

---

**BUILDING INNOVATIVE BEHAVIOR THROUGH TRAINING, LITERACY, AND  
DIGITAL COMMUNICATION IN THE GENERAL COURT OF WEST  
KALIMANTAN**



**Alfan Renaldi<sup>1</sup>**  
Universitas Terbuka, Pontianak, Indonesia  
[alfanrenaldi99@gmail.com](mailto:alfanrenaldi99@gmail.com)

**Ake Wihadanto<sup>2</sup>**  
Universitas Terbuka, Jakarta, Indonesia  
[ake@ecampus.ut.ac.id](mailto:ake@ecampus.ut.ac.id)

**Kasful Anwar<sup>3</sup>**  
Universitas Terbuka, Jakarta, Indonesia  
[kasful@ecampus.ut.ac.id](mailto:kasful@ecampus.ut.ac.id)

---

**Abstract**

This study aims to analyze the effect of training on innovative work behavior with digital literacy and digital communication as mediating variables in general court employees in West Kalimantan. The research method used is a quantitative approach with probability sampling techniques and sample determination using proportional random sampling. Data were collected through questionnaires distributed to 100 respondents. Data analysis used Structural Equation Modeling-Partial Least Square (SEM-PLS) with WarpPLS 7.0 software. The results showed that training had a positive and significant effect on digital literacy and digital communication. Digital literacy and digital communication also had a positive and significant effect on innovative work behavior. However, training did not have a direct effect on innovative work behavior. Digital literacy and digital communication were shown to fully mediate the effect of training on innovative work behavior. These findings emphasize the importance of effective training in improving digital literacy and digital communication of employees, which in turn encourages innovative work behavior in judicial institutions. Practical and theoretical implications are discussed further.

**Keywords:** Training, Digital Literacy, Digital Communication, Innovative Work Behavior, General Justice

## INTRODUCTION

Innovative work behavior refers to the ability to initiate, promote, and implement ideas, products, or services within an organization. Innovative work behavior is often demonstrated through employees' roles and contributions that go beyond the normal expectations of their jobs. For example, employees voluntarily propose new ideas to improve productivity or create more efficient products/services/work processes. Such behavior aligns with related concepts such as employee innovation, which is new and useful contributions from employees; innovative job performance, which is achieving results through new means; and workplace innovation, which is incremental or radical change in the workplace (Santoso et al., 2019). Innovation is defined as the creation of business models, management techniques, strategies, and organizational structures in addition to new products or services (McGuirk et al., 2015; Turgut & Memduh, 2013). One of the most effective ways to develop organizational innovation capabilities is to develop employee creativity and the ability to generate new ideas. Human resources are the basis for innovation, a key strategy for managers to achieve goals and high levels of performance (Afsar et al., 2019).

Several digital innovations produced by general courts in West Kalimantan still face challenges such as the uneven distribution of innovations across all courts and the suboptimal utilization of existing innovations. This indicates that the innovative work behavior of general court employees in West Kalimantan still needs to be further improved. Improving this innovative work behavior is important to support the digital transformation initiated by the Supreme Court, improving the quality of public services in the legal sector, and realizing a modern justice system based on information technology according to the Supreme Court's vision. Training programs with a focus on improving digital literacy and communication can be one effort to encourage this innovative work behavior.

Digital training can improve employee performance by providing them with the skills and knowledge needed to perform their jobs effectively, which can lead to more innovative work behaviors as employees are better prepared to handle new challenges and opportunities (Julita, 2023; Mlekus et al., 2021).

Data on the number of employees who have participated in training (diklat) at the West Kalimantan general court during 2023. Of the total 458 employees, 195 people, or

42.58% have participated in the training program. The highest participation rate was seen at the Mempawah District Court, where 29 out of 39 employees (74.36%) participated in the training. Followed by the Ketapang District Court with a participation rate of 64.86% (24 out of 37 employees). Meanwhile, the Bengkayang District Court and the West Kalimantan High Court had the lowest participation percentages, respectively 22.22% (6 out of 27 employees) and 24.10% (20 out of 83 employees). The Sintang District Court, although it has a relatively small number of employees (25 people), shows good commitment with a training participation rate reaching 52%. Overall, with almost half of the total employees having participated in the training, this shows a positive effort by the West Kalimantan General Court in developing HR competencies. However, varying levels of participation across agencies indicate the need for a more equitable strategy to encourage employee engagement in training programs.

Effective and inclusive training will be key to building employee capacity, especially in digital literacy and digital communication. This in turn can encourage more innovative work behaviors, in line with the demands of digital transformation in the judiciary. Training provides employees with specific and identifiable knowledge and skills to use in their current jobs (Mathis & Jackson, 2009: 131). Several studies have shown that training interventions have positive effects on employees' innovative work behavior (Shah et al., 2022; Tan et al., 2023). Workplace learning can also improve employee competencies and skills and help their innovative work behavior (Shah et al., 2022).

Civil servants with a high level of perception of digital competence are more likely to develop challenging work to produce new innovative behaviors in the workplace. Digital competence plays an important role in education and can influence the innovative behavior of public officials (Carvalho et al., 2023). One of the digital competencies needed in the world of work is digital communication. In terms of language, digital communication is the delivery of messages via electronic media (Northeastern, 2022). Digital communication is also called online communication (Puspitaningrum, 2021). The concept of digital communication includes elements that do not exist on the internet, such as multimedia, or virtual reality computer software (three-dimensional images that look real) (Puspitaningrum, 2021). Digital communication is communication to send and receive messages or exchange

news based on digital platforms. Digital communication will always develop following the changing times influenced by the discovery of technology-based tools that continue to develop (Puspitaningrum, 2021). Digital communication tools such as e-mail, instant messaging, and video conferencing can facilitate communication and collaboration among employees, leading to increased knowledge sharing and innovative work behaviors (Nugraha et al., 2021; Xu & Suntrayuth, 2022).

## **REVIEW OF LITERATURE**

### **Digital Literacy**

Digital literacy was popularized in 1997 by Paul Gilster. Gilster defines digital literacy as a person's ability or skill to understand and use information from various digital sources effectively and efficiently in various formats (Husna et al., 2017). Digital literacy, in addition to referring to the skills of using information and communication technology devices, also involves the process of reading and understanding content, writing, and producing it as new knowledge or content (Sulianta, 2020).

### **Digital Communication**

Communication is a way of giving a message to others using certain media until the intent and purpose between the two are fulfilled. Communication activities can occur when the communicator intends to express what he wants to the communicator to achieve certain goals. The communication process can be done directly (allowing feedback from the communicant directly) or non-exclusively (not allowing feedback from the communicant exclusively) this depends on the media used in the communication process (Mutiah, 2016, p. 5).

### **Training**

Training is a process by which people acquire capabilities to help achieve organizational goals. Because this process is related to a variety of organizational goals, training can be viewed narrowly or, conversely, broadly. In the narrow sense, training provides employees with specific, identifiable knowledge and skills for use in their current jobs (Mathis & Jackson, 2009).

## **Innovative Work Behavior**

Innovation theory often describes the innovation process as consisting of two main phases: initiation and implementation (Axtell et al., 2000; Zaltman et al., 1973). The division between the two phases is believed to be the point at which the idea is first adopted; that is, the point at which the decision to implement the innovation is made. The first phase ends with the production of the idea, while the second phase ends as soon as the idea is implemented (King & Anderson, 2002).

## **RESEARCH METHOD**

This research approach uses a quantitative approach because data processing is done statistically. The researcher uses a survey research type because the data was obtained through the distribution of questionnaires to a group of people as sample members who are considered to represent the population, where in this study the questionnaire was submitted to respondents of West Kalimantan General Court employees (Sugiyono, 2021). According to its method, this study is classified as a causal associative correlational study because it attempts to determine whether there is a causal relationship between two or more variables, and how far the correlation is between the variables studied. The influence of the variables in question is the independent variable, namely training with mediating variables, digital literacy and digital communication, and the dependent variable, innovative work behavior.

### **Population**

Population is a combination of all elements in the form of events, things, or people who have similar characteristics which are the focus of a researcher's attention, therefore it is seen as an object of Ferdinand's research (2014). The population in this study was all general court employees of West Kalimantan totaling 458 people.

### **Sample**

A sample is part of the number and characteristics of the population. A population that has a large quantity can be taken in part with a sample quality that can represent the same as the quality of the population (Sugiyono, 2019). The sampling carried out in this study was determined by the probability sampling technique. The use of the probability sampling technique is because this research is specific or has a certain focus (innovative work

behavior) so this technique can select respondents who have certain characteristics or experiences that are relevant to the research objectives. The sampling technique uses proportional random sampling. Proportional random sampling is the determination of a population that is divided into several groups, but there are no strata or levels in it, no group is higher than the other groups. Proportional random sampling is used to ensure that the sample taken reflects the proportions that correspond to the original population. This is useful because the study wants to ensure that subgroups in the population are properly represented in the sample. This study uses SEM-PLS analysis with the SmartPLS analysis tool. To determine the number of samples, a rule of thumb is used which is often used in SEM-PLS, namely the "10 times rule".

## RESULTS AND DISCUSSION

### Structural Equation Model – Partial Least Square (SEM – PLS)

Data analysis in this study uses the Structural Equation Modeling-Partial Least Square (SEM-PLS) approach with the help of WarpPLS 7.0 software. The results of the analysis are presented as follows:

### Evaluation of Measurement Model (Outer Model)

#### Convergent Validity

Convergent validity is assessed by examining the indicator loadings and Average Variance Extracted (AVE).

**Table 1.**  
**Outer Loading and AVE Values**

Construct/Indicator	Outer Loading	AVE	Information
Training (X)		0.831	Valid
X.1	0.891		Valid
X.2	0.891		Valid
X.3	0.951		Valid
X.4	0.911		Valid
X.5	0.913		Valid
Digital Literacy (Z1)		0.836	Valid
Z1.1	0.880		Valid
Z1.2	0.908		Valid
Z1.3	0.948		Valid
Z1.4	0.935		Valid

Construct/Indicator	Outer Loading	AVE	Information
Z1.5	0.898		Valid
Digital Communication (Z2)		0.874	Valid
Z2.1	0.966		Valid
Z2.2	0.932		Valid
Z2.3	0.949		Valid
Z2.4	0.884		Valid
Z2.5	0.942		Valid
Innovative Work Behavior (Y)		0.901	Valid
Y.1	0.942		Valid
Y.2	0.946		Valid
Y.3	0.960		Valid

Source: Primary data processed using WarpPLS 7 (2024)

Based on the results given, all indicator loads are greater than 0.70 and significant at the 0.05 level, indicating good convergent validity.

### Discriminant Validity

Discriminant validity is assessed using the Fornell-Larcker criterion, where the square root of the AVE of a construct must be higher than the correlation of the construct with other constructs. The following is a table of the square root of AVE (diagonal) and correlations between latent variables:

**Table 2.**  
**Fornell-Lacker Criterion**

	X	Z1	Z2	Y
X	0.912			
Z1	0.846	0.914		
Z2	0.863	0.870	0.935	
Y	0.772	0.799	0.804	0.949

Source: Primary data processed using WarpPLS 7 (2024)

The square root of AVE for each latent variable is greater than the correlation with other latent variables, indicating good discriminant validity. Discriminant validity is also assessed by examining cross-loadings, where the loading of each indicator on its latent variable must be greater than its cross-loading on other latent variables.

**Table 3.**  
**Cross Loading Value**

	<b>X</b>	<b>Z1</b>	<b>Z2</b>	<b>Y</b>
X.1	0.891	0.793	0.768	0.733
X.2	0.891	0.744	0.768	0.689
X.3	0.951	0.768	0.812	0.724
X.4	0.911	0.752	0.772	0.656
X.5	0.913	0.804	0.812	0.718
Z1.1	0.720	0.880	0.758	0.676
Z1.2	0.781	0.908	0.774	0.719
Z1.3	0.792	0.948	0.819	0.755
Z1.4	0.734	0.935	0.779	0.762
Z1.5	0.843	0.898	0.847	0.737
Z2.1	0.873	0.804	0.966	0.745
Z2.2	0.816	0.823	0.932	0.737
Z2.3	0.811	0.861	0.949	0.739
Z2.4	0.744	0.777	0.884	0.776
Z2.5	0.785	0.800	0.942	0.768
Y.1	0.692	0.731	0.747	0.942
Y.2	0.721	0.770	0.765	0.946
Y.3	0.785	0.774	0.780	0.960

Source: Primary data processed using WarpPLS 7 (2024)

Based on Table 3, all indicators have larger loadings on their latent variables than their cross-loadings, supporting adequate discriminant validity.

**Construct Reliability**

Construct reliability is assessed by composite reliability and Cronbach's alpha. The composite reliability values for each latent variable are as follows:

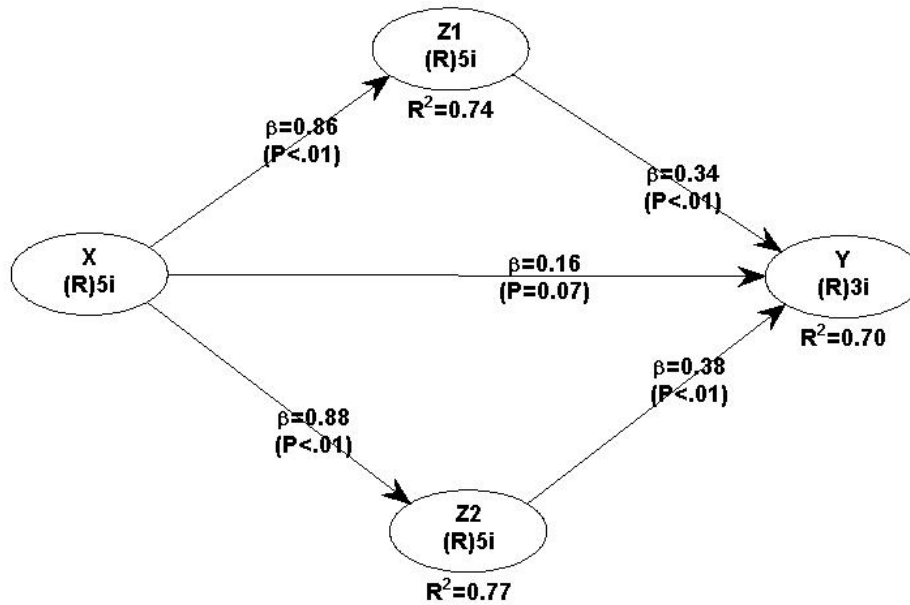
**Table 4.**  
**Construct Reliability**

<b>Latent Variables</b>	<b>Composite Reliability</b>	<b>Cronbach's Alpha</b>
X	0.961	0.949
Z1	0.962	0.951
Z2	0.972	0.964
Y	0.965	0.945

Source: Primary data processed using WarpPLS 7 (2024)

Based on the table above, all latent variables (X, Z1, Z2, and Y) have composite reliability and Cronbach's alpha values greater than 0.70. This indicates that all constructs in the model have good reliability, with high internal consistency among the indicators measuring each construct. The results of the measurement model evaluation are considered to meet the validity and reliability criteria.

**Structural Model Evaluation (Inner Model)**



**Figure 1.**

**Bootstrapping Results**

Source: Primary data processed using WarpPLS 7.0 (2024)

The results of the structural model evaluation show that the model has a good fit and can explain the relationship between latent variables significantly. This is indicated by:

**Table 5.**

**Structural Model Evaluation Results**

Criteria	Mark	P value	Information
Average path coefficient (APC)	0.523	< 0.001	Significant
Average R-squared (ARS)	0.738	< 0.001	Significant
Average adjusted R-squared (AARS)	0.733	< 0.001	Significant
Average block VIF(AVIF)	4,831		Acceptable if<= 5
Average full collinearity VIF (AFVIF)	4,730		Acceptable if<= 5
GoF Tenenhaus (GoF)	0.797		Big if > = 0.36
Sympson's paradox ratio (SPR)	1,000		Acceptable if >= 0.7

Criteria	Mark	P value	Information
R-squared contribution ratio (RSCR)	1,000		Acceptable if $\geq 0.9$
Statistical suppression ratio (SSR)	1,000		Acceptable if $\geq 0.7$
Nonlinear bivariate causality direction ratio (NLBCDR)	1,000		Acceptable if $\geq 0.7$

Source: Primary data processed using WarpPLS 7 (2024)

The results of the structural model evaluation show that the model has a good fit and can explain the relationship between latent variables significantly. This is indicated by:

- 1) The APC, ARS, and AARS values were significant ( $p < 0.001$ ) with values of 0.523, 0.738, and 0.733, respectively.
- 2) The AVIF and AFVIF values  $< 5$ , namely 4.831 and 4.730 respectively, indicate that there are no multicollinearity problems between indicators and between latent variables.
- 3) The GoF value of 0.797 is quite large, indicating a good model fit.
- 4) The SPR, RSCR, SSR, and NLBCDR values = 1, meet the criteria for a paradox-free and causal model.

### R-Square Coefficient Analysis

Structural model evaluation is done by looking at the coefficient of determination (R-Square) value of each dependent variable. According to Chin's criteria (1998), R-squared values of 0.67, 0.33, and 0.19 indicate "substantial", "moderate", and "weak" models, respectively. The R-Square results in this study are shown in Table 6.

**Table 6.**  
**R Square**

Latent Variables	R Square	R Square Adjusted
Digital Literacy (Z1)	0.742	0.739
Digital Communication (Z2)	0.773	0.770
Innovative Work Behavior (Y)	0.700	0.689

Source: Primary data processed using WarpPLS (2024)

Based on Table 6, the R-squared value for the Digital Literacy variable (Z1) is 0.742, meaning that 74.2% of the variance in Digital Literacy can be explained by the Training variable (X). The R-squared value for Digital Communication (Z2) is 0.773, indicating that 77.3% of the variance in Digital Communication can be explained by Training (X). Meanwhile, the R-squared value for Innovative Work Behavior (Y) is 0.700, indicating that 70% of the variance in Innovative Work Behavior can be explained by Training (X), Digital

Literacy (Z1), and Digital Communication (Z2). Thus, the structural model in this study is classified as "substantial" in explaining the variance of the three endogenous variables.

**Effect Size Analysis (f<sup>2</sup>)**

Effect size measures the magnitude of the influence of an exogenous variable on the endogenous variable. Effect size values of 0.02, 0.15, and 0.35 represent small, medium, and large influences, respectively (Cohen, 1988). Table 7 presents the Effect Size values for each path in the model.

**Table 7.**  
**Effect Size Value (f<sup>2</sup>)**

<b>Variables</b>	<b>Digital Literacy (Z1)</b>	<b>Digital Communication (Z2)</b>	<b>Innovative Work Behavior (Y)</b>
Training (X)	0.742	0.773	0.122
Digital Literacy (Z1)	-	-	0.275
Digital Communication (Z2)	-	-	0.304

Source: Primary data processed using WarpPLS (2024)

Training (X) has a large effect on Digital Literacy (Z1) and Digital Communication (Z2) with f<sup>2</sup> values of 0.742 and 0.773 respectively. Meanwhile, the effect of Training (X) on Innovative Work Behavior (Y) is relatively small with an f<sup>2</sup> value of 0.122. Digital Literacy (Z1) and Digital Communication (Z2) have a medium effect on Innovative Work Behavior (Y) with f<sup>2</sup> values of 0.275 and 0.304 respectively.

**Predictive Relevance Analysis (Q<sup>2</sup>)**

The Q-squared values in Table 4.10 are obtained through a blindfolding procedure to assess the predictive relevance of the model. A Q<sup>2</sup> value > 0 indicates that the model has predictive relevance, while a Q<sup>2</sup> value < 0 indicates that the model lacks predictive relevance.

**Table 8.**  
**Q-Squared Value**

<b>Variables</b>	<b>Q-Squared</b>
Digital Literacy (Z1)	0.735
Digital Communication (Z2)	0.766
Innovative Work Behavior (Y)	0.698

Source: Primary data processed using WarpPLS (2024)

The results of the analysis show that the Q<sup>2</sup> values for the three endogenous variables of Digital Literacy (Z1), Digital Communication (Z2), and Innovative Work Behavior (Y)

are all greater than zero, namely 0.735, 0.766, and 0.698, respectively. This confirms that the structural model has good predictive relevance.

**Hypothesis Testing**

Hypothesis testing is done by examining the path coefficient, p-value, and effect size. The level of significance used is 0.05 (alpha = 5%) with two-tailed testing. The results of this research hypothesis testing are reflected in Table 9. below:

**Table 9.**  
**Results of Direct Effect Hypothesis Testing**

Hypothesis	Track	Path Coefficient	P Values	Effect Size	Information
H1	Training (X) -> Digital Literacy (Z1)	0.862	<0.001	0.742	Accepted
H2	Training (X) -> Digital Communication (Z2)	0.879	<0.001	0.773	Accepted
H3	Digital Literacy (Z1) -> Innovative Work Behavior (Y)	0.343	<0.001	0.275	Accepted
H4	Digital Communication (Z2) -> Innovative Work Behavior (Y)	0.376	<0.001	0.304	Accepted
H5	Training (X) -> Innovative Work Behavior (Y)	0.157	0.067	0.122	Rejected

Source: Primary data processed using WarpPLS (2024)

Based on Table 9, the results of testing the direct influence hypothesis show that:

- a) H1 is accepted: Training (X) has a positive and significant effect on Digital Literacy (Z1) with a path coefficient of 0.862 ( $p < 0.001$ ) and a large effect size (0.742).
- b) H2 is accepted: Training (X) has a positive and significant effect on Digital Communication (Z2) with a path coefficient of 0.879 ( $p < 0.001$ ) and a large effect size (0.773).

- c) H3 is accepted: Digital Literacy (Z1) has a positive and significant effect on Innovative Work Behavior (Y) with a path coefficient of 0.343 ( $p < 0.001$ ) and a medium effect size (0.275).
- d) H4 is accepted: Digital Communication (Z2) has a positive and significant effect on Innovative Work Behavior (Y) with a path coefficient of 0.376 ( $p < 0.001$ ) and a medium effect size (0.304).
- e) H5 is rejected: Training (X) does not have a significant effect on Innovative Work Behavior (Y) with a path coefficient of 0.157 ( $p = 0.067$ ) and a small effect size (0.122).

**Table 10.**  
**Indirect Influence (Mediation)**

Hypothesis	Track	Path Coefficient	P Values	Information
H6	Training (X) -> Digital Literacy (Z1) -> Innovative Work Behavior (Y)	0.295	<0.001	Accepted, full mediation
H7	Training (X) -> Digital Communication (Z2) -> Innovative Work Behavior (Y)	0.331	<0.001	Accepted, full mediation

Source: Primary data processed using WarpPLS (2024)

The results of testing the indirect influence hypothesis (mediation) in Table 10 show that:

- a) H6 is accepted: Digital Literacy (Z1) fully mediates the effect of Training (X) on Innovative Work Behavior (Y), with an indirect path coefficient of 0.295 ( $p < 0.001$ ).
- b) H7 is accepted: Digital Communication (Z2) fully mediates the effect of Training (X) on Innovative Work Behavior (Y), with an indirect path coefficient of 0.331 ( $p < 0.001$ ).

The full mediation effect occurs because the direct influence of Training (X) on Innovative Work Behavior (Y) becomes insignificant when the mediating variables Digital Literacy (Z1) and Digital Communication (Z2) are entered into the model.

---

### **The Training Has a Positive and Significant Impact on the Digital Literacy of General Court Employees in West Kalimantan**

The results of the study showed that training had a positive and significant effect on digital literacy with a path coefficient of 0.862 ( $p < 0.001$ ) and a large effect size (0.742). This finding is in line with the theory put forward by Klassen (2019) that continuous digital literacy training in the workplace is important for integrating new technologies and digitizing learning resources. Most respondents (53.57%) are aged 30-40 years, a productive age that can learn new things including in the context of digital literacy. The majority of respondents also have a bachelor's degree (52.38%), which indicates the cognitive ability to absorb training materials well. Respondent answer data shows a high average score (4.61) for the training variable, indicating a positive perception of the ICT training they receive. Quality training, supportive respondent characteristics, and positive perceptions of training contribute to a significant increase in digital literacy.

### **Training Has a Positive and Significant Impact on the Digital Communication of General Court Employees in West Kalimantan**

The results of the study confirmed that training has a positive and significant effect on digital communication with a path coefficient of 0.879 ( $p < 0.001$ ) and a large effect size (0.773). This finding is supported by research by Prezioso et al. (2020) which highlights the importance of appropriate training to acquire and maintain digital skills in organizations. The majority of respondents have a working period of more than 10 years (48.81%), indicating the need for training to keep up with the latest developments in communication technology. The training was rated very good by respondents, especially in terms of instructor qualifications (score 4.67). This contributed to the high perception of respondents regarding the quality of digital communication in their agencies (average score of 4.61). Well-designed training, respondents' need for digital communication training, and positive assessments of the quality of training and digital communication support the effectiveness of training in improving digital communication skills.

---

### **Digital Literacy Has a Positive and Significant Effect on the Innovative Work Behavior of General Court Employees in West Kalimantan**

The results of the study prove that digital literacy has a positive and significant influence on innovative work behavior with a path coefficient of 0.343 ( $p < 0.001$ ) and a medium effect size (0.275). This finding is consistent with several previous studies (Pilav-Velić et al., 2019; Putra & Syahrul, 2023; Santoso & Heng, 2019). Respondents showed a very good level of digital literacy (average score of 4.59), especially in terms of awareness of digital security and privacy (score of 4.73). This digital literacy supports respondents' ability to create, share, and realize innovative ideas (average score of innovative work behavior 4.40). A high level of digital literacy, especially in terms of security and privacy, provides a strong foundation for respondents to engage in innovative work behavior.

### **Digital Communication Has a Positive and Significant Influence on the Innovative Work Behavior of General Court Employees in West Kalimantan**

The results of the study showed that digital communication has a positive and significant influence on innovative work behavior with a path coefficient of 0.376 ( $p < 0.001$ ) and a medium effect size (0.304). This finding is in line with Khazheeva's (2020) view that digital communication can influence behavior, information needs, and the way people work and share information. Respondents rated the quality of digital communication in their agency as very good, especially in terms of message clarity (score 4.67). This facilitates them to share innovative ideas and get support from colleagues (score 4.48). High-quality digital communication, especially in terms of message clarity, creates a conducive environment for sharing and realizing innovative ideas.

### **Training Does Not Affect the Innovative Work Behavior of General Court Employees in West Kalimantan**

The results of the study did not support hypothesis 5 with a path coefficient of 0.157 ( $p = 0.067$ ) and a small effect size (0.122), in contrast to the theory proposed by Julita (2023) and Mlekus et al. (2021). Although respondents gave a very good assessment of the training (average score of 4.61), the direct effect of training on innovative work behavior was not significant. There are mediating factors that link training to innovative work behavior, namely digital literacy and digital communication. Training needs to be translated first into

increased digital literacy and communication to effectively encourage innovative work behavior.

Training does not automatically result in innovative work behavior. While training is an important intervention to develop employee skills and knowledge, its impact on innovative behavior is not always immediate or immediately visible. Training needs to result in tangible improvements in employee digital literacy and digital communication. Digital literacy includes the ability to understand, use, and utilize digital technology effectively, while digital communication involves the skills to interact, collaborate, and share information through digital channels. Improvements in both of these areas are important intermediate outcomes of training. Digital literacy and digital communication act as mediators or intermediaries that connect training to innovative work behavior. This means that training needs to first improve employees' digital literacy and digital communication, which will then encourage them to engage in more innovative work behavior. Improving digital literacy and digital communication is an important prerequisite for training to effectively drive innovative work behavior. Without significant improvements in both of these areas, the impact of training on employee innovation may be limited or suboptimal. This study is in line with the findings of Sinta et al (2023) in their study on employees of PT. POS Indonesia, Manado Main Branch Office, where training had no significant effect on innovative work behavior. Factors such as organizational environment and intrinsic motivation are thought to play a greater role in driving innovative behavior than formal training.

### **Digital Literacy Fully Mediates the Influence of Training on Innovative Work Behavior of General Court Employees in West Kalimantan**

The results of the study prove that digital literacy fully mediates the effect of training on innovative work behavior with an indirect path coefficient of 0.295 ( $p < 0.001$ ), supported by the role of digital literacy as a mediating factor that has been highlighted in various studies (Carvalho et al., 2023; Santoso et al., 2019). Training has proven to be very effective in increasing respondents' digital literacy (path coefficient 0.862; large effect size 0.742). Then, this high digital literacy significantly encourages innovative work behavior (path coefficient 0.343; medium effect size 0.275). Training has successfully translated into a substantial increase in digital literacy, which in turn becomes a catalyst for innovative work behavior.

The full mediation effect also shows that digital literacy is a key mechanism in linking training to innovative work behavior.

### **Digital Communication Fully Mediates the Influence of Training on Innovative Work Behavior of General Court Employees in West Kalimantan**

The results of the study confirmed that digital communication fully mediates the effect of training on innovative work behavior with an indirect path coefficient of 0.331 ( $p < 0.001$ ), in line with the role of digital communication in facilitating collaboration, knowledge sharing, and innovative work behavior (Nugraha et al., 2021; Xu & Suntrayuth, 2022). The training was considered very effective in improving respondents' digital communication (path coefficient 0.879; large effect size 0.773). Furthermore, this quality of digital communication significantly spurred innovative work behavior (path coefficient 0.376; medium effect size 0.304). Training successfully translated into a substantial increase in digital communication, which then became a driver of innovative work behavior. The full mediation effect also confirms that digital communication is an important pathway connecting training with innovative work behavior.

Overall, the results of this study emphasize the important role of training in improving digital literacy and communication of general court employees in West Kalimantan. This improvement in turn encourages their innovative work behavior. The profile of respondents who are predominantly of productive age, highly educated, and have long work experience shows the potential and need to continue developing digital competence through quality training. The positive perceptions of respondents towards training, digital literacy, digital communication, and innovative work behavior indicate a conducive climate for digital transformation in the judicial environment. However, it is important to ensure that training does not only focus on technical aspects but is also translated into real improvements in digital literacy and communication. Only then can training effectively spur the innovative work behavior needed to realize a modern justice system based on information technology according to the Supreme Court's vision. The acceptance of the majority of the research hypotheses indicates that the proposed model has successfully captured the dynamics of the relationship between training, digital literacy, digital communication, and innovative work behavior in the context of general courts in West Kalimantan. Meanwhile, the rejection of

the hypothesis of the direct effect of training on innovative work behavior highlights the importance of considering mediating factors in designing effective training interventions.

## CONCLUSION

Based on the research results and discussions that have been presented, several conclusions can be drawn as follows:

1. Training has a positive and significant impact on the digital literacy of general court employees in West Kalimantan. Quality training, designed according to needs, and supported by responsive respondent characteristics has proven effective in improving their understanding and skills in using digital technology.
2. Training has a positive and significant impact on the digital communication of general court employees in West Kalimantan. Relevant training, especially that delivered by highly qualified instructors, successfully developed respondents' abilities in interacting, collaborating, and sharing information through digital channels.
3. Digital literacy has a positive and significant effect on the innovative work behavior of general court employees in West Kalimantan. High levels of digital literacy, especially in terms of security and privacy, provide a strong foundation for respondents to create, share, and implement innovative ideas in their work.
4. Digital communication has a positive and significant effect on the innovative work behavior of general court employees in West Kalimantan. Good quality digital communication, especially in terms of message clarity, creates a conducive environment for sharing ideas and encouraging innovative behavior among respondents.
5. Training does not have a direct effect on the innovative work behavior of general court employees in West Kalimantan. Although the training was rated very positively by respondents, its impact on innovative behavior requires mediation from factors such as digital literacy and digital communication.
6. Digital literacy fully mediates the effect of training on innovative work behavior of general court employees in West Kalimantan. Training needs to be translated into substantial improvements in respondents' digital literacy to effectively drive their innovative behavior.

7. Digital communication fully mediates the effect of training on the innovative work behavior of general court employees in West Kalimantan. Training must produce a real increase in respondents' digital communication skills before it can spur more innovative work behavior.

## REFERENCES

- Afsar, B., Masood, M., & Umrani, W. A. (2019). The role of job crafting and knowledge sharing on the effect of transformational leadership on innovative work behavior. *Personnel Review*, 48(5), 1186–1208. <https://doi.org/10.1108/PR-04-2018-0133>
- Axtell, C. M., Holman, D. J., Unsworth, K. L., Wall, T. D., Waterson, P. E., & Harrington, E. (2000). Shopfloor innovation: Facilitating the suggestion and implementation of ideas. *Journal of Occupational and Organizational Psychology* *Journal of Occupational and Organizational Psychology*, 73(3), 265–285. <https://doi.org/10.1348/096317900167029>
- Axtell, C. M., Holman, D. J., Unsworth, K. L., Wall, T. D., Waterson, P. E., & Harrington, E. (2000). Shopfloor innovation: Facilitating the suggestion and implementation of ideas. *Journal of Occupational and Organizational Psychology* *Journal of Occupational and Organizational Psychology*, 73(3), 265–285. <https://doi.org/10.1348/096317900167029>
- Carvalho, L. P. De, Poletto, T., Ramos, C. C., Rodrigues, F. D. A., Diogho, V., Carvalho, H. De, Celso, T., & Nepomuceno, C. (2023). *administrative sciences Predictors of Digital Competence of Public University Employees and the Impact on Innovative Work Behavior*.
- Carvalho, L. P. De, Poletto, T., Ramos, C. C., Rodrigues, F. D. A., Diogho, V., Carvalho, H. De, Celso, T., & Nepomuceno, C. (2023). *administrative sciences Predictors of Digital Competence of Public University Employees and the Impact on Innovative Work Behavior*.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Husna, J., Rohmiyati, Y., Wicaksono, M. F., Setiawan, M. V., Saufa, A. F., Rifqi, A. N., Iskandar, Mardiyanto, V., Yusuf, S., Prasetyawat, R., Risanty, R., & Rusmiatiningsih. (2017). *Antologi Literasi Digital*. [file:///C:/Users/user/Documents/tugas\\_liped\\_olgaaaaaa/print\\_eko/tugas\\_dan\\_materi\\_111/New\\_folder/prink\\_krs\\_dan\\_khs/NDH\\_Adhistic.1407618037/file\\_proposal/refrensi\\_buku\\_LD/Buku\\_Antologi\\_Literasi\\_Digital.pdf](file:///C:/Users/user/Documents/tugas_liped_olgaaaaaa/print_eko/tugas_dan_materi_111/New_folder/prink_krs_dan_khs/NDH_Adhistic.1407618037/file_proposal/refrensi_buku_LD/Buku_Antologi_Literasi_Digital.pdf)
- Julita, W. (2023). *Journal of Digital Learning and Education Analysis of the Importance of Enhancing the Qualifications of Biology Teachers as Professional Educators in the 21st Century Digital Era*. 03(2), 117–128. <https://doi.org/10.52562/jdle.v3i2.744>
- Khazheeva, M. (2020). *Impact of Digital Economy on Well-Being of Population*. 113(Fred 2019), 191–194.

- King, N., & Anderson, N. (2002). *Managing Innovation and Change: A Critical Guide for Organizations*. Thomosn.
- Klassen, A. L. (2019). *Deconstructing Paper-lined Cubicles: Digital Literacy and Information Technology Resources in the Workplace*. 1–5.
- Mathis, R., & Jackson, J. (2009). *Manajemen Sumber Daya Manusia*. Salemba Empat.
- Mathis, R., & Jackson, J. (2009). *Manajemen Sumber Daya Manusia*. Salemba Empat.
- McGuirk, H., Lenihan, H., & Hart, M. (2015). Measuring the impact of innovative human capital on small firms' propensity to innovate. *Research Policy*, 44(4), 965–976. <https://doi.org/10.1016/j.respol.2014.11.008>
- Mlekus, L., & Maier, G. W. (2021). More Hype Than Substance? A Meta-Analysis on Job and Task Rotation. *Frontiers in Psychology*, 12(March), 1–18. <https://doi.org/10.3389/fpsyg.2021.633530>
- Mutiah. (2016). Transformasi Komunikasi Interpersonal di Era Digital Sebagai Bentuk Perilaku Kekinian Pengguna Medsos. *Universitas Negeri Surabaya*, 1–16. [https://www.researchgate.net/publication/319737268\\_Transformasi\\_Komunikasi\\_Interpersonal\\_di\\_era\\_Digital](https://www.researchgate.net/publication/319737268_Transformasi_Komunikasi_Interpersonal_di_era_Digital)
- Northeastern. (2022). Pengertian Komunikasi Digital, Contoh, dan Peluang Karier. In *Senikomunikasi.Com* (pp. 1–6). <https://senikomunikasi.com/pengertian-komunikasi-digital-contoh-dan-peluang-karier/>
- Nugraha, A., Irwansyah, & Purwadi. (2021). How digital knowledge sharing affects innovation work behavior and organizational innovation capability in term of sustainability development goals. *The 1st Journal of Environmental Science and Sustainable Development Symposium*. <https://doi.org/10.1088/1755-1315/716/1/012058>
- Nugraha, A., Irwansyah, & Purwadi. (2021). How digital knowledge sharing affects innovation work behavior and organizational innovation capability in term of sustainability development goals. *The 1st Journal of Environmental Science and Sustainable Development Symposium*. <https://doi.org/10.1088/1755-1315/716/1/012058>
- Pilav-Velić, A., Černe, M., Trkman, P., Wong, S. I., Abaz, A. K., & Abstract. (2019). Digital or Innovative: Understanding “DIGital Literact-Practice-Innovayove Work Behavior” Chain. *South East European Journal of Economics and Business*, 16(1), 107–119. [https://doi.org/DOI: 10.2478/jeb-2021-0009](https://doi.org/DOI:10.2478/jeb-2021-0009)
- Prezioso, G., Ceci, F., & Za, S. (2020). Employee skills and digital transformation: preliminary insights from a case study Summary: 1. Introduction-2. Literature review-2.1 Digital skills-2.2 Manager awareness and DS-3. Empirical context and method 3.1 Methodological approach and empirical cont. *Impresa Progetto-Electronic Journal of Management*, 2, 2020. <https://doi.org/10.15167/1824>
- Puspitaningrum, A. A. (2021). *Konsep Komunikasi Digital*. <http://web.if.unila.ac.id/adindaayupuspitaningrum/2021/11/17/konsep-komunikasi->

[digital/](#)

- Santoso, H., Abdinagoro, S. B., & Arief, M. (2019). The Role Of Digital Literacy In Supporting Performance Through Innovative Work Behavior: The Case Of Indonesia's Telecommunications Industry. *International Journal of Technology*, 10(8), 1558–1566. <https://doi.org/10.14716/ijtech.v10i8.3432>
- Shah, S. T. H., Shah, S. M. A., & El-Gohary, H. (2022). Nurturing Innovative Work Behaviour through Workplace Learning among Knowledge Workers of Small and Medium Businesses. *Journal of the Knowledge Economy*, 0123456789. <https://doi.org/10.1007/s13132-022-01019-5>
- Sugiyono. (2021). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabet.
- Sulianta, F. (2020). *Model Konten Digital Berlandaskan IPS pada User Generated Content Platform sebagai Media Literasi: The Big Picture of Specific Research*. <https://books.google.com/books?hl=en&lr=&id=ePz9DwAAQBAJ&oi=fnd&pg=PA1&dq=pengaruh+media+ips+picture+story+book&ots=5JX2HMM-vc&sig=LNZsh68dIJ0-ZbJbLXIVNKVGBbU>.