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THE MEDIATING ROLE OF SELF-LEADERSHIP STRATEGIES IN THE EFFECT OF JOB AUTONOMY ON INNOVATIVE WORK BEHAVIOR AMONG 2024 PROBATIONARY LECTURER AT HALU OLEO UNIVERSITY

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Abstract: *The purpose of this study is to investigate how job autonomy affects creative work practices among 2024 probationary lecturer at Halu Oleo University, using self-leadership techniques as a mediating variable. A closed-ended questionnaire with a 5-point Likert scale was used to gather data using a quantitative causal-associative technique. The questionnaire was disseminated online using Google Forms. Using a census method, a final sample of 75 respondents was selected from the population, which included 93 lecturers. Partial Least Squares Structural Equation Modeling (PLS-SEM) was used to analyze the data. with SmartPLS software. The results show that job autonomy has a positive and significant effect on innovative work behavior and self-leadership strategies. Furthermore, self-leadership strategies have a positive and significant effect on innovative work behavior and mediate the relationship between job autonomy and innovative work behavior. These findings highlight that granting adequate job autonomy, combined with the development of self-leadership skills, plays a crucial role in fostering innovative work behavior among lecturers.*

Abstrak: Tujuan dari penelitian ini adalah untuk mengevaluasi pengaruh kemandirian pekerjaan terhadap perilaku kerja inovatif dengan strategi kepemimpinan diri sebagai variabel mediasi pada dosen calon Pegawai Negeri Sipil (CPNS) di Universitas Halu Oleo pada tahun 2024. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian asosiatif kausal. Data dikumpulkan melalui kuesioner tertutup menggunakan skala Likert 5 poin yang disebarkan secara daring melalui Google Form. Populasi penelitian berjumlah 93 dosen, dengan sampel akhir sebanyak 75 responden yang diperoleh melalui metode sensus. Analisis data dilakukan menggunakan (PLS-SEM) dengan bantuan perangkat lunak SmartPLS. Hasil penelitian menunjukkan bahwa job autonomy berpengaruh positif dan signifikan terhadap innovative work behavior dan self-leadership strategies. Selain itu, self-leadership strategies berpengaruh positif dan signifikan terhadap innovative work behavior serta memediasi hubungan antara job autonomy dan innovative work behavior. Temuan ini menegaskan bahwa pemberian otonomi kerja yang memadai, disertai dengan pengembangan keterampilan self-leadership, berperan penting dalam mendorong perilaku kerja inovatif dosen.

INTRODUCTION

In the era of disruption and increasingly massive digital transformation, the higher education sector is required to adapt quickly to changes in the external environment. UNESCO (2023) reports that more than 65% of higher education institutions worldwide have adopted transformative approaches to learning, emphasizing creativity, innovation, and collaboration as the core of academic processes. Nabi et al. (2017) state that today's education requires a strong, high-quality, and novel system to address globalization approaches. This highlights the increasing urgency of innovative work behavior. Innovation has become one of the key factors in improving the quality of teaching, research, and community service three pillars of higher education (tridharma perguruan tinggi).

Innovation is a crucial variable that needs to be implemented in today's educational environment (Omar et al., 2019). In the context of academic work, innovation referred to as innovative work behavior plays a vital role in building the quality and reputation of academic institutions. Innovative work behavior refers to individual actions that involve the identification, development, and application of novel and useful ideas in the workplace. In academia, innovative work behavior encompasses lecturers' ability to create innovative teaching methods, develop interdisciplinary research, and actively contribute to institutional policy-making.

The World Economic Forum (2023) notes that innovation and self-management skills are among the top ten 21st-century competencies required in the workforce. In line with this, ementerian Pendidikan, Kebudayaan, Riset & Teknologi (Kemendikbudristek), through its Merdeka Belajar Kampus Merdeka (MBKM) policy, emphasizes the importance of creativity, collaboration, and innovation in teaching practices and academic career development. Increasing pressure to produce high-quality academic outputs such as reputable publications and innovative research requires lecturers not only to meet administrative standards but also to innovate.

Rencana Induk Riset Nasional (RIRN) 2025 also stresses that improving the quality of lecturers' human resources, including self-leadership and innovation capabilities, is a key strategy for promoting excellent research in Indonesia. In the midst of these changes, lecturers especially newly appointed ones must possess a high level of adaptability to compete globally. The greatest challenge arises when innovation demands are placed upon newly recruited lecturers, particularly probationary lecturer. Probationary lecturer lecturers are generally still in the early stages of adjusting to their roles in higher

education, which encompass not only teaching but also research, community service, and contributions to institutional development. In this situation, fostering innovative behavior is not easy without adequate supporting factors.

In the higher education context, granting lecturers autonomy in determining research topics, designing teaching strategies, and implementing work methods has been proven to contribute to the generation of new ideas in carrying out the tridharma of higher education. When lecturers are given the freedom to make academic decisions, they demonstrate greater capability in creating innovations in both teaching and research (Osman & Mohamad, 2024). Osman and Mohamad (2024) found that most lecturers report having autonomy in determining the most appropriate teaching methods and approaches. This includes the freedom to select and apply learning technologies. The use of technological tools and experiential learning approaches is considered to provide greater opportunities for developing innovative teaching strategies.

Previous research indicates that job autonomy plays a significant role in encouraging lecturers' innovative behavior (Dara, 2023). When lecturers are given the freedom to design and determine their own work methods especially in teaching and research they tend to be more capable of producing creative and original ideas. Job autonomy in determining work strategies, such as selecting research topics or teaching approaches, is closely related to increased innovation capacity. However, some studies have shown that the connection between job autonomy and innovative work behavior is not always direct or consistent. In certain conditions, job autonomy only yields positive effects when individuals possess the psychological capacity or internal strategies to productively utilize such autonomy. This is where the important role of self-leadership strategies emerges.

Self-leadership strategies play an essential role in helping lecturers manage their work freedom effectively. Individuals with high levels of self-leadership are better able to self-direct, set personal goals, and independently develop ideas. This makes self-leadership a potential mediating factor that bridges the connection between innovative work behavior and job autonomy. Programs like Kemendikbudristek's PRIME STeP specifically highlight how crucial it is for professors to gain autonomy in their jobs and self-leadership in order to foster innovation. Self-leadership strategies are a collection of behavioral and cognitive approaches that help people control, inspire, and guide themselves to accomplish professional objectives. In the context of lecturers, self-leadership strategies help individuals remain focused, creative, and resilient amid

institutional challenges. Lee (2024) shows that self-leadership not only directly influences innovative work behavior but also mediates the effects of structural factors such as job autonomy. Similar findings were reported by Sugiharti and Purba (2025), who highlight that self-leadership strategies play an important role in motivating individuals to pursue goals independently. This includes self-influence processes, such as developing a vision, goals, and strategies to achieve success. Individuals with strong self-leadership strategies can manage their time, recognize their strengths and weaknesses, and take initiative without constant supervision.

In facing the demands of rapid change in the digital era, organizations are required to encourage innovative behavior among individuals in order to maintain competitive advantage. One key concept in this context is *innovative work behavior* (IWB), which refers to employees' conscious actions aimed at generating, promoting, and implementing new ideas that are useful for the organization (Janssen, 2000). Innovative work behavior encompasses not only creativity but also the courage to take risks, collaboration, and active engagement in organizational change processes. Janssen (2000) conceptualizes innovative work behavior as a three-stage process consisting of idea generation, idea promotion, and idea realization. This model has served as the foundation for numerous studies measuring and explaining the dynamics of innovative behavior in the workplace.

There remain research gaps. First, most previous studies were conducted in the private sector or general industries, with limited attention to probationary lecturers in public universities. Second, no research has specifically examined self-leadership strategies as the main mediator linking job autonomy and innovative work behavior, particularly among lecturers still in the adaptation stage. Therefore, it is important to conduct further empirical research on the relationship between job autonomy and innovative work behavior, considering the mediating role of self-leadership strategies. By understanding how job autonomy can drive innovation through lecturers' internal mechanisms, institutions can design more targeted interventions to support academic human resource development.

The theoretical contribution of this study is to strengthen the understanding of the psychological mechanisms that mediate the relationship between job characteristics and innovative behavior, particularly in the academic context. Practically, the findings can be used by universities to design new lecturer development programs based on self-leadership strategies and job autonomy. Thus, this research is expected to make a tangible contribution to developing human resource management strategies in higher education

while fostering a sustainable culture of innovation within academia. This study aims to fill the research gap by formulating a model linking job autonomy, self-leadership strategies, and innovative work behavior among probationary lecturers at Halu Oleo University in 2024.

METHOD

This study employs a quantitative approach with a causal associative research design, aimed at examining the effect of Job Autonomy on Innovative Work Behavior, with Self-Leadership Strategies as a mediating variable. This approach was chosen because it enables objective and measurable testing of relationships between variables through numerical data analysis. The population in this study comprises all 2024 probationary lecturer at Halu Oleo University, totaling 93 individuals. Given that the population size is relatively small and accessible in its entirety, sampling was conducted using a census method, in which all members of the population were targeted for data collection. However, by the designated deadline, only 75 respondents had completed the questionnaire in full and met the eligibility criteria for analysis. Therefore, the final sample size consisted of 75 respondents, representing approximately 81% of the total population.

The research instrument was a structured closed-ended questionnaire developed using a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). The questionnaire contained a total of 34 indicators, consisting of 8 indicators for Job Autonomy, 18 indicators for Self-Leadership Strategies, and 8 indicators for Innovative Work Behavior. Data were collected online via Google Forms to effectively reach the respondents. Prior to analysis, the research instrument underwent validity and reliability testing. Validity was assessed using outer loading and Average Variance Extracted (AVE), with indicators deemed valid if they had an outer loading value of ≥ 0.70 and an AVE of ≥ 0.50. Reliability was measured using Cronbach's Alpha and Composite Reliability, with threshold values of ≥ 0.70, indicating good internal consistency.

Once validated and deemed reliable, the data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS software. This method was used to examine both direct and indirect effects among the variables, as well as the mediating role of Self-Leadership Strategies. The analysis included testing path coefficients, R^2 values, and statistical significance (t-statistics), with a t-value of ≥ 1.96 as the threshold for significance at the 95% confidence level ($\alpha = 0.05$).

RESULTS AND DISCUSSION

Results

Measurement Model Evaluation (Outer Model)

The purpose of this study's measurement model testing is to evaluate the indicator variables, or observed variables, that represent a construct or latent variable that is not directly measurable. The purpose of the empirical analysis is to verify the model and the constructs' dependability. The constructs are the parameters of the latent variables that were created using both theoretical and empirical research. The convergent validity of each indicator was examined in order to assess the measurement model for latent variables with reflecting indicators. The outer loading of each latent variable indicator in PLS can be used to evaluate convergent validity. Although factor loading levels between 0.50 and 0.60 are still acceptable, an outer loading value of > 0.70 is strongly advised (Solimun, 2019). The measurement model, also known as the outer model, evaluates the variables' reliability and validity. The bootstrapping findings provide an explanation of the three criteria used to evaluate the outer model:

Discriminant Validity

To ascertain whether the research instrument is valid in explaining or reflecting the latent variables, the discriminant validity test was conducted in this study using cross-loading values and the square root of the Average Variance Extracted (√AVE). The discriminant validity test is described as follows:

1) Discriminant validity using the square root of Average Variance Extracted (√AVE). If the √AVE value of each variable is greater than the correlation between that latent variable and other latent variables, then the variable instrument is considered discriminantly valid. The PLS computation results for discriminant validity are presented in Table 1.

Table 1. AVE, √AVE, and Correlation Values Between Latent Variables

Research Variables	AVE	$\sqrt{AVE}$	Correlation		
			JA (X)	SL (Y_1)	IWB (Y_2)
Job Autonomy (X)	0.653	0.808	1.000		
Self-Leadership Strategies (Y_1)	0.656	0.810	0.760	1.000	
Innovative Work Behavior (Y_2)	0.770	0.877	0.781	0.880	1.000

Source: PLS data processing results, 2025

Based on Table 1, the instruments used to measure the research variables are considered discriminantly valid, as the √AVE values of each variable are greater than the correlations between the respective latent variables and other latent variables

2. Cross-loading values for discriminant validity. An indicator is deemed legitimate if the cross-loading value for each variable it represents is higher than the cross-loading values for other variables. Table 2 displays the results of the PLS cross-loading values.

Table 2. Cross-Loading of Indicators with Variables

Indicator	Job Autonomy (X)	Self-Leadership Strategies (Y_1)	Innovative Work Behavior (Y_2)
X1.1	**0,853**	0,795	0,762
X1.2	**0,766**	0,568	0,628
X1.3	**0,846**	0,529	0,592
X1.4	**0,704**	0,495	0,590
X1.5	**0,742**	0,444	0,452
X1.6	**0,802**	0,549	0,566
X1.7	**0,818**	0,625	0,636
X1.8	**0,915**	0,780	0,736
Y1.1	0,699	**0,877**	0,776
Y1.2	0,717	**0,801**	0,775
Y1.3	0,488	**0,836**	0,702
Y1.4	0,642	**0,877**	0,768
Y1.5	0,703	**0,848**	0,751
Y1.6	0,601	**0,683**	0,570
Y1.7	0,321	**0,683**	0,551
Y1.8	0,423	**0,770**	0,573
Y1.9	0,595	**0,817**	0,673
Y1.10	0,624	**0,851**	0,758
Y1.11	0,421	**0,782**	0,558
Y1.12	0,521	**0,725**	0,671
Y1.13	0,617	**0,925**	0,794
Y1.14	0,429	**0,737**	0,664
Y1.15	0,711	**0,867**	0,823
Y1.16	0,750	**0,853**	0,780
Y1.17	0,739	**0,823**	0,754
Y1.18	0,781	**0,777**	0,736
Y2.1	0,522	0,687	**0,823**
Y2.2	0,748	0,808	**0,898**
Y2.3	0,675	0,774	**0,886**
Y2.4	0,695	0,829	**0,869**
Y2.5	0,629	0,744	**0,838**
Y2.6	0,682	0,795	**0,909**
Y2.7	0,716	0,691	**0,878**
Y2.8	0,784	0,827	**0,912**

Source: PLS data processing results, 2025

According to Table 2's computation results, each indicator's cross-loading value for its corresponding variable is higher than the cross-loading values for other variables. The indicators are therefore regarded as legitimate. All indicator cross-loading values for Job Autonomy, Self-Leadership Strategies, and Innovative Work Behavior surpass the tolerance level of > 0.60, according to the cross-loading analysis, confirming that they satisfy the requirements for discriminant validity.

Convergent Validity

The validity of indicators as measurements of a construct is measured by convergent validity, which is evident from the outer loading values. An indicator's strength or significance in representing the hidden variable increases with its outer loading. Table 3 displays the findings of the measurement model's testing and assessment for the study variables.

Table 3. Mean Values, Outer Loadings, AVE, and Composite Reliability (Alpha)

Indicator	Mean	*Outer Loadings*			***Alpha***
		Estimate	t-statistic	Sig. T	
***Job Autonomy* (X):**					**0,923**
c	4,49	0,853	14,785	0.000	
$X_{1.2}$	4,30	0,766	11,180	0.000	
$X_{1.3}$	4,32	0,846	13,389	0.000	
$X_{1.4}$	4,06	0,704	12,277	0.000	
$X_{1.5}$	4,26	0,742	13,603	0.000	
$X_{1.6}$	4,48	0,802	11,226	0.000	
$X_{1.7}$	4,40	0,818	11,737	0.000	
$X_{1.8}$	4,49	0,915	36,308	0.000	
***Self-Leadership Strategies* (Y_1) :**					**0,969**
$Y_{1.1}$	4,45	0,877	19,749	0.000	
$Y_{1.2}$	4,30	0,801	11,999	0.000	
$Y_{1.3}$	4,38	0,836	23,749	0.000	
$Y_{1.4}$	4,44	0,877	20,937	0.000	
$Y_{1.5}$	4,40	0,848	16,641	0.000	
$Y_{1.6}$	3,96	0,683	8,838	0.000	
$Y_{1.7}$	4,06	0,683	8,339	0.000	
$Y_{1.8}$	4,18	0,770	20,679	0.000	
$Y_{1.9}$	4,13	0,817	14,476	0.000	
$Y_{1.10}$	4,28	0,851	33,218	0.000	
$Y_{1.11}$	4,04	0,782	15,774	0.000	
$Y_{1.12}$	3,90	0,725	8,715	0.000	
$Y_{1.13}$	4,08	0,925	61,950	0.000	
$Y_{1.14}$	4,09	0,737	10,764	0.000	
$Y_{1.15}$	4,42	0,867	23,567	0.000	
$Y_{1.16}$	4,18	0,853	32,801	0.000	
$Y_{1.17}$	4,24	0,823	20,461	0.000	
$Y_{1.18}$	4,33	0,777	13,274	0.000	
Innovative Work Behavior (Y_2) :					**0,957**
$Y_{2.1}$	4,37	0,823	10,783	0.000	
$Y_{2.2}$	4,20	0,898	29,858	0.000	
$Y_{2.3}$	4,17	0,886	31,565	0.000	
$Y_{2.4}$	4,37	0,869	18,954	0.000	
$Y_{2.5}$	3,97	0,838	20,874	0.000	
$Y_{2.6}$	4,04	0,909	21,120	0.000	
$Y_{2.7}$	4,13	0,878	21,637	0.000	
$Y_{2.8}$	4,24	0,912	31,478	0.000	

Source: PLS data processing results, with Sig. t = significant at the .05 level

The computation results in Table 3 show that the eight indicators for the Job Autonomy variable, the eighteen indicators for the Self-Leadership Strategies variable, and the eight indicators for the Innovative Work Behavior variable are all valid for use in reflecting their respective latent variables. This is evidenced by the outer loading estimates of all three variables having values ≥ 0.60 and statistically significant *p-values* at $\alpha = 0.05$. This reflects that the correlations between all measurement indicators are positive and significant in representing the constructs of Job Autonomy, Self-Leadership Strategies, and Innovative Work Behavior.

Estimated loading values ranging from 0.683 to 0.925, the study's results also show that all latent variable indicators are statistically significant ($\rho < 0.05$). Thus, the theoretical latent variables are thought to have extremely excellent convergent validity (Henseler et al., 2016). This indicates that all of the characteristics examined in this study model are positively and significantly correlated with the indicators of job autonomy, self-leadership strategies, and innovative work behavior.

Composite Validity

Composite dependability evaluates how reliable a construct's indications are. If the composite dependability value is greater than 0.70, the results are deemed good. The model's composite reliability test findings, which are shown in Table 3, indicate that the variables of Job Autonomy, Self-Leadership Strategies, and Innovative Work Behavior have composite reliability values of 0.937, 0.973, and 0.960, respectively. Given that their values are more than 0.70, this suggests that the three latent variables under analysis have good composite reliability. Because of their high consistency and reliability, it can be said that all of the instruments employed in this study satisfy the requirements and are appropriate for assessing the general variables of job autonomy, self-leadership strategies, and innovative work behavior. All indicators utilized to measure their respective latent variables are valid and reliable, according to the evaluation results of the indicators' construct reliability, discriminant validity, and convergent validity. Thus, the next step is to evaluate the inner model in order to determine the model's quality of fit.

Evaluasi *Goodness of Fit Model*

The structural model is evaluated by examining the Q^2 (*predictive relevance*) value, which measures how well the observed values are generated by the model. Q^2 is based

on the coefficient of determination (R^2) of all endogenous variables. The Q^2 value ranges between 0 and 1, with values closer to 1 indicating a better model fit. The R^2 coefficients of the two endogenous variables are presented in Table 4.

Table 4. *Goodness of Fit Test Results*

Structural Model	Endogenous Variable	R-square
1	*Self-Leadership Strategies*	0.571
2	*Innovative Work Behavior*	0.799

Source: PLS data processing results, 2025

Based on the R^2 values, the Q^2 value can be calculated as follows:

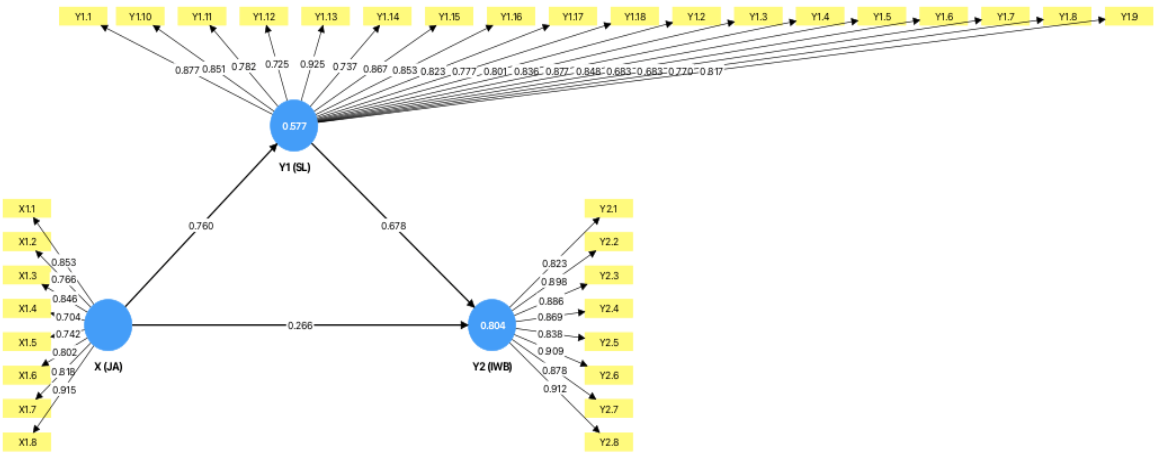
$$Q^2 = 1 - (1 - R^2_1)(1 - R^2_2) = 1 - \{(1 - 0{,}571^2)(1 - 0{,}799^2)\}$$
$$= 1 - 0{,}2437 = \mathbf{0{,}7563}$$

The calculation result of *predictive relevance* (Q^2) = 0.7563 means that the model's accuracy can explain 75.63% of the variation in Job Autonomy toward Self-Leadership Strategies and Innovative Work Behavior. The remaining 24.37% is explained by other variables not included in this model. Therefore, the model designed in this study can be considered good, with very good or accurate estimation power since the Q^2 value exceeds 75%. Consequently, the model can be used for hypothesis testing.

Hypothesis Testing and Path Coefficient of Direct Effects

Hypothesis testing and direct path coefficients were conducted to examine the direct effects between Job Autonomy, Self-Leadership Strategies, and Innovative Work Behavior. Among the three direct effects tested, all were found to be positive and significant. The test results for the relationships between variables can be observed from the path coefficients and critical ratios presented in Figure 1.

Figure 1. Path Coefficient Diagram and Hypothesis Testing



Source: PLS data processing results, 2025

The detailed results of direct and indirect (mediating) effects between variables, as presented in Figure 1, can be found in Table 5.

Table 5. Path Coefficients and Hypothesis Testing Results

Direct Effects		Path Coefficient (β)			Result	
		Estimate	t-statistik	ρ-*value*		
H1.	JA (X) -> SL (Y_1)	0.760	12.694	0.000	Sig.	Accepted
H2.	JA (X) -> IWB (Y_2)	0.266	3.286	0.001	Sig.	Accepted
H3.	SL (Y_1) -> IWB (Y_2)	0.678	8.450	0.000	Sig.	Accepted
Indirect Effect (Mediation)						
H4.	JA (X) -> SL (Y_1) -> IWB (Y_2)	0.515	7.084	0.000	Sig.	Accepted
Notes: *JA= Job Autonomy* (X_1); *SL= Self-Leadership Strategies* (Y_1); *IWB= Innovative Work Behavior* (Y_2).						

Source: PLS data processing results, 2025, with ρ-value significant at the .05 level

According to the test results shown in Figure 1 and Table 5, the goal of examining direct path coefficients and research hypotheses is to ascertain whether or not the suggested hypotheses may be accepted., as explained below:

H_1. Job Autonomy positively and significantly affects Self-Leadership Strategies

The test results show that Job Autonomy has a positive effect on Self-Leadership Strategies, with a path coefficient estimate of 0.760. The positive sign indicates a direct relationship, meaning that higher job autonomy leads to higher application of self-leadership strategies. The significance value ($\rho = 0.000 < \alpha = 0.05$) supports this finding, thus H_1 is accepted.

H_2. Job Autonomy positively and significantly affects Innovative Work Behavior

Job Autonomy also positively affects Innovative Work Behavior, with a path coefficient of 0.266. The positive coefficient indicates a direct relationship, and the significance value ($\rho = 0.001 < \alpha = 0.05$) confirms that the relationship is statistically significant. Therefore, H_2 is accepted, meaning that increased job autonomy leads to higher innovative work behavior.

H_3. Self-Leadership Strategies positively and significantly affect Innovative Work Behavior

The results show a path coefficient of 0.678 with a positive sign, indicating that an increase in self-leadership strategies leads to an increase in innovative work behavior. The significance value ($\rho = 0.000 < \alpha = 0.05$) confirms this, and thus H_3 is accepted.

H_4. The association between innovative work behavior and job autonomy is mediated by self-leadership strategies.

The mediation test shows that the indirect effect of Job Autonomy on Innovative Work Behavior through Self-Leadership Strategies is positive and significant ($\beta = 0.515$; $\rho = 0.000 < 0.05$). Since the direct effect (H2) is also significant ($\beta = 0.266$; $\rho = 0.001 < 0.05$), Self-Leadership Strategies function as a partial mediator. This means that self-leadership strategies do not fully bridge the relationship but strengthen part of the influence of job autonomy on innovative work behavior. Therefore, H_4 is accepted.

Discussion

Job Autonomy and Innovative Work Behavior

The research findings indicate that job autonomy has a positive and significant influence on innovative work behavior. This finding reinforces the understanding that the freedom given to individuals in determining the manner, timing, and methods of their work can increase lecturers' tendency to demonstrate innovative work behavior. Job autonomy encourages lecturers to experiment, try new approaches, and create creative solutions relevant to their work challenges.

Job autonomy allows individuals to have full control over their work processes, which leads to an increased sense of responsibility and intrinsic motivation. When lecturers have the freedom to make decisions and manage tasks according to their expertise, they are more driven to seek fresh ideas that can enhance the quality of both teaching and research. This aligns with the view that a flexible work environment creates psychological space for critical thinking and innovation.

Theoretically, this finding is supported by Self-Determination Theory (Deci & Ryan, 2000), which states that autonomy is one of the basic psychological needs influencing intrinsic motivation and creative behavior. A work environment that provides freedom in determining strategies for task completion encourages the emergence of new ideas that can be implemented in the work context. Empirical studies have shown a positive relationship between job autonomy and innovative work behavior. Mohamad and Osman (2024) found that autonomy significantly influences innovative work behavior. This result highlights the importance of granting autonomy in the education sector to encourage renewal in the learning process. Similarly, research by Dara et al. (2022) on Indonesian lecturers also showed a positive correlation between job autonomy and innovative behavior.

Job autonomy becomes a key factor that enables the 2024 probationary lecturer to adjust their teaching methods, research approaches, and community service strategies according to their needs and creativity. Lecturers who have such freedom tend to be more proactive in developing technology-based teaching materials, designing interactive learning methods, or creating cross-disciplinary collaborations. This not only improves individual performance quality but also contributes to institutional innovation as a whole.

Job autonomy and innovative work behavior are found to be significant with a positive coefficient. This indicates that the higher the perceived level of job autonomy among lecturers, the greater the likelihood that they will display innovative work behavior. Therefore, it can be concluded that providing adequate job autonomy has been empirically and theoretically proven to encourage innovative work behavior, particularly in academic environments that require quick adaptation to developments in science and technology.

Job Autonomy and Self-Leadership Strategies

The findings reveal that job autonomy has a positive and significant effect on self-leadership strategies. This supports the understanding that the freedom given to individuals in determining their work methods, timing, and approaches encourages lecturers to develop the ability to lead themselves. Job autonomy creates room for lecturers to take initiative, set priorities, and manage their work independently without excessive reliance on external directions.

Job autonomy enables lecturers to sharpen their self-planning skills, goal-setting, and self-performance monitoring. Such a work environment fosters intrinsic motivation and a sense of ownership over tasks, encouraging lecturers to apply effective self-leadership strategies. When lecturers have the freedom to organize their work, they can proactively seek the best ways to achieve predetermined targets.

Theoretically, this is supported by Stewart et al. (2019), who stated that in high-autonomy work environments, individuals are more likely to define for themselves what needs to be done, why it is important, and how to accomplish it, with lower dependence on directives. Research by Van Dorssen-Boog et al. (2022) also demonstrated a relationship between job autonomy and self-leadership behavior. This indicates that job autonomy encourages the manifestation of self-leadership behaviors, meaning lecturers with high autonomy levels have greater potential to apply self-leadership strategies.

Job autonomy becomes an important factor that enables 2024 probationary lecturer to design teaching, research, and community service approaches independently. Lecturers with such freedom are more likely to set personal goals, develop creative learning methods, and conduct continuous self-evaluations. Ultimately, this process strengthens self-leadership skills, positively impacting work effectiveness and the quality of academic contributions. Job autonomy and self-leadership strategies are found to be significant with a positive coefficient. This means that the higher the perceived job autonomy, the greater the tendency for lecturers to apply self-leadership strategies. Therefore, providing adequate job autonomy has been empirically and theoretically proven to foster the development of self-leadership strategies, particularly in academic settings that demand independence, creativity, and high responsibility.

Self-Leadership Strategies and Innovative Work Behavior

The research findings indicate that self-leadership strategies have a positive and significant influence on innovative work behavior. This reinforces the understanding that lecturers who can lead themselves through goal setting, self-control, and intrinsic motivation are more likely to generate new ideas, take creative initiatives, and adapt effectively to academic challenges. Self-leadership strategies encourage lecturers to set clear personal targets, monitor task progress, and find innovative approaches to achieving these goals. Lecturers skilled in self-leadership view obstacles as opportunities, build self-confidence, and are willing to take risks factors that are essential for work innovation. Khanna et al. (2023) found that self-leadership significantly impacts innovative work behavior. Supriyani & Azizah (2024) also showed that self-leadership drives innovation.

Self-leadership strategies enable 2024 probationary lecturer to develop innovative teaching methods, creatively utilize technology, and adapt dynamically to student needs. The relationship between self-leadership strategies and innovative work behavior is found to be significant with a positive coefficient. This suggests that the higher the application of self-leadership strategies among lecturers, the greater the tendency to demonstrate innovative work behavior. Thus, self-leadership strategies are empirically and theoretically proven as one of the key factors in driving innovation, especially in academic environments that demand creativity, adaptability, and high independence.

Self-Leadership Strategies as a Mediator between Job Autonomy and Innovative Work Behavior

Innovation is a key indicator of organizational success, including in higher education institutions. This highlights the importance of identifying factors that influence lecturers' innovative work behavior, especially among 2024 probationary lecturer. One factor proven to play a role in driving innovative work behavior is job autonomy the extent to which individuals have the freedom and independence to plan, organize, and carry out their work tasks.

A high level of autonomy gives lecturers the space to determine the best way to complete their work without waiting for direct instructions from superiors. In this context, lecturers are more likely to take initiative, seek alternative solutions, and explore new ideas that support innovation in teaching and research. This is consistent with the Job Characteristics Model (Hackman & Oldham, 1976), which states that autonomy increases a sense of responsibility for work outcomes, thereby motivating proactive and creative behavior. Furthermore, Self-Determination Theory (Deci & Ryan, 1985) emphasizes that autonomy is a basic psychological need which, when fulfilled, enhances intrinsic motivation and the desire to contribute optimally.

The effect of job autonomy on innovative behavior is not always direct. In many cases, it is mediated by internal psychological factors namely, self-leadership strategies. Self-leadership refers to an individual's ability to direct and motivate themselves through specific strategies, such as personal goal setting, success visualization, assumption evaluation, self-rewarding, and developing a constructive mindset. An autonomous work context allows 2024 probationary lecturers to manage their work behavior more independently. When there is no strict external direction, they are encouraged to activate self-control and behavioral regulation skills to remain productive and effective. Müller and Niessen (2019) found that employees tend to use self-leadership strategies more frequently on days when they work independently, reflecting a high level of job autonomy.

Self-leadership strategies help lecturers maintain motivation, design suitable work approaches, and strengthen self-confidence in facing challenges. Park et al. (2014) showed that self-leadership is positively correlated with an individual's ability to create and implement new ideas. Furthermore, Kör (2016) found that self-leadership can mediate the relationship between organizational factors and innovative work behavior,

while Asbari et al. (2021) confirmed this mediating role in the context of knowledge sharing in academic environments.

The research findings show that self-leadership strategies mediate the relationship between job autonomy and innovative work behavior. This indicates that the job autonomy possessed by 2024 probationary lecturers can enhance the application of self-leadership strategies, which in turn fosters innovative work behavior. This mechanism occurs because lecturers with high autonomy levels tend to regulate, motivate, and direct themselves more effectively, enabling them to generate new ideas, solve problems creatively, and adapt more efficient work methods. Therefore, self-leadership strategies serve as an important bridge linking work freedom to the ability to create innovation in academic environments.

CONCLUSION

This study found that job autonomy has a positive and significant influence on innovative work behavior. The freedom granted to lecturers in determining their methods, schedules, and work approaches was proven to encourage them to experiment, try new ways, and create creative solutions relevant to the challenges of academic work. Job autonomy provides lecturers with the space to make independent decisions, increase their sense of responsibility, and boost intrinsic motivation, thereby encouraging them to seek fresh ideas that can enhance the quality of teaching and research.

The study also revealed that job autonomy positively and significantly affects self-leadership strategies. Freedom in the workplace enables lecturers to develop self-leadership skills such as planning, goal setting, and performance monitoring. Lecturers who have the flexibility to manage their work are more capable of taking initiative, setting priorities, and working independently without excessive reliance on external direction. In addition, self-leadership strategies were found to have a positive and significant effect on innovative work behavior. Lecturers who are able to lead themselves by setting clear goals, regulating their behavior, and maintaining intrinsic motivation tend to be more adaptive, creative, and willing to take risks in facing academic challenges. This research also confirms the mediating role of self-leadership strategies in the relationship between job autonomy and innovative work behavior. A high level of autonomy encourages lecturers to implement effective self-leadership strategies, which in turn enhances innovative work behavior.

Based on these findings, it can be concluded that providing sufficient job autonomy, combined with strengthening self-leadership abilities, is an important factor in promoting innovative work behavior among probationary lecturer. The higher the perceived level of autonomy, the greater the likelihood that lecturers will develop new ideas and contribute to institutional innovation. Therefore, it is recommended that university leaders create a work environment that offers structured freedom for lecturers to manage their work methods in accordance with their creativity, while remaining aligned with the institution's vision and mission. Newly appointed lecturers should hone their self-leadership skills through training, self-reflection, and effective time management, while human resource development units are encouraged to organize programs that strengthen self-leadership, innovation management, and interdisciplinary collaboration. Future research is advised to expand the sample to include all lecturers or those from other universities, and to consider moderating variables such as organizational support or an innovation climate to enrich the understanding of the relationship between job autonomy and innovative work behavior.

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