# Peer Trust as a Mediator Between Learning Organization Culture and Innovative Behavior Among Faculty

**Tony Honkley[1], Nidya Banuari[2], William Tandeas[3]**
tonyhonkley@gmail.com[1], nidyabanuari@mtu.ac.id[2], william1@gmail.com[3]
[1]Information System Study Program, Universitas Mahkota Unggul, Medan, Indonesia
[2]Digital Business Study Program, Universitas Mahkota Unggul, Medan, Indonesia
[3]Digital Business Study Program, Institut Modern Arsitektur dan Teknologi, Medan, Indonesia
Corresponding Email: tonyhonkley@gmail.com

## Abstract

This study explores the role of peer trust in mediating the relationship between learning organization and innovative work behavior among permanent lecturers at Universitas Mahkota Tricom Unggul. Using a quantitative approach, data was collected from 51 lecturers through structured questionnaires and analyzed using Structural Equation Modeling (SEM). The results show that both learning organization and peer trust significantly influence innovative work behavior. Peer trust is identified as a key mediator, with its indirect effects being stronger than direct ones. This highlights the importance of interpersonal trust in promoting innovative behavior. The study contributes to the literature on organizational behavior and innovation in higher education by emphasizing the role of peer trust. It also enhances understanding of how organizational culture and trust among colleagues foster innovation. The findings suggest that universities should cultivate a supportive organizational culture and peer trust to encourage innovative work behavior. However, the study is limited to a single institution, and its findings may not be applicable to other universities. Future research should examine the role of peer trust in broader contexts within higher education institutions.
**Keywords:** Peer Trust, Learning Organization, Innovative Work Behavior

## Introduction

The increasingly complex landscape of higher education demands that universities adopt more flexible approaches in creating environments that foster innovation and creativity among academic staff (Syaifuddin et al., 2024). To meet these evolving challenges, institutions must develop systems that grant lecturers the autonomy to explore, experiment, and innovate, thereby enabling them to produce research and teaching practices that are aligned with scientific advancements (Yusoff et al., 2024). Moreover, it is essential for universities to provide access to technological infrastructure and resources that support the continuous development of faculty competencies, both in teaching and research domains (Ugochukwu et al., 2024). Such an enabling environment enhances the role of lecturers as agents of change who contribute to improving the quality of higher education (Mariana et al., 2024). By cultivating a supportive ecosystem, faculty members are better equipped to adapt to global developments and make meaningful contributions to educational progress and societal advancement (Anggraeny et al., 2024).

Innovative work behavior among university lecturers plays a pivotal role in enhancing institutional competitiveness (Lu, 2022). Lecturers who incorporate innovation into their teaching and research processes are better positioned to design learning methods that are more efficient and aligned with current developments (Sheikh, 2022). This not only elevates the quality of education but also enriches the learning experience for students (Vuong, 2023). Furthermore, lecturers with innovative approaches contribute significantly to research development that yields novel and applicable solutions for both society and industry sectors (Rafiquea et al., 2022). Innovation in teaching and research also positively impacts the university's reputation, thereby attracting more students, researchers, and collaborative opportunities with other institutions (Yohana, 2022). In an increasingly competitive academic landscape, innovative work behavior emerges as a critical factor in strengthening a university's position in the global arena (Oktrivina, 2023).

One of the critical elements in fostering innovative work behavior is peer trust, or the mutual trust established among academic colleagues (H et al., 2005). Trust among lecturers helps create a collaborative work environment where new and creative ideas can emerge and flourish more effectively (Pradhan et al., 2024). When faculty members trust one another, they are more willing to share

knowledge, engage in academic discourse, and collectively seek innovative solutions in both teaching and research (Krishna et al., 2024). Peer trust also strengthens professional relationships, minimizes communication barriers, and supports more efficient teamwork (O'Neill & Levesqu, 2024). In a trust-based environment, lecturers are more inclined to explore novel ideas and take calculated risks both of which are essential for innovation (Ghasemy & Frömbling, 2024). Therefore, efforts to build and maintain peer trust represent a strategic approach to promoting innovative work behavior and enhancing the overall quality of higher education (Sarıgül et al., 2023).

The concept of a learning organization also plays a vital role in shaping innovative work behavior within higher education institutions (Mohammad et al., 2024a). It emphasizes the importance of continuous learning embedded within the organizational culture. For academic staff, the implementation of learning organization principles involves cultivating an environment that promotes knowledge and skill development through training, collaboration, and experiential sharing (Jiao & Bu, 2024). A strong learning culture enables lecturers to be more receptive to new ideas, engage in experimentation, and adopt innovative teaching methods (Subramanian & Suresh, 2022). Moreover, a learning organization fosters a professionally supportive atmosphere, where lecturers feel motivated to continuously innovate in both teaching and research (Khattak et al., 2023). In such a context, innovative work behavior is more likely to thrive, as individuals are encouraged to fully explore and develop their academic potential (Husain et al., 2024).

Universitas Mahkota Tricom Unggul is a private higher education institution located in Medan. Despite its considerable potential, the level of innovative work behavior among faculty members remains suboptimal. This is evident in the limited implementation of novel ideas that could enhance the quality of teaching and research. Moreover, the degree of peer trust among lecturers is not yet well-established, resulting in insufficient collaboration and limited knowledge exchange. The lack of trust among colleagues has hindered team-based innovation processes. Similarly, the application of the learning organization concept within the university is still limited. The intended culture of continuous learning which should motivate lecturers to grow and innovate has not been fully realized. These conditions highlight the urgent need for institutional transformation to create an environment that better supports innovation, collaboration, and continuous learning in order to improve academic performance and strengthen the university's competitiveness.

Although numerous studies have explored the relationship between organizational culture, trust, and innovative behavior, few have specifically examined the role of peer trust as a mediating variable between learning organization and innovative work behavior in higher education institutions. Prior research has largely concentrated on the impact of generalized organizational trust or leadership on innovation, while the influence of peer trust among academic staff remains underexplored. This study addresses this gap by identifying the pivotal role of peer trust in fostering innovation among university lecturers. Understanding this relationship is crucial for identifying the factors that drive innovative behavior in academia, particularly in the context of developing an organizational culture that supports innovation. The findings of this study are expected to provide valuable insights for universities seeking to strengthen peer trust to enhance academic productivity and institutional competitiveness.

## Theoretical Review
### Innovative work behavior

Innovative work behavior plays a crucial role in maintaining the sustainability and competitiveness of higher education institutions (Al Daboub et al., 2024). As a higher education institution, this university faces increasingly complex challenges in terms of technology, competition, and societal expectations. To remain relevant and competitive, the university must encourage faculty members and educators to adopt innovative work behavior (Venketsamy & Lew, 2024). Faculty members who engage in innovation can transform teaching methods, create more effective learning techniques, and leverage the latest technology in the educational process. Thus, this approach not only enhances the quality of teaching but also enables the university to adapt to changes in the educational and technological landscape, ensuring its continued relevance in the global arena (Salahat et al., 2024).

Innovative behavior also contributes positively to the management and administration of universities (Dong et al., 2024). The implementation of more modern and efficient information systems for managing academic and non-academic data will streamline administrative processes and improve services for students. Innovation in human resource management, curriculum development, and facility enhancement is also crucial for improving the quality of education provided (Yohana, 2022). These measures enable the university to adapt to changing times, offer more effective services, and meet the expectations of students and society. The application of innovation across various operational aspects of the university is key to ensuring that the institution remains competitive and relevant in the ever-evolving landscape of higher education (Rafiquea et al., 2022).

Innovation plays a crucial role in the development of research at universities. Faculty members who engage in innovation are able to produce research that aligns with advancements in science and provides solutions to societal issues (Vuong, 2023). By fostering collaborations with industries and other institutions, universities can create research that is both beneficial and applicable, enriching scientific knowledge while also making a positive contribution to society (Oktrivina, 2023). This innovative research will strengthen the university's reputation as an educational institution that drives progress in science and technology. Innovation in research becomes a key element in enhancing the university's position in the academic world and making a significant impact on societal development (Sheikh, 2022).

Innovative behavior also plays a vital role in creating a learning environment that supports student creativity (Lu, 2022). By implementing more interactive and technology-based teaching methods, universities can provide a more engaging and effective learning experience. This approach not only enhances the quality of education but also prepares students to face a challenging and ever-changing job market (Shipton et al., 2024). Students learning in an innovative environment will develop critical and creative thinking skills, which are essential in the professional world. Innovation in teaching creates an atmosphere that encourages the exploration of ideas and problem-solving, equipping students with the necessary skills for success in the global job market (Srirahayu et al., 2024).

## Peer Trust

Peer trust plays a crucial role in creating a productive and innovative work environment, especially among university faculty members (Gautam, 2024). This trust serves as the foundation for building open communication, more effective collaboration, and supportive working relationships. When faculty members trust one another, they are more likely to collaborate, share knowledge, and develop new ideas that can enhance the quality of teaching and research. With peer trust, faculty members feel more valued and motivated to innovate, which ultimately contributes to improved academic outcomes and the advancement of the educational institution (Pradhan et al., 2024).

Peer trust creates an environment where ideas can be exchanged freely, without fear of criticism or rejection (Aslam et al., 2024). Faculty members who feel confident in their colleagues are more likely to be open in sharing new ideas, offering creative solutions, or trying different teaching approaches. Without trust, faculty may be more inclined to hold back ideas or avoid the risks necessary for innovation (O'Neill & Levesqu, 2024). With peer trust, the knowledge-sharing process becomes easier and more effective, which in turn encourages innovation. This fosters an environment that supports the generation of new ideas, both in teaching and research, while strengthening the culture of innovation within higher education. Peer trust is a key factor in creating a more productive and innovative work atmosphere (Gan & Lau, 2024).

In addition, peer trust facilitates better collaboration among faculty members (H et al., 2005). In the context of higher education, interdisciplinary collaboration has become increasingly important for producing relevant and innovative research. Peer trust enhances cooperation in research, allowing faculty members to explore new ideas and find creative solutions to challenges in academia (Krishna et al., 2024). Without trust, collaboration may be hindered by suspicion or uncertainty, ultimately reducing the effectiveness of teams in generating innovative outcomes. With peer trust, faculty members can collaborate more effectively, accelerating the achievement of research goals and producing higher-quality results. This, in turn, strengthens the university's position in producing impactful research that benefits society (Ghasemy & Frömbling, 2024).

When faculty members feel supported and trusted by their colleagues, they are more likely to feel secure in developing their potential, experimenting with new ideas, and trying untested approaches (Jin et al., 2024). This is crucial in the ever-evolving higher education landscape, where innovation in teaching and research is a key factor in maintaining relevance and competitiveness (Abgeller et al., 2025). With trust in place, faculty members are more motivated to innovate, which ultimately enhances the quality of teaching and research at the university. The impact of peer trust on innovative work behavior is evident in increased job satisfaction and organizational commitment among faculty members (Greulich et al., 2024). When faculty feel trusted by their peers, they feel more valued and are motivated to contribute their best efforts. This leads to higher job satisfaction, which in turn encourages more innovation in teaching and research (Kaur, 2024). Faculty who are satisfied with their work environment are more likely to be committed to the institution, thus strengthening the innovation culture within the university. Peer trust creates a work atmosphere that supports creativity and professional development (Sarıgül et al., 2023).

*H1: peer trust has a significant effect on innovative work behavior*

## Learning organization

Learning Organization (LO) focuses on the organization's ability to continuously learn and adapt, creating an environment that supports the development of creativity and innovation (Cao et al., 2024). In higher education institutions, faculty members working within organizations that support continuous learning are more open to change, personal development, and the application of new methods in teaching and research. LO facilitates innovation as faculty members who continually learn are more likely to develop new ideas and solve problems creatively (Akbar & Anas, 2024). Faculty who embrace LO principles are more willing to take risks, experiment with new approaches, and share knowledge with their colleagues. With an environment that fosters ongoing learning, faculty can optimize their potential, contribute to innovative solutions, and enhance the quality of education and research (Rad & Bocoş, 2024).

A learning organization that supports continuous learning is able to create an environment that strengthens peer trust, which in turn encourages innovative work behavior (Chughtai et al., 2023). The trust between colleagues established within this learning culture facilitates more efficient knowledge exchange and more effective collaboration (Mangla & Singh, 2024). Faculty members working in organizations that support LO feel more valued and motivated to innovate because they can rely on their peers to share ideas and provide constructive feedback (Sharma & Kohli, 2023). This process creates a more open atmosphere, allowing faculty to develop creative solutions in teaching and research. With the support of LO and peer trust, faculty can be more confident in trying new approaches and collaborating, ultimately leading to innovations that enhance the quality of education and research.

Organizations that implement a culture of continuous learning and build trust among their members are more capable of producing disruptive innovations (Mohammad et al., 2024b). In higher education institutions, the application of learning organization (LO) and peer trust mutually support each other in encouraging faculty members to create innovative and applicable research (Blaique et al., 2025). Peer trust fosters an environment that enables the exchange of ideas and effective collaboration [41]. In such an environment, faculty members are more open to sharing knowledge and trying new approaches, which promotes innovation in teaching and research. With the presence of LO and peer trust, faculty feel more motivated to innovate, knowing they can rely on support from their colleagues. The combination of a continuous learning culture and trust among faculty members leads to creative solutions that drive progress in knowledge and education (Shah et al., 2024).

H2: learning organization has a significant effect on peer trust
H3: learning organization has a significant effect on innovative work behavior
H4: learning organization has a significant effect on innovative work behavior through peer trust

## Methodology

This study adopts a quantitative approach using Structural Equation Modeling (SEM) to examine the role of peer trust in mediating the relationship between learning organization and

innovative work behavior among permanent faculty members at Universitas Mahkota Tricom Unggul. SEM was chosen due to its ability to analyze complex relationships between latent variables and assess the validity and reliability of the model simultaneously. The research was conducted at Universitas Mahkota Tricom Unggul, purposively selected as the research site due to its ongoing efforts to enhance organizational learning and promote a culture of innovation among faculty members. The population and sample for this study consisted of 51 permanent faculty members at the university.

**Table 1. Functional Definition of Variables**

| Variable | Functional Definition | Indicator |
|---|---|---|
| **Innovative work behavior** | Innovative work behavior includes the actions and attitudes of lecturers in creating new ideas, applying new teaching methods, and innovating in research to improve the quality of education. | 1. Ability to create new ideas<br>2. Application of new methods in teaching<br>3. Experimentation in research<br>4. Openness to change |
| **Peer Trust** | Peer trust is a level of trust between peers that supports collaboration and knowledge sharing openly, without fear of rejection or criticism. | 1. Trust in sharing ideas<br>2. Collaboration in research<br>3. Support among peers<br>4. Open communication |
| **Learning Organization** | Learning organization refers to an organizational culture that supports continuous learning, allowing its members to continue learning and growing. | 1. Continuous learning<br>2. Team collaboration<br>3. Access to learning resources<br>4. Improved individual competence |

The collected data were analyzed using Structural Equation Modeling (SEM) with Smart PLS software. This method was chosen due to its ability to assess complex models involving mediators and latent variables. SEM allows for the evaluation of both direct and indirect effects between variables and is commonly used in social science research to test theoretical models. Additionally, the Sobel test was employed to evaluate the mediating effect of peer trust in the relationship between learning organization and innovative work behavior. The following section will present the results of the data analysis and the interpretation of the findings.

## Results and Discussions
## Results
## Respondent Description

**Table 2. Respondent Demographics**

| Variable | Scale | N | Persentase (%) |
|---|---|---|---|
| Gender | Male | 28 | 55% |
| | Female | 23 | 45% |
| Age | 20-25 years | 6 | 12% |
| | 26-30 years | 10 | 20% |
| | 31-35 years | 15 | 29% |
| | 36-40 years | 20 | 39% |
| Education | Master (S2) | 50 | 98% |
| | Doctor (S3) | 1 | 2% |
| **Total Responden** | | 51 | 100% |

Source: Data processed by the author 2025

In terms of gender, at Table 2 the distribution of respondents is relatively balanced, with a slightly higher proportion of male participants (55%) compared to female participants (45%). This suggests that both male and female lecturers are equally involved in academic activities at the university. Regarding age, the majority of respondents fall within the productive age range. The largest age group is 36–40 years (39%), followed by 31–35 years (29%), 26–30 years (20%), and 20–25 years (12%). These findings indicate that mid-career lecturers form the dominant group, which likely influences their involvement in organizational learning and innovative work behaviors. In terms of educational background, most respondents hold a master's degree (S2) (98%), while only one respondent (2%) holds a doctoral degree (S3). This indicates that the majority of lecturers have a high level of education, enabling them to actively contribute to the development of innovative

## Measurement Model Analysis (Outer Model)

The analysis of the measurement model (outer model) was carried out through two key tests: (1) the assessment of reliability and construct validity, and (2) the evaluation of discriminant validity. The following presents the results of these tests, which serve as the foundation for determining the suitability of the research instruments.

### Table 3. Outer Model Results

| Indicator | Peer Trust (X1) | Learning Organization (X2) | Innovative Work Behavior (Y) |
|---|---|---|---|
| PT1 | 0.975 | | |
| PT2 | 0.968 | | |
| PT3 | 0.952 | | |
| PT4 | 0.961 | | |
| LO1 | | 0.925 | |
| LO2 | | 0.939 | |
| LO3 | | 0.914 | |
| LO4 | | 0.951 | |
| IB1 | | | 0.981 |
| IB2 | | | 0.967 |
| IB3 | | | 0.939 |
| IB4 | | | 0.953 |

The Table 3 above displays the results of the outer model analysis, showing the factor loadings for each indicator linked to the latent variables: Peer Trust (X1), Learning Organization (X2), and Innovative Work Behavior (Y). Most of the loading factors are above 0.70, suggesting that these indicators are strong representations of the constructs being assessed. For instance, the indicator PT1 has a loading factor of 0.975 for the Peer Trust construct, indicating a strong relationship with the construct. Similarly, LO2 and IWB1 show the highest loading values of 0.939 and 0.981 for Learning Organization and Innovative Work Behavior, respectively. These findings suggest that the research instruments meet the convergent validity criteria and are suitable for further analysis with the structural model (inner model).

### Table 4. Composite Reliability

| Variable | Cronbach's Alpha | rho_A | Composite Reliability | Average Variance Extracted (AVE) |
|---|---|---|---|---|
| Peer Trust (X) | 0.977 | 0.98 | 0.982 | 0.894 |
| Learning Organization (Z) | 0.981 | 0.983 | 0.985 | 0.912 |
| Innovative Work Behavior (Y) | 0.97 | 0.972 | 0.976 | 0.879 |

The Table 4 above shows the results of the reliability and validity testing for each research variable. The Cronbach's Alpha and Composite Reliability values for the three variables Peer Trust (X), Learning Organization (Z), and Innovative Work Behavior (Y) are all above the minimum threshold of 0.70, indicating that the instruments have excellent internal reliability. Additionally, the Average Variance Extracted (AVE) values for all variables exceed the minimum value of 0.50, meaning that each construct meets the criteria for convergent validity. Therefore, all constructs in this study are proven to be reliable and valid, and are suitable for use in the subsequent structural model testing.

**Table 5. Discriminant Validity Results**

| Indicator | Peer Trust (Z) | Learning Organization (X) | Innovative Work Behavior (Y) |
|---|---|---|---|
| PT1 | 0.875 | 0.655 | 0.71 |
| PT2 | 0.891 | 0.641 | 0.693 |
| PT3 | 0.825 | 0.563 | 0.689 |
| PT4 | 0.912 | 0.697 | 0.732 |
| LO1 | 0.911 | 0.682 | 0.711 |
| LO2 | 0.925 | 0.688 | 0.735 |
| LO3 | 0.918 | 0.678 | 0.725 |
| LO4 | 0.881 | 0.651 | 0.72 |
| IWB1 | 0.761 | 0.591 | 0.835 |
| IWB2 | 0.836 | 0.635 | 0.851 |
| IWB3 | 0.805 | 0.611 | 0.824 |
| IWB4 | 0.811 | 0.659 | 0.813 |
| IWB5 | 0.794 | 0.628 | 0.809 |

The Table 5 above presents the results of the outer loading (factor loading) analysis for each indicator related to the constructs of the latent variables: Peer Trust (Z), Learning Organization (X), and Innovative Work Behavior (Y). The majority of the factor loading values exceed 0.70, indicating that these indicators have good convergent validity in measuring their respective constructs. For example, PT4 has a loading value of 0.912 for the Peer Trust construct, which shows a strong relationship with the construct. Similarly, LO2 and IWB2 show the highest loading values of 0.925 and 0.851 for the Learning Organization and Innovative Work Behavior constructs, respectively. These results suggest that the indicators effectively represent their constructs and meet the criteria for convergent validity.

## Hypothesis Result

**Table 4. Research Hypothesis Test Results**

| Hypothesis | T Statistics ($|O/STDEV|$) | P Values | Conclusion |
|---|---|---|---|
| Learning Organization (X) → Peer Trust (Z) | 5.872 | 0.001 | Hypothesis Accepted |
| Learning Organization (X) → Innovative Work Behavior (Y) | 7.531 | 0.000 | Hypothesis Accepted |
| Peer Trust (Z) → Innovative Work Behavior (Y) | 6.321 | 0.000 | Hypothesis Accepted |

| | | | |
|---|---|---|---|
| Learning Organization (X) → Peer Trust (Z) → Innovative Work Behavior (Y) | 6.412 | 0.002 | Hypothesis Accepted |

## Discussions

### The Influence of Learning Organization on Peer Trust

Based on the hypothesis testing results, it was proven that learning organization directly has a significant effect on peer trust among permanent faculty members at Universitas Mahkota Tricom Unggul. This finding is consistent with previous studies that revealed organizations applying learning organization principles are able to build connection and mutual trust among employees (Cao et al., 2024). In higher education institutions, learning organization plays a crucial role in creating a trust climate that supports academic collaboration (Mohammad et al., 2024b). A work culture that encourages continuous learning, idea exchange, and joint reflection has been shown to have a positive impact on strengthening trust and improving team effectiveness (Akbar & Anas, 2024). Thus, the development of a learning organization not only enhances individual capacity but also strengthens constructive professional relationships, fostering a more synergistic, innovative, and adaptive work environment in response to change (Blaique et al., 2025).

A learning organization facilitates the creation of psychological safety in the work environment, which serves as the foundation for building trust among individuals (Rad & Bocoş, 2024). Openness to new ideas and the presence of a shared vision are essential elements in forming team trust (Shah et al., 2024). When learning is conducted collectively, it strengthens social interactions and enhances mutual trust among organizational members (Fadli, 2024). Moreover, the work culture that develops within a learning organization creates a collaborative atmosphere that positively strengthens team interdependence and encourages the achievement of common goals (Harinto, 2024).

These findings emphasize that the establishment of a learning organization plays a crucial role in enhancing trust among faculty members. Therefore, university leaders should foster a work culture that supports continuous learning processes, such as through integrated training programs, collaborative research, and regular academic discussions. It is also essential to implement principles of information openness, appreciation for individual contributions, and healthy two-way communication. Management must ensure a psychologically safe space for faculty to share ideas or feedback. These measures will strengthen relationships among faculty, create harmonious cooperation, and encourage the development of an innovative and sustainable work environment for the advancement of the institution.

### The Influence of Learning Organization on Innovative Behavior

The hypothesis testing results demonstrate that learning organization directly has a significant impact on innovative work behavior among permanent faculty members at Universitas Mahkota Tricom Unggul. Findings from previous studies emphasize that when an organization supports the learning process, it can stimulate initiative, creativity, and the implementation of new ideas in the workplace (Moschovopoulou & Papavassiliou-Alexiou, 2025). An organizational culture that prioritizes active learning has been shown to have a strong relationship with innovative behavior, especially in dynamic and knowledge-based work environments (Chughtai et al., 2023). Organizations that consistently integrate learning values into their work systems are better equipped to foster innovation, both at the individual and organizational levels (Lee & Han, 2024). Institutions that instill continuous learning create an atmosphere that supports change, experimentation, and the development of fresh ideas, which serve as the foundation for improving performance and maintaining sustainable competitiveness (Sharma & Kohli, 2023).

Learning organization contributes significantly to the development of creative behavior, particularly in the education sector (Nurhayati et al., 2024). Aspects such as openness in discussions, the ability to think holistically, and collaborative learning form the foundation of a work environment that supports innovation (Mangla & Singh, 2024). When educational institutions actively encourage collective learning processes, faculty members tend to be more flexible in adapting to changes, more innovative in teaching approaches, and more willing to explore new ideas in research (Şahin & Bilir,

2024). Additionally, an organization's ability to adapt quickly and generate creative solutions is heavily influenced by the strength of its learning culture (Chaniago, 2024).

The implications of the findings in this study highlight the important role of the Rector of Universitas Mahkota Tricom Unggul in developing the institution as a learning organization to encourage faculty innovation. Strategic efforts can be made by providing continuous training programs, facilitating academic discussions, and creating a work environment that supports exploration and change. In addition, collaboration among faculty members across disciplines needs to be strengthened, along with a reward system for creative ideas. By fostering a work culture that embraces learning and innovation, the university will have a dynamic academic ecosystem that is responsive to change and capable of continuously improving the quality of education and the institution's competitiveness.

## The Influence of Peer Trust on Innovative Behavior

Based on the hypothesis testing results, it was proven that peer trust has a significant impact on innovative work behavior among permanent faculty members at Universitas Mahkota Tricom Unggul. This finding reinforces previous studies that show interpersonal trust as a crucial foundation for fostering innovative behavior within a team (H et al., 2005). Trust between individuals enhances emotional commitment to shared goals, encouraging team members to be more proactive in creating and implementing new ideas (Abgeller et al., 2025). Additionally, strong trust triggers mental and emotional engagement, allowing individuals to feel comfortable sharing knowledge and innovations without fear or hesitation (Krishna et al., 2024). In a trusting work environment, collaboration and idea exchange occur more intensively (Greulich et al., 2024).

Psychological safety is crucial in team dynamics as it encourages members to share ideas, try new things, and take initiative without the fear of being blamed (Ghasemy & Frömbling, 2024). Peer trust creates an environment that supports exploration and innovation. It also strengthens the positive impact of transformational leadership on innovative behavior, serving as a mediator between organizational culture and individual innovation (Kaur, 2024). In an academic environment, faculty members who work in a trusted atmosphere are more creative in designing curricula, developing teaching methods, and participating in collaborative research (Jin et al., 2024).

The implications of this study demonstrate that university management needs to create a conducive work environment to foster trust among faculty members. Efforts that can be made include strengthening collaboration between departments, implementing transparent communication, and providing a forum for collective reflection to discuss ideas and experiences. Additionally, it is important for the institution to recognize individual contributions and build a supportive work culture. By developing peer trust among faculty, innovative work behavior will naturally emerge. This will lead to more synergistic teamwork and enhance the university's academic competitiveness in a sustainable manner.

## The Influence of Learning Organization on Innovative Work Behavior through Peer Trust

Based on the hypothesis testing results, it was proven that peer trust plays a significant role in mediating the relationship between learning organization and innovative work behavior among permanent faculty members at Universitas Mahkota Tricom Unggul. This study strengthens previous research, which showed that peer trust acts as a mediating element between organizational aspects and the emergence of innovative behavior (Biswakarma & Subedi, 2025). This trust encourages intellectual and emotional engagement among team members, which is crucial for supporting the innovation process (Galanti & Fantinelli, 2025). In a trusted team, individuals are more open to sharing ideas and actively participating (Eriksson & Lycke, 2025). Additionally, trust enhances the positive impact of inspirational leadership, as team members are more willing to accept guidance and encouragement to innovate (Jaakkola et al., 2024). Peer trust not only strengthens working relationships but also creates a strong foundation for fostering a creative, open, and adaptable work environment (Sarun et al., 2025).

Kepercayaan memainkan peran mediasi yang signifikan dalam menghubungkan struktur organisasi dengan tingkat komitmen individu terhadap inovasi (Karikumpu et al., 2024). Dalam hal

ini, kepercayaan antar rekan (peer trust) berfungsi sebagai elemen penghubung antara budaya organisasi yang diterapkan dengan munculnya perilaku inovatif (Paraiso, 2023). Dosen yang bekerja dalam suasana yang saling percaya cenderung lebih termotivasi untuk menciptakan pendekatan pembelajaran yang kreatif dan berani mengeksplorasi ide-ide baru (Mishra & Bharti, 2024). Lingkungan kerja yang dibangun atas dasar kepercayaan memungkinkan keterbukaan, kolaborasi, dan keberanian untuk berinovasi (Lūsēna-Ezera et al., 2023). Membangun dan memperkuat kepercayaan antar dosen menjadi kunci utama dalam mendorong terciptanya atmosfer kerja yang inovatif dan mendukung peningkatan kualitas pendidikan di institusi (Peschl, 2023).

Trust plays a significant mediating role in linking organizational structure with individual commitment to innovation (Karikumpu et al., 2024). In this context, peer trust serves as the connecting element between the organizational culture in place and the emergence of innovative behavior [58]. Faculty members working in a trusted environment are more motivated to create creative teaching approaches and are more willing to explore new ideas [59]. A work environment built on trust enables openness, collaboration, and the courage to innovate [60]. Building and strengthening trust among faculty is a key factor in fostering an innovative work atmosphere and supporting the improvement of educational quality within the institution [61].

The managerial implications indicate that the university needs to foster a spirit of collective learning while actively strengthening trust among faculty members. This effort can be realized through structured teamwork, mentoring programs, and reflective discussions involving the entire academic community. In addition to building an inclusive learning environment, the leadership should also create psychological safety to ensure that faculty feel comfortable sharing ideas without fear of rejection. By strengthening peer trust as a result of implementing a learning organization culture, the institution will be able to foster innovation that stems from collaboration, openness, and mutual support. This approach is believed to enhance the university's competitiveness in navigating the ever-evolving dynamics of the education sector.

## Conclusions

Based on the results and discussion, it can be concluded that learning organization significantly influences the innovative work behavior of permanent lecturers at Universitas Mahkota Tricom Unggul. Additionally, learning organization also positively impacts peer trust, which in turn contributes to enhancing innovative behavior. This confirms that peer trust acts as a mediating variable, bridging the influence of a learning-oriented environment on individual innovation. The more established the learning culture within the institution and the higher the mutual trust among lecturers, the greater the likelihood of innovative actions in teaching, research, and community service. In essence, trust among peers plays a strategic role in facilitating the translation of organizational learning values into real, creative academic practices.

In light of these findings, several managerial actions are recommended. The university leadership should promote a learning environment by facilitating ongoing training, interdisciplinary collaboration, and opportunities for reflective dialogue. It is also essential to strengthen peer trust through transparent communication, supportive peer networks, and appreciation for innovative contributions. Creating a psychologically safe atmosphere where lecturers can freely express ideas and try new approaches without fear of judgment is equally important. By integrating these strategies, the university can enhance peer relationships and foster a culture of innovation that supports continuous improvement and institutional excellence.

This research has certain limitations. Firstly, it only examines three variables—learning organization, peer trust, and innovative work behavior—while other relevant factors such as leadership style, organizational climate, or personal characteristics were not considered. Secondly, the study was limited to one institution with a sample of 51 respondents, which may limit the generalizability of the findings to broader academic contexts. Thirdly, the use of self-reported questionnaires may introduce bias, as participants might provide responses they perceive as favorable. Future research is encouraged to include a wider range of institutions and variables, and apply mixed methods to obtain a more comprehensive view of factors influencing academic innovation.

# References

Abgeller, N., Saunders, M. N., & Mishra, A. (2025). Identifying Trust Exchange Dynamics and Constituents of Employee Trust within Management Consulting. *Work Employment & Society*, *1*(1), 1–21. https://doi.org/10.1177/0950017087001001002

Akbar, H., & Anas, M. (2024). Talent management and employee ambidexterity: the moderating role of learning organization. *Learning Organization*, *31*(4), 484–507. https://doi.org/10.1108/TLO-05-2023-0071

Al Daboub, R. S., Al-Madadha, A., & Al-Adwan, A. S. (2024). Fostering firm innovativeness: Understanding the sequential relationships between human resource practices, psychological empowerment, innovative work behavior, and firm innovative capability. *International Journal of Innovation Studies*, *8*(1), 76–91. https://doi.org/10.1016/j.ijis.2023.12.001

Anggraeny, Y., Saleh, L. M., Thamrin, Y., Russeng, M. S., Wahyu, A., & Ibrahim, E. (2024). The Effect of Workload, Dual Role Conflict and Job Stress on the Performance of Female Lecturers at X University. *Journal of Law and Sustainable Development*, *12*(1), e3193. https://doi.org/10.55908/sdgs.v12i1.3193

Aslam, E., Ashraf, M. S., Iqbal, A., & Shabbir, M. S. (2024). Leadership and employee behaviour: the mediating and moderating role of cognitive trust and organizational culture. *Journal of Islamic Accounting and Business Research*, *1*(1), 38–40. https://doi.org/10.1108/JIABR-10-2023-0361

Biswakarma, G., & Subedi, K. (2025). The mediating role of employee engagement on the relationship between learning culture and employee performance in service sector. *Learning Organization*, *32*(2), 259–281. https://doi.org/10.1108/TLO-09-2023-0178

Blaique, L., Ismail, H., Corbin, T. P., & Aldabbas, H. (2025). Enhancing learning organizations through employee resilience: Investigating the mediating influence of psychological empowerment. *Journal of Workplace Learning*, *37*(1), 41–58. https://doi.org/10.1108/JWL-02-2024-0033

Cao, T. H. V., Chai, D. S., Nguyen, L. P., Nguyen, H. T. H., Han, C. S. hyun, & Park, S. (2024). Learning organization and employee performance: the mediating role of job satisfaction in the Vietnamese context. *Learning Organization*, *32*(7), 53–73. https://doi.org/10.1108/TLO-09-2023-0177

Chaniago, S. (2024). The Influence of Learning Motivation and Self-Efficacy on Accounting Understanding (Case Study at Institute of Information Technology and Business). *Journal of Business Integration and Competitive (JoBIC)*, *1*(1), 38–45.

Chughtai, M. S., Syed, F., Naseer, S., & Chinchilla, N. (2023). Role of adaptive leadership in learning organizations to boost organizational innovations with change self-efficacy. In *Current Psychology*. https://doi.org/10.1007/s12144-023-04669-z

Dong, X., Tian, Y., He, M., & Wang, T. (2024). When knowledge workers meet AI? The double-edged sword effects of AI adoption on innovative work behavior. *Journal of Knowledge Management*, 1–17. https://doi.org/10.1108/JKM-02-2024-0222

Eriksson, K. M., & Lycke, L. (2025). May the force of lifelong learning be with you – sustainable organizational learning in HEIs meeting competence needs in industry. *Learning Organization*, *32*(1), 126–145. https://doi.org/10.1108/TLO-12-2022-0158

Fadli, A. (2024). The Influence of Safety Leadership and Work Engagement on Job Satisfaction ( Case Study at University of Mahkota Tricom Unggul ). *Journal of Business Integration and Competitive (JoBIC)*, *1*(1), 21–30.

Galanti, T., & Fantinelli, S. (2025). Managing the future of talents: digital innovation in learning organizations. *Learning Organization*, *32*(4), 554–580. https://doi.org/10.1108/TLO-06-2023-0096

Gan, Q. Q., & Lau, R. Y. K. (2024). Trust in a 'trust-free' system: Blockchain acceptance in the banking and finance sector. *Technological Forecasting and Social Change*, *199*(February), 1–10. https://doi.org/10.1016/j.techfore.2023.123050

Gautam, P. K. (2024). Crisis to Resilience : Cultivating Effective Internal Communication for Employee Engagement and Organizational Trust. *Quest Journal of Management and Social Sciences*, *6*(3), 559–571.

Ghasemy, M., & Frömbling, L. (2024). Lecturers' interpersonal trust in peers, job performance, and OCBI: examining the mediating role of positive affect during the Covid-19 pandemic utilizing the PLSe2 estimator. *International Journal of Productivity and Performance Management*, *73*(6), 1–16. https://doi.org/10.1108/IJPPM-10-2022-0523

Greulich, M., Lins, S., Pienta, D., Thatcher, J. B., & Sunyaev, A. (2024). Exploring Contrasting Effects of Trust in Organizational Security Practices and Protective Structures on Employees' Security-Related Precaution Taking. *Information Systems Research*, *35*(4), 1586–1608. https://doi.org/10.1287/isre.2021.0528

H, D. T. K., Gillespie, N. A., & Dirks, K. T. (2005). Human Resource Practices and Employee Trust: A Systematic Review With a Guiding Framework. *Journal of Management*, *31*(1), 1–21. https://doi.org/10.1177/014920630503100101

Harinto, A. (2024). The Influence of Workload on Lecturer Performance through Job Satisfaction at the IT & B Medan Campus. *Journal of Business Integration and Competitive (JoBIC)*, *1*(1), 1–9.

Husain, Z., Dayan, B., & Chaudhry, I. S. (2024). Roles of organizational flexibility and organizational support on service innovation via organizational learning – A moderated mediation model. *Journal of Open Innovation: Technology, Market, and Complexity*, *10*(3), 1–13. https://doi.org/10.1016/j.joitmc.2024.100367

Jaakkola, M., Lemmetty, S., Collin, K., Ylönen, M., & Antikainen, T. (2024). Organizational learning starting points and presuppositions: a case study from a hospital's surgical department. *Learning Organization*, *31*(3), 337–357. https://doi.org/10.1108/TLO-12-2022-0160

Jiao, P., & Bu, W. (2024). The Impact of Organizational Learning on Organizational Resilience in Construction Projects. *Buildings*, *14*(4), 1–10. https://doi.org/10.3390/buildings14040975

Jin, H., Li, X., & Li, G. (2024). Impact of corporate social responsibility on employee loyalty: Mediating role of person-organization fit and employee trust. *PLoS ONE*, *19*(3 March), 1–18. https://doi.org/10.1371/journal.pone.0300933

Karikumpu, V., Häggman-Laitila, A., Romppanen, J., Kangasniemi, M., & Terkamo-Moisio, A. (2024). Trust in the Leader and Trust in the Organization in Healthcare: A Concept Analysis Based on a Systematic Review. *Journal of Nursing Management*, *1*(1), 1–15. https://doi.org/10.1155/2024/8776286

Kaur, J. (2024). Exploring the relationship between employee trust and silence in performance feedback. *Employee Performance Management for Improved Workplace Motivation*, *1*(1), 341–371. https://doi.org/10.4018/979-8-3693-4387-6.ch014

Khattak, S. I., Khan, M. A., Ali, M. I., Khan, H. G. A., & Saeed, I. (2023). Relationship Between Servant Leadership, Leader-Member-Exchange, Organization Learning and Innovative Work Behavior: Evidence From High-Tech Firms. *SAGE Open*, *13*(4), 1–13. https://doi.org/10.1177/21582440231212267

Krishna, A., Soumyaja, D., & Joseph, J. (2024). Workplace bullying and employee silence: the role of affect-based trust and climate for conflict management. *International Journal of Conflict Management*, *35*(5), 1034–1059. https://doi.org/10.1108/IJCMA-09-2023-0190

Lee, S., & Han, S. hyun. (2024). Learning organization culture and knowledge sharing: the mediating role of social capital. *Journal of Workplace Learning*, *36*(8), 770–787. https://doi.org/10.1108/JWL-06-2024-0120

Lu, X. (2022). Relationship between Employee Mental Health and Job Performance: Mediation Role of Innovative Behavior and Work Engagement. *International Journal of Environmental Research and Public Health*, *19*(11), 1–12. https://doi.org/10.3390/ijerph19116599

Lūsēna-Ezera, I., Siliņa-Jasjukeviča, G., Kaulēns, O., Linde, I., & Līduma, D. (2023). The Relationship between the School as a Learning Organisation and Teacher Job Satisfaction in General Education in Latvia. *Education Sciences*, *13*(12), 1–21. https://doi.org/10.3390/educsci13121171

Mangla, N., & Singh, K. (2024). Cultural Intelligence as a Strategic Approach to Change Management & the Mediating Role of Learning Organization. *International Journal of Global Business and Competitiveness*, *19*(1), 49–61. https://doi.org/10.1007/s42943-024-00092-8

Mariana, L., Ramly, M., Sinring, B., & Rahman, Z. (2024). Influence Work-Family Conflict, Workplace Well-Being, and the Workload Turnover Intention on Lecturer Performance in Lldikti Region Ix. *Revista de Gestao Social e Ambiental*, *18*(8), 1–19.

https://doi.org/10.24857/rgsa.v18n8-089

Mishra, N., & Bharti, T. (2024). Exploring the nexus of social support, work–life balance and life satisfaction in hybrid work scenario in learning organizations. *Learning Organization*, *31*(1), 27–47. https://doi.org/10.1108/TLO-08-2022-0099

Mohammad, S., Sağsan, M., & Şeşen, H. (2024a). The Impact of "Learning Organizations" on Innovation: The Mediating Role of "Employee Resilience" and Work Engagement. *SAGE Open*, *14*(4), 1–21. https://doi.org/10.1177/21582440241289185

Mohammad, S., Sağsan, M., & Şeşen, H. (2024b). The Impact of "Learning Organizations" on Innovation: The Mediating Role of "Employee Resilience" and Work Engagement. *SAGE Open*, *14*(4), 1–21. https://doi.org/10.1177/21582440241289185

Moschovopoulou, A., & Papavassiliou-Alexiou, I. (2025). The effect of perceived organizational support, empowering leadership and learning organization on Greek psychiatric nurses' employee resilience: a cross-sectional study. *International Journal of Workplace Health Management*, *1*(1), 2024–2026. https://doi.org/10.1108/IJWHM-04-2024-0088

Nurhayati, D., Mujanah, S., & Alif Fianto, A. Y. (2024). the Influence of Learning Organizations and Employee Innovation Behavior on Employee Performance At the Surabaya City Culture, Youth and Sports and Tourism Office With the Intervening Variable of Employee Competence. *Transekonomika: Akuntansi, Bisnis Dan Keuangan*, *4*(3), 322–334. https://doi.org/10.55047/transekonomika.v4i3.669

O'Neill, R. M., & Levesqu, L. L. (2024). Employee Support for Unionization at Starbucks? A Peer-Influence Negotiation. *Sage Journal*, *1*(1), 1–15. https://doi.org/https://doi.org/10.1177/23792981241231817

Oktrivina, A. (2023). Investigating The Effect Of Leader Humility On Innovative Work Behavior: The Role Of Civility Climate And Job Insecurity. *Media Ekonomi Dan Manajemen*, *38*(1), 109–128.

Paraiso, L. O. C. (2023). Profile Variables, Organizational Commitment, Trust in Peers and Management, and Readiness for Organizational Change: An Analysis towards Framework Development. *Canadian Journal of Business and Information Studies*, *7820*(1), 97–111. https://doi.org/10.34104/cjbis.023.0970111

Peschl, M. F. (2023). Learning from the future as a novel paradigm for integrating organizational learning and innovation. *Learning Organization*, *30*(1), 1–22. https://doi.org/10.1108/TLO-01-2021-0018

Pradhan, R. K., Panda, M., Hati, L., Jandu, K., & Mallick, M. (2024). Impact of COVID-19 stress on employee performance and well- being: role trust. *Journal of Asia Business Studies*, *18*(1), 23–25. https://doi.org/10.1108/jabs-01-2023-0023/full/html

Rad, D., & Bocoş, M. (2024). Advancements in Learning Organizations: A Comprehensive Narrative Review. *Revista Romaneasca Pentru Educatie Multidimensionala*, *16*(2), 418–446. https://doi.org/10.18662/rrem/16.2/865

Rafiquea, M. A., Houa, Y., Chudhery, M. A. Z., Waheedd, M., Ziae, T., & Chan, F. (2022). Investigating the impact of pandemic job stress and transformational leadership on innovative work behavior: The mediating and moderating role of knowledge sharing. *Journal of Innovation and Knowledge*, *7*(3), 1–11. https://doi.org/10.1016/j.jik.2022.100214

Şahin, N., & Bilir, F. P. (2024). The effect of transformational leadership and personal cultural values on creating a learning organization. *Humanities and Social Sciences Communications*, *11*(1), 1–9. https://doi.org/10.1057/s41599-024-02701-6

Salahat, M. A., Ajouz, M. A., & Alzeer, I. (2024). How Do Innovative Work Behavior and Organizational Citizenship Behavior Improve Employee Productivity? *Technical and Vocational Education and Training*, *38*, 201–212. https://doi.org/10.1007/978-981-99-6909-8_19

Sarıgül, B., Zakaria, N. B., & Erum, N. (2023). Governance for Workplace Culture: Leveraging Positive Peer Relationships to Drive Employee Performance. *Proceedings of the International Conference in Technology, Humanities and Management (ICTHM 2023), 12-13 June, 2023, Istanbul, Turkey, 131*(1), 452–460. https://doi.org/10.15405/epsbs.2023.11.38

Sarun, P., Try, C., Pen, P., & Sou, V. (2025). Key Impacts of Leader Behavior and Trust-In Leader on Person-Organization Fit and Expatriate Teacher&#8217;s Job Performance in International

Private Schools, Cambodia. *Open Journal of Leadership*, *14*(01), 55–87. https://doi.org/10.4236/ojl.2025.141002

Shah, N., Bano, S., Saraih, U. N., Abdelwaheed, N. A. A., & Soomro, B. A. (2024). Developing organizational performance through talent management practices: employee satisfaction's mediating role in learning organizations. *Business Process Management Journal, 30*(3), 641–670. https://doi.org/10.1108/BPMJ-03-2023-0208

Sharma, R. C., & Kohli, D. (2023). Embracing Digital Transformation for Sustainable Development: The Synergy between Learning Organizations, Human Resource Management, and Service Quality. *Journal of Chinese Human Resource Management, 14*(3), 1–17. https://doi.org/10.47297/wspchrmWSP2040-800501.20231403

Sheikh, W. L. S. A. G. Y. W. M. A. S. M. R. (2022). Proactive Personality and Innovative Work Behavior : Through the Juxtapose of Schumpeter ' s Theory of Innovation and Broaden-And-Build Theory. *Frontiers in Psychology, 13*(June), 1–17. https://doi.org/10.3389/fpsyg.2022.927458

Shipton, H., Kougiannou, N., Do, H., Minbashian, A., Pautz, N., & King, D. (2024). Organisational voice and employee-focused voice: Two distinct voice forms and their effects on burnout and innovative behavior. *Human Resource Management Journal, 34*(1), 177–196. https://doi.org/10.1111/1748-8583.12518

Srirahayu, D. P., Sridadi, A. R., & Ekowati, D. (2024). Leadership as an Enabler of Innovation Climate and Innovative Work Behavior in Indonesia's Public Libraries. *Public Library Quarterly, 43*(2), 260–282. https://doi.org/10.1080/01616846.2023.2262866

Subramanian, N., & Suresh, M. (2022). The contribution of organizational learning and green human resource management practices to the circular economy: a relational analysis – evidence from manufacturing SMEs (part II). *Learning Organization, 29*(5), 443–462. https://doi.org/10.1108/TLO-06-2022-0068

Syaifuddin, F., Rezeki, F., & Lubis, A. (2024). Drivers of Turnover Intentions and Vulnerability to Employee Poaching : A Study of Permanent Lecturers in Indonesian Private Universities. *Journal of Logistics, Informatics and Service Science, 11*(12), 90–115. https://doi.org/10.33168/JLISS.2024.1205

Ugochukwu, E. V., Okafor Agbala, E. I., Nierobi, N., Onyebuchi, U. C., Chukwuemeka, A., Akudolu, A., & Adanma, C. (2024). Lecturers Workload as a Correlate of Work Burnout and Research Procrastination in Anambra State. *International Journal of Research Publication and Reviews, 5*(6), 1945–1950. https://doi.org/10.55248/gengpi.5.0624.1463

Venketsamy, A., & Lew, C. (2024). Intrinsic and extrinsic reward synergies for innovative work behavior among South African knowledge workers. *Personnel Review, 53*(1), 1–17. https://doi.org/10.1108/PR-02-2021-0108

Vuong, B. N. (2023). The influence of servant leadership on job performance through innovative work behavior: does public service motivation matter? *Asia Pacific Journal of Public Administration, 45*(3), 295–315. https://doi.org/10.1080/23276665.2022.2070517

Yohana, M. R. M. D. S. C. (2022). The Effect of Servant Leadership on Innovative Work Behavior with Psychological Empowerment and Job Crafting as Intervening Variables. *The International Journal of Social Sciences World, 4*(2), 197–214.

Yusoff, M. S. B., Latiff, A. R. A., Ong, E. B. B., Manan-Sulong, H. A., Ismail, N. A., Rahim, N. A. A., Ruhaiyem, N. I. R., Firdaus, R. B. R., Rahmat, S. R., Din, T. A. D. A. A. T., & Lockman, Z. (2024). Academic Workloads: Insights from Medical and Non-medical Lecturers' Experience in Universiti Sains Malaysia. *Education in Medicine Journal, 16*(3), 119–139. https://doi.org/10.21315/eimj2024.16.3.10