



Innovative Behavior in Elementary School Teachers

*U A Izzati¹, W Handayani², O P Mulyana¹

¹Department of Psychology, Faculty of Education, Universitas Negeri Surabaya, Indonesia

²Department Dance and Music Drama Arts Education, Faculty of Language and Art, Universitas Negeri Surabaya, Indonesia

Article Info

Article history:

Received June 15, 2023

Revised July 11, 2023

Accepted December 10, 2023

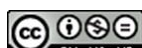
Available Online December 31, 2023

Keywords:

Innovative behavior;
Teachers;
Elementary school;
Education institution;

ABSTRACT

Elementary school teachers have an important role in educational institutions. One of these roles is that the teacher can display innovative behavior in order to support the achievement of school goals. This study aims to analyze the description of innovative behavior in elementary school teachers. This study used a descriptive qualitative method with 12 teachers who worked in an elementary school as respondents. Data collection used unstructured interviews, and the research instrument was an interview guide. The research instrument was developed by the research team using innovative behavior theory from Jong and Hartog (2010). Data were analyzed using three processes, namely data reduction, data display and drawing conclusions. The results of this study indicate that overall, the innovative behavior of elementary school teachers is in the good category. This research is different from research that has been done by other researchers before. During this time other studies have addressed innovative behavior in employees in various corporate settings. However, to the knowledge of researchers, no one has highlighted innovative behavior in teachers at the earliest education level, namely elementary school.



<https://doi.org/10.46627/silet>

INTRODUCTION

Education is a long process that aims to provide learning information, knowledge to students. In addition, education is also seen as an effort to help individuals to explore cultural values towards a better civilization. Education is a complex effort to adjust culture to the needs of its members and the way members perceive cultural needs (Wahyulestari, 2018). Education is an important construct in the development of human life.

In Indonesia, education has several levels, each of which accommodates physical, cognitive, and social development, namely elementary school, junior high school and senior or vocational school. At each level, they have different goals in achieving their educational outcomes, but in general they have the same goal, namely, to educate the life of the nation. Implementation of education aims to produce quality human resources, teachers have an important role in encouraging the achievement of this goal (Indri, 2017). On the other hand, the education and learning process shows that the teacher's position is not 'teaching' but 'learning' effectively where students can be effectively involved in understanding concepts and knowledge (Mustadi, 2020).

Therefore, teachers have quite a big role and their own challenges, elementary school teachers for example, they must be able to accommodate the physical, cognitive, and social development of children with an age range of 6-12 years which are still in school. Law Number 14 of 2005 Article 10 Paragraph 1 regarding teachers and lecturers that teachers must have pedagogical, personality, social and professional skills that can be obtained by taking professional education (Ningrum & Abdullah, 2021). In the practice of teaching and learning activities the most important thing is personality and creativity, the teacher's personality must be able to be a

role model for his students, besides that the teacher must also be creative in using or collaborating various methods and learning media, and coordinating classes to be fun but still meaningful so that learning objectives can be achieved (Mustadi, 2020). In general, teachers must have the ability to innovate to be able to create an effective environment.

Innovation includes all results and processes that are new and have the potential to be used as a solution to problems and challenges from a particular work context and help maintain or improve the current situation (West & Farr, 1989; Messmann & Mulder, 2014). Employee involvement in tasks related to exploration of innovation opportunities and realization of ideas is referred to as innovative behavior. Innovative behavior will encourage teachers to think creatively about ideas and realize ideas to help solve problems or to improve the quality of their work. Teachers with innovative behavior will always be motivated and full of new ideas in creating effective learning.

Innovative behavior will emerge when people are faced with an urgent or challenging condition while completing work, besides that the leader gives freedom and opportunity to workers to realize their ideas to solve problems that occur, this will certainly encourage increased organizational performance (Hadi et al., 2020). Innovative behavior plays a role in accelerating individual mindsets which will ultimately improve organizational performance (Leong & Rasli, 2014). In addition, workers who engage with the development of innovative products and processes at work can also enhance their professional knowledge and skills and increase job satisfaction and well-being (Anderson et al., 2004; Janssen, 2000; Messmann & Mulder, 2015).

According to Jong and Hartog (2010) Innovative behavior is a form of action with the aim of achieving the initiation and introduction of new ideas, processes and procedures or products that are beneficial to the company. A new idea that can be realized by teachers is the renewal of learning methods that are in accordance with the current curriculum. Innovative behavior is an individual's ability to generate a new idea and point of view which will then be transformed into an innovation (Escribá-Carda et al., 2017). Innovative behavior can also be defined as individual behavior that deliberately introduces ideas, work processes, products and work procedures that are new and useful in the workplace and in modern work contexts. New ideas are needed to increase significant changes within the organization, for example creating new routines, simplifying work processes, using new work equipment, increasing cooperation both internally and externally (Siregar et al., 2019). Innovative behavior is an attitude related to new changes or production process improvements, both in manufacturing and service companies, in order to make profits in the internal structure of the organization (Pedraza et al., 2012). Innovative behavior is defined as the behavior of employees who identify problems, generate ideas, mobilize support and bring problem-related ideas into reality (Janssen, 2000; Izzatuddin & Kusumastuti, 2021). Based on the definitions of the figures above, it can be concluded that innovative behavior is behavior shown by individuals that leads to exploring problems, formulating ideas, seeking support, and implementing a new idea, product, or procedure that is more effective and beneficial to an organization or company.

Innovative behavior has four behavior dimensions, according to Jong and Hartog (2010), namely: (1) Idea Exploration, this dimension is defined as an individual's ability to find ways to improvise existing products, services, and processes. Idea exploration is also associated with the ability of individuals to find an alternative in improving products, services, (2) Idea Generation, Idea generation is the ability of individuals to combine information to solve problems and improve performance, (3) Idea Championing, Idea championing in the dimensions of innovative behavior is the individual's ability shown by seeking support to realize the idea and (4) Idea Implementation, Idea implementation is the individual's ability to practice the new ideas that have been made. Idea implementation is also defined as an individual's ability to modify an idea that is being practiced in order to produce an effective and efficient product or service.

According to Ningrum and Abdullah (2021) Innovative behavior in teachers is influenced by several factors namely Self-Efficacy, work involvement, creativity, emotional intelligence, collaborative supervisors, leadership, learning, motivation, personality, organizational climate,



commitment, organizational culture, quality of education, and leader-member exchange. In addition, innovative behavior is influenced by individual factors consisting of competence, self-efficacy, motivation and organizational commitment (Siregar et al., 2019).

The results of the preliminary study were conducted through interview sessions with school principals and representatives of several elementary school teachers in Surabaya mentioned the following: related to the learning process, students who are less able to understand the material, the teachers provide several alternative ideas related to learning so that the material can be conveyed properly, during the learning process the teacher modifies the learning method and curriculum so that the class becomes more interestingly, teachers at this school can update their knowledge via the internet in order to support the realization of ideas and innovations produced.

Some previous research regarding innovative behavior in teachers was conducted by Wirjadi (2014) which showed that teacher work involvement proved to have a positive influence on teacher innovative behavior. The conclusion was that work involvement in the teaching and learning environment was able to encourage teachers to innovate in their teaching techniques. Subsequent research conducted by Runhaar et al (2016) demonstrated that in goal-directed learning, there is an interdependence in enhancing teachers' assignments which increases their involvement in innovative actions over time. There is also task interdependence which increases job self-efficacy, which increases their involvement in innovative behavior. For teachers who exceed certain levels of job success, other variables, such as learning goal orientation, play a more important role in sustaining innovative behavior.

Other research by Pradana and Izzati (2019) states that there is a positive relationship between organizational climate and innovative behavior. This indicates that the higher the organizational climate, the higher the innovative behavior. In addition, other research conducted by Yumhi (2021) shows that transformational leadership and innovative behavior together affect employee performance by 54%, related to this, innovative behavior and leadership can be predictor variables for employee task performance.

Given that the duties and roles of elementary school teachers are very important as previously described, teachers need to have innovative behavior to support their duties and obligations to achieve the educational goals that have been set. Based on previous research, many studies have focused on factors that influence innovative behavior in teachers, but to the knowledge of the researchers, there has been no research that has highlighted the description of innovative behavior in teachers at the earliest educational level, namely elementary school, even though elementary school teachers play a major role in helping students achieve his earliest developmental tasks are socially and morally. This is what ultimately prompted researchers to analyze innovative behavior in elementary school teachers. The difference between this research and the research that will be conducted lies in the research subjects used. Currently, the majority of research related to innovative behavior is carried out on the subject of vocational high school teachers, high schools and company employees. To the researcher's knowledge there has been no research that focuses on research subjects of elementary school teachers in Surabaya. In addition, there are not many studies that provide a descriptive qualitative description of innovative behavior because most of the research uses quantitative methods. Therefore, the purpose of this study was to find out the description of innovative behavior in elementary school teachers.

RESEARCH METHOD

The method in this study uses a descriptive qualitative research design. The values underlying qualitative research include the individual's subjective experiences and processes of making meaning and obtaining depth of understanding (i.e., detailed information from a small sample. Qualitative research is generally used when the main purpose of the research is to explore, describe or explain (Leavy, 2017). Methods Descriptive qualitative is defined as a method that boils down to a simple qualitative approach with an inductive flow, this flow means that research starts from explanatory processes or events that lead to generalizations and conclusions from events (Yuliani, 2018).



Respondents of this research were taken from one of the foundations in Surabaya which oversees the level of education starting from the level of Kindergarten, Elementary School, Junior High School, Senior High School, and Vocational High School. However, in this study, researchers only focused on the elementary school level. The respondents involved in this study were 12 elementary school teachers with qualifications of at least two years of service and have become permanent teachers.

Data collection was carried out using interview techniques with unstructured interview types. Interviews are a data collection technique that is used when doing preliminary research to look for problems or when there are only a few respondents, but the researcher wants to get more in-depth information from the respondents (Sugiyono, 2013). Unstructured interviews are a type of interview that is not based on guidelines or a list of questions that have been systematically prepared beforehand but instead focuses on what is to be explored further (Kurniawan & Puspitaningtyas, 2016).

The instrument in this study was in the form of interview guidelines compiled by researchers using innovative behavior theory from Jong & Hartog (2010) with 4 dimensions of innovative behavior namely: Idea exploration, Idea generation, Idea championing and Idea implementation, which focus on uncovering innovative behavior on the teacher. Testing the validity and reliability instrument in this study used expert judgment, namely testing the interview guidelines by two senior teachers who had more than 10 years of work experience in the field of human resources, especially in the educational sphere. The results of the validity and reliability tests that have been carried out indicate that the instrument is valid and reliable, so that it can be used to collect data.

The data analysis technique in this study consisted of three stages, namely data reduction, data display and drawing conclusions or verification. Data reduction, namely summarizing and focusing on the main things that are important by searching for themes and patterns. Data display is the stage of presenting data in the form of tables, graphs, or the like to facilitate understanding. The final step is drawing conclusions and verification (Sugiyono, 2013).

Test the validity of the data in this study using a type of data triangulation. Data triangulation is done by comparing information from different data sources by finding evidence from these various sources and using the evidence to make a coherent justification for the themes that have been found (Supratiknya, 2015). The pilulation testing process in this study involved the chairman, foundation administrators and school principals.

RESULTS AND DISCUSSION

Results

This study aims to describe the innovative behavior of elementary school teachers. The respondents in this study were 12 teachers with various lengths of service ranging from two to eight years. The data that has been collected is then analyzed based on the four dimensions of innovative behavior used, namely: Idea exploration, Idea generation, Idea championing and Idea implementation (Jong & Hartog, 2010). The following is a description of each dimension to the respondents.

Discussion

1. Idea exploration

This dimension refers to the individual's ability to look for alternatives to improve products, services or in alternative solutions to problems or improvise. The connection with the results found in the field is that the respondents have shown an exploration of ideas shown in behavior, the creation of innovations in learning according to the age of today's elementary school children where they grow with technology, so teachers make a lot of adjustments starting from learning media, learning systems, and learning environment.

In addition, the teachers who were research respondents also mentioned that they had the motivation to continue to develop themselves over time, the hope being that they could provide varied learning that could stick and impress students. Respondents also mentioned



that they felt confident that the innovations they carried out would result in an update, this was because they had undergone several supporting competency trainings so that they believed they could apply them and innovate themselves according to their needs. The emergence of this behavior is based on the discovery of opportunities to improve the quality of learning which is done by identifying the needs of students. Jong & Hartog, (2010) stated that the beginning of the process of emergence of innovation arises because of opportunities, the emergence of problems that need to be solved. The trigger can be an opportunity to improve conditions or a threat that requires an immediate response. In this study the conditions for exploring ideas are more about opportunities to improve conditions.

This emphasis on the desire to always innovate stems from the existence of a strong intrinsic motivation from the respondents. This is in line with previous research conducted by Siregar et al (2019) where the results show that motivation is a factor that can influence innovative behavior. Motivated individuals will usually provide energy, encourage activity and direct behavior to achieve needs. Intrinsic motivation that appears in the teacher can be in the form of a desire for the needs of students and the demands of increasingly difficult learning objectives, which will then encourage exploration of problems.

In addition, the self-efficacy shown by the respondents was able to increase innovative behavior. This supports the results of research conducted by showing self-efficacy has a positive effect on teachers where when self-efficacy is high it will have an impact on innovative behavior (Berliana & Arsanti, 2018). Individuals with high self-efficacy will be intrinsically motivated by exerting all their abilities to be involved in work and be able to conquer challenges independently (Michael, et al, 2011; Nurmala & Widyasari, 2021). Employees with a high level of self-efficacy have the ability to balance the conflicting activities needed to bring about innovative behavior. However, the formalization of the work environment can hamper their ability to balance the conflicting activities needed to generate innovative behavior (Shahzadi & Sobia, 2020).

2. Idea generation

This dimension is related to the individual's ability to combine information to solve problems and improve performance. In the results that have been obtained in the field, respondents have shown the existence of Idea Generation, this is shown in the behavior of teachers who are able to provide suggestions for ideas to help problems related to student learning, the teachers who are respondents mentioned that in helping overcome problems related to "Literacy" students who spend more time with gadgets, they anticipate by collaborating technological knowledge with reading to attract students' interest. In the theory of innovative behavior it is stated that the generation of ideas can be in the form of the creation of new products, services or processes, entry of new markets, improvements in current work processes or in general solutions to identified problems. Based on the visible phenomenon of the respondents, the form of idea generation is the creation of new products, namely by combining two different idea concepts namely 'Literacy' which is usually associated with reading books with technology.

Another factor that can affect the generation of ideas is related to the organizational climate. The existing organizational climate is felt to be sufficient to support teachers in always combining ideas, the climate in schools shows an atmosphere full of diplomatic support, cooperation between colleagues, collaboration and related attitudes of mutual assistance. The school environment shows a condition that is far from formalization, that is, it is not bound by the main rules related to learning, methods, instructions and so on. These conditions ultimately condition the teacher to always be productive.

The existing organizational climate is also considered sufficient to support teachers in always combining ideas, the climate in schools shows an atmosphere full of diplomatic support, cooperation between colleagues, collaboration and related attitudes of mutual assistance. The school environment shows a condition that is far from formalization, that is, it

is not bound by the main rules related to learning, methods, instructions and so on. These conditions ultimately condition the teacher to always be productive.

It is important to consider how employees perceive their work environment and themselves as active parts of this environment and how this perception influences specific assessments of intrinsic motivation for the formation of innovative behavior (Messmann & Mulder, 2014). These results support research conducted by Asbari et al (2020) which shows that organizational climate has a positive and significant influence on innovative behavior, where the better the organizational climate, the higher the tendency for innovative behavior to increase.

In addition, these results also support research previously conducted by Shahzadi and Sobia (2020) which stated that a formal or central environment tends to be an obstacle to the emergence of innovative behavior. The school environment where the research took place showed no formalization in the form of uniform learning methods or teaching steps, overall the teacher was given the freedom to innovate methods, and problem solving related to student learning problems without any binding general rules that apply.

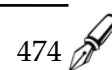
The organizational climate is a support for teachers in carrying out their duties and responsibilities, the better the organizational climate, this will encourage increased innovative behavior in teachers (Asmoro & Mulyana, 2021). The organizational climate quadrant that relates to innovative behavior namely: human relations model, this quadrant relates to the emphasis on welfare, commitment to employee growth, the open system model, this quadrant focuses on emphasizing interaction and adaptation in organizations and the environment as well as the rational goal model, this quadrant emphasizes productivity and achievement of goals (Sari & Ulfa, 2013).

3. Idea championing

This dimension is related to the individual's ability as shown by seeking support to realize ideas. In short, this dimension has to do with individual ability to build the right coalition to implement ideas. In the results that have been obtained, the teacher has shown behavior that indicates Idea Championing, in which respondents state that when they experience a problem related to learning and need validation regarding the solution to solving the problem being faced, they tend to seek support from their co-workers. Organizational support has been shown to be sufficient to encourage teachers to innovate, besides that leadership style is also influential. The teachers, as respondents mentioned that the principal gave freedom to teachers in planning innovations related to learning. Jong & Hartog, (2010) states that championing ideas is related to how to build coalitions to implement these innovations, this involves gaining power by selling ideas to potential allies. In this case the potential user of innovation is the leader (principal), the teacher submits an innovation idea to the principal to confirm his idea and in practice the principal gives approval and freedom for the teacher to implement his idea.

These results support research conducted by Putri and Izzati (2022) which shows that a high perceived value of organizational support will encourage a high value of innovative behavior, and vice versa. Perceived organizational support has a relationship with innovative behavior, this is because when employees feel in the organization where they work, they show concern, non-judgmental feedback and provide honest feedback on their work and support the actions they take, it will encourage a tendency to create ideas. creative, exploring opportunities to solve problems, interpreting creative ideas that will encourage increased innovative behavior (Gregory et al., 2010; Putri et al., 2021). Social support has the greatest effect in predicting innovative behavior, specifically related to the interaction effects of individual and environmental factors (Nandini & Indrasari, 2022).

These results support several studies related to transformational leadership styles on innovative behavior. Research conducted by Nurdin et al (2020) shows that there is an influence between transformational leadership and innovative behavior, where when the influence of transformational leadership is higher, it will affect the increase in teacher



innovative behavior. In line with research from (Aditya & Ardana, 2016), transformational leadership influences the tendency of innovative behavior of employees. The effectiveness of transformational leadership depends on the efficiency of its practice to reduce employees' negative perceptions of the political environment in which they work and increase their innovative behavior (Ismail et al., 2021).

The existence of a relationship between transformational leadership, motivation towards innovative behavior shows that leadership traits among leaders are important to encourage employee innovative behavior, organizations need to pay attention to creating a climate that supports innovation and encourages individuals to learn new knowledge and skills and provides employees with opportunities to use that knowledge and skills that have been acquired (Afsar & Umrani, 2020).

4. Idea implementation

This dimension is related to the individual's ability to put into practice new ideas that have been designed or can also be defined as an individual's ability to modify ideas that are being practiced in order to produce effective and efficient products or services. From the results obtained in the field, it is known that the respondents have demonstrated the behavior of implementing ideas, the teachers who are respondents stated that they always try to implement the ideas and solutions that have been created to contribute to the development of a better school. Implementation of ideas can be in the form of improving existing products or procedures or developing new policies (Jong & Hartog, 2010). Based on the results of data analysis carried out by teachers, they tend to develop new policies. This is indicated by the use of new media in learning, both physical media and media in the form of technology applications.

Respondents mentioned that they always try to do their best, such as when designing one of the learning methods outside the classroom, they always maximize the implementation of the idea which ultimately proves to be quite successful so that it is still often implemented today and has received praise from the school principal. In addition, the teachers who were respondents mentioned that during the process of implementing ideas, they were given the freedom to grow and develop, if the ideas implemented were successful they tended to get praise for their hard work. Therefore, this is what finally encourages them to keep trying to implement good ideas for the achievement of organizational goals and try to plan new ideas as much as possible in the learning process.

These results are in line with research conducted by Ilmawan and Fajrianthi (2021) showing that when the value of the quality of work life of workers increases, innovative behavior will also increase. Employees with a guaranteed quality of work life will be able to create new ways to achieve their goals and encourage increased efficiency and effectiveness of their work (Abstein et al., 2014). Company policies in promotions, giving bonuses or rewards that are well structured can encourage employees to feel that they have the opportunity to increase their career path and feel valued (Sasmita & Mustika, 2019).

Research conducted by Mahendra and Subudi (2019) shows that giving rewards to employees can encourage increased job satisfaction. Job satisfaction is what will encourage the creation of innovative behavior in employees. This is evidenced in the results of research conducted by Susanti and Lizarti (2021) which state that job satisfaction has a positive and significant influence on innovative behavior, meaning that when employee job satisfaction is high, innovative behavior will also increase. In addition, it is supported by this research data which shows that the teachers who are respondents have a sense of satisfaction with the award, and the current environmental conditioning.

Based on the results above, it can be understood that overall, the participating teachers have shown good innovative behavior, as evidenced by several behaviors that have emerged from the creation of ideas to their implementation. According to Thurlings et al. (2015) there are several key factors that can influence innovative behavior, namely: internal factors (self-

efficacy, attitudes, and beliefs), and environmental support factors (coworkers, managers, organizational culture, and resource facilities). However, in this study several factors were successfully identified from the results of data analysis that could predict the emergence of innovative behavior namely, internal factors and external factors.

Internal factors consist of motivation and self-efficacy, while external factors are related to organizational climate, perceived organizational support, leadership style and quality of work life, job satisfaction. Teachers who are motivated and feel confident to create ideas, or to generalize ideas will tend to increase innovative behavior. In addition, an environment that is not formalized is proven to be able to encourage teachers to innovate, supported by peer support, the principal's leadership style to awarding which will affect job satisfaction so that it influences innovative behavior.

Innovative behavior centers on individual qualities and enabling environmental conditions. This underlies the mix of sub-concepts of motivation, personality and competence that fuel innovation in organizations (AlEsa & Durugbo, 2022). These results support research related to innovative behavior factors conducted by (Siregar et al., 2019; Ningrum & Abdullah, 2021; Nandini & Indrasari, 2022). Even so, researchers do not rule out the possibility that there are still many possible factors that can influence innovative behavior that have not been fully identified in this study.

This identification of the driving factors for innovative behavior can detail the triggers that can assist schools in developing interventions. There are several things that can be done to increase innovative behavior, if seen related to the driving factors organizational support and good organizational climate can be a strategy to increase innovative behavior. According to Supriandi et al (2022) showed several findings to improve the innovative behavior of workers, namely: (1) democracy in achieving organizational goals, (2) motivation in the work environment and (3) creativity at work. Apart from that, what needs to be done is to find the smallest factor of the two core factors which is the main problem so that it can be improved or changed.

CONCLUSION

The results showed that the innovative behavior of teachers in elementary schools in one of the schools in Surabaya as a whole, when viewed from the four dimensions of innovative behavior, it can be concluded that most of them showed a good level. This arises due to several factors intrinsically in the form of motivation and self-efficacy, while based on external factors in the form of organizational climate, perceptions of organizational support, leadership style and quality of work life, and job satisfaction.

Based on the conclusions of this study, it is suggested to school leaders to intervene on the driving factors to increase innovative behavior, and to make adjustments to the schoolwork environment. Future research is expected to be able to carry out further identification related to factors that can influence innovative behavior, besides that further research can consider criteria for using subjects such as length of service and associated with age and gender.

ACKNOWLEDGEMENTS

Thank you to Universitas Negeri Surabaya, Management The foundation that oversees the elementary school where the research is carried out, Principal and teachers in one of the upper elementary schools support and participation in this research.

REFERENCES

- Abstein, A., Heidenreich, S., & Spieth, P. (2014). Innovative work behaviour: The impact of comprehensive HR system perceptions and the role of work-life conflict. *Industry and Innovation*, 21(2), 91-116. <https://doi.org/10.1080/13662716.2014.896159>
- Aditya, D. N. R., & Ardana, K. (2016). Pengaruh iklim organisasi, kepemimpinan transformasional, self efficacy terhadap perilaku kerja inovatif. *E-Jurnal Manajemen Unud*,



- 5(3), 1801–1830.
- Afsar, B., & Umrani, W. A. (2020). Transformational leadership and innovative work behavior: The role of motivation to learn, task complexity and innovation climate. *European Journal of Innovation Management*, 23(3), 402–428. <https://doi.org/10.1108/EJIM-12-2018-0257>
- AlEsa, H. S., & Durugbo, C. M. (2022). Systematic review of innovative work behavior concepts and contributions. In *Management Review Quarterly*, 72(4). Springer International Publishing. <https://doi.org/10.1007/s11301-021-00224-x>
- Asbari, M., Purwanto, A., & Budi, P. (2020). Pengaruh iklim organisasi dan kepemimpinan transformasional terhadap produktivitas kerja inovatif pada industri manufaktur di Pati Jawa Tengah. *Jurnal Produktivitas*, 7(1), 62–69. <https://doi.org/10.29406/jpr.v7i1.1797>
- Asmoro, Y. S., & Mulyana, O. P. (2021). Hubungan antara iklim organisasi dengan perilaku kerja inovatif pada guru SMA Negeri 3 Jombang di masa pandemi Covid-19. *Jurnal Penelitian Psikologi*, 8(2), 71–83.
- Berliana, V., & Arsanti, T. A. (2018). Analisis pengaruh self-efficacy, kapabilitas, dan perilaku kerja inovatif terhadap kinerja. *Jurnal Maksipreneur: Manajemen, Koperasi, dan Entrepreneurship*, 7(2), 149. <https://doi.org/10.30588/jmp.v7i2.364>
- Escribá-Carda, N., Balbastre-Benavent, F., & Teresa Canet-Giner, M. (2017). Employees' perceptions of high-performance work systems and innovative behaviour: The role of exploratory learning. *European Management Journal*, 35(2), 273–281. <https://doi.org/10.1016/j.emj.2016.11.002>
- Hadi, S., Putra, A. R., & Mardikaningsih, R. (2020). Pengaruh perilaku inovatif dan keterlibatan kerja terhadap kinerja karyawan. *Jurnal Baruna Horizon*, 3(1), 186–197. <https://doi.org/10.52310/jbhorizon.v3i1.38>
- Ilmawan, M. R. B., & Fajrianti, F. (2021). Pengaruh kualitas kehidupan kerja terhadap perilaku kerja inovatif dengan di mediasi komitmen organisasi pada karyawan. *Buletin Riset Psikologi Dan Kesehatan Mental (BRPKM)*, 1(1), 541–550. <https://doi.org/10.20473/brpkm.v1i1.26721>
- Indri, A. (2017). Analisa faktor-faktor yang mempengaruhi proses belajar guru-guru sekolah dasar. *Kelola Jurnal Manajemen Pendidikan*, 4(2), 205–212. <https://doi.org/10.24246/j.jk.2017.v4.i2.p205-212>
- Ismail, A., Ahmad, N. S., & Aman, R. C. (2021). Gender of transformational school principals and teachers' innovative behavior. *International Journal of Evaluation and Research in Education*, 10(3), 747–752. <https://doi.org/10.11591/ijere.v10i3.21448>
- Izzatuddin, S., & Kusumastuti, R. (2021). Relationship between employee engagement and innovative behavior: Empirical study of PT Bank BRI Syariah Tbk in DKI Jakarta, West Java, and Banten. *Jurnal Administrasi Bisnis*, 10(2), 87–98. <https://doi.org/10.14710/jab.v0i0.36684>
- Jong, J. D., & Hartog, D. D. (2010). Measuring innovative work behaviour. *Creativity and Innovation Management*, 19(1), 23–36. <https://doi.org/10.1111/j.1467-8691.2010.00547.x>
- Kurniawan, A. W., & Puspitaningtyas, Z. (2016). *Metode penelitian kuantitatif*. Pandiva Buku.
- Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. The Guilford Press.
- Leong, C. T., & Rasli, A. (2014). The relationship between innovative work behavior on work role performance: An empirical study. *Procedia - Social and Behavioral Sciences*, 129, 592–600. <https://doi.org/10.1016/j.sbspro.2014.03.717>
- Mahendra, I. K., & Subudi, M. (2019). Pengaruh iklim organisasi dan sistem reward terhadap kepuasan kerja dan komitmen organisasional pada Cv. Wiracana. *E-Jurnal Ekonomi Dan Bisnis Universitas Udayana*, 8(4), 395–412. <https://doi.org/10.24843/eeb.2019.v08.i04.p04>
- Messmann, G., & Mulder, R. H. (2014). Exploring the role of target specificity in the facilitation of vocational teachers' innovative work behaviour. *Journal of Occupational and Organizational Psychology*, 87(1), 80–101. <https://doi.org/10.1111/joop.12035>
- Messmann, G., & Mulder, R. H. (2015). Reflection as a facilitator of teachers' innovative work behaviour. *International Journal of Training and Development*, 19(2), 125–137. <https://doi.org/10.1111/ijtd.12052>

- Mustadi, A. (2020). *Landasan pendidikan sekolah dasar*. UNY Press.
- Nandini, S. P., & Indrasari, S. Y. (2022). Peran pendidikan profesi, efikasi, dan dukungan sosial dalam memprediksi perilaku inovatif guru. *Gadjah Mada Journal of Psychology (GamaJoP)*, 8(2), 134. <https://doi.org/10.22146/gamajop.74544>
- Ningrum, W. R., & Abdullah, S. M. (2021). Tinjauan literatur: Perilaku inovatif pada guru. *Prosiding Seminar Nasional Fakultas Psikologi UMBY*, 201–214.
- Nurdin, F., Ihsan, M., Rahmawati, I., & Lestari, H. (2020). Pengaruh kepemimpinan transformasional dan budaya organisasi terhadap perilaku kerja inovatif guru di SMA swasta se-kecamatan Pamijahan Bogor. *Indonesian Journal of Science Learning*, 1(2), 99–105. <https://doi.org/10.56406/emrr.v1i1.21>
- Nurmala, S., & Widyasari, S. D. (2021). Self efficacy dan openness terhadap perilaku kerja inovatif pada kementerian dalam negeri. *Psychopolytan: Jurnal Psikologi*, 4(2), 92–100. <https://doi.org/10.36341/psi.v4i2.1508>
- Pedraza, C. G., Bravo, E. R., Olivera, H., & Blanco, F. (2012). *Innovation in service firms: Perspective from innovative behavior*. Universidad Del Rosario.
- Pradana, G. O., & Izzati, U. A. (2019). Hubungan antara iklim organisasi dengan perilaku inovatif pada guru SMK Swasta X di Surabaya. *Character: Jurnal Penelitian Psikologi*, 6(4), 1–6.
- Putri, A. T., & Izzati, A. U. (2022). Hubungan antara persepsi dukungan organisasi dengan perilaku inovatif pada guru. *Character: Jurnal Penelitian Psikologi*, 9(6), 84–96.
- Putri, R. M. A., Priyatama, A. N., & Satwika, A. P. (2021). Mengeksplorasi hubungan orientasi pembelajaran, persepsi dukungan organisasi, dan perilaku kerja inovatif pada karyawan management trainees. *Jurnal Psikologi Teori Dan Terapan*, 12(1), 37–51. <https://doi.org/10.26740/jppt.v12n1.p37-51>
- Runhaar, P., Bednall, T., Sanders, K., & Yang, H. (2016). Promoting VET teachers' innovative behaviour: exploring the roles of task interdependence, learning goal orientation and occupational self-efficacy. *Journal of Vocational Education and Training*, 68(4), 436–452. <https://doi.org/10.1080/13636820.2016.1231215>
- Sari, N. A., & Ulfa, C. K. (2013). Perilaku inovasi karyawan ditinjau dari empat kuadran iklim organisasi. *Predicara*, 2(1).
- Sasmita, N. A., & Mustika, M. D. (2019). Peningkatan psychological capital melalui program "I'm Superhero in the Workplace" dalam rangka optimalisasi perilaku kerja inovatif. *Jurnal Diversita*, 5(2), 105–114. <https://doi.org/10.31289/diversita.v5i2.2666>
- Shahzadi, K., & Sobia, K. (2020). Self-efficacy and innovative work behavior: The role of individual ambidexterity and formalization at workplace in Pakistan. *Journal of the Research Society of Pakistan*, 57(1), 31.
- Siregar, Z. M. E., Suryana, Ahman, E., & Senen, S. H. (2019). Factors influencing innovative work behavior: An individual factors perspective. *International Journal of Scientific and Technology Research*, 8(9), 324–327. <https://doi.org/10.1201/b17033-52>
- Sugiyono, D. (2013). *Metode penelitian kuantitatif, kualitatif, dan tindakan*. Alfabeta.
- Supratiknya, A. (2015). *Metodologi penelitian kuantitatif dan kualitatif dalam psikologi*. Universitas Sanata Dharma.
- Supriandi, S., Rahmat, A., & Bastian, A. (2022). Meningkatkan perilaku kerja inovatif ASN. *PROCEEDING IAIN Batusangkar*, 1(1), 82–87.
- Susanti, F., & Lizarti, L. (2021). Pengaruh motivasi dan kepuasan kerja terhadap perilaku inovatif karyawan kantor perwakilan Bank Indonesia Provinsi Sumatera Barat. *Jurnal Administrasi Sosial Dan Humaniora*, 4(3), 238–249. <https://doi.org/10.56957/jsr.v4i3.189>
- Thurlings, M., Evers, A. T., & Vermeulen, M. (2015). Toward a model of explaining teachers' innovative behavior: A literature review. *Review of Educational Research*, 85(3), 430–471. <https://doi.org/10.3102/0034654314557949>
- Wahyulestari, M. R. D. (2018). Keterampilan dasar mengajar di Sekolah Dasar. *Prosiding Seminar Nasional Penelitian, Pendidikan Dan Penerapan MIPA UMJ*, 199–210.
- Wirjadi, I. (2014). Determinan keterlibatan kerja untuk tercapainya perilaku inovatif. *Jurnal*



- Manajemen Dan Pemasaran Jasa*, 7(1), 23–38. <https://doi.org/10.25105/jmpj.v7i1.519>
- Yuliani, W. (2018). Metode penelitian deskriptif kualitatif dalam perspektif bimbingan dan konseling. *Quanta*, 2(2), 83–91. <https://doi.org/10.22460/q.v1i1p1-10.497>
- Yumhi. (2021). Pengaruh kepemimpinan transformasional, perilaku kerja inovasi kerja terhadap kinerja tugas di LPMP Provinsi Banten. *The Asia Pacific Journal of Management Studies*, 8(3), 163–174.
-

Author (s):

* Umi Anugerah Izzati (Corresponding Author)
Department of Psychology, Faculty of Education
Universitas Negeri Surabaya
Jl. Lidah Wetan, Surabaya, 60213, Indonesia
Email: umianugerah@unesa.ac.id

Warih Handayaniingrum
Department Dance and Music Drama Arts Education, Faculty of Language and Art
Universitas Negeri Surabaya
Jl. Lidah Wetan, Surabaya, 60213, Indonesia
Email: warihhandayaniingrum@unesa.ac.id

Olievia Prabandini Mulyana
Department of Psychology, Faculty of Education
Universitas Negeri Surabaya, Indonesia
Jl. Lidah Wetan, Surabaya, 60213, Indonesia
Email: olieviaprabandini@unesa.ac.id
