2019) define readiness for change as an employee's belief in the benefits of a proposed change effort and/or the extent to which the individual is mentally, psychologically, or physically prepared to participate in organizational development efforts. See Metwally et al. (2019). Readiness for change also relates to personal beliefs about the feasibility of organizational change and employees' capacity and willingness to undertake it.

Readiness for change in an organization is vital because it fosters commitment among members. It also influences innovation implementation. This is supported by studies such as Halpern et al. (2021), Lokuge et al. (2019), and Metwally et al. (2019). These findings indicate that readiness for change determines the successful implementation of innovations across industries. Literature reviewed by the researchers further shows that readiness for change toward innovation remains essential in educational institutions. Moreover, the need for such institutions to develop and implement innovations is particularly high.

This study examines factors influencing readiness for change and innovation implementation in educational institutions. Another factor is workplace spirituality. Saeed et al. (2022) describe workplace spirituality as a concept integrating spiritual dimensions with the work environment to balance business goals and individual spiritual needs. However, in the context of private elementary school teachers in South Jakarta, a significant gap exists in applying this concept. Some teachers may feel disengaged and spiritually unfulfilled due to high work pressure or insufficient support from school management.

A key cause of this gap in workplace spirituality among private elementary school teachers in South Jakarta is limited understanding and awareness of its importance. Many teachers view spirituality as a purely personal matter, overlooking its integration into the work environment. High academic and administrative pressures can also divert focus from spiritual aspects (Pont, 2022). Additionally, inadequate support from school management contributes to the gap. Management plays a crucial role in fostering a spiritually supportive environment, yet often prioritizes academic outcomes over teachers' spiritual needs, leaving them feeling undervalued (Astakoni et al., 2022).

The gap in workforce agility among private elementary school teachers in South Jakarta is a pressing issue requiring serious attention. Workforce agility—the ability to adapt quickly to change—is essential in the digital age. Yet, a significant disparity exists in developing these skills

(van Essen et al., 2022), often due to limited access to training and resources. Addressing this demands targeted support from government and stakeholders. In this digital era, rapid educational changes challenge teachers, and those with strong workforce agility adapt more effectively. Bridging the gap ensures equitable opportunities for all teachers (Utomo et al., 2023).

Literature reviews reveal few studies linking workplace spirituality to innovative work behavior. Bantha & Nayak (2020) report a positive influence. They note that workplace spirituality operates on two levels: at the macro level, it fosters organizational awareness leading to innovation and creativity; at the micro level, it enhances employees' inner awareness, intuition, and innovative capacity.

Another factor potentially affecting readiness for change and innovation is workforce agility. Menon & Suresh (2020) explain that in a rapidly changing educational landscape, teachers must adopt new methods quickly to meet demands. Agile teachers develop proactive attitudes, adaptability for dual roles, and empowerment. Workforce agility requires organizational members to respond swiftly and appropriately to changes—viewing threats as opportunities—while embracing learning, self-development, problem-solving, adaptability, creativity, and new tasks (Alqahtani et al., 2022). This enables the innovations organizations seek.

Therefore, this study analyzes the influence of workplace spirituality and workforce agility on innovative work behavior mediated by readiness for change private elementary school teachers in South Jakarta. Specifically, the objectives are to: (1) examine the direct effects of workplace spirituality and workforce agility on readiness for change and innovative work behavior; (2) analyze the mediating role of readiness for change in the relationship between workplace spirituality, workforce agility, and innovative work behavior; and (3) identify practical implications for human resource development in educational settings. The study contributes theoretically by enriching literature on innovative work behavior in primary education and practically by offering insights for schools and stakeholders to design effective teacher development strategies enhancing innovation and adaptability.

METHODS

This research employed a quantitative explanatory research design aimed at examining relationships between variables through a survey method. The research population encompasses all private elementary school teachers across the 10 sub-districts in South Jakarta, totaling 181 schools. Purposive sampling was applied with the criterion of selecting full-time teachers who have taught for at least one year. The final sample consisted of 250 respondents, which is considered adequate for structural equation modeling analysis. Data were collected using structured questionnaires distributed both online and offline, employing a 5-point Likert scale. The research instrument was adapted from previously validated measurement tools and comprises four main sections: Workplace Spirituality, Workforce Agility, Readiness for Change, and Innovative Work Behavior. Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 3.3.2 software, carried out in two main stages. The first stage evaluated the measurement model (outer model) by assessing convergent and discriminant

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validity as well as construct reliability. The second stage tested the structural model (inner model) by analyzing predictive power (R^2 and Q^2) and the significance of hypothesized relationships through bootstrapping techniques. This study upholds academic ethical principles by informing participants of the research objectives, ensuring data confidentiality, and obtaining informed consent prior to data collection.

RESULTS AND DISCUSSION

Results of the Description of the Research Place

DKI Jakarta Province is the capital of Indonesia and is one of the provinces on the island of Java. Administratively, the province of DKI Jakarta is divided into five administrative city areas and one administrative area, namely the administrative city of South Jakarta, the administrative city of East Jakarta, the administrative city of Central Jakarta, the administrative city of West Jakarta, the administrative city of North Jakarta and the administrative area of the Thousand Islands.



Figure 1. Geographical Situation of DKI Jakarta Province

Source: *Badan Informasi Geospasial (BIG)* [Geospatial Information Agency of Indonesia] (2023)

The South Jakarta area of 141.27 km² covers 21.95 percent of the total area of DKI Jakarta. Administratively, South Jakarta consists of 10 sub-districts, namely: Jagakarsa, Pasar Minggu, Cilandak, Pesanggrahan, Kebayoran Lama, Kebayoran Baru, Mampang Prapatan, Pancoran, Tebet, and Setia Budi, each with a land area of 24.87 km², 21.69 km², 18.16 km², 12.76 km², 16.72 km², 12.93 km², 7.73 km², 8.53 km², 9.03 km² and 8.85 km². The South Jakarta area is geographically located at 060015'40.8" South Latitude and 1060045'00.0" East Longitude. South Jakarta is directly adjacent to West Jakarta, Central Jakarta, East Jakarta, Tangerang and Tangerang Selatan City (Banten Province) and Depok City (West Java Province)

The administrative city of South Jakarta consists of 10 sub-districts, namely Jagakarsa, Pasar Minggu, Cilandak, Pesanggrahan, Kebayoran Lama, Kebayoran Baru, Mampang Prapatan, Pancoran, Tebet, and Setia Budi. The following is data on private elementary schools in South Jakarta.

Based on the data obtained, the number of private elementary schools in South Jakarta in 2022 is presented in table 1 below.

Table 1. Number of Private Elementary Schools in South Jakarta

No	Region	Number of Private Schools
1	Jagakarsa	32
2	Kebayoran Lama District	24
3	Pasar Minggu District	24
4	Cilandak District	25
5	Pesanggrahan District	15
6	Tebet District	14
7	Kebayoran Baru District	17
8	Pancoran District	7
9	Mampang Prapatan District	16
10	Setia Budi District	13
Total		181

Source: South Jakarta City Education Office (2022)

This study aims to determine the influence of Workplace Spirituality and Workforce Agility on Readiness for Change and Innovative Work Behavior. In this study, data was obtained by distributing questionnaires to 250 respondents who were teachers who taught at SDN Private Jakarta Selatan to obtain research data related to Workplace Spirituality, Workplace Agility, Readiness to Change, and Innovative Work Behavior. The research data that has been collected is then analyzed descriptively and quantitatively.

Testing Measurement Model (Outer Model)

This model defines how each indicator relates to its latent variables, or it can be said that the outer model can determine the relationship between latent variables and their indicators. The test was carried out on the outer model using the Confirmatory Factor Analysis (CFA) technique.

Construct confirmatory factor analysis is used to see the validity of each indicator and test the reliability of the construct. Based on the PLS method, the validity test of reflective indicators is carried out in 2 stages. The first stage is convergent validity testing, which is validity testing based on the Outer Loading value of each construct, and the next stage is discriminant validity testing, which is validity testing based on comparison.

In this study, the validity criteria were based on a reflective indicator model measured by convergent validity and discriminant validity. The results of the eMeasurement Model (Outer Model) assessment based on convergent validity are presented in the table below:

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Table 2. Measurement Model based on convergent validity

Variable	Indicator	OL	Category
<i>Workspace</i>	I feel that work is related to important things in life.	0.757	VALID
<i>Spirituality</i>	I see a connection between work and social good.	0.745	VALID
<i>CR: 0.924</i>	I understand the personal meaning that work provides	0.729	VALID
<i>CA: 0.907</i>	Feel appreciated when working with others	0.731	VALID
<i>AVE: 0.579</i>	Feel like part of a community at work	0.864	VALID
	Feel free to express opinions	0.785	VALID
	Feel that the organization carries out positive values	0.817	VALID
	Feel that management has a conscience	0.731	VALID
	Feel connected to the organization's mission	0.853	VALID
<i>Workforce Agility</i>	I usually take the initiative in implementing activities that improve work results, especially when faced with changes in the surrounding environment.	0.759	VALID
<i>CR: 0.956</i>	I try to solve problems and deal with crises that companies face in creative ways.	0.853	VALID
<i>CA: 0.949</i>	I look for ways to help companies capitalize on available opportunities to achieve greater success.	0.804	VALID
<i>AVE: 0.625</i>	I can predict problems that a company may face as a result of environmental changes.	0.820	VALID
	I have a high capacity for adaptability which enables me to accept new responsibilities in my work.	0.723	VALID
	I don't mind learning skills that may be needed for new responsibilities in my job.	0.796	VALID
	I can work on many collaborative tasks	0.856	VALID
	I have the ability to adapt to the changes I face in the company and external environment.	0.833	VALID
	I have sufficient professional flexibility that helps me implement various tasks in working with various teams.	0.709	VALID
	I welcome new ideas and technologies at work, and I welcome change in general.	0.821	VALID
	I don't mind working in an uncertain environment, which may be the case in many situations.	0.763	VALID
	I try to accommodate the various pressures I face in my work.	0.788	VALID
	I accept differences of opinion and understand different approaches to dealing with business problems.	0.822	VALID
<i>Innovative Work Behavior</i>	I always pay attention to problems that are not part of my daily work.	0.714	VALID
<i>CR: 0.929</i>	I always wonder how things can be improved	0.833	VALID
<i>CA: 0.925</i>	I am always looking for new working methods, techniques or instruments.	0.799	VALID
<i>AVE: 0.570</i>	I always come up with solutions from my own thoughts for every problem.	0.789	VALID
	I always find new approaches to carry out tasks.	0.762	VALID
	I always make important members of the organization enthusiastic about my innovative ideas.	0.733	VALID
	I always try to convince people to support my innovative ideas.	0.714	VALID

Variable	Indicator	OL	Category
Readiness for Change <i>CR: 0.935</i> <i>CA: 0.919</i> <i>AVE: 0.645</i>	I always systematically introduce innovative ideas into work practices.	0.801	VALID
	I always contribute to the implementation of new ideas.	0.781	VALID
	I always try to develop new things at work.	0.803	VALID
	I have faith that there is a reason to change.	0.766	VALID
	I focus on the benefits of change	0.785	VALID
	I am able to implement the skills	0.814	VALID
	I am able to carry out tasks related to change	0.911	VALID
	I am able to perceive support from the organization's leadership.	0.852	VALID
	I am able to perceive that there is a commitment from management to implement the changes that will occur.	0.850	VALID
	I benefit from the changes that have occurred.	0.716	VALID
	I feel left behind if I don't implement changes	0.786	VALID

Source: Primary data processed with SmartPLS 3.3.2 (2023)

The indicator of workplace spirituality variables has a loading factor value of > 0.5 so this indicator is valid in measuring workplace spirituality variables. An Average Variance Extracted (AVE) value of 0.579 indicates that 57.9% of the information contained in the six indicators can reflect the variables of spirituality in the workplace. Then, the Composite Reliability (CR) value of 0.924 and Cronbach Alpha (CA) of 0.907 is greater than 0.7. This shows that all indicators have consistency in measuring workplace spirituality variables.

The indicator of the variable of labor agility has a load factor value of > 0.5 , so the indicator is valid in measuring the variable of labor agility. An Average Variance Extracted (AVE) value of 0.625 indicates that 62.5% of the information contained in the six indicators can reflect the variable of labor agility. Then, the Composite Reliability (CR) value of 0.956 and Cronbach Alpha (CA) of 0.949 is greater than 0.7. This shows that all indicators have consistency in measuring the variables of labor dexterity.

The indicator of innovative work behavior variables has a loading factor value of > 0.5 so that the indicator is valid in measuring innovative work behavior variables. An Average Variance Extracted (AVE) value of 0.570 indicates that 57% of the information contained in the six indicators can reflect innovative work behavior variables. Then, the Composite Reliability (CR) value of 0.929 and Cronbach Alpha (CA) of 0.915 is greater than 0.7. This shows that all indicators have consistency in measuring innovative work behavior variables.

The variable readiness indicator has a loading factor value of > 0.5 so that the indicator is valid in measuring variable readiness to change. An Average Variance Extracted (AVE) value of 0.645 indicates that 64.5% of the information contained in the six indicators can reflect variable readiness to change. Then, the Composite Reliability (CR) value of 0.935 and Cronbach Alpha (CA) of 0.919 is greater than 0.7. This shows that all indicators have consistency in measuring variable readiness for change. The results of Discriminant Validity (Cross Loading) are shown in table 3 below:

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Table 3. Discriminating Validity (Cross Loading)

	WSP	WAG	IWB	RFC
WSP1	0.757	0.273	0.114	0.582
WSP2	0.745	0.356	0.233	0.385
WSP3	0.729	0.437	0.599	0.654
WSP4	0.731	0.501	0.689	0.570
WSP5	0.864	0.622	0.662	0.612
WSP6	0.785	0.288	0.333	0.556
WSP7	0.817	0.214	0.314	0.655
WSP8	0.731	0.302	0.401	0.665
WSP9	0.853	0.309	0.481	0.617
WAG1	0.417	0.759	0.403	0.600
WAG2	0.531	0.853	0.476	0.216
WAG3	0.453	0.804	0.478	0.663
WAG4	0.361	0.820	0.461	0.690
WAG5	0.252	0.723	0.437	0.580
WAG6	0.392	0.796	0.681	0.215
WAG7	0.239	0.856	0.442	0.280
WAG8	0.321	0.833	0.544	0.285
WAG9	0.279	0.709	0.402	0.444
WAG10	0.361	0.821	0.661	0.214
WAG11	0.452	0.763	0.437	0.211
WAG12	0.592	0.788	0.681	0.352
WAG13	0.539	0.822	0.442	0.350
IWB1	0.521	0.323	0.714	0.316
IWB2	0.579	0.396	0.833	0.386
IWB3	0.576	0.356	0.799	0.320
IWB4	0.373	0.333	0.789	0.336
IWB5	0.300	0.309	0.762	0.385
IWB6	0.346	0.321	0.733	0.370
IWB7	0.395	0.363	0.714	0.325
IWB8	0.370	0.288	0.801	0.325
IWB9	0.372	0.222	0.781	0.367
IWB10	0.357	0.201	0.803	0.526
RFC1	0.345	0.422	0.662	0.766
RFC2	0.329	0.288	0.433	0.785
RFC3	0.231	0.214	0.414	0.814
RFC4	0.464	0.202	0.401	0.911
RFC5	0.285	0.209	0.381	0.852
RFC6	0.117	0.218	0.203	0.850
RFC7	0.231	0.213	0.376	0.716
RFC8	0.253	0.399	0.478	0.786

Source: Primary data processed with SmartPLS 3.3.2 (2023)

The evaluation of the Structural Model (Inner Model) is shown in table 3 below:

Table 4. R – Square

	R Square	Remarks
Innovative Work Behavior	0.855	Strong
Readiness for Change	0.870	Strong

Source: Primary data processed with SmartPLS 3.3.2 (2023)

Based on the results presented in the table above, it can be seen that in the first substructure, the R Square value of 0.855 was obtained. It can be interpreted that the variability of the construct of workplace spirituality, workforce agility, and readiness for change can explain the variability of the construct of innovative work behavior of 85.5%. In the second substructure, the R Square value of 0.870 was obtained. It can be interpreted that the variability of the construct of workplace spirituality and labor agility can explain the variability of the construct of readiness to change by 87%.

Table 5. Q – Square

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
Innovative Work Behaviour	2500.000	1172.285	0.531
Readiness for Change	2000.000	835.389	0.582

Source: Analysis results using SmartPLS 3.3.2 (2023)

Based on the data above, the dependent variables in this study have a Q – Square value of 0.531 and 0.582 where this value is >0 , This means that this study is considered good, because it has a good predictive relevance value.

Table 6. F – Square

Path	f – square	Effect Size
WSP → IWB	4,171	Strong
WSP → RFC	2,264	Strong
WAG → IWB	2,299	Strong
WAG → RFC	1,788	Strong
RFC → IWB	2,152	Strong

Source: Primary data processed with SmartPLS 3.3.2 (2023)

Based on the table above, from the results of the data processing carried out, the WSP → IWB, WSP → RFC, WAG → IWB, WAG → RFC, and RFC → IWB lines have a "strong" effect of effective size in the structural model.

Hypothesis Test

Hypothesis testing is to find out whether a hypothesis is accepted or rejected by looking at the results of t-statistics and p-values. The hypothesis test of this research was carried out with the help of SmartPLS 3.0 software. The rule used in this study is t-statistically > 1.96 with p-value < 0.05 and a path coefficient marked positive.

Table 7. Hypothesis test

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Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T – Statistics (O/STDEV)	P - Values	Results
WSP → IWB	0.917	0.920	0.028	33.802	0.000	Accepted
WSP → RFC	0.275	0.273	0.035	7.510	0.000	Accepted
WAG → IWB	0.365	0.367	0.040	9.200	0.000	Accepted
WAG → RFC	0.715	0.718	0.033	21.149	0.000	Accepted
RFC → IWB	0.291	0.296	0.042	6.874	0.000	Accepted
WSP → RFC → IWB	0.180	0.181	0.016	4.975	0.000	Accepted
WAG → RFC → IWB	0.208	0.212	0.030	6.838	0.000	Accepted

Source: Primary data processed with SmartPLS 3.3.2 (2023)

From the pictures and tables, it is known that spirituality in the workplace has a positive and significant effect on innovative work behavior with a value of $33.802 > 1.96$ and a value of $0.000 < 0.05$. Spirituality in the workplace had a positive and significant effect on readiness to change with a value of $7.510 > 1.96$ and a value of $p - 0.000 < 0.05$. Labor agility has a positive and significant effect on innovative work behavior with a t-value of $9,200 > 1.96$ and a p-value of $0.000 < 0.05$. Labor agility has a positive and significant effect on readiness to change with a value of $t - 21.149 > 1.96$ and a value of $p - 0.000 < 0.05$. Readiness to change had a positive and significant effect on innovative work behavior with a t-value of $6.874 > 1.96$ and a p-value of $0.000 < 0.05$. Spirituality in the workplace has a positive and significant effect on innovative work behavior through readiness to change with a t-value of $4.975 > 1.96$ and a p-value of $0.000 < 0.05$. Workforce agility has a positive and significant effect on innovative work behavior through readiness to face change with a t-value of $6.838 > 1.96$ and p-value of $0.000 < 0.05$.

Analysis

The Influence of Workplace Spirituality on Innovative Work Behaviors

The results of the study are known that Workplace Spirituality has a significant effect on Innovative Work Behavior. This is in accordance with another study from Dewinta et al (2023) which states that spirituality in the workplace has a positive effect on innovative work behavior. An employee or employees in an organization can give maximum effort regarding their responsibilities and duties to their work, make creative contributions to ideas and implement those creative ideas in a unique way so that innovative work behaviors can arise. Based on research by Rizkiah & Mubarak (2022), employee attitudes or behaviors can give rise to innovative work behaviors.

Based on research (Na'imah et al., 2020), improving the welfare of teachers in schools is an important problem and needs to be overcome. Currently, there are many problems related to teachers and affect teachers' professionalism in teaching. There are several research findings regarding factors that have implications for change readiness, namely based on (Kosenok et al.,

2021) the existence of policy planning with a different and decentralized approach as well as effective and useful professional development. According to (Tabatadze & Chachkhiani, 2021). Increased teacher accountability can improve the quality of teaching. According to (Na'imah et al., 2020) the introduction of effective accountability mechanisms can positively affect the quality of teaching. In addition, other research proves that the role of various parties will also affect the process of teacher change readiness. (Russamsi et al., 2020) The experience of spirituality in the workplace will influence their readiness for change and innovative work behaviors According to (OV, 2021) The formation of Workplace Spirituality readiness during work is an important factor for the success of the implementation of teachers' inclusive approaches in their professional activities.

Spirituality is one of the changes in the organization. This phenomenon is characterized by the number of teachers who have a higher spiritual level in their work and personal life. This condition is a challenge for company leaders to create a conducive work environment in realizing spiritual goals. One credible solution to overcome the challenges of human resource management is to create spirituality in the workplace. Therefore, spirituality in the workplace is one of the motivations in overcoming human resource problems in the work environment. Cultivating spirituality in the workplace provides three benefits: individual, organizational, and social community. On an individual level, spirituality in the workplace enhances employee potential and performance and fosters motivation, self-esteem, and self-concept. Various empirical studies also prove that spirituality in the workplace is influenced by job satisfaction, engagement, commitment and employee well-being. At the organizational level, spirituality in the workplace results in higher productivity and profits than organizations that ignore spirituality. A conducive work environment will increase employee commitment to the organization.

The Influence of Workforce Agility on Change Readiness

Workforce agility This is urgently needed by organizations considering that organizations are continuously required to continue to adapt to changes that occur and adjust the strategic direction of the organization's core business in several dimensions such as the Strategic Agility dimension, the Organization Agility Dimension, and the Business Agility dimension. Workforce agility determines proactiveness, flexibility and adaptability, resilience and competence. This is in line with research that there is an influence of Workforce Agility on Readiness for Change.

According to (Mrs. P. Naga Usha Sree & Dr. V. Tulasi Das, 2021) agility is about maintaining a balance between learning, people, and change. Students who experience an agile learning environment can easily understand the importance of being relevant to any kind of change including the pandemic. Teacher agility is the main element in the success of achieving learning goals. Higher education institutions continue to need to develop new operational strategies to prepare their students to be responsive to the ongoing demands of various fields.

The Influence of Workplace Spirituality on Innovative Work Behaviors

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Spirituality in the workplace is an important value for teachers. This is supported by the results of research that there is an influence of spirituality in the workplace on innovative work behaviors. According to (Saeed et al., 2022) this is in line with other research conducted that employees who inherit spirituality quickly move towards new changes. which happens very quickly in our daily lives in their own way.

Paul et al. (2020) said that there is a time when the learning process urgently needs professional teachers who have the passion to develop and develop by maintaining professionalism, looking at life optimistically and being open-minded to gather wisdom for personal development, have good analytical skills, and can adapt continuously to changes in the work environment.

The Effect of Workplace Agility on Change Readiness

The interest in organizing teacher activities in conditions of innovative change is caused by internal and external factors that affect the development of education as a whole and individual activities of teachers. Society needs specialists in the new format - socially and professionally active engineers with outstanding personal traits and unique competencies. The rapid advancement of science and technology, the integration of innovation into the educational process is associated with the need to work in conditions of high competition and take advantage of the opportunities of the educational environment and higher education infrastructure for the purpose of organizing the interconnection of all educational participants. process. Teachers have a need to address societal challenges and react adequately to innovative changes to maintain competitiveness and high demand. The need for the formation of a new environment, changes in the professional behavior of teachers in higher technical education are noted based on research on the professional and pedagogical activities of teachers. This is in accordance with the results of this study, namely the influence of the Workplace Agility variable on Readiness for Change.

The Effect of Change Readiness on Innovative Work Behavior

Vallas et al. (2022) stated that readiness to change This is important because it is part of organizational change management and innovation where members of the organization play a role in activities that can generate and implement new ideas. Readiness for Change to innovative work behavior shows positive and significant results.

Mahessa & NRH (2016) explained that the most important foundation for an organization to overcome the turmoil of resistance to change carried out by the organization is to form readiness for change in each member of the organization. In other words, a person's readiness to face the changes made by an organization is closely related to the attitude shown by the individual in dealing with these changes.

The Effect of Workplace Agility on Innovative Work Behaviors Mediated by Readiness to Change

Widiyati (2023) said that employees who inherit spirituality can quickly move on to new changes. At this stage of the learning process, it is very important to have professionals who are motivated to progress and develop by upholding the implementation of their duties.

Franco & Landini (2022) convey that the interaction between the workplace and innovation is very relevant in work. This is in line with the results of research showing that Workplace Agility has a significant effect on Innovative Work Behavior. Workplace Agility, influences innovative performance. In an organizational economic perspective that emphasizes the role of human motives, behaviors, and attitudes in the innovation process. A high level of skill stimulates creativity and innovation. Companies with higher Workforce Agility are more likely to innovate. Workforce agility increases work motivation in the workplace, supporting innovation-oriented behaviors. Managerial and policy implications are discussed. especially for process innovation. In addition, the contribution of agility-related practices tends to be weaker (though non-existent) compared to innovation-oriented behaviors.

According to Paris et al (2018) Workforce Agility is emerging as a top priority for service providers and workplace infrastructure. 'Agility' means continuously increasing employment and the infrastructure that supports it. Workforce Agility is a workplace that is constantly changing, adapting, and responding to organizational learning, creating dynamic relationships between work and workplace and work tools. Workplace reputation has a very strong and positive contribution to Workforce Agility.

The Effect of Workforce Agility on Innovative Work Behavior Mediated by Readiness for Change

The results of the study show that Workforce Agility has a mediated influence on Innovative Work Behavior and Mediated Readiness for Change. (Maietta & Gardner, 2022) this is in line with research that states that Workforce Agility provides the agility to face the challenges of a rapidly changing workplace and the confidence to take important steps in creating jobs in times of rapid change. Workforce agility is the ability of teachers to respond to changes that occur in the world of education strategically, quickly and appropriately in accordance with the teacher's knowledge, abilities and experience. According to (Abrishamkar et al., 2021) Workforce agility is the result of a series of attributes, behaviors, competencies, abilities, or thinking patterns of teachers in the school environment.

Widiyati (2023) shows that readiness to change is positively and significantly influenced by the agility of the workforce and readiness to change has a positive and significant influence on innovative work behavior. Meanwhile, the agility of the workforce has a positive and significant effect on innovative work behavior. This shows that readiness to change plays a role as a mediating variable for the influence of workforce agility on innovative behavior.

CONCLUSION

This study concludes that workplace spirituality significantly influences both innovative work behavior (IWB) and readiness for change among private elementary school teachers in South

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Jakarta, as does workforce agility. Additionally, readiness for change exerts a significant direct effect on IWB and fully mediates the positive relationships between workplace spirituality and IWB, as well as between workforce agility and IWB. For future research, longitudinal studies could explore these dynamics in public schools or diverse regions of Indonesia, incorporating qualitative insights from teachers to uncover contextual barriers and enablers.

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