

Beyond Resilience: Employee Antifragility as a Mechanism Linking Workplace Fun and Organizational Familiarity to Innovative Work Behavior in Higher Education

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ABSTRACT

Employee innovative work behavior is a crucial factor in enhancing academic competitiveness in higher education institutions. This study examines the effects of workplace fun and organizational familiarity on innovative work behavior, with employee antifragility as a mediating variable. A quantitative survey was conducted among 143 permanent lecturers of Prima Indonesia University selected from a population of 712 lecturers using proportional random sampling. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results indicate that employee antifragility significantly influences innovative work behavior ($b = 0.521$; $p < 0.001$). Workplace fun significantly affects employee antifragility ($b = 0.412$; $p < 0.001$) and innovative work behavior ($b = 0.285$; $p = 0.001$). Organizational familiarity also significantly influences employee antifragility ($b = 0.398$; $p < 0.001$) and innovative work behavior ($b = 0.276$; $p = 0.001$). Furthermore, employee antifragility partially mediates the relationship between workplace fun and innovative work behavior ($b = 0.215$; $p < 0.001$), as well as between organizational familiarity and innovative work behavior ($b = 0.207$; $p < 0.001$). These findings confirm that both workplace fun and organizational familiarity contribute to innovative work behavior directly and indirectly through employee antifragility.

Keywords: Employee Antifragility; Higher Education; Innovative Work Behavior; Organizational Familiarity; Workplace Fun

INTRODUCTION

The modern workplace requires that enterprises, including colleges and universities, be able to hire people who are not only skilled but also creative. The success of colleges and universities today depends a lot on how well their teachers can come up with new and useful ideas, methodologies, and academic contributions. Consequently, innovative work behavior constitutes a means to perpetually enhance individual competencies in the generation, implementation, and dissemination of novel ideas within the academic milieu (Mahendri et al., 2022).

But in the real world, innovative work behavior among teachers is not yet totally optimal for doing their jobs. Difficult workloads, administrative pressures, and demands for scientific publications can all make it harder to encourage creativity. This circumstance makes some teachers more focused on meeting their official duties than coming up with new ideas. If this situation persists, the quality of education, research output, and institutional competitiveness may become stagnant.

Moreover, to enhance innovative work behavior, it is essential to adopt a perspective that examines both external influences and the individual's internal psychological processes (Bartuseviciene et al., 2025). In this scenario, employee antifragility is a key idea that explains how someone can not only handle stress but also benefit from it. Antifragility is the ability of a teacher to turn problems, uncertainty, and stress at work into chances for new ideas (Adobor & Kudonoo, 2025). Lecturers exhibiting a high degree of antifragility are generally more adaptable, robust, and proactive in devising innovative solutions (Ismawanti et al., 2025). Low antifragility skills, on the other hand, will make people more likely to get stressed out, burned out, and less creative.

But antifragility abilities do not just happen on their own; they are shaped by the characteristics of the work environment that people experience (Chen et al., 2025). In this case, having fun at work is a crucial part of making the workplace a good and exciting place to be (Hashemian et al., 2024). Fun at work is a sign of healthy social connections, open communication, and work experiences that make people feel good and happy. A nice place to work has been found to make people more engaged, creative, and brave when it comes to sharing new ideas. But in reality, the workplace in higher education is still typically formal, strict, and focused on performance pressure, so making work pleasurable has not been a top priority (Wu & Zhang, 2024).

Organizational familiarity is also a very essential aspect in influencing innovative behavior. Organizational familiarity is how well someone knows the system, culture, values, and dynamics of a group. Lecturers who are very familiar with the organization are usually more confident, adjust more quickly, and are better at spotting new ideas in the workplace (Ching et al., 2024). On the other hand, not knowing much about the organization can make people feel unsure, anxious, and unable to contribute fully (Muskat et al., 2022). In certain instances, instructors with minimal organizational engagement have challenges in comprehending the institution's workflow and culture, thereby impeding their capacity for innovation (Petitta, 2026).

Prima Indonesia University shows that lecturers have to meet high-performance standards in the face of rapid changes in higher education. To make learning, scientific writing, and community service happen, teachers need to keep coming up with new ideas. However, an unsupportive work atmosphere, different levels of comprehension of the organization, and excessive work pressure can all make it harder for people to come up with new ways to do their jobs. In this perspective, fun at work and knowing the

organization well are important for building a good work environment. Employee antifragility is a psychological process that connects these two elements to innovation.

While numerous studies have investigated the determinants of innovative work behavior, significant research gaps persist. First, most previous research only looks at workplace enjoyment and organizational familiarity separately, without putting them together into a full model. Second, prior studies have predominantly focused on resilience or psychological capital, whereas the use of employee antifragility as a mediating variable remains comparatively underexplored, especially within the realm of higher education. Third, research on innovative work behavior is predominantly concentrated in the industrial or corporate sectors, leading to a scarcity of studies focusing on lecturers in higher education, especially in Indonesia. Fourth, methodologies connecting job stress to development and innovation from an antifragility standpoint remain underdeveloped empirically. This research is of significant urgency, both conceptually and practically, due to the identified deficiencies. This research theoretically enhances the organizational behavior literature by synthesizing the notions of workplace fun, organizational familiarity, and employee antifragility to elucidate innovative work behavior. This research offers a foundation for policymakers in higher education to create human resource management (HRM) methods that are more flexible, humane, and focused on enhancing lecturer creativity.

LITERATURE REVIEW

Innovative Work Behavior

Innovative work behavior is a type of conduct that people show at work that is focused on coming up with, developing, and putting into action innovative ideas that benefit the company. This principle stresses how important it is for each person to come up with new ideas and put them into practice in their work, when making new products, and when making the services of the company better. There are three basic steps in innovative work behavior: coming up with ideas, promoting them, and making them happen (Putra et al., 2023).

Innovative work behavior is a strategic characteristic that helps organizations do better and compete better. People who have innovative work behavior can come up with fresh ideas and also actively push for change and ongoing improvements in the organization's work systems and procedures. So, companies need to make the workplace a place where people can be creative, work together, and feel free to share their ideas and try new things.

Hypotheses Development

Employee Antifragility

Antifragility in the workplace means that a person can learn, adapt, and get better at their job when things change, they face obstacles, or they are under a lot of stress (Bartuseviciene et al., 2025). Resilience is about how well a person can get back to their previous state after going through something hard (Rahwana et al., 2025). Antifragility, on the other hand, is about how well a person can grow and get better after going through something hard (Bashir et al., 2025). People who are very antifragile see stress and uncertainty as chances to do better at what they do, learn new things, and develop their skills at work.

Antifragility in employees is a key factor in getting people to be more open to change and willing to explore new ways of doing things at work (Bajaba et al., 2024). Employees with antifragile traits are typically unafraid of confronting risks or the prospect of failure during

the innovation process. People see failure as a step in the learning process that can help them get better over time (Wanti, 2025). This situation can foster the development of diverse innovative work behaviors, including the capacity to produce new ideas, the audacity to advocate for these ideas to peers and superiors, and the proficiency to integrate these ideas into organizational procedures. In conclusion, the more antifragile a person is, the more likely they are to establish new ways of working that can help the firm do better and compete better.

H1: Employee antifragility has a direct and significant effect on innovative work behavior.

Workplace Fun

Workplace fun means having a nice, lively work environment with good social ties amongst employees (Chen et al., 2025). A nice place to work not only makes employees feel more comfortable doing their jobs, but it also helps them feel happy, involved, and brave enough to share new ideas. Fun things to do and experiences at work can make people feel good, which can lead to more motivation and engagement among employees (Wanti, 2025). In a dynamic business, these settings might enhance employee antifragility, which refers to individuals' capacity to learn, adapt, and grow in response to difficulties or changes in the workplace (Yang & Chen, 2023). Employees are more likely to be confident when they face uncertainty and see obstacles as chances to progress when they work in a workplace with pleasant interactions and social support (Tews et al., 2025).

Making employees more antifragile can help them come up with new ways to work (Zia-ur-rehman et al., 2023). Employees who are antifragile are more likely to be open to change, willing to try new things, and not afraid to take risks at work (Jyoti & Dimple, 2022). This condition enables individuals to produce new ideas (idea generation), advocate for ideas to peers or superiors (idea promotion), and execute these ideas in workplace practices (idea realization). So, having fun at work not only directly affects how creative employees are, but it also indirectly affects how creative they are by making them more antifragile. A nice work atmosphere can help employees become more adaptable, which means they are better able to handle problems and come up with new ideas that help the company (Fan et al., 2024).

H2: Workplace fun has a direct and significant effect on employee antifragility.

H3: Workplace fun has a direct and significant effect on innovative work behavior.

H4: Workplace fun has an indirect and significant effect on innovative work behavior through employee antifragility.

Organizational Familiarity

Organizational familiarity is how well someone knows and understands the organization's principles, culture, and systems (Petitta, 2026). Studies demonstrate that employees who are very familiar with their jobs are better able to handle change and stress at work (Abed, 2023). Understanding the structure and culture of a business makes it easier for employees to handle stress and problems at work.

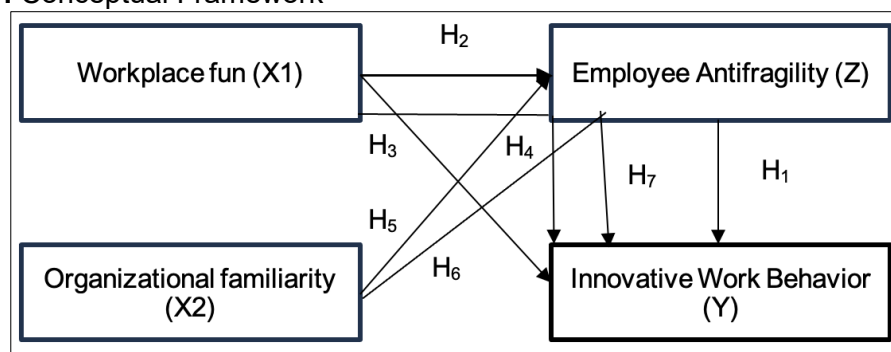
Also, being familiar with the structure is a crucial part of encouraging creative work behavior (Martinez-Cajas et al., 2025). Employees who know the organization's objectives and goals are better able to spot ways to improve and come up with new ideas (Magnier-Watanabe et al., 2025). When employees know the organizational environment well, they are more likely to share their creative ideas. A high level of familiarity makes it easier for people in an organization to work together, which leads to more creativity and new ideas. In the end, having a thorough understanding of the business might make

employees more antifragile and encourage them to be more inventive. So, being familiar with the organization not only makes employees more flexible, but it also stimulates the creativity needed for the company to come up with new ideas.

- H5: Organizational familiarity has a direct and significant effect on employee antifragility.
 H6: Organizational familiarity has a direct and significant effect on innovative work behavior.
 H7: Organizational familiarity has a significant indirect effect on innovative work behavior through employee antifragility.

Based on the theoretical background above, the framework formed is as shown in Figure 1.

Figure 1. Conceptual Framework



RESEARCH METHOD

Research Approach

This study adopts a quantitative approach to examine the relationships between workplace fun, organizational familiarity, innovative work behavior, and employee antifragility as a mediating variable. The quantitative approach is appropriate for testing hypotheses and estimating both direct and indirect effects among latent constructs within a structural model. Data were collected using a structured survey distributed through Google Forms, which was disseminated via WhatsApp and other social media platforms to enhance response rates and accessibility.

Research Design

This study applies a cross-sectional design in which data were collected at a single point in time. The research focuses on permanent lecturers at Prima Indonesia University, a higher education institution with diverse academic faculties. The cross-sectional design is suitable for capturing the relationships among variables under actual working conditions without manipulating the research environment.

Population and Sampling Method

The population of this study consists of 712 permanent lecturers at Prima Indonesia University. A proportional random sampling technique was employed to ensure that each faculty and study program was adequately represented. This method also ensures random selection while maintaining proportional representation across academic units. A total of 143 respondents were selected as the final sample. The inclusion criteria were: (1) permanent lecturers with a minimum of one year of service, (2) actively involved in the Three Pillars of Excellence (*Tridharma*) of Higher Education (teaching, research, and community service), and (3) willing to participate voluntarily in the study.

Research Instrument

The measurement items for Workplace Fun and Organizational Familiarity were adapted from previous studies in organizational behavior and workplace psychology, while Employee Antifragility and Innovative Work Behavior were measured using validated scales from prior research on resilience, adaptive behavior, and innovation in organizations. A total of 31 indicator items were adapted to fit the context of higher education and permanent lecturers.

Prior to the main data collection, the questionnaire was pre-tested (pilot tested) with a small group of lecturers outside the main sample to ensure the clarity, readability, and relevance of the items. Based on feedback from the pilot test, minor revisions were made to improve comprehensibility and content validity.

All measurement items, their dimensions, and sources are presented in Table 1. Each item was measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), which is suitable for capturing variability in responses while maintaining clarity for participants.

Table 1. Measurement Items

Variables	Code	Indicator Dimension	Source
Workplace Fun (WF)	WF1	Pleasant work environment	Hashemian et al. (2024), Tews et al. (2025)
	WF2	Social interaction	
	WF3	Work–play balance policy	
	WF4	Informal social bonding	
	WF5	Psychological freedom / autonomy	
	WF6	Creative climate	
	WF7	Motivational climate	
Organizational Familiarity (OF)	OF1	Goal clarity	Magnier-Watanabe et al. (2025), Ramzan (2021)
	OF2	Interpersonal closeness	
	OF3	Culture understanding	
	OF4	Procedural knowledge	
	OF5	Participation in decision-making	
	OF6	Organizational justice	
	OF7	Adaptability	
	OF8	Social network support	
	OF9	Perceived organizational support	
Employee Antifragility (EA)	EA1	Ability to learn and grow from challenges	Bartuseviciene et al. (2025), Munoz et al. (2021)
	EA2	Preparedness to face organizational changes	
	EA3	Learning from failures and setbacks	
	EA4	Strengthened by work-related stress	
	EA5	Turning problems into opportunities for growth	
	EA6	Maintaining performance under pressure	
	EA7	Self-confidence in facing new challenges	
	EA8	Quick adaptability to changing workplace situations	
Innovative Work Behavior (IWB)	IB1	Idea exploration	Izza (2024), Lu et al. (2022)
	IB2	Idea generation	
	IB3	Creativity	
	IB4	Idea promotion	
	IB5	Innovation implementation	

	IB6	Risk-taking behavior	
	IB7	Innovation contribution	

Data Collection Method

Primary data were collected through a structured questionnaire. All measurement items were adapted from established literature to ensure content validity. The questionnaire consisted of four main constructs: workplace fun, organizational familiarity, employee antifragility, and innovative work behavior.

All constructs were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Data collection was conducted online, and only fully completed responses were included in the analysis.

Data Analysis Method

This study employs Structural Equation Modeling using the Partial Least Squares (PLS-SEM) approach, conducted with SmartPLS software version 3. PLS-SEM was selected due to its suitability for predictive analysis, its ability to handle complex structural relationships, and its minimal requirements regarding data normality assumptions (Hair et al., 2019; Fornell & Bookstein, 1982).

The analysis was conducted in two stages. First, the measurement model was evaluated by assessing convergent validity and construct reliability. Second, the structural model was tested by examining path coefficients, t-statistics, p-values, and mediation effects using a bootstrapping procedure with 5,000 resamples. This approach allows for a comprehensive assessment of both direct and indirect relationships among the variables.

RESULTS

Demographic Profiles of the Respondents

Table 2. Respondents' Profile (N=143)

Category	Frequency (n)	Percentage (%)
Gender		
Male	60	42
Female	83	58
Age		
< 30 years	25	17.5
30–39 years	55	38.5
40–49 years	40	28
≥ 50 years	23	16
Educational Background		
Master (S2)	95	66.4
Doctoral (S3)	48	33.6
Academic Rank		
Assistant Lecturer	40	28
Lecturer	70	49
Associate Professor	33	23
Years of Service		
< 5 years	30	21
5–10 years	52	36.4
11–15 years	38	26.6
> 15 years	23	16

The demographic profile of the 143 respondents in Table 2 indicates a fairly equal representation of lecturers across gender, with a slightly higher percentage of female respondents. Most of the respondents belong to the productive middle age group (30-49 years), which implies a relatively experienced workforce actively involved in academic activities. In terms of education, most of the respondents have a Master's degree (S2), and a considerable number have already earned a doctorate (S3), indicating that the academic qualification level of the respondents is moderately high.

The majority of lecturers in the sample are at the Lecturer level, followed by Assistant Lecturer and Associate Professor, indicating a wide range of stages in academic careers. Furthermore, the tenure distribution shows that the respondents are mainly lecturers with 5-10 years of service, which means that they have considerable professional experience and at the same time active involvement in teaching and research activities. In general, the demographic composition of the sample confirms that the sample is adequate and representative for the analysis of workplace fun, organizational familiarity, employee antifragility, and innovative work behavior in higher education settings.

Furthermore, measurement model analysis (outer model) consists of two basic tests for measurement model analysis (outer model): (1) the reliability and construct validity test and (2) the discriminant validity test. The following shows the results of these two tests, which are the basis for determining whether the research tool is useful.

Table 3. Outer Model Results

Variables	Code	Statement	Outer Loading Value	Information
Workplace Fun (WF)	WF1	I feel that my workplace has a pleasant atmosphere.	0.945	Valid
	WF2	My coworkers often invite me to participate in social activities outside of work.	0.932	
	WF3	At work, we have policies that support a balance between work and play.	0.918	
	WF4	Sometimes, we do casual activities like eating together or playing at work to strengthen our relationship.	0.937	
	WF5	I feel like I have the space to express myself freely at work.	0.922	
	WF6	My work environment supports creativity and exciting new ideas.	0.934	
	WF7	The working atmosphere at my place makes me feel more motivated to contribute.	0.918	
Organizational Familiarity (OF)	OF1	I clearly understand the goals and mission of the organization where I work.	0.926	Valid
	OF2	I feel close to my coworkers and leaders in the organization.	0.934	
	OF3	I understand the culture and values held by the organization.	0.922	

	OF4	I know how the organization works and the procedures implemented where I work.	0.911	
	OF5	I feel involved in important decisions made in the organization.	0.921	
	OF6	I believe that my organization has fair policies for all employees.	0.927	
	OF7	I find it easy to adapt to changes that occur in the organization.	0.925	
	OF8	I know who to contact when I need support at work.	0.921	
	OF9	I feel appreciated by the organization for my contributions to my work.	0.933	
Employee Antifragility (EA)	EA1	I feel I am able to develop better after facing challenges at work.	0.964	Valid
	EA2	When there are changes in the organization, I feel more prepared to face them.	0.961	
	EA3	I can learn a lot from the failures I experienced at work.	0.953	
	EA4	I feel the pressure at work makes me stronger and more capable.	0.952	
	EA5	When I face problems at work, I look for ways to turn them into opportunities for growth.	0.946	
	EA6	I feel unaffected by the stress or difficulties that exist, instead I am able to improve my performance.	0.951	
	EA7	I am more confident in facing new challenges at work.	0.948	
	EA8	I feel I have the ability to adapt quickly to changing situations in the workplace.	0.950	
Innovative Work Behavior (IWB)	IB1	I actively seek ways to improve the existing working methods where I work.	0.939	Valid
	IB2	I feel involved in generating new ideas that are beneficial to my team.	0.946	
	IB3	I always try to provide creative solutions to problems that exist in the workplace.	0.931	
	IB4	I often propose changes that I feel will improve the organization's performance.	0.944	
	IB5	I always try to create new ideas that can improve the work processes in the organization.	0.927	
	IB6	I feel encouraged to take risks and try new things in my work.	0.936	
	IB7	I actively contribute in developing innovative ideas for the	0.932	

		advancement of the team or organization.		
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Table 3 demonstrates that all 31 indicators used in this study have outer loading values exceeding the recommended threshold of 0.50. These results indicate that all indicators satisfy the criterion for convergent validity, confirming that each indicator adequately represents its corresponding latent construct. Therefore, the measurement model demonstrates satisfactory convergent validity and is appropriate for subsequent structural model analysis.

Table 4. Composite Reliability (CR)

	Variables	Cronbach's Alpha	rho_A	CR	AVE
1	Employee Antifragility	0.981	0.982	0.985	0.915
2	Organizational Familiarity	0.979	0.981	0.984	0.923
3	Workplace Fun	0.979	0.981	0.983	0.922
4	Innovative Work Behavior	0.963	0.973	0.969	0.758

The construct reliability and convergent validity results presented in Table 4 indicate that all constructs (workplace fun, organizational familiarity, employee antifragility, and innovative work behavior) demonstrate excellent measurement properties. Specifically, Cronbach's alpha, rho_A, and composite reliability (CR) values for all constructs exceed the recommended threshold of 0.70, indicating strong internal consistency reliability. In addition, all constructs have average variance extracted (AVE) values above the recommended threshold of 0.50, ranging from 0.758 to 0.923, confirming adequate convergent validity. These findings indicate that the measurement instrument is both reliable and valid, supporting its suitability for subsequent structural model analysis.

Table 5. Assessment of Discriminant Validity (Fornell-Larcker Criterion)

	Construct	1	2	3	4
1	Workplace Fun	0.960	0.842	0.801	0.825
2	Organizational Familiarity	0.842	0.961	0.853	0.836
3	Employee Antifragility	0.801	0.853	0.957	0.871
4	Innovative Work Behavior	0.825	0.836	0.871	0.871

As presented in Table 5, the square root of the AVE for each construct exceeds its corresponding inter-construct correlations, thereby satisfying the Fornell-Larcker criterion. Specifically, the square root of the AVE is 0.961 for organizational familiarity, 0.960 for workplace fun, 0.957 for employee antifragility, and 0.871 for innovative work behavior. Since all diagonal values are greater than the corresponding off-diagonal correlation coefficients, each construct shares more variance with its own indicators than with other constructs in the model. These findings confirm adequate discriminant validity, indicating that workplace fun, organizational familiarity, employee antifragility, and innovative work behavior are empirically distinct constructs and appropriate for structural model analysis.

Structural Model Analysis (Inner Model)

R-Square

Table 6. Determination Coefficient (R-Square)

	Variable Endogen	R-Square	R-Square Adjusted
1	Employee Antifragility	0.680	0.674
2	Innovative Work Behavior	0.720	0.715

The R-Square values for the endogenous variables are presented in Table 6. Employee Antifragility has an R-Square value of 0.680, indicating that 68.0% of its variance is explained by workplace fun and organizational familiarity, while the remaining 32.0% is attributable to factors outside the research model. Meanwhile, innovative work behavior has an R-Square value of 0.720, indicating that 72.0% of its variance is explained by workplace fun, organizational familiarity, and employee antifragility as the mediating variable. These findings suggest that the proposed model has strong explanatory power, particularly in explaining variations in innovative work behavior.

Hypothesis Testing

Table 7. Path Coefficient

	Hypotheses	Path Coefficient (β)	t-value	p-value	Decision
H1	Employee Antifragility → Innovative work behavior	0.521	8.763	0.000	Accepted
H2	Workplace Fun → Employee Antifragility	0.412	6.235	0.000	Accepted
H3	Workplace Fun → Innovative work behavior	0.285	4.112	0.001	Accepted
H4	Workplace Fun → Employee Antifragility → Innovative work behavior	0.215	4.876	0.000	Accepted
H5	Organizational Familiarity → Employee Antifragility	0.398	5.987	0.000	Accepted
H6	Organizational Familiarity → Innovative work behavior	0.276	3.954	0.001	Accepted
H7	Organizational Familiarity → Employee Antifragility → Innovative work behavior	0.207	4.562	0.000	Accepted

The hypothesis testing results presented in Table 7 support all seven proposed hypotheses. Employee antifragility has a positive and significant effect on innovative work behavior (H1: $\beta = 0.521$, $t = 8.763$, $p < 0.001$), indicating that employees with higher levels of employee antifragility are more likely to demonstrate innovative work behavior.

Workplace fun significantly enhances employee antifragility (H2: $\beta = 0.412$, $t = 6.235$, $p < 0.001$), suggesting that a positive and engaging work environment strengthens employees' ability to adapt and grow from challenges. Workplace fun also has a direct positive effect on innovative work behavior (H3: $\beta = 0.285$, $t = 4.112$, $p = 0.001$), indicating that an enjoyable workplace encourages employees to generate and implement innovative ideas. In addition, employee antifragility significantly mediates the relationship between workplace fun and innovative work behavior (H4: $\beta = 0.215$, $t = 4.876$, $p < 0.001$), demonstrating that workplace fun promotes innovative work behavior both directly and indirectly by enhancing employee antifragility.

Similarly, organizational familiarity has a significant positive effect on employee antifragility (H5: $\beta = 0.398$, $t = 5.987$, $p < 0.001$), implying that employees who better understand the organization's culture, systems, and processes are more likely to develop employee antifragility. Organizational familiarity also directly influences innovative work behavior (H6: $\beta = 0.276$, $t = 3.954$, $p = 0.001$), suggesting that greater familiarity with the organization fosters innovative work behavior. Furthermore, employee antifragility significantly mediates the relationship between organizational familiarity and innovative

work behavior (H7: $\beta = 0.207$, $t = 4.562$, $p < 0.001$), indicating that organizational familiarity enhances innovative work behavior both directly and indirectly through the development of employee antifragility.

DISCUSSION

Key Findings Analysis

The Effect of Workplace Fun on Employee Antifragility

The study's results show that having fun at work has a big and favorable effect on the antifragility of permanent lecturers at Prima Indonesia University. This finding is empirically supported by research by [Suneera et al. \(2025\)](#) indicating that a positive work environment can enhance psychological well-being and bolster individual resilience to work-related stress. Additionally, [Tews et al. \(2025\)](#) affirm that a happy work environment enhances cognitive flexibility and creativity, which are essential components in fostering antifragility. Moreover, [Chen et al. \(2025\)](#) assert that individuals employed in a good workplace generally exhibit greater emotional stability and an enhanced capacity for adaptation to change. This is supported by [Ahmed \(2025\)](#), who indicated that positive work experiences can help people avoid burnout and be more ready to deal with uncertainty. So, having fun at work not only helps people feel satisfied with their jobs, but it also helps lecturers become more antifragile in a time when education is changing in ways that are getting more complicated.

The managerial implications of these findings indicate that Prima Indonesia University must strategically incorporate workplace enjoyment into its lecturer HRM through structured and quantifiable policies. This includes the establishment of a fun-oriented academic environment program comprising faculty gatherings, peer sharing sessions, and learning innovation forums to enhance positive interactions and foster lecturer creativity; the provision of collaborative workspaces and flexible schedules to alleviate administrative burdens; and the reinforcement of servant leadership principles among leaders through transparent communication and emotional support. Also, the school needs to connect workplace fun to a performance appraisal system based on antifragility by rewarding teachers who stay creative under pressure, adding workplace fun indicators to work climate surveys, and making sure that workloads are balanced so that workplace fun can be an effective job resource for improving teachers' adaptability, resilience, and performance over time.

The Influence of Organizational Familiarity on Employee Antifragility

The study's findings demonstrate that organizational familiarity exerts a favorable and significant influence on employee antifragility among permanent lecturers at Prima Indonesia University. The study's findings corroborate the results ([Satrianny et al., 2025](#)), indicating that organizational familiarity enhances the perception of control and mitigates work uncertainty. Knowing how organizations are set up and how they work makes people more flexible ([Petitta, 2026](#)). People who are well familiar with something usually have superior ways of dealing with it. Experience and comprehension of the organization enhance psychological resilience in the face of change ([Kaur & Verma, 2025](#)). Additionally, [Ching et al. \(2024\)](#) discovered that persons possessing a profound knowledge of the company are inclined to exhibit more efficient coping techniques, particularly when confronted with policy alterations and fluctuating work demands. Repeated experiences and interactions within the organization enhance learning orientation, hence reinforcing antifragility capacity ([Abed, 2023](#)). Comprehending organizational ideals and norms might enhance emotional connection (affective commitment), thus influencing an individual's capacity to convert stress into chances for self-development.

The managerial implications of these findings suggest that Prima Indonesia University needs to specifically strengthen organizational familiarity through structured and sustainable policies, such as implementing mandatory onboarding and re-orientation programs for both new and existing lecturers at the beginning of each semester to deepen their understanding of the academic system, organizational culture, and workflow; establishing a formal faculty-based mentoring program that pairs senior and junior lecturers to accelerate the transfer of tacit knowledge; developing an integrated digital platform (e.g., a lecturer portal) that contains transparent and easily accessible SOPs, policies, and Tridharma guidelines; implementing regular cross-unit coordination forums (study program–faculty–university) to improve communication and understanding of organizational dynamics; and actively involving lecturers in academic decision-making processes through senate meetings, curriculum workshops, and institutional development teams. In addition, the university should include organizational familiarity indicators in performance evaluations and work climate surveys. It should also give lecturers non-financial rewards for participating in internal organizational activities. This way, familiarity will not just be an administrative issue; it will become a strategic resource that can help lecturers become more confident, adaptable, and antifragile in the long term.

The Influence of Workplace Fun and Organizational Familiarity on Innovative Work Behavior

The study's findings demonstrate that workplace enjoyment and organizational familiarity exert a favorable and significant impact on innovative work behavior among permanent lecturers at Prima Indonesia University. These findings align with research by [Hashemian et al. \(2024\)](#) indicating that workplace enjoyment enhances creativity by fostering good emotions and work engagement. Also, [Yang and Chen \(2023\)](#) show that a good work atmosphere can boost intrinsic motivation, which is what drives people to be creative. Knowing the organization better helps a person find innovation opportunities that are useful. People can use resources more efficiently to help put creative ideas into action if they understand how organizations work ([Wu & Zhang, 2024](#)). Being close to the organization makes people more emotionally committed, which makes them more likely to want to offer more through innovation. A nice work environment and a good grasp of the organization can help teams work together in new ways. People who feel at ease and attached to their company are more likely to take intellectual risks, which is a critical trait of innovative work behavior ([Zia-ur-rehman et al., 2023](#)).

The consequences for managers of these findings stress that the leaders of Prima Indonesia University need to strategically manage two important areas: making work interesting and getting to know the organization, as ways to encourage permanent lecturers to be more innovative in their work. Institutions can create structured fun-at-work programs that are both fun and focused on coming up with new ideas. These programs could include creative sharing sessions, innovation days, and collaborative activities across different study programs. Management could also help employees get to know each other better by offering ongoing onboarding programs, internal communication forums, academic mentoring, and clear information about campus policies and strategic direction. Faculty and study program administrators must cultivate an atmosphere of psychological safety by affording lecturers the opportunity to experiment, articulate ideas, and embrace the possibility of failure. The addition of innovation-based reward schemes, such as research incentives, internal grants, and recognition of inventive achievement, will also boost lecturers' intrinsic motivation. So, a management style that combines a nice place to work with a plan to get lecturers closer

to the school will be able to promote a culture of long-lasting innovation in higher education.

The Influence of Organizational Familiarity on Innovative Work Behavior

The findings indicate that organizational familiarity significantly influences innovative work behavior at Prima Indonesia University. These findings align with research (Utomo et al., 2023) indicating that organizational familiarity enhances role clarity, hence enabling individuals to more effectively generate innovative ideas in a focused manner. Comprehending organizational structure and processes enhances individuals' cognitive mapping in recognizing innovation potential (Muskat et al., 2022). Being familiar with an organization boosts self-confidence (self-efficacy), which is vital for giving people the courage to try new things. People who know a lot about the organization are more likely to have better access to its internal network (internal networking), which makes it easier for them to work together in new ways. Being close to the organization makes people more emotionally committed, which leads to increased contributions through creative behavior. Knowing the organization's values and culture helps people make sure that new ideas fit with the organization's overall plan (Ramzan, 2021).

The findings indicate that Prima Indonesia University must methodically enhance lecturers' comprehension of the organization as a technique to foster creativity. Management can create an ongoing program for socializing within the organization by holding academic policy workshops, strategic discussion forums, and events that combine the vision and mission statements of the Tridharma. Also, it is very important to set up a mechanism for mentoring and sharing expertise between senior and junior professors so that organizational knowledge may be passed on effectively. To help teachers find more accurate chances for innovation, they also need to have better access to institutional resources, clearer workflows, and more open information. Study program leaders should encourage two-way communication and include lecturers in decision-making processes. This will create a sense of belonging that fosters new ideas.

The Influence of Employee Antifragility on Innovative Work Behavior

The study's findings demonstrate that employee antifragility exerts a favorable and significant influence on innovative work behavior among permanent lecturers at Prima Indonesia University. These findings align with research (Bashir et al., 2025) indicating that persons possessing elevated resilience and adaptability are more likely to demonstrate enhanced innovative behavior. The capacity to effectively manage work-related stress fosters the development of creative problem-solving within companies (Adobor & Kudonoo, 2025). People who can turn worry into chances (stress-as-challenge mindset) are more likely to come up with new ideas. Employee antifragility is directly linked to learning agility, which is the ability to keep learning from experiences and coming up with new ideas. Very antifragile people are very proactive about making the workplace better (Bartuseviciene et al., 2025). Being able to deal with uncertainty makes your brain more flexible, which is what makes you creative.

The managerial implications of these findings underscore the necessity for the leadership of Prima Indonesia University to formulate policies aimed at enhancing lecturers' antifragility through resilience training, stress management, and fostering an adaptive attitude. The school must also foster a demanding yet nurturing work environment, which includes facilitating academic experimentation, cultivating a culture that accepts failure, and promoting research and innovation. Mentoring, coaching, and ongoing professional development programs are also very important for helping teachers deal with change. So, making employees more antifragile not only makes them more resilient, but it is also important for encouraging long-term innovative work behavior in the university setting.

The Influence of Workplace Fun on Innovative Work Behavior Through Employee Antifragility

The study's results show that having fun at work has a big and favorable effect on innovative work behavior through employee antifragility among permanent lecturers at Prima Indonesia University. Research by [Fan et al. \(2024\)](#) supports this finding, indicating that workplace fun enhances psychological well-being, hence fostering individual resilience in managing work-related stress. Positive emotions stemming from a conducive work environment enhance individual resilience and adaptability ([Saxena & Prasad, 2023](#)). An emotionally supportive workplace fosters a learning orientation, which is the foundation of antifragility. People who work in a nice place are better able to deal with stress. Antifragility serves as a significant intermediary linking work environment to innovative behavior ([Mollet & Mollet, 2024](#)). A favorable work environment and an individual's ability to adapt both help them be more creative ([Jyoti & Dimple, 2022](#)).

The managerial implications of these findings indicate that the leadership of Prima Indonesia University must incorporate workplace fun management tactics into its policy to enhance lecturers' inventive performance. To make the workplace more enjoyable, the organization can offer programs like creative collaboration areas, informal academic activities, and a work culture that is more flexible and helpful. Also, it is vital to make antifragility stronger by teaching people how to be resilient, how to handle stress, and how to be flexible. Leaders also need to make sure that the setting is secure for teachers to try new things and not be frightened of failing. So, the combination of fun at work and employees who are antifragile will be a smart way to encourage long-lasting innovative work behavior in higher education.

The Influence of Organizational Familiarity on Innovative Work Behavior Through Employee Antifragility

The study's findings demonstrate that organizational familiarity exerts a favorable and significant influence on innovative work behavior via employee antifragility among permanent lecturers at Prima Indonesia University. Research by [Widnyana et al. \(2025\)](#) corroborates this conclusion, indicating that organizational familiarity enhances an individual's capacity for sense-making in the face of change, hence fortifying adaptive resilience. Comprehending the organizational system fosters psychological resilience, which underpins antifragility. Knowing the organization well makes it easier to learn new things, which helps people do well under pressure. People who know a lot about the organization have better ways to deal with complicated work demands ([Satrianny et al., 2025](#)). Antifragility serves as a crucial intermediary linking organizational resources to innovative behavior. People who are able to adapt to change have more cognitive flexibility, which is what makes creativity and invention possible.

The managerial implications of these findings underscore the necessity for the leadership of Prima Indonesia University to formulate a strategy that concurrently enhances organizational familiarity and fortifies personnel antifragility. To help lecturers better grasp the organization, the institution can set up ongoing socialization activities, academic mentoring, and strategic communication forums. In addition, training to increase resilience, managing change, and developing an adaptive mentality can all help make antifragility stronger. Leaders also need to make the workplace safe for people's mental health and encourage them to share their ideas without worrying about failing. So, the combination of organizational familiarity and staff antifragility will be a strategic way to promote long-term innovative work behavior in higher education.

Theoretical Contribution

This work theoretically adds in three primary dimensions by addressing significant deficiencies in the organizational behavior and higher education literature. First, it enhances the positive organizational behavior paradigm by incorporating workplace fun and organizational familiarity as underexamined contextual resources that influence both adaptive capacity and innovative outcomes. Previous research has predominantly concentrated on notions like engagement, satisfaction, and well-being. This study redirects the discourse towards the interplay of affective (workplace fun) and cognitive (organizational familiarity) resources in shaping more profound adaptive mechanisms. This offers a more comprehensive insight into how work environments foster both good emotions and strategic flexibility in intricate academic contexts.

Second, this study significantly enhances the burgeoning antifragility literature by framing employee antifragility as a dynamic and growth-oriented psychological mechanism, rather than a construct only based on resilience. This study empirically illustrates that antifragility serves as a transformative mediator, converting working conditions into inventive capacities, in contrast to standard resilience models that prioritize recovery and stability. This discovery fills a significant theoretical void by establishing antifragility as a fundamental explanatory framework that connects environmental stimuli to behavioral outcomes, thereby enhancing current theories of adaptive performance and resilience.

Third, this research enhances the theoretical framework of innovative work behavior by suggesting and validating a multilevel mediation pathway that incorporates both environmental and psychological characteristics. The findings indicate that innovative work behavior is not solely the product of direct linear linkages, but rather emerges through a complex, layered process of internal adaptive change. This contradicts prevailing models that consider creativity as a direct reaction to organizational support; it advocates for a process-oriented viewpoint where innovation arises from the interplay between external resources and internal capabilities. Additionally, the substantial indirect effects via staff antifragility underscore the necessity of integrating sophisticated mediation mechanisms to elucidate innovation, especially within the distinctive framework of higher education institutions.

Managerial Implications

The managerial implications of this study emphasize that universities must intentionally include workplace enjoyment, organizational familiarity, and staff antifragility into their HRM strategies to cultivate innovative work behavior. A favorable and engaging work environment should be made a permanent part of the institution's fundamental plan to boost lecturers' motivation and flexibility. At the same time, planned onboarding, mentoring, and open communication mechanisms are important for helping lecturers learn more about how the institution works and where there is potential for new ideas. Moreover, the substantial mediating function of staff antifragility indicates that universities must allocate resources towards cultivating adaptive competencies via resilience training, psychological safety, and ongoing professional growth. Higher education institutions may create a long-lasting innovation ecosystem and become more competitive in a fast-changing academic world by making sure that these three things work together.

CONCLUSION

To deal with the growing competition and knowledge-based nature of higher education, it is important to comprehend what makes lecturers in higher education do innovative

work. This research offers empirical evidence that workplace enjoyment and organizational familiarity substantially impact innovative work behavior, with employee antifragility serving as a critical mediating variable among permanent lecturers at Prima Indonesia University. These findings enhance the study of organizational behavior by highlighting that a positive work environment and an individual's proximity to the company not only enhance workplace comfort but also fortify an individual's resilience in managing stress. This study makes a theoretical contribution to the advancement of the idea of antifragility within an academic framework as a significant mechanism connecting working conditions to innovation.

University administrators and legislators need to focus on making the workplace a positive, collaborative, and supportive place to work so that lecturers can keep coming up with new ideas. To make work more fun, you can create a more flexible, dynamic, and creative work culture. To make the organization more familiar, you can use clear policies, mentoring programs, and good communication. Also, part of the HRM approach should be to help employees become antifragile by giving them training in resilience, stress management, and how to think in a flexible way. This method will help teachers deal with stress at work and also motivate them to turn problems into chances to come up with new ideas.

Additional study is advised to evaluate this model in various higher education settings and distinct organizational sectors to determine the reliability and applicability of the results. Additionally, employing a mixed methods or qualitative approach is strongly advised to explore lecturers' subjective experiences regarding work-related stress and the cultivation of innovative behavior. Additional study may examine other variables, including transformational leadership, organizational support, or an innovation-oriented culture, as elements that could enhance the research model.

In conclusion, this study makes an important contribution to HRM in the higher education sector by uncovering the strategic role of workplace fun, organizational familiarity, and employee antifragility in encouraging lecturers' innovative work behavior. These findings confirm that innovation is influenced not only by structural factors but also by the psychological and social conditions of individuals in the workplace. Therefore, more adaptive policies oriented toward well-being and individual capacity development are needed to create an innovative, productive, and sustainable academic ecosystem.

LIMITATION

While the results of this study are strong, there are several limitations that need to be recognized in order to properly understand the results and point future research in the right direction.

This research model elucidates a significant part of the variation ($R^2 = 0.680$ for employee antifragility and $R^2 = 0.720$ for innovative work behavior); nonetheless, it exclusively includes workplace enjoyment and organizational familiarity as exogenous factors. In actuality, innovative work behavior is shaped by a wider range of elements, such as leadership style, psychological safety, organizational support, and the digital work environment. Consequently, subsequent research should incorporate supplementary constructs to develop a more comprehensive and holistic framework of innovation within higher education settings.

Second, this work used a quantitative cross-sectional approach employing PLS-SEM, which constrains the capacity to capture dynamic interactions over time. The results validate substantial correlations across variables; however, the model inadequately

elucidates the longitudinal development of antifragility and innovative behavior. Future study may utilize longitudinal or mixed-method approaches to enhance the comprehension of behavioral modifications and adaptation processes in response to the developing issues within organizations.

Third, the sample in this study is limited to lecturers from Prima Indonesia University, which may restrict the generalizability of the findings across different institutional or cultural contexts. The culture, governing structures, and academic settings of universities or areas might differ markedly. Consequently, subsequent study ought to explore multi-institutional or cross-cultural comparative studies to investigate the boundary conditions of the suggested model.

Fourth, while the mediation results indicate that employee antifragility significantly connects workplace enjoyment and organizational familiarity to innovative work behavior, this study does not investigate potential moderating variables that could enhance or diminish these associations. Generational disparities, professional experience, and technology preparedness may impact the efficacy of these connections. It is suggested that future studies utilize moderated mediation models to elucidate more intricate interaction effects.

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DECLARATION OF CONFLICTING INTERESTS

The authors declare that there is no conflict of interest.

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