



Testing The Model Of Teacher Innovativeness Influenced by Learning Organization, Creativity, Self-Efficacy and Job Satisfaction

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Abstract

This study aims to test a model of teacher innovation influenced by three independent variables; learning organization, creativity, self-efficacy, with one intervening variable, namely job satisfaction. The method used in this study is quantitative, utilizing SEM-PLS. The sample for this study was selected using multistage random sampling, resulting in 121 teacher respondents. The data analysis technique with SEM-PLS included several tests, such as examining the beta value as the path coefficient for each research variable, the R² and Adjusted R Square values, the Size Effect Value of Exogenous Variables on Endogenous Variables, the Blindfolding results in calculate Q², the Standardized Root Mean Square Residual (SRMR) test, Predictive PLS and LM Models on Endogenous Variable Indicators, and the significance value of the Structural Model Significance Test. The test results indicate that the variables of creativity, self-efficacy, job satisfaction, and organizational learning can be accurately predicted using SEM-PLS. Based on Goodness of Fit, this research model is suitable for observing the extent of the influence of each independent variable and intervention on the dependent variable. Furthermore, the test results show that the teacher's innovativeness variable can be accurately predicted using SEM-PLS.

Keywords: Teacher innovation; learning organization; creativity; self-efficacy; job satisfaction.

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INTRODUCTION

The challenges faced by teachers in education and learning must be addressed. Innovation plays a crucial role in finding creative solutions to these problems (Rohmat, 2021). By incorporating technology, education and learning can become more interactive and engaging (Julianto & Ratumanan, 2023). Given the importance of innovation, it can provide answers to the problems faced in the field in a contextual manner. The role of innovation in educational transformation is very important in this ever-evolving era. Innovation includes the development and application of new ideas, creative learning methods, and the use of the latest technology in the context of education (Yusuf, 2022). Educational innovation is the key to quality education in line with the government's sustainable development agenda, which will have a positive impact on the future of all students. By continuing to develop and implement new ideas supported by the use of cutting-edge technology, it is hoped that all students will have the opportunity to develop their full potential.

Several studies have been conducted on factors related to teacher innovation, including the positive influence of organizational culture on teachers' innovation capabilities through knowledge sharing (Asbari et al., 2020). An organizational culture that values collaborative learning within schools and knowledge exchange within school can

encourage teachers to continue learning and developing. By sharing knowledge with each other, teachers can broaden their horizons, explore new ideas, and indirectly improve their innovative abilities in the classroom. Additionally, research has shown that organizational culture has a positive impact on innovation (Sabariah et al., 2024). This study highlights the role of organizational culture in increasing teacher innovation, which ultimately has a positive impact on the quality of the learning process. Furthermore, teachers themselves value creativity and strive to differentiate between pedagogical innovation and education (Haq, 2023). This study also suggests that teacher creativity can enhance innovation and their ability to plan, implement, and evaluate learning activities.

According to research findings, when a teacher has confidence in their abilities, it is highly likely that they will be successful in developing competitive human resources in the digital 4.0 era (Pramono et al., 2022). This statement is in line with research stating that initiatives in utilising technology and social media as innovative tools can increase student success in education (Boahene et al., 2019). These studies have explained that there is a relationship between creativity and innovation. Self-efficacy has a positive and significant effect on innovative work behaviour (Fransiskus, 2023). Teachers with high self-efficacy are more likely to demonstrate better innovation than those with low self-efficacy. High self-efficacy in teachers leads to better innovation (Ramadhan & Izati, 2023). High self-efficacy in teachers not only influences their attitudes towards innovation, but also encourages behaviours that support experimentation, development, and application of new ideas in the context of education. This can pave the way for improving the overall quality of learning and teaching. Thus, it can be synthesised that self-efficacy has a positive and significant effect on innovative work behaviour by increasing motivation, overcoming obstacles, encouraging healthy risk-taking, increasing resilience in the face of failure, optimising the use of resources, and inspiring colleagues and students to progress further.

Job satisfaction significantly affects teacher innovation (Meilawati et al., 2023). Job satisfaction can provide a strong foundation for teacher innovation by increasing motivation, creativity, collaboration, and professional development in response to challenges in the era of digitalisation. Innovative leadership significantly impacts teacher job satisfaction. Based on this, it can be seen that research related to job satisfaction can influence teacher innovation. Based on data and conditions in the field, it is estimated that teacher innovation can be influenced by learning organizations, creativity, self-efficacy, and job satisfaction as intervening variables. The model testing conducted to see how consistent the teacher innovation research model is can be done by strengthening these variables.

METHODS

This study utilised a quantitative method using SEM-PLS to test the constellation model. The sample in this study consisted of 121 primary school teachers, selected using multistage random sampling. The instrument used was a questionnaire. The constellation model to be tested in this study is shown in Figure 1.

PLS SEM analysis is a multivariate analysis that estimates the simultaneous effects between variables for the purposes of prediction, exploration or model structure development (Hair et al., 2022). Model evaluation in PLS consists of structural measurement model evaluation and model goodness and fit evaluation. Nonparametric statistics with data analysis tools using Partial Least Squares Structural Equation Modelling (PLS-SEM) software do not require normally distributed data in PLS SEM. The inferential statistical analysis used to test the hypotheses in this study was the Partial Least Squares

Structural Equation Modelling (PLS-SEM) method. The selection of the PLS-SEM method was based on considerations, particularly given its ability to handle situations where data does not meet the assumption of normal distribution. The advantages of PLS-SEM are also predictive/exploratory studies and structural model development, as well as the ability to solve complex research models and more flexible sample sizes.

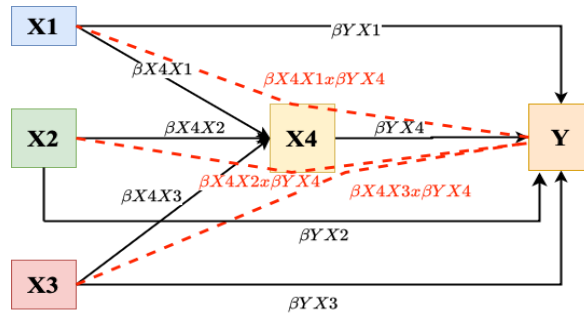


Figure 1. Research Model Constellation

Table 1 Indicators of Research Variables

Variable	Indicator
Teacher Innovation (Y)	<ol style="list-style-type: none"> 1. Product innovation (Creating new products and improving/updating old/existing products) 2. Process innovation (Updating and planning the development of methods/work methods) 3. Service innovation (Improving the quality of service facilities and the use of information technology) 4. Management innovation (Improving management systems to better support learning processes)
Learning Organization (X1)	<ol style="list-style-type: none"> 1. Mental model 2. Personal mastery 3. Share vision 4. Sytem thinking
Creativity (X2)	<ol style="list-style-type: none"> 1. Learning new things 2. Being flexible in dealing with problems 3. Finding new and better ways of working 4. Being open to new ideas 5. Not relying on others 6. Turning ideas into reality
Self-Efficacy (X3)	<ol style="list-style-type: none"> 1. Optimism 2. Challenges in the task 3. Rewards for completing the task 4. Behavioural model 5. Prestige
Job Satisfaction (X4)	<ol style="list-style-type: none"> 1. Salary/Income 2. Job content 3. Work-life balance 4. Good relationships with colleagues 5. Career certainty 6. Promotion opportunities

RESULTS & DISCUSSION

Results

The respondents in this study had characteristics that were examined in terms of gender, certification, and length of service as teachers. Based on the data, it was found that 83% of the teacher respondents were female and 17% were male, showing that the teaching profession is still popular among women. Furthermore, based on age range, it was found that most of the teacher respondents were between 25 and 35 years old, accounting for 40% of the total. In terms of educational background, 98% were bachelor's degree holders and 2% were master's degree holders. As for teaching experience, most respondents had between 11 and 15 years of experience, accounting for 26% of the total. The descriptive statistics can be seen in Table 2.

Table 2. Descriptive Statistics

	Y	X1	X2	X3	X4
Modus	147	152	156	142	138
Median	148	152	155	143	144
Mean	150.917	152.86	156.893	144.736	145.570
Standar Deviation	10.519	10.924	10.865	10.379	8.676
Varians	110.13	119.338	118.047	107.729	75.280
Score minimum	130	129	140	128	123
Score maximum	184	180	190	175	174

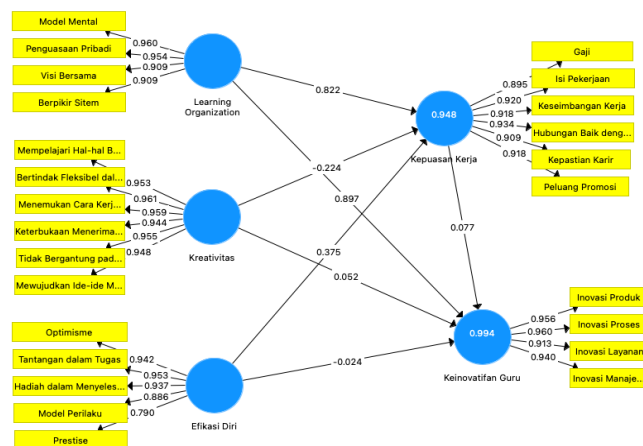


Figure 2. Second Order Outer Model Output Chart of the Teacher Creativity Research Model (Y) Constellation.

Table 3. The magnitude of the path coefficient (β) for each variable.

	Job Satisfaction	Teacher Innovation
<i>Learning Organization</i>	0.822	0.897
Creativity	-0.224	0.052
Self-Efficacy	0.375	-0.024
Job Satisfaction		0.077

Based on Table 3, it can be seen that the highest beta value is leaning organization, which can contribute to teacher innovation.

Table 4. R² and Adjusted R Square Values

	<i>R Square</i>	<i>R Square Adjusted</i>
Teacher Innovation	0.994	0.994
Job Satisfaction	0.948	0.947

The R Square value for the combined or simultaneous influence of the variables Job Satisfaction (X4), Learning Organization (X1), Creativity (X2) and Self-Efficacy (X3) on the variable Teacher Innovation (Y) is 0.994 with an Adjusted R square value of 0.994. Thus, it can be explained that all exogenous variables (X4, X1, X2, X3) simultaneously affect variable Y by 0.994 or 99.4%. Because the adjusted R square is more than 75%, the effect of all exogenous constructs (X4, X1, X2, X3) on Y is considered strong/substantial. The R Square value for the simultaneous influence of the Learning Organization (X1), Creativity (X2) and Self-Efficacy (X3) variables on Job Satisfaction (X4) is 0.948 with an Adjusted R square value of 0.947. Therefore, it can be explained that all exogenous constructs (X1, X2, X3) simultaneously influence X4 by 0.948 or 94.8%. Because the adjusted R square is more than 75%, the influence of all exogenous constructs X1, X2 and X3 on X4 is considered strong/ substantial.

Tabel 5. Nilai *Size Effect* Variabel Eksogen terhadap Variabel Endogen

	Teacher Innovation	Job Satisfaction
Self-Efficacy	0.006	0.226
Job Satisfaction	0.049	
Creativity	0.038	0.093
<i>Learning Organization</i>	5.135	1.084

Based on Table 5 above, the f² value or size effect shows that the largest size effect on the learning organization variable on teacher innovativeness is 5.135. The second largest effect is learning organization on job satisfaction, which is 1.084, followed by self-efficacy on job satisfaction, which is 0.226. Meanwhile, the medium-sized effects are job satisfaction on teacher innovation, which is 0.049, creativity on teacher innovation, which is 0.038, and creativity on job satisfaction, which is 0.093. The variable with a low effect is self-efficacy on teacher innovation.

Table 6. Blindfolding results for calculating Q²

	SSO	SSE	Q ² (=1-SSE/SSO)
Self-Efficacy	605.000	605.000	
Teacher Innovation	484.000	60.928	0.874
Job Satisfaction	726.000	154.449	0.787
Creativity	726.000	726.000	
<i>Learning Organization</i>	484.000	484.000	

Based on Table 6, all Q Square values for both construct X4 and Y are greater than 0.05. Therefore, it can be concluded that the predictions for construct X4 and Y are accurate or relevant. In detail, it can be concluded as follows: The relevance of predictions X1, X2, X3 and X4 to Y based on the Q Square value is 0.875>0.05, so accept H0. This means that

it can be concluded that the exogenous variables X1, X2, X3 and X4 are accurate or relevant when used as predictors of the Y construct as an endogenous variable. The relevance of the predictions of X1, X2, and X3 to X4 based on the Q Square value is $0.787 > 0.05$, so accept H0. This means that it can be concluded that the exogenous variables X1, X2, and X3 to X4 are appropriate or relevant when used as predictors of the endogenous variable X4.

Table 7. Standardised Root Mean Square Residual (SRMR) Test Results

	<i>Saturated Model</i>	<i>Estimated Model</i>
SRMR	0,047	0,047
d_ ULS	0,717	0,717
d_ G	30,639	30,639
Chi-Square	4041,878	4041,878
NFI	0,549	0,549

Based on Table 7, it can be seen that the SRMR value is $0.047 < 0.08$ or below 0.1, so it can be concluded that the model tested in this study fits the existing data.

Table 8. Predictive PLS and LM Models for Endogenous Variable Indicators

	Model PLS			Model LM		
	Q ² predict	RMSE	MAE	Q ² predict	RMSE	MAE
Management Innovation	0.869	365.703	291.364	0.938	251.862	177.618
Product Innovation	0.910	302.545	236.009	0.995	70.712	57.796
Service Innovation	0.816	433.019	352.262	1.000	1.410	1.110
Process Innovation	0.923	279.231	225.578	0.993	81.997	66.862
Salary	0.723	530.769	438.651	0.672	577.457	466.560
Promotion Opportunities	0.806	444.137	340.421	0.909	303.610	229.512
Job Content	0.766	487.355	393.543	0.757	497.069	382.441
Good Relationships with Colleagues	0.887	338.270	254.929	0.912	298.479	240.283
Career Security	0.791	460.010	363.120	0.901	317.324	254.133
Work-Life Balance	0.754	500.184	379.345	0.692	559.461	420.583

Based on Table 8 above, it can be seen that the RMSE and MAE values in the PLS model are lower than the RMSE and MAE values in the LM model, where there are 3 lower RMSE values, while there are only 7 RMSE values in LM. Then, there are 8 slightly lower MAE values in PLS, while there are only 2 MAE values in LM.

Discussion

Assessing significance involves testing the hypotheses of the constructed model. Research hypothesis testing was conducted using the bootstrapping method in the SmartPLS application. There were 10 paths that underwent statistical testing, namely 7 direct paths and 3 indirect paths. The results of the T-Statistics test of the structural model can be seen in Figure 3.

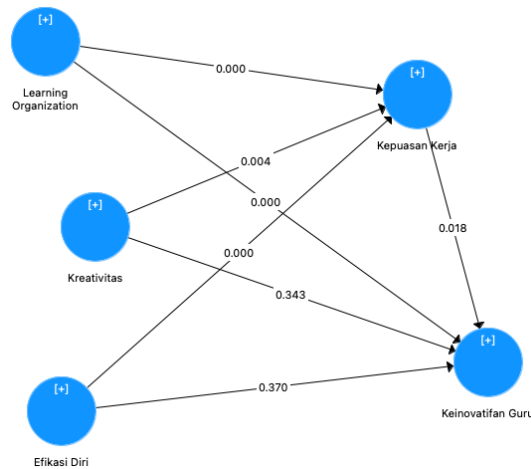


Figure 3. Significance values of the structural model significance test results

In the structural model analysis, Figure 3 provides an overview of the p-values for each related path. The main focus is on the path connecting the variables of Learning Organization, Creativity, Self-Efficacy, and Job Satisfaction with the variable of Teacher Innovativeness. The following are the significance table values for direct effects and indirect effects, and the complete structural model of Teacher Innovativeness.

Table 9. Path coefficient values, T-Statistics, and P values for direct effects

	Path coefficient values (β)	T Statistics	P Values
Learning Organization → Teacher Innovation	0.897	15.476	0.000
Creativity → Teacher Innovation	0.052	0.948	0.343
Self-Efficacy → Teacher Innovation	-0.024	0.897	0.370
Job Satisfaction → Teacher Innovation	0.077	2.365	0.018
Learning Organization → Job Satisfaction	0.822	10.348	0.000
Creativity → Job Satisfaction	-0.224	2.931	0.004
Self-Efficacy → Job Satisfaction	0.375	4.733	0.000

Table 10. Path coefficient values, T-Statistics, and P values Indirect effects

	Path coefficient values (β)	T Statistics	P Values
Learning Organization → Job Satisfaction → Teacher Innovation	0,063	2,443	0,015
Creativity → Job Satisfaction → Teacher Innovation	-0,017	2,237	0,026
Self-Efficacy → Job Satisfaction → Teacher Innovation	0,029	2,142	0,033

Based on Table 9, it can be seen that the path coefficient value of the direct effect between Learning Organization and Teacher Innovation is 0.897 with a p-value of $0.000 < 0.05$, so it can be concluded that there is a positive direct effect between Learning Organization and Teacher Innovation. The path coefficient value of the direct effect between Creativity and Teacher Innovation is 0.052 with a p-value of $0.343 > 0.05$, so it can be concluded that there is no positive direct effect between Creativity and Teacher Innovation. The path coefficient value of the direct effect between self-efficacy and teacher innovation is -0.024. This indicates a negative effect with a p-value of $0.370 > 0.05$, so it can be concluded that there is no positive direct effect between self-efficacy and teacher innovation. The path coefficient value of the direct effect between job satisfaction and teacher innovation is 0.077 with a p-value of $0.018 < 0.05$, so it can be concluded that there is a positive direct effect between job satisfaction and teacher innovation. The path coefficient value of the direct effect between learning organization and job satisfaction is 0.822 with a p-value of $0.000 < 0.05$, so it can be concluded that there is a positive direct effect between learning organization and job satisfaction. The path coefficient value for the direct effect of Creativity on Job Satisfaction is -0.224 with a p-value of $0.004 < 0.05$, so it can be concluded that there is a positive direct effect of Creativity on Job Satisfaction. The path coefficient value of the direct effect between self-efficacy and Job Satisfaction is 0.375 with a p-value of $0.000 < 0.05$, so it can be concluded that there is a positive direct effect between self-efficacy and Job Satisfaction.

Based on Table 10, it can be seen that the path coefficient value between Learning Organization and Teacher Innovation through Job Satisfaction is 0.063 with a p-value of $0.015 < 0.05$, so it can be concluded that there is an indirect effect between Learning Organization and Teacher Innovation through job satisfaction. The path coefficient value between Creativity and Teacher Innovation through Job Satisfaction is -0.017 with a p-value of $0.026 < 0.05$, so it can be concluded that there is an indirect effect between Creativity and Teacher Innovation through job satisfaction. The path coefficient value between self-efficacy and teacher innovation through job satisfaction is 0.029 with a p-value of $0.033 < 0.05$, so it can be concluded that there is an indirect effect between self-efficacy and teacher innovation through job satisfaction. The following table summarises the results of testing the hypotheses for each variable.

Previous studies related to learning organizations can improve teacher performance, commitment and innovation (Hasibuan & Indrawijaya, 2023; Sobirin et al., 2021; Syahrurahmah et al., 2022; Uniati, 2014). Based on this, it is suspected that there is a direct positive influence between learning organizations and teacher innovation. Research has linked teacher creativity to teacher innovation, teacher creativity in preparing innovative learning media, and teacher creativity to improving the quality of innovative learning in the classroom (Kadarsih, 2020), (Ghifar & Yusuf et al., 2020), (Sagita & Setiorini, 2022). Based on this, it is suspected that there is a direct positive influence of creativity on teacher innovation. Research related to self-efficacy on teacher innovation has been conducted, including self-efficacy in learning, how efficacy can increase innovation, and how efficacy can increase innovative work behaviour (Azzahra et al., 2024; Lina, 2020; Sunardi et al., 2019; Zagoto, 2019). Based on this, it is suspected that there is a positive influence of self-efficacy on teacher innovation. Research related to job satisfaction that can improve performance, job satisfaction that can have an impact on innovation, and the importance of job satisfaction in an organization (Atafik et al., 2022; Bahri & Nisa, 2017; Baktiar et al., 2024; Sunarta, 2019). Based on this, it is suspected that there is a positive influence of job satisfaction on teacher innovation. Research related to learning organizations and job satisfaction (Rofiati et al., 2015) suggests that there is a positive influence of learning organizations on job satisfaction. Research related to the influence of

creativity on job satisfaction concludes that creativity and job satisfaction are correlated and influence each other even in the presence of other variables (Astuti & Tri Puji et al., 2019), (Yusrita & Sundari, 2019). Based on this, the results of my research are not in line with the results of previous studies. Previous studies have revealed that there is indeed an influence between self-efficacy and job satisfaction with various other variables (Tanjung & Arifudin et al., 2020), (Narendra, 2017). Based on this, it is suspected that there is a positive influence between self-efficacy and job satisfaction.

Job satisfaction positively mediates the relationship between Learning Organization and organizational innovation, indicating that Learning Organization increases job satisfaction, which in turn significantly impacts the organization's capacity for innovation. Based on the results of this study, it is evident that job satisfaction can intervene in increasing teacher innovation, which is influenced by learning organization. The existence of a learning organization will have an impact on changing the paradigm of teachers in conducting learning activities, where teachers will begin to innovate in learning. This will have an impact on student learning outcomes so that the learning objectives will be achieved. The quality of education produced will be even better because teachers are highly innovative in delivering lessons in the classroom. Job satisfaction significantly affects teachers' creativity (Nurhattati et al., 2022). Teachers consider themselves to be very creative and express job satisfaction. Their job satisfaction can be statistically estimated from their motivation, expertise, and creative thinking skills, highlighting the relationship between creativity and innovation in teaching (Uçar, 2022). Job satisfaction positively affects creativity, which in turn encourages teacher innovation (Hidayat & Tjahjono, 2023).

These studies have proven that job satisfaction can mediate or intervene in the variable of creativity on teacher innovation. This provides evidence that teacher innovation will increase along with increased creativity and job satisfaction, enabling teachers to perform better in classroom learning activities. Self-efficacy positively influences superior innovation, and job satisfaction moderates this relationship. Higher job satisfaction enhances the effect of self-efficacy on innovation, while knowledge sharing directly influences innovation without being moderated by job satisfaction (AlQudah et al., 2022). Entrepreneurial self-efficacy positively influences innovative behaviour through job satisfaction, which acts as a partial mediator, leading to increased job satisfaction and fostering a better mental state that encourages continuous innovation efforts (Wei et al., 2020). Job satisfaction moderates the relationship between creative self-efficacy and employee innovation, enhancing the positive effect of self-efficacy on innovation. Satisfied employees are more motivated to adopt new ideas, fostering an environment conducive to innovation (Hu & Zhao, 2016). Creative self-efficacy positively influences job satisfaction, which in turn influences creativity. Job satisfaction acts as an intervening variable, enhancing the relationship between creative self-efficacy and creativity among employees (Anggarwati & Eliyana, 2015). Self-efficacy is positively related to job satisfaction, which can increase employee commitment and performance. By encouraging self-efficacy, organizations can promote innovation, as employees with higher self-efficacy are more likely to engage in creative problem solving and take initiative (Mishra et al., 2016).

CONCLUSION

Based on the results of the tests that have been carried out, it can be concluded that the variable of teacher innovativeness can be predicted well by the variables of learning organization, creativity, self-efficacy, and job satisfaction, which can be seen from the test results using SEM-PLS. Based on Good of Fit, the model in this study is suitable for seeing how much influence each independent and intervening variable has on the dependent

variable. Furthermore, the test results also show that the PLS model is better than the linear model based on model comparison analysis.

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