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The Role of Organizational Culture on Innovative Behaviour Mediated by Knowledge Transfer and Moderated by Work Autonomy at Regional Disaster Management Agency (BPBD) of Yogyakarta Special Region Province (DIY)

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Abstract

This study examines the impact of Organizational Culture (OC) on Innovative Behaviour (IB), with Knowledge Transfer (KT) as a mediator and Work Autonomy (WA) as a moderator at the Regional Disaster Management Agency (BPBD) of Yogyakarta Special Region. A quantitative approach using a census method was applied, encompassing all 111 employees, including 38 Civil Servants (PNS) and 73 Contract-based Employees (PPPK). Data were collected through structured questionnaires and analyzed using Partial Least Squares (PLS) with SmartPLS 3. Findings reveal that OC influences IB directly and through KT, while KT positively affects IB but does not mediate the OC-IB relationship effectively. This indicates a more substantial direct effect of OC on IB. Additionally, WA directly enhances IB but does not moderate the KT-IB relationship. The study underscores the importance of an OC characterized by openness, collaboration, tolerance for failure, and managerial support in fostering innovation. Practical implications suggest enhancing OC, leveraging technology-based KT systems, and promoting work autonomy policies to boost employee creativity. These findings offer strategic insights for improving innovation and efficiency in public sector organizations.

Keywords: Organizational culture, knowledge transfer, work autonomy, innovative behaviour.

1. Introduction

Innovation is a key element in enhancing organizational competitiveness, particularly in the public sector, such as the Regional Disaster Management Agency (BPBD) of Yogyakarta Special Region (DIY) Province. As a government agency playing a crucial role in disaster management, BPBD DIY faces challenges in creating innovations that improve the quality of public services. According to preliminary survey data, 72% of employees feel that the organizational culture does not fully support innovation initiatives, while 65% of employees perceive that knowledge transfer between departments is suboptimal. Additionally, 60% of employees indicate that a lack of task flexibility is a barrier to improving their performance (Ryan & Deci, 2000).

An organizational culture that supports innovation is a crucial element in fostering a collaborative work environment that tolerates failure. This enables employees to

take the initiative in developing creative solutions (Zheng et al., 2010). Moreover, effective knowledge transfer plays a vital role in distributing relevant information among organizational members, ultimately improving work efficiency (Asif et al., 2024). On the other hand, work autonomy provides employees with the flexibility to make decisions, enhancing engagement and productivity.

However, the implementation of innovation is often hindered by challenges in integrating these elements. In the context of BPBD DIY, these challenges include limitations in cross-departmental communication and inflexible policies. This study aims to examine the influence of organizational culture on innovative behaviour, considering the role of knowledge transfer as a mediator and work autonomy as a moderator. Through this research, it is expected to identify effective strategies to enhance innovation in the public sector.

This study also includes several operational definitions to ensure clarity and consistency in measurement. Organizational culture is defined as the values and norms that support innovation, including tolerance for failure and collaboration among individuals (Zheng et al., 2010). Its indicators include management support for innovation, openness to new ideas, and cross-functional collaboration. Knowledge transfer is defined as the process of sharing knowledge among individuals or teams to enhance organizational innovation and measured through the formalization of transfer processes, information accessibility, and frequency of interaction.

Work autonomy, referring to the degree of freedom and flexibility individuals have in performing tasks (Ryan & Deci, 2000). It is measured by the ability to make independent decisions, freedom in scheduling work, and authority to determine work methods. Meanwhile, innovative behaviour encompasses the ability to generate, develop, and implement new ideas in work (Anderson et al., 2014), with indicators including the generation of new ideas, implementation of creative solutions, and dissemination of innovation outcomes to the team. With these operational definitions, this study is expected to provide in-depth insights into the dynamics influencing innovation in public sector organizations, particularly BPBD DIY, and produce practical recommendations to enhance the effectiveness of innovation in the workplace.

2. Method

This study uses a quantitative approach with the Partial Least Squares (PLS) method to analyze the causal relationships between independent variables, mediators, moderators, and dependent variables. The population in this study consists of all employees of BPBD DIY, with a sample size of 111 respondents selected using purposive sampling technique. Data were collected through questionnaires

designed based on relevant literature, including Zheng et al., (2010) for organizational culture, Ryan & Deci (2000) for knowledge transfer, for work autonomy, and Anderson et al., (2014) for innovative behaviour.

Data analysis was conducted using SmartPLS 3.0 software, which includes validity and reliability tests, as well as hypothesis testing. The measurement model (outer model) is evaluated using convergent validity and discriminant validity, while the structural model (inner model) is tested through path coefficients and significance values. Literature such as Hair, Joseph et al., (2019) serves as the main guide in conducting PLS-SEM analysis to ensure data quality and research results. The results of this analysis are expected to provide a comprehensive picture of the impact of organizational culture, knowledge transfer, and work autonomy on innovative behaviour.

This study uses a quantitative approach with the Partial Least Squares (PLS) method to analyze the causal relationships between independent variables, mediators, moderators, and dependent variables. The population in this study consists of all employees of BPBD DIY, with a sample size of 111 respondents selected using purposive sampling technique. Data were collected through questionnaires with a 5-point Likert scale, which includes questions about organizational culture, knowledge transfer, work autonomy, and innovative behaviour.

Data analysis was conducted using SmartPLS 3.0 software, which includes validity, reliability tests, and hypothesis testing. The measurement model (outer model) and the structural model (inner model) were evaluated to ensure data fit and the strength of relationships between variables. The results of this analysis are expected to provide a comprehensive picture of the influence of organizational culture, knowledge transfer, and work autonomy on innovative behaviour.

3. Results and Discussion

3.1 Respondent Characteristics

Based on the research results, the characteristics of the respondents were analyzed from three main aspects: gender, years of service, and education level. The majority of respondents were male (73.9%), while females made up 26.1%. This reflects the dominance of men in disaster management, a field that typically requires physical readiness, high mobility, and technical skills. However, women still contribute significantly in administrative, analytical, and strategic roles. To improve gender balance, the organization is advised to formulate more inclusive policies.

Tabel 1. Characteristics of Respondent Demographic

Characteristics	Category	*N*	Percentage
Gender	Male	82	73,9
	Female	29	26,1

Work Experience	< 5 years	61	55,0
	5-15 years	32	28,8
	16-20 years	6	5,41
	> 20 years	12	10,8
Education	High School	34	31,0
	Diploma	11	9,9
	Bachelor Degree	46	41,0
	Master Degree	20	18,0

Notes: N = Number of Respondents
Sources: Calculated using Smart PLS 3.0, 2024

Regarding work experience, 55% of respondents have less than five years of service, indicating a high proportion of new employees in the organization. Meanwhile, respondents with 5–15 years of service (28.8%) play a crucial role as intermediaries between new and senior employees. Respondents with over 20 years of service (10.8%) have strategic positions and play a role in mentoring and organizational policy-making. This situation highlights the need for a work-experience-based training program, such as onboarding new employees, leadership training for mid-level staff, and optimizing the experience of senior employees.

Regarding education level, most respondents have a D4/S1 education (41%), indicating the readiness of human resources for analytical and strategic tasks. Respondents with a high school education (31%) play a significant role in technical fieldwork, while 18% of respondents with a master's degree (S2) tend to occupy strategic positions requiring deep analytical skills. The diversity in education levels emphasizes the importance of focused HR development programs, such as technical training for high school graduates and managerial and strategic skills development for those with higher education.

Overall, the respondent characteristics show diversity in gender, work experience, and education. To improve the effectiveness and sustainability of the organization, inclusive HR policies tailored to the needs of each group are required. This step can create a more productive, balanced, and sustainable work environment.

3.2 Validity and Reliability

This study analyzes four main variables: Innovative Behaviour (IB), Organizational Culture (OC), Knowledge Transfer (KT), and Work Autonomy (WA), based on respondents' perceptions. Overall, the average mean values for all variables are in the high to very high category, indicating an organizational environment that supports innovation, collaboration, and work independence. The study also ensures that the instruments used meet the validity and reliability criteria. Validity was tested through Convergent Validity and Discriminant Validity, while reliability was tested using Cronbach's Alpha (CA) and Composite Reliability (CR) values. These tests

were conducted using the Partial Least Squares (PLS) method. Convergent validity was tested using Outer Loading and Average Variance Extracted (AVE). Outer Loading values > 0.7 indicate that the indicators significantly represent the latent variable, while AVE values > 0.5 ensure that more than half of the variance in the indicators is explained by the latent variable.

Table 2. Convergent Validity (Mean Values, Loadings, AVE, Cronbach's Alpha, and Composite Reliability)

Variable	Indicator	Means	Loading	AVE	CA	CR
Innovative Behaviour (Y)	Idea Generation (Y1)	3,90	0,837	0,758	0,904	0,913
	Promotion and Dissemination of Ideas (Y2)	4,00	0,891			
	Idea Implementation (Y3)	3,80	0,882			
Organizational Culture (Z)	Management Support (Z2)	4,20	0,924	0,792	0,950	0,930
	Openness to New Ideas (Z3)	4,15	0,857			
	Collaboration Among Members (Z4)	4,10	0,895			
	Tolerance for Failure (Z5)	4,25	0,944			
Knowledge Transfer	Formalization of Knowledge Transfer (X1)	3,90	0,926	0,781	0,914	0,907
	Information and Communication (X2)	3,85	0,922			
	Collaboration and Teamwork (X3)	3,95	0,797			
Work Autonomy	Work Environment Control (M2)	3,80	0,931	0,582	0,892	0,912
	Task Independence (M1)	3,75	0,863			

The test results show that all indicators have Outer Loading values > 0.7 and AVE values > 0.5, indicating that the indicators significantly represent the latent variables, (Hair, Joseph et al., 2019). For example, the Innovative Behaviour (IB) variable has an AVE value of 0.758, indicating that more than 75% of the indicator variance can be explained by the latent variable. This convergent validity ensures that the indicators accurately measure the intended construct.

Table 3. Discriminant Validity Test

Variable	Y	Z	X	M
Innovative Behaviour (Y)	0,819	0,732	0,710	0,698
Organizational Culture (Z)	0,732	0,833	0,685	0,670
Knowledge Transfer (X)	0,710	0,685	0,807	0,720
Work Autonomy (M)	0,698	0,670	0,720	0,825

Discriminant validity was tested using the Fornell-Larcker Criterion [17], where the square root of AVE (√AVE) for each variable must be greater than the correlation values with other variables. Based on Table 2, the diagonal values (√AVE) for each variable are higher than the correlation values with other variables. For example, the Innovative Behaviour variable has a √AVE value of 0.819, which is higher than the correlation with Organizational Culture (0.732), Knowledge Transfer (0.710), and Work Autonomy (0.698). This indicates that each construct can be significantly distinguished from the others, (Hair, Joseph et al., 2019). The fulfilled discriminant validity ensures that the research variables do not overlap. The results of the validity and reliability tests show that all the research indicators meet the criteria for convergent validity, discriminant validity, and reliability. Convergent validity ensures that the indicators significantly measure the construct, discriminant validity ensures that latent variables can be distinguished from one another, and reliability ensures the consistency of measurement (Fornell & Larcker, 1981; Hair, Joseph et al., 2019). This proves that the research instrument is valid and reliable for measuring the variables under study.

3.3 Relationship Between Variables

The structural model testing aims to explain the relationships between the variables in the study. The structural model test is conducted using the SmartPLS software. The basis for directly testing the hypotheses is the output image and the values found in the output path coefficient.

Table 4. Bootstrapping Results of Direct Effects Between Variables

Path	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Notes
Organizational Culture (Z) → Innovative Behaviour (Y)	0,876	0,042	20,857	0,000	Significant
Organizational Culture (Z) → Knowledge Transfer (X)	0,917	0,033	27,787	0,000	Significant

Knowledge Transfer (X) → Innovative Behaviour (Y)	0,817	0,046	17,761	0,000	Significant
Work Autonomy (M) → Innovative Behaviour (Y)	0,824	0,040	20,600	0,000	Significant

Sources: Calculated using Smart PLS 3.0, 2024

The next test involves assessing the significance of the impact of exogenous variables on endogenous variables, considering the coefficient parameters and the significance of the t-statistic values. Path coefficient evaluation is used to describe the strength of the effect of the exogenous variable on the endogenous variable. If the p-value ≤ α, it is considered significant. Information about the path coefficient values can be accessed in the SmartPLS Bootstrapping report by selecting the path coefficient (Ghozali, 2018).

Based on the analysis results for direct effects in Table 4, the relationship between Organizational Culture (OC) and Innovative Behaviour (IB) shows an Original Sample (O) value of 0.876, T-Statistic of 20.857, and p-value of 0.000 (<0.05). The R-square value is 0.767, indicating that Organizational Culture (OC) explains 76.7% of the variation in Innovative Behaviour (IB). This result shows that Organizational Culture (OC) has a positive and significant impact on Innovative Behaviour (IB). In other words, the stronger the Organizational Culture (OC) in supporting innovation, the higher the tendency for individuals in the organization to engage in Innovative Behaviour (IB).

The relationship between Organizational Culture (OC) and Knowledge Transfer (KT) also shows a very strong and significant influence, with an O value of 0.917, T-Statistic of 27.787, and P-value of 0.000. The R-square value of 0.841 indicates that 84.1% of the variation in Knowledge Transfer (KT) is explained by Organizational Culture (OC). This suggests that a strong Organizational Culture (OC) plays a crucial role in improving Knowledge Transfer (KT) within the organization.

The analysis of the direct relationship between Knowledge Transfer (KT) and Innovative Behaviour (IB) shows an O value of 0.817, T-Statistic of 17.761, and P-value of 0.000. The analysis results indicate that Knowledge Transfer (KT) has a positive and significant impact on Innovative Behaviour (IB), with an R-square value of 0.668, showing that 66.8% of the variation in Innovative Behaviour (IB) can be explained by Knowledge Transfer (KT), which has a positive and significant effect. This supports the hypothesis that Knowledge Transfer (KT) encourages Innovative Behaviour (IB) through the dissemination of relevant information and innovative solutions among individuals in the organization.

Similarly, the direct effect of Work Autonomy (WA) on Innovative Behaviour (IB) shows an O value of 0.824, T-Statistic of 20.600, and P-value of 0.000, indicating a positive and significant effect. This shows that the higher the level of Work Autonomy (WA) given to employees, the higher the Innovative Behaviour (IB) exhibited.

Table 5. Bootstrapping Results of Indirect Effects Between Variables

Path	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Notes
Organizational Culture (Z) → Knowledge Transfer (X) → Innovative Behaviour (Y)	0,185	0,089	2,078	0,194	Not Significant
Transfer Pengetahuan (TP) → Otonomi KerJob Outonomy (OK) → Perilaku Inovatif (PI)	0,025	0,112	0,223	0,541	Not Significant

Sources: Calculated using Smart PLS 3.0, 2024

The results of the Bootstrapping analysis on Table 5 show that the relationship between Organizational Culture (OC) and Innovative Behaviour (IB) through Knowledge Transfer (KT) has an Original Sample (O) value of 0.185, a T-Statistic of 2.078, and a P Value of 0.194. Although the T-Statistic is greater than 1.96, the P Value greater than 0.05 indicates that this indirect relationship is not significant. In other words, Knowledge Transfer (KT) cannot serve as a significant mediator between Organizational Culture (OC) and Innovative Behaviour (IB). This may be due to other factors influencing the relationship, such as organizational communication or suboptimal innovation management strategies.

Furthermore, the indirect effect of the interaction between Knowledge Transfer (KT) and Work autonomy (WA) on Innovative Behaviour (IB) shows an Original Sample (O) value of 0.025, a T-Statistic of 0.223, and a P Value of 0.541 (> 0.05), which means that the moderating effect of JA on the relationship between KT and IB is not significant. However, JA as an independent variable has a strong direct effect on IB, with a path coefficient of 0.824 and a p-value of 0.000 (< 0.05).

Additionally, KT still has a significant effect on IB in the model without moderation (path coefficient = 0.817). However, this effect weakens in the moderation model, with a path coefficient of 0.149 and low significance (p-value = 0.023).

3.4 Discussion

3.4.1 Organizational Culture (Z) and Innovative Behaviour (Y)

Organizational Culture (OC) plays a crucial role in fostering Innovative Behaviour (IB) among employees through key elements such as Management Support (OC.MS), Cooperation Among Members (OC.CM), and Tolerance for Failure (OC.TF). When organizations create a work environment that supports idea sharing and the execution of creative solutions, employees are more motivated to innovate. This aligns with Maher (2000) which suggests that an organizational culture that supports creativity, collaboration, and tolerance for failure can enhance innovative behaviour. Also emphasizes that transparency in communication and openness within organizations play an important role in supporting workplace innovation (Gelvi & Putri, 2024).

In the context of BPBD DIY, a strong organizational culture helps create a conducive work environment where employees feel comfortable sharing ideas, trying new approaches, and generating innovative solutions. To strengthen this positive effect, the organization could increase cross-functional collaboration and provide relevant innovation-based training. By focusing on these actions, BPBD DIY can build a more supportive organizational culture to achieve innovative outcomes.

3.4.2 Organizational Culture (Z) and Knowledge Transfer (X)

Organizational Culture (OC) significantly influences Knowledge Transfer (KT) at BPBD DIY. This relationship is reinforced by cultural elements such as Management Support (OC.MS), Cooperation Among Members (OC.CM), Openness to New Ideas (OC.ONI), Tolerance for Failure (OC.TF), and Clear Goals (OC.CG). These elements create an organizational environment that supports information sharing, whether in the form of technical information, experiences, or learning. Management Support (OC.MS) provides recognition and support for knowledge-sharing initiatives, while Cooperation Among Members (OC.CM) strengthens team collaboration in task execution. Openness to New Ideas (OC.ONI) encourages the adoption of new knowledge, and Tolerance for Failure (OC.TF) provides a safe space for trying ideas without fear of failure. Clear Goals (OC.CG) provide strategic direction for knowledge-sharing activities.

From a mechanism perspective, OC enhances trust among members, making them feel comfortable sharing information. Comparatively, this result supports Nonaka and Takeuchi's concept of "ba", which emphasizes the importance of a collaborative space within organizations for sharing and creating knowledge (Nonaka & Takeuchi, 1995). Research also highlights the importance of digital transformation through cloud-based technology and online forums in strengthening Knowledge Transfer (KT) (Mahmud et al., 2022). In BPBD DIY, strengthening Knowledge Transfer (KT)

can be achieved through an integrated knowledge management system, communities of practice, Value-Based Training (VBT), and Knowledge-Based Incentives (KBI). A more flexible organizational structure redesign is also necessary to improve communication and collaboration between units.

3.4.3 Knowledge Transfer (X) and Innovative Behaviour (Y)

Knowledge Transfer (KT) plays an important role in driving Innovative Behaviour (IB) by enhancing the ability of individuals and teams to generate and implement new ideas. The analysis results show that KT has a positive and significant effect on IB, highlighting the importance of systematic knowledge-sharing mechanisms within the organization. Mechanisms such as innovation forums, regular team discussions, and technology-based knowledge management systems have proven to strengthen creativity and innovation. Goh & Richards (1997) supports this finding, showing that structured knowledge-sharing strategies can enhance creativity in individuals and teams. Otoo (2024) further emphasize that KT plays a key role as a mediator in the relationship between Organizational Culture (OC) and innovation performance, strengthening the knowledge-sharing process in boosting innovation. Kumar et al., (2021) show that technology-based knowledge management systems improve the implementation of new ideas within organizations.

For BPBD DIY, Knowledge Transfer (KT) plays a crucial role in creating a collaborative work environment that enhances innovation. Programs such as mentorship can be implemented to strengthen tacit knowledge transfer between senior and junior staff, while innovation-based training can help improve knowledge-sharing skills. A technology-based knowledge management system also needs to be adopted to ensure effective documentation and distribution of knowledge. Additionally, innovation forums can be used to share experiences and new ideas, creating better knowledge flows across the organization.

3.4.4 Knowledge Transfer (X) between Organizational Culture (Z) and Innovative Behaviour (Y)

The analysis results show that Knowledge Transfer (KT) is not significant as a mediator in the relationship between Organizational Culture (OC) and Innovative Behaviour (IB). While both OC and KT individually have a significant influence on IB, KT is not strong enough to effectively link the two. This finding indicates that OC, with its values, norms, and work practices that support innovation, has a stronger direct effect on IB compared to the indirect influence through KT. This is consistent with Nonaka & Takeuchi (1995), which mentions the importance of KT in the Knowledge Creation Theory; however, in certain contexts, the direct influence of OC on IB may dominate, as also found by (Nisa et al., 2018).

In the BPBD DIY context, a strong OC structure allows the organization to directly promote innovation through cross-functional communication and leadership. Study Yeşil, Koska, & Büyükbeşe (2013) supports that KT as a mediator is not always significant, especially when direct communication and leadership play a more dominant role. The lack of a sufficient knowledge management system (KMS) at BPBD DIY may also be a factor limiting KT's effectiveness as a mediator. In this situation, strengthening direct communication and cross-functional collaboration is considered more effective in boosting IB.

3.4.5 Work autonomy (M) between Knowledge Transfer (X) and Innovative Behaviour (Y)

The research results show that Work autonomy (WA) is not significant as a moderator in the relationship between Knowledge Transfer (KT) and Innovative Behaviour (IB) at BPBD DIY. While JA as an independent variable has a strong direct effect on IB, its interaction with KT is not strong enough to generate a significant moderating effect. This finding suggests that JA is more effective in driving IB directly than through its interaction with KT. This phenomenon can be explained by the intrinsic strength of KT in influencing IB, making the additional contribution from JA not significantly impactful.

Indicators of JA, such as Independence in Task Execution (JA.ITE) and Control over Work Environment (JA.CWE), show adequate validity and reliability. Similarly, KT variables measured through Formalization of Knowledge Transfer (KT.FKT), Information and Communication (KT.IC), and Collaboration and Teamwork (KT.CT) as well as IB variables through Idea Generation (IB.IG), Idea Promotion and Dissemination (IB.IPD), and Idea Implementation (IB.II) show consistent measurement. Practically, this finding suggests that BPBD DIY should focus more on strengthening KT processes and providing employees with direct work autonomy to support IB. Developing more comprehensive JA indicators, especially in decision-making aspects, could help provide more accurate measurements.

This study reveals several key findings regarding the relationship between Organizational Culture (OC), Knowledge Transfer (KT), Work autonomy (WA), and Innovative Behaviour (IB). Organizational Culture elements such as Management Support (OC.MS), Cooperation Among Members (OC.CM), and Tolerance for Failure (OC.TF) have proven to play a key role in driving Innovative Behaviour (IB). When the organization provides strong managerial support, promotes collaboration among members, and creates tolerance for failure, employees are more driven to generate creative solutions. This finding aligns with the theory suggesting that a work environment that supports creativity can enhance individual innovative

performance. In the BPBD DIY context, a culture that supports innovation helps the organization face various challenges more effectively.

Organizational Culture (OC) also plays a significant role in strengthening Knowledge Transfer (KT). Elements such as Formalization of Knowledge Transfer (KT.FKT), Information and Communication (KT.IC), and Collaboration and Teamwork (KT.CT) create a structured system for information sharing, enhancing transparency, and strengthening synergy among individuals and teams. This study shows that an organizational culture that supports openness and internal collaboration facilitates more effective information flow, which is relevant for improving the speed and effectiveness of disaster response. Oktari, Munadi, Idroes, & Sofyan (2020) supports this finding by emphasizing the importance of a knowledge-sharing culture in strengthening the relationship between KT and Organizational Performance (OP).

Further research reveals that Knowledge Transfer (KT) significantly contributes to Innovative Behaviour (IB), both directly and as a catalyst that strengthens other elements within the organization. KT enables individuals and teams to generate and apply new innovative ideas. Previous research by Kim & Park (2020) shows that KT supports team creativity, which ultimately enhances innovation within the organization. However, although KT is often seen as an important mediator between OC and IB, this study found that the direct influence of OC on IB is more dominant than the indirect influence through KT.

Next, Work autonomy (WA) proves to have a significant direct influence on IB, although it is not significant as a moderator in the relationship between KT and IB. Work autonomy allows employees to manage their tasks independently and enhances their ability to innovate. In the context of BPBD DIY, focusing on providing employees with more direct work autonomy, alongside strengthening KT, is more effective in promoting innovation.

This study has several limitations that need to be noted. Methodologically, the data collected was entirely based on individual perceptions through questionnaires, which may introduce potential bias that could affect the accuracy of the results. Additionally, the research was conducted only in one public organization, BPBD DIY, which has specific characteristics, so the results may not be fully applicable to other organizations with different cultural contexts or structures. Elements of culture such as tolerance for failure have not been explored in high-pressure situations like disaster management, limiting the understanding of how organizational culture functions in extreme conditions.

In the context of Knowledge Transfer (KT), this study focuses more on formal knowledge dimensions through documentation and training, leaving informal tacit

knowledge less addressed. An evaluation of the effectiveness of technological infrastructure, such as cloud-based systems, in supporting KT was also not conducted in detail. Additionally, cross-functional collaboration as a key element in KT has not been explored specifically.

4. Conclusion

This study examines the relationships between Organizational Culture (OC), Knowledge Transfer (KT), Work Autonomy (WA), and Innovative Behaviour (IB) at BPBD DIY using a Partial Least Squares (PLS) approach. The analysis results indicate that an Organizational Culture (OC) that supports openness to new ideas, tolerance for failure, management support, and collaboration among members plays a significant role in driving employee creativity and innovation.

This positive work environment creates a solid foundation for Innovative Behaviour (IB). Furthermore, an organizational culture that emphasizes openness, collaboration, and trust among members also facilitates an effective Knowledge Transfer (KT) process, enabling the organization to disseminate and utilize knowledge more optimally among its members. This effective information and experience-sharing process further encourages employees to generate creative and innovative solutions, making KT an essential element in supporting IB in the workplace. However, the findings also reveal that the direct influence of Organizational Culture (OC) on IB is stronger than its influence through KT, highlighting that organizational culture plays a dominant role in driving innovation directly.

Although Work Autonomy (WA) does not significantly strengthen the relationship between KT and IB, work freedom remains an important factor that can enhance employees' ability to innovate by allowing them flexibility in determining their work methods. This conclusion emphasizes the importance of creating an organizational culture that supports innovation and provides work flexibility for employees to drive organizational success.

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