Successful Schools: The Role of Teachers' Work Innovative Behavior

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Abstract- The best achievement and success in the education field is the hope for most individuals. Likewise, the educational institution, namely the school, is also trying to realize its success and become a successful school. Realizing a successful school required strategies and roles from every aspect, one of which is the work innovative behavior of teachers. This innovative work behavior is important and becomes one of the factors and indicators of a successful school. The purpose of this study is to describe the role of innovative work behavior in teachers having an important influence in achieving good school. A literature review approach is used in this study by reviewing articles related to the topic of schsool success which is supported by the innovative work behavior of teachers. The results showed that the role of innovative work behavior in teachers was proven to support school success. Innovative work behavior in teachers is also influenced by several factors and this behavior can also be improved.

Index Terms- successful schools, innovative work behaviour, innovative education

I. Introduction

Entering the beginning of 2020, almost all fields including the education ecosystem are forced to carry out bold learning and face-to-face learning. This is done to minimize the spread of covid 19 and one way so that the teaching and learning process can still be carried out. These changes affect 1.5 billion students or approximately 90% of the population in almost 200 countries (Giovannella et al., 2020). This change in the learning system from face-to-face to online has also changed the view that schools are static institutions, now more flexible and dynamic (Kraft et al., 2020)

Changes in the education system have a positive impact on educational institutions, one of which is increasing teacher competence related to 4C (The Partnership for 21st Century Learning, 2015). Based on the 4C qualifications, teachers are not only responsible for teaching but also become content creators or experts in mastering the material (Indrasari & Takwin, 2019). 4C skills are also one of the reasons why schools need to position themselves to keep up with the dynamic changing times and technological sophistication. Schools learn from companies to improve service quality, innovate, and create a good image (Li et al., 2017). Changes in the school system are very important to deal with the dynamics that occur and become one of the efforts to survive so that the institution can be a well or good school.

The teacher's role in innovation is an important aspect of realizing school success (Shear et al., 2011). Thurlings et al., (2015) the importance of the teacher's role in writing. First, it helps teachers to keep them up to date with dynamic changes in society. Second, facilitating learning and new technologies. Third, to be a starting point for developing citizens as creative and innovative thinkers. This means that teachers must be skilled in the teaching and learning process, develop new ideas, and continue to explore opportunities. This is what educational institutions need today.

Izzati (2018) states that the innovative work behavior of teachers is stagnant because they feel comfortable with conventional learning and choose not to develop and implement innovations in bold learning. Even based on data from the Ministry of Education and Culture among 5.6 million teachers in Indonesia, only about 2% are innovative, and the remaining 98% are not innovative (Khayati & Sarjana, 2015). Therefore, the innovative work behavior of teachers needs to be improved.

Innovative behavior is defined as behavior that creates, introduces, and applies new ideas intentionally in a job, group, or organization to gain an advantage in a job, group, or organization (Janssen, 2000). Innovative work behavior has 3 dimensions, namely generating ideas, appreciating ideas, and realizing ideas (Janssen, 2000). The influencing factors are individual characteristics, demographic differences, motivation, job characteristics, and contextual factors (Hammond et al., 2011).

Innovative work behavior in teachers is important to study because there are still schools that pay less attention to teacher work innovation, not even a few teachers are aware that innovation is important.

The purpose of this article is to describe the role of innovative work behavior in teachers as to what influences realizing school success. The literature examines is the results of research on innovative work factors that have the most important impact on encouraging school success. The results of the study are expected to help administrators, teacher practitioners, principals, and policymakers gain broader insights into how innovative work behaviors can be well supported.

II. Research Methodology

This study uses a qualitative approach with a literature review method or literature review. This method is done by collecting various scientific papers related to the topic of innovative work behavior, especially for teachers. The technique used in data collection begins with collecting references that are relevant to the topic studied, namely school success which is supported by the role of innovative work behavior in teachers. The next step is to conduct a literature review that supports the discussion on this topic and the last is to present the results of the literature study in descriptive form.

Researchers searched for research results published in reputable national and international journals, using keywords including innovative work behavior, innovative teachers, good schools, good schools, innovative education, and innovative work behavior for teachers. From this technique, the researcher analyzes the content of the research results in the literature found, chooses the one that contains the most convincing explanation for the researcher (based on empirical evidence, actual, scientific examples, and many citations), and synthesizes/combines the research results before finally drawing conclusions concluding.

III. Result and Discussion

The role of innovative work behavior in teachers who have an important role in determining school success can be described in 2 topics of discussion, namely (1) indicators of successful schools and (2) factors that influence teacher innovative work behavior.

School Success Indicators. The predicate of successful schools in most countries is given to schools that have good academic performance resulting in high academic test scores in students (Beuermann et al., 2018). The perspective of other experts states that a successful school is a school that does not only look at the results of academic examinations but also schools that provide students with various skills needed to be more productive in the labor market and able to contribute positively to society (Hay & Hodgkinson, 2006; Postman, 2011).

Successful schools by (Newmann & Wehlage, 1995; Weisman, 2000) are defined as educational institutions that use restructuring tools to help them function as professional communities. That is, they have methods to channel teacher and student efforts toward clear goals, and they create opportunities for teachers to collaborate and help each other achieve goals. The restructuring tool in question is an innovation, which can be used as a means of improving high-quality quality. In quality schools, it is also generally found that principals and teachers increase their resources by strengthening the supportive climate and making continuous innovations in curriculum, teaching, and assessment (Newmann & Wehlage, 1995). A successful school also means that schools can have a positive impact on their students according to the characteristics and potential of each child (Beuermann et al., 2018; Hudson, 2009).

One of the characteristics of school success is the behavior of teachers. (Hudson, 2009) states that a good teacher is a good school, meaning that the teacher's role is the key to school success. (Lipsitz & West, 2006) divide three criteria for school success, namely academic excellence, dynamic/adjusting circumstances, and fairness. Academic excellence includes curriculum, teaching, and assessment aligned to high standards, and all students are expected to meet or exceed those standards; schools provide opportunities for teachers and other teaching staff to plan, select, and engage in professional development that is in line with recognized national standards. Dynamic criteria in dealing with situations, namely schools provide access to comprehensive services that foster healthy physical, social, emotional, and intellectual development; schools support and facilitate students in improving welfare. Fair criteria include all students including equal access to services, each group has the authority and responsibility in advancing the school. (Sengottuvel & Aktharsha, 2015) state that one of the benchmarks for the success of a school is the effectiveness of teachers in carrying out institutional tasks required by their office functions.

There are 9 characteristics of successful schools according to (Leithwood & Azah, 2017), namely: (1) The vision, mission, and goals of the school are clear and widely disseminated. (2) Have a coherent guidance and mentoring system. (3) Use a variety of sources intentionally and consistently and inform clear decisions. (4) Learning-oriented organizational improvement process. (5) Professional competence development in all school components. (6) Budget, structure, personnel policies and procedures, and use of time are aligned with the mission, vision, and objectives. (7) Having professional leadership: a comprehensive approach to leadership development. (8) Leadership elected by the supervisory board. (9) Have a harmonious relationship with all elements of the school.

Factors Influencing Work Innovative Behavior. The concept of innovative work behavior was introduced by (Scott & Bruce, 1994). This concept continues to evolve and more and more other researchers are interested in a broader range of innovative work behaviors. (de Spiegelaere et al., 2014) defines innovative work behavior as referring to all employee behaviors related to finding, developing, proposing, and implementing innovative ideas within the organization in improving innovative performance. Another definition is behavior that creates, introduces, and applies new ideas intentionally in a job, group, or

organization to gain an advantage in the performance of a job, group, or organization (Janssen, 2000). Innovative work behavior is a deliberate behavior (Bos-Nehles et al., 2017; Janssen, 2000).

Innovative work behavior is also in the field of education, namely behavior that involves changing and improving the learning environment for student progress such as the application of methods, tools, technology, and useful content for students and increasing creative potential (Baharuddin et al., 2019). Research conducted by (Indrasari & Takwin, 2019) mentions innovative work behavior in teachers called TIB or teacher innovative behavior which is defined as the sum of all physical and cognitive work activities carried out by teachers in the context of work, either individually or in work teams, which includes tasks that require innovation tasks consisting of opportunity exploration, idea generation, idea promotion, idea realization, and reflection. There are three main reasons why teachers need to adopt innovative behavior. First, work innovation is very important to deal with rapidly changing behavior. Second, new and forthcoming advances in teaching about work are innovative because teachers and their teaching styles in particular have the greatest impact on student outcomes on learning and motivation. Third, to become a milestone in innovative behavior, which is expected to trigger competition in the wider community (Awang-Hashim et al., 2017; Klaeijsen et al., 2018). Therefore, innovative teacher behavior will have a positive impact on schools.

Janssen (2000) that this innovative work behavior consists of three stages, which are called dimensions. The first is generating ideas (Idea Generation). ideas involve paying attention to developments and changes within a person in the workplace and the wider organizational environment to identify problems and needs for innovation or opportunities. In this dimension, teachers and school institutions must pay more attention to changes in the environment. As it is today, the change in the learning process to being brave must be explored more to find opportunities and solve existing problems. The second dimension is the idea, the innovator looks for supporters to legitimize the innovation and promote the realization of the idea. This task involves the process of obtaining support and supervisory support in this case the principal, keeping up-to-date on current processes, with superiors on approvals and resources, and disseminating ideas among other teacher co-workers. The third dimension is the realization of ideas. At this stage, the existing ideas must be implemented and are expected to be widely influential. Not only until implementation but there are subsequent actions such as evaluation and improvement so that the idea is getting better and better.

Antecedents of Innovative Work Behavior. Hammond et al., (2011) state that 4 factors can influence work innovative behavior. Four factors include individual characteristics, demographic differences, motivation, job characteristics, and contextual factors. The intended individual characteristics are their potential to be innovative based on the psychological capital they have. Hamond et al also explain related to the Big Five concept, where openness is very influential on a person's attitude to innovation. The second factor is demographic differences, length of work, and education. The longer the individual works, the more and more varied the experience he has, and the higher a person's education, the higher the ability to innovate. Work experience also affects the competencies possessed by teachers (Indrasari & Takwin, 2019). So these two things are said to be one of the factors that influence work innovative behavior.

The third factor is motivation. Motivation consists of intrinsic motivation and extrinsic motivation. Intrinsic motivation is said to have more influence on innovation, this is because the basic drive comes from within oneself. While extrinsic motivation can come from salary and benefits. The fourth factor is job characteristics which include job complexity, autonomy, time pressure, and roles. The more dynamic a job is, the more challenging it is for individuals to make changes. The fifth factor is contextual which includes organizational climate (eg, participatory, open, and safe climate), availability of resources, supervisory support, LMX, and transformational leadership. Why transformative leadership? This is because the transformational leader responds to the need to make changes in the organization, and responds to signals of new trends because he understands the potential direction of change. The transformational leadership style tends to make changes so that the organization it runs is competitive and achieves better (Sokol et al., 2015).

Hammond et al (2011) and Thurlings et al (2015) support Bandura's (1997) theory that behavior has a reciprocal relationship that influences one another in the context of the individual and the environment. So on the innovative behavior of the teacher's work, he sees the relationship between 3 elements, namely behavior, the individual, and the environment. Teacher behavior is assumed to have a dynamic and contextual relationship with individual elements and the environment. Therefore, based on the explanation above, the factors that influence work innovative behavior between one factor and are interconnected.

Teachers are encouraged to be able to innovate, and face problems so that they can run effectively and efficiently so that the quality of education can still increase (Supriadi, 2018). According to data from the Ministry of Education and Culture, there are only 2% of teachers in Indonesia are innovative while the rest, or 98% are declared less innovative (Khayati & Sarjana, 2015). In addition, in some areas, there is still a low level of innovative behavior in teacher work. In Bekasi Regency, the low behavior of teachers in innovating is caused by the inability of teachers to deal with curriculum changes, mastery of technology, and low motivation to innovate (Khayati & Sarjana, 2015). Another problem of innovative work behavior is that almost 75% of teachers in DKI Jakarta do not prepare for learning well and tend to teach using a monotonous method so that they are less creative and innovative to arouse students' learning motivation (Leonard, 2016).

On the other hand, the innovative work behavior of teachers has been going well. The teachers at SMP 7 Ciamis implemented innovative work behaviors, and they were successfully developed and accepted by students to encourage students to be more enthusiastic during lessons (Supriyadi et al., 2020). UNICEF also runs a program related to innovation in the field of education. This program is known as Creating Learning Communities for Children (CLCC). CLCC focuses on education and gender equality in 78 districts of 15 provinces in Indonesia (UNICEF, 2010). The existence of the CLCC program helps schools

manage their resources and is one of the school management strategies that currently requires every school to create its curriculum, and this is why the role of teachers in innovation is important.

Table 1. Factors of IWB

Factos of Innovative Work Behaviour	
Demograph	Gender, education, tenure, income
Personality Characteristics	Big Five theory, personality, traits, competencies
Motivation	Intrinsic, extrinsic
Job Characteristics	Autonomy, job control
Contextual	Organizational climate, leadership style, leader membe exchange, government policy

These factors should be developed and managed properly to promote innovative behavior that can help achieve school success. The picture of the success of schools in Indonesia that are successful in innovating is not small. The difficulty of students in rural (Ambon) learning mathematics triggers teachers and schools to apply new learning methods. They apply a concept called Math GASING, which emphasizes how to learn to count easily, is fun, and is meaningful, and does not focus on mathematical formulas. The result of this easy multiplication concept is proven to increase students' interest and motivation in learning mathematics, as evidenced by the increase in problem-solving skills in multiplication. Finally, students can do mental arithmetic for anything given a multiplication problem and answer many multiplication questions very quickly and precisely (Hendriana et al., 2019)

Research conducted by Darwin et al (2019) on 427,189 teachers from all levels of education in 34 provinces in Indonesia related to the development of innovative teacher professional development (TPD). innovative than male teachers. This also supports the opinion of Mast (2020). The development of increasingly sophisticated technology is also utilized by teachers. Schools have also given many policies that material is obtained not only from books but from sources on the internet. Therefore, currently, many teachers are using the sophistication of technology and social media, especially Facebook for learning. Teachers and students also use Facebook to learn to communicate using English. This method is effective in improving the ability of teachers and students, because Facebook as a language teaching medium encourages a collaborative environment, builds positive attitudes, increases student motivation and participation, and maintains teacher-student relationships (Inderawati, 2017).

The picture of the innovative work behavior of teachers that has an impact on the success of schools in Indonesia does not appear to be evenly distributed. Therefore, efforts are needed that can encourage the innovative behavior of teachers in Indonesia. Several studies have shown that one of the effective efforts to improve teachers' innovative behavior lies in leadership including their leadership style (Hidayat et al., 2020; Purwanto et al., 2021; Supriyadi et al., 2020). Leaders can help improve, establish, and maintain a desirable organizational culture that can influence innovative work behavior by generating new sets of shared values that can generate and address organizational cultures that promote innovation, and can shape organizational cultures that foster innovation (Khan et al., 2020). Therefore, the role of leaders is important in motivating and encouraging teachers to innovate to create a dynamic, competitive, and superior climate.

IV. Conclusion

Innovation is the key to change and existing problems. Another perspective says that with innovation, even complex situations can be answered. In the education sector, especially schools, in achieving success, one of the important indicators also states that the role of the teacher's innovative behavior is the foundation. Principals also play an important role in encouraging and motivating teachers to behave innovatively. Therefore, establishing a positive work climate and facilitating teachers to develop their competencies can create the desired changes. That way, the vision and goals to become a successful school can be realized.

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