INNOVATION WORK BEHAVIOR: NEW MODEL TO SUCCESSFUL ORGANIZATION

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Abstract

This study aims to explore Innovative Work Behavior (IWB) within the educational context, focusing on the contributions of individuals and organizations to the innovation processes within educational institutions. In the face of the complex dynamics heightened by the challenges of the pandemic, the role of innovation has become increasingly crucial to ensure the quality of learning and the achievement of high educational standards. Educators, as primary subjects in this context, are expected to cultivate creative thinking abilities, explore emerging technologies, and advocate for innovative ideas to drive positive change in the education sector. The recent model proposed by Demircioglu et al underscores the critical role of network behavior in shaping IWB, emphasizing the significance of an innovative climate and knowledge sharing as key factors stimulating IWB. The research methodology involves a comprehensive and integrative literature review, providing an in-depth analysis of relevant literature. The study concludes by highlighting the necessity of collaboration among governments, school administrators, educators, educational staff, and the community to create an innovative and responsive educational environment.

Keywords: *Collaboration in Education, Educational Innovation, Innovative Work Behavior*

1. INTRODUCTION

The educational institution constitutes a crucial component with a vital role in enhancing the nation's well-being. Education is perceived as the fundamental capital essential for the development of both individuals and society (Helmy & Pratama, 2018). The responsibility of educational institutions encompasses preparing learners to face the highly competitive world of work. This effort aims to create high-quality human resources with adequate knowledge. In fulfilling its tasks, educational institutions face various challenges, including the recent pandemic. These challenges demand extra efforts to ensure high-quality education. The quality of education becomes crucial as it reflects the existence of the institution. Besides adequate facilities and infrastructure, the presence of personnel or teachers who are professional and possess high quality is also necessary (Hardianto & Sari, 2021).

The impact of globalization on technological and scientific advancements emphasizes the need for effective adaptation within an educational institution. Therefore, the competence of personnel or teachers is evaluated not only based on their ability to complete tasks but also on their adaptability to evolving developments (Helmy & Pratama, 2018). In this context, innovation becomes a key factor in aligning with the dynamics of globalization, scientific progress, and technology in the field of education (Hardianto & Sari, 2021). According to Sofiyan et al. (2022), innovative work behavior is a crucial foundation for educational workforce to achieve organizational goals effectively and efficiently. Therefore, for educational institutions to attain optimal

learning quality, the educational workforce or teachers need to exhibit innovative work behavior.

The pandemic situation in Indonesia has compelled schools to shift from face-to-face to online learning (Jaelani et al., 2020). This change requires schools to innovate to achieve educational goals maximally. Innovation is evident in the use of various learning media, including applications, and changes in face-to-face patterns becoming a necessity. The use of technology is considered a solution to facilitate the learning process, as described by Palevi et al. (2020). Thus, adaptation to changes in the learning pattern becomes the key for schools to remain effective in delivering content and supporting the teaching and learning process amidst the pandemic challenges.

Digital applications have become a key element in implementing distance learning during the pandemic, with various platforms frequently used such as Classroom, Zoom, Google Meet, video conferencing, and WhatsApp (Dewi, 2020). In addition, there are education platforms like Ruang Guru, Rumah Belajar, Sekolahmu, Zenius, Kelas Pintar, and Google for Education, reflecting diverse approaches in content delivery (Handarini & Wulandari, 2020). In some areas, there are additional innovations such as teachers visiting students' homes to provide direct lessons. Some schools also allow face-to-face learning with a limited number of students, and some even permit students to come to school every week to submit assignments and receive new ones. All these efforts reflect the initiative and innovation of teachers in overcoming learning challenges amid the pandemic, creating various methods and strategies to ensure the smoothness of the educational process.

Against the backdrop outlined above, this research seeks to academically investigate the ramifications of utilizing digital applications and innovative instructional methods by education professionals, particularly teachers, during the ongoing pandemic in Indonesia. The primary objective is to discern how the utilization of diverse digital platforms, including Classroom, Zoom, Google Meet, and other educational tools, influences the efficacy of remote learning. Furthermore, the study aims to delve into the inventive strategies employed by teachers to surmount the challenges posed by remote learning amidst the pandemic, encompassing the creative use of teaching media and adaptive measures to changes in instructional approaches. Through a scholarly exploration of these innovative practices, this research aspires to contribute academically to the advancement of digital pedagogy and pertinent teaching methodologies during the pandemic. This, in turn, aims to ensure educational institutions maintain their academic effectiveness in disseminating content and nurturing the intellectual development of students.

2. LITERATURE REVIEW

In recent years, Innovative Work Behavior (IWB) has emerged as a crucial determinant of organizational success, sparking significant interest in understanding the complex nature of this phenomenon (AlEssa & Durugbo, 2022; Hill, 2017). Prior research, such as the comprehensive study conducted by Jankelová et al. (2021), has emphasized the relationship between IWB and business performance, focusing on the mediating roles of Cognitive Diversity (CD) and Team Work Climate (TWC). This study found a significant direct relationship between IWB and business performance, indicating that promoting innovative behavior among employees can positively impact company outcomes.

Workplace innovation can be interpreted as a series of physical and cognitive activities undertaken by employees to achieve innovation development goals. According to the definition provided by Kwon & Kim (2020), innovative work behavior encompasses individual or group actions in generating ideas, implementing the best ideas in product development, and applying methods according to the department or division's position within an organization. Employee innovative actions within an organization positively contribute to the creation of an innovative work environment. In this context, employees' innovative behavior can be divided into two main dimensions: creativity orientation, involving problem recognition and idea generation, and implementation orientation, encompassing idea promotion and realization (De Jong & Den Hartog, 2010).

The significance of innovative behavior is not limited to the general organizational context but also has significant implications in the educational context. The success of curriculum implementation, according to Prasetyono et al. (2021), is directly influenced by teachers' ability to use various teaching methods during the teaching and learning process. Teacher professional competence is a key factor in determining their ability to implement diverse learning methods. Therefore, to enhance teacher professional competence, an in-depth analysis of factors contributing positively is necessary. One key indicator of good teaching competence is innovative behavior at work, as revealed by Harun et al. (2021). Teachers who can demonstrate innovative behavior tend to have the ability to present a variety of teaching methods that can enhance the effectiveness of the teaching and learning process. Thus, innovation is not only relevant in a business context but also has a substantial impact on improving the quality of education.

Innovative work behavior encompasses intentional actions taken by individuals to create, introduce, and implement new ideas or concepts beneficial to work within a group or organization. In the educational context, innovative work behavior refers to the efforts of teachers and educational staff in creating, introducing, and implementing new ideas or concepts aimed at improving the quality of learning and education. The presence of innovative work behavior in education has several benefits, including improved learning quality, enhanced education quality, increased competitiveness of graduates, improved productivity of teachers and educational staff, and the creation of a more creative and productive work environment.

Concrete examples of innovative work behavior in education include the use of innovative teaching methods such as project-based, problem-based, or technology-based learning. Teachers can also develop new learning media such as videos, modules, or learning applications. Furthermore, innovation can be reflected in the development of curricula tailored to the needs of learners, the implementation of Classroom Action Research (CAR) to improve the quality of learning, and collaboration with other stakeholders such as communities, industries, or governments to develop the education sector (Ismiantari & Muyana, 2021).

Factors driving innovative work behavior in education include government policies supporting educational innovation, support from school principals and education leaders, a conducive work environment, training and development for teachers and educational staff, as well as motivation and commitment from educators. To enhance innovative work behavior in education, collaboration is needed from various stakeholders, including the government, school principals, teachers, educational staff, and the community as a whole. This collaborative effort needs to involve various policies and practices supporting innovation in education, as well as increased resources and opportunities for training and development for educators.

3. RESEARCH METHODS

This research adopts an integrative and comprehensive literature review approach. The methodology involves the examination, synthesis, and in-depth analysis of literature representing the topic of innovative work behavior and successful organizational models. The literature review is thematically organized, emphasizing conceptual categories rather than chronological progression, with the aim of providing a comprehensive understanding of key issues and ideas in this domain. The literature review process involves several stages as follows:

a. Planning Stage: The initial phase of this research process involves outlining research objectives, identifying key research questions, and establishing relevant inclusion criteria for the literature to be used.
b. Implementation Stage: Systematic searches are conducted through various academic databases and scholarly sources to gather literature covering various aspects of innovative work behavior and successful organizational models.
c. Data Abstraction and Analysis Stage: Data from selected literature is abstracted and analyzed directly in relation to research questions and existing themes. Transparent explanations regarding the analysis process are provided, with an emphasis on the most significant findings and trends identified in the literature.
d. Review Organization and Writing Stage: The results of the literature review are systematically organized, focusing on presenting a clear and comprehensive overview of existing knowledge regarding innovative work behavior and its implications for organizational success. The literature review is written in a manner that highlights key concepts, theoretical frameworks, and empirical evidence supporting the development of a new model for successful organizational innovation.

In conducting the literature analysis, a qualitative descriptive method is employed. This approach facilitates a comprehensive understanding of the conceptual foundations, theoretical perspectives, and practical implications associated with innovative work behavior in the dynamic organizational context. The analysis process emphasizes thematic interpretation and main patterns, enabling the identification of crucial insights and limitations in the existing literature. Data in this literature review are derived from scholarly literature and academic research focused on innovative work behavior and organizational success. Similarly, literature sources are selected based on relevance, credibility, and significant contributions to understanding this topic.

4. RESULTS AND DISCUSSION

4.1. Elements of Educational Management

Innovation behavior demonstrated by teachers plays a significant role in achieving school goals. Innovative teachers not only help address various issues in the school but also play a key role in facilitating change and improving the quality of education. According to (Wamalwa & Wamalwa, 2014), the innovative behavior of teachers reflects their ability to respond quickly to changes in society, keep up with new knowledge and technologies, and incorporate them into teaching methods.

Teachers who can adopt innovative behavior have a greater potential to achieve the goals of school education, as they can find new solutions to challenges with creativity and

innovation. Conversely, teachers who do not adopt innovative behavior can hinder the achievement of learning goals in school.

The process of innovation development in schools is not easy. According to (Messmann et al., 2018), teachers face two main demands in innovation development, namely risk-taking and cooperation. Teachers need to be willing to take risks related to uncertainty in outcomes and others' responses to the innovations they apply. In addition, cooperation and coordination with all stakeholders in the school are also key to success in innovation development.

In efforts to realize innovation development, teachers need to have a good understanding of the concept of innovation and how to develop it. Ferrari et al. (2009) state that a good understanding of the concept of innovation and how to develop it is essential for teachers to demonstrate innovative work behavior in carrying out their tasks at school. Schools as formal organizations have their own characteristics. According to Wahab (2008), organizational characteristics include complexity, formality, organizational structure, common rules, and a shared vision. Therefore, each school has unique characteristics that differentiate it from other schools, and understanding these characteristics can help in the effective development of innovation and the achievement of school goals.

To improve the quality of education through the participation of school and community members, the implementation of School-Based Management (SBM) is required. In accordance with Government Regulation Number 57 of 2021 concerning National Education Standards Article 27, planning, implementation, and supervision of educational activities must apply school-based management with the characteristics of independence, partnership, participation, openness, and accountability.

School-based management is a management model that provides autonomy and flexibility to schools, encourages direct participation from school members to improve the quality of schools in accordance with national education policies and applicable regulations. This flexibility includes the school's ability to manage, utilize, and empower resources optimally, allowing dynamic and innovative responses to challenges. The implementation of SBM aims to increase the awareness of school and community members, the responsibility of the head of the educational unit, healthy competition among educational units, as well as efficiency, relevance, and equal distribution of education in the region. The five principles of SBM implementation involve independence, partnership, participation, openness, and accountability. Emphasis on principles such as independence, partnership, participation, openness, and accountability underscore an approach that involves all school members to achieve these goals.

The concept of independence refers to the school's ability to solve problems without full dependence on the central government. The principle of partnership highlights cooperation with stakeholders to increase support and community involvement. Participation is linked to active stakeholder involvement in decision-making and education implementation. Openness is considered key to building public trust, while accountability emphasizes the school's accountability for educational outcomes. The implementation of SBM is expected to create a more dynamic, responsive, and innovative educational environment. These principles align with efforts to increase participation, community involvement, and accountability in the provision of education at the school level.

4.2. Innovation Depends on Internal Individual Aspects

Innovation in the field of education is not only influenced by external factors such as government policies or financial support but also heavily depends on internal factors, especially educators and learners. Innovative educators play a crucial role in shaping a dynamic and effective learning environment. They can bring creative approaches and innovative methods to the learning process, creating a motivating and engaging atmosphere for learners. With the ability to adapt to new methods, they not only enhance learners' motivation but also contribute to achieving optimal learning outcomes.

On the other hand, the role of learners with innovative characteristics is also significant in the educational context. They are not just passive receivers of information but actively engage in developing critical and creative thinking skills. Innovative learners can respond to learning challenges in unique ways, create new solutions, and stimulate intellectual growth. The critical thinking skills they develop are valuable not only for objectively responding to information but also for supporting better decision-making processes. Overall, the presence of innovative learners provides a positive dynamic in the education process, improving the quality of learning and stimulating intellectual independence.

Several internal individual factors are crucial foundations in supporting innovation in the educational context. Firstly, creativity plays a central role as the ability to generate new and different ideas or concepts. In the context of learning, creativity forms the basis for the innovation of teaching methods, curriculum, and learning approaches that can enhance the effectiveness of the teaching and learning process. Furthermore, critical thinking skills are an essential aspect that enables individuals to assess information objectively and logically. With these skills, educators and learners can identify potential problems in the learning context and develop innovative and effective solutions.

Problem-solving ability is another factor that supports innovation in education. This ability enables individuals to find creative and appropriate solutions to challenges or obstacles that arise in the learning process, aiding in the better implementation of innovations. Willingness to take risks is a necessary attitude to try new things and step outside the comfort zone. In the educational context, this willingness encourages experimentation with new teaching methods or the introduction of the latest technology, ultimately leading to positive change and innovation in the education system.

Lastly, collaborative skills are key to developing innovation collectively. Through collaboration with peers or learners, individuals can inspire each other, exchange ideas, and create more comprehensive and effective solutions. Thus, internal factors such as creativity, critical thinking, problem-solving ability, willingness to take risks, and collaborative skills form a solid foundation for creating an innovative and dynamic educational environment.

In the field of education, teachers are the mainstay of any educational organization. Teachers play a crucial role in ensuring the success and effectiveness of the education system. Therefore, the innovative behavior of teachers should receive proper attention. Innovative teacher behavior can be described as actions to develop, implement, promote, or change new ideas initiated by teachers themselves (Thurlings et al., 2015). In other words, the innovative behavior of teachers refers to behavior that generates new ideas and strives to implement them with confidence, overcoming challenges that may arise to create new methods, strategies, or approaches to improve the quality of learning, facilitation, and student engagement.

For example, a teacher with innovative behavior will always seek new methods, techniques, or approaches that are suitable for improving students' understanding of the subjects taught. Teachers should have the ability to use various methods, change teaching approaches as needed, acquire the necessary skills to use digital resources in the classroom, and learn how to use information management systems to monitor student learning performance (Schleicher, 2012). The extent to which teachers can bring these new ideas is determined not only by their professional skills and knowledge but also by their innovative behavior.

In the educational context, promoting ideas is a less important dimension because it is not directly related to teachers (Borasi & Finnigan, 2010). Behavior in promoting ideas may be considered irrelevant in education because this dimension is more appropriate to be seen in the context of product innovation in other fields that require substantial support and resources. For example, situations where individual product innovations require significant funding to succeed. If individuals do not take steps to promote these ideas, their innovations will stagnate and fail. In contrast to the education situation, innovations led by teachers to improve students' understanding of the subject matter do not require teachers to seek support from stakeholders and parents because they involve only internal elements. There is no need for teachers to obtain permission from administrators and parents to enhance the learning process. Therefore, this dimension can be considered unnecessary and overlooked in the context of innovative teacher behavior.

4.3. Input: Innovation and Collaboration

Innovation and collaboration play a crucial role in the context of educational management, interrelating and supporting each other to enhance the quality of education. Innovation, as the process of creating something new and different, is a key factor in efforts to improve the quality of education. In the context of educational management, innovation can manifest in several aspects, such as the development of more relevant curricula, the introduction of more effective teaching methods, and the improvement of educational infrastructure.

In this regard, curriculum innovation can involve the introduction of learning materials that are more in line with the needs and developments of the times, thus positively impacting students' ability to compete globally. Furthermore, innovation in teaching methods can involve the use of the latest technology, the development of more interactive learning approaches, and the empowerment of students in the learning-teaching process.

However, innovation cannot reach its maximum potential without collaboration. Collaboration in educational management involves cooperation with various stakeholders, such as teachers, parents, the community, and other parties with interests in education. Through collaboration, innovative ideas can be implemented more effectively, resources can be optimally utilized, and support from various parties can expedite the implementation of change.

Thus, innovation and collaboration in educational management are not separate entities but two elements that complement each other. Innovation brings the courage to create change, while collaboration brings collective strength in realizing these innovative ideas. Both are solid foundations for creating a dynamic, adaptive, and responsive educational environment to meet the demands of educational development and societal needs.

Collaboration plays a vital role in supporting and strengthening the innovation process in the educational world. Cooperation among various education stakeholders, including the government, schools, and the community, is key to the success of innovation implementation. Collaboration with the government can provide access to resources and policy support needed to realize innovative ideas on a larger scale. Schools, as the immediate environment where these innovations are implemented, can act as agents of implementation and adaptation of innovations to specific local needs. Meanwhile, collaboration with the community can integrate local interests and needs into the educational innovation process, creating greater relevance to local social and cultural realities.

Through collaboration, stakeholders can reinforce each other, combine resources, and share responsibility to achieve common goals. The synergy between the government, schools, and the community creates an environment that supports the exchange of ideas, shared understanding, and collective commitment to positive change in the education system. Thus, collaboration not only accelerates the implementation of innovation but also makes innovation more suitable for local needs and contexts, enhancing its effectiveness and stimulating overall educational development. As a whole, collaboration not only complements innovation but also serves as a primary driver in creating positive transformations in the field of education.

Innovation in educational management can be supported through collaboration involving various stakeholders. One innovation that can be implemented is the development of a curriculum that is more relevant to the needs of students. An appropriate curriculum can enhance learning motivation and achieve optimal results. Collaboration between the government, schools, and education experts is crucial in designing a curriculum that is responsive to students' development. Moreover, the implementation of more creative and innovative teaching methods can also be a focus of innovation in educational management. Collaboration between educators, students, and education experts can enrich the variety of teaching methods, making the learning process more interesting and enjoyable.

The development of adequate educational infrastructure is also a crucial innovation in improving the quality of education. Collaboration between the government, schools, and the community can help obtain the necessary resources to build optimal educational facilities. The benefits of collaboration in educational management are significant. Firstly, collaboration can enhance the effectiveness and efficiency of education management by sharing ideas, knowledge, and resources. Secondly, collaboration can also improve the quality of education by producing innovations that are more relevant to the needs of students. Thirdly, collaboration helps build public trust in education by demonstrating that education management is done transparently and accountably. Thus, collaboration forms a strong foundation to support innovation in educational management and achieve holistic goals of improving the quality of education.

4.4. Input: creation, sharing, realization

Various factors contribute to the creation, sharing, and realization of innovative work behavior in education. One key identifiable factor is the level of autonomy and job commitment, especially among teachers in schools (Baharuddin et al., 2019). Autonomy gives teachers the freedom to develop their own innovative ideas, creating an environment where creativity can flourish. Additionally, high job commitment to educational tasks motivates teachers to seek innovative solutions to enhance the quality of teaching and

learning. These two factors are interrelated, where autonomy provides space for job commitment to grow, while job commitment provides impetus for the implementation of innovative ideas. Therefore, understanding and managing teacher autonomy and enhancing job commitment can be key strategies in stimulating innovative work behavior among educators.

Innovation development in vocational higher education is influenced by the needs and goals of teachers, facilitated by opportunities for change and collaborative structures (Messmann & Mulder, 2011). Teachers' needs and goals are key motivating factors in the innovation development process. Teachers who feel the need to improve learning effectiveness or adapt teaching methods to technological advancements are more likely to engage in innovative work behavior. Additionally, educational goals related to empowering students or preparing them for the demands of the workforce can also encourage innovation in teaching and learning.

Another influencing factor is the opportunity for change. An environment that supports change and provides incentives for teachers to adopt innovative practices can expedite the process. Moreover, collaborative structures among teaching staff and relevant parties play a crucial role. Collaboration provides a platform for the exchange of ideas, mutual support, and the integration of expertise, leading to more effective innovation.

Knowledge sharing plays a crucial role in encouraging innovative work behavior, mediating the impact of work stress and transformational leadership (Nugroho, 2023). In this context, educators actively sharing their knowledge create an environment where new ideas can flourish. This information exchange not only improves the quality of teaching and learning but also fosters a stimulating creative atmosphere. Furthermore, knowledge sharing serves as mediation against the impact of work stress among educators. The knowledge-sharing process enables the education team to support each other, address challenges together, reduce individual pressure, and promote mental well-being.

When combined with transformational leadership in education, knowledge sharing can be a catalyst for innovation. Transformational leadership in the educational context encourages the development of a shared vision, provides motivation for teachers and staff to achieve ambitious goals, and creates a school culture that supports change and experimentation. By focusing on integrating knowledge sharing and transformational leadership, the educational environment can become more dynamic, responsive to change, and foster innovative practices that positively impact the learning process and student achievement (Nugroho, 2023).

Technology, especially the use of computers and information and communication technology (ICT), is a primary facilitator of educational innovation, enabling the achievement of learning objectives and promoting student-centered active learning practices (Sein-Echaluce et al., 2017). Integrating technology into the learning context creates opportunities for improving learning objectives and encouraging more active learning practices, with students at the center. The use of computers and ICT enables broader access to learning resources, provides a platform for online learning, and opens the door to more interactive learning methods.

Through technology, educators can present learning materials more dynamically and tailor learning to individual learning styles. With digital learning applications, simulations, and online resources, students can engage in deeper learning experiences and stay motivated. Additionally, technology facilitates communication and collaboration

between teachers and students, creating a more responsive learning environment open to change.

By continuously adopting and integrating technology into educational practices, educational institutions can enhance learning effectiveness, stimulate innovation in curriculum design, and produce graduates better prepared to face the evolving demands of the world. Therefore, technology is not just a tool but also a primary driver of transformation in the field of education.

4.5. Input

a. Innovation also involves Extrinsic and Intrinsic factors according to management, namely: leadership, organizational culture, job autonomy, work environment, networking.

   Innovation in the context of educational management highlights the presence of extrinsic and intrinsic factors influencing innovative dynamics within educational institutions. Extrinsic factors, such as visionary leadership, play a crucial role in shaping the direction and policies that promote innovation in schools or educational institutions. Organizational culture also becomes a critical element, where a culture supporting creativity and experimentation provides a solid foundation for innovation.

   Job autonomy for educators and education staff also plays a role in fostering innovation (Baharuddin et al., 2019). Granting them the freedom to develop new ideas without too many administrative constraints can create an environment conducive to innovation. Additionally, a work environment that facilitates collaboration and effective communication can stimulate the exchange of ideas and expedite the innovation process.

   Meanwhile, intrinsic factors, such as individuals' ability to innovate, motivation, and a desire for continuous learning, enrich the innovative ecosystem. Education that encourages and strengthens individuals' creative abilities can be the foundation for sustainable innovation. Similarly, individuals' motivation and enthusiasm to create positive changes in education can be a strong personal driver.

   Overall, successful educational management in stimulating innovation needs to wisely understand and integrate these extrinsic and intrinsic factors to create a dynamic, creative, and progressive environment.

b. Individual: seeking new technology, embracing occurring changes, having ideas and concepts (thinking out of the box), advocating others' ideas, being able to research, and being able to patent products.

   In the context of innovation in education, the role of the individual is crucial in realizing progress and change. Firstly, individuals must have the drive to seek new technology that can enhance the education process. The ability to embrace changes happening around is an essential aspect because technological dynamics continue to evolve, and proactive educators can integrate these innovations into their teaching methods.

   Thinking out of the box is key to shaping innovation in education. Individuals need to have unconventional ideas and concepts, the ability to see new opportunities, and the courage to take risks to create positive change. Additionally, the ability to advocate others' ideas is also crucial in garnering support for innovation, creating synergy within the education community.

Research skills are a fundamental foundation in the innovation process. Individuals need to have the skills to investigate trends, needs, and potential solutions in the field of education. Furthermore, the ability to patent innovative products in the realm of education can protect intellectual property rights and provide economic incentives to continue developing new solutions. Thus, individuals in the education sector with these qualities, such as innovation courage, research skills, and the ability to advocate ideas, can be pioneers in changing the education paradigm towards a more dynamic and results-oriented future.

Innovative work behavior of teachers is a key factor that can significantly improve the quality of education. Several studies have investigated factors influencing innovative work behavior in the context of education. One major factor that often emerges is a supportive work environment, including support from school principals, colleagues, and adequate facilities for innovation implementation. Additionally, teachers' intrinsic motivation, such as engagement and job satisfaction, is also identified as a major driver of innovative behavior.

The personal creativity of teachers also plays a crucial role, as teachers with the ability to think creatively are more likely to develop and implement innovative ideas in the learning process. In facing rapid changes in the education world, teachers with an open attitude towards change and adaptive skills are more likely to exhibit innovative behavior. Therefore, efforts to enhance innovative work behavior among teachers need to consider these various factors and build a work culture that supports the exploration and implementation of new ideas to continuously improve the quality of education.

Research conducted in Vietnam highlights individual factors that significantly impact the innovative work behavior of employees within the organizational context. The findings reported by Quang et al. (2022) indicate that three main factors—creative self-efficacy, employee commitment, and work enthusiasm—have a strong positive relationship with innovative work behavior. Creative self-efficacy reflects employees' belief in their ability to generate new ideas and creative solutions, which appears to be crucial in encouraging innovative behavior. Employee commitment, both to the job and the organization, has also proven to be a significant factor, indicating that employees emotionally connected to their work and company are more open to developing new ideas. Additionally, high work enthusiasm is identified as a positive predictor of innovative behavior, suggesting that strong intrinsic motivation can drive employees to seek creative solutions and actively participate in the innovation process. These findings provide valuable insights for organizational management in developing strategies to encourage the innovative work behavior of employees, emphasizing the development of creative self-efficacy, increased employee commitment, and the stimulation of work enthusiasm.

Research focused on the relationship between capacity development and innovative work behavior with the teaching performance quality provides an interesting overview. According to the study conducted by Rahmawati & Permana (2020), the findings show that capacity development and innovative work behavior jointly have a moderate influence on the teaching performance quality of teachers. Capacity development, including improving the skills, knowledge, and understanding of teachers to meet contemporary educational demands, seems to provide a crucial foundation for enhancing their performance quality. Meanwhile, the innovative work behavior of teachers, involving their ability to generate and implement new ideas in the learning context, also

has a significant positive impact. These findings have important implications for the planning of teacher professional development strategies, emphasizing the importance of not only enhancing individual capacity but also stimulating innovative behavior as a joint effort to improve the quality of teaching performance. The integration of both is expected to contribute more significantly to the development of sustainable and high-quality education.

Recent studies in the context of higher education institutions explore the model of the effect of green human resource management (GHRM) on innovative work behavior in three dimensions: employee role, extra role, and green innovative work behavior (GIWB). Research results, as revealed by (Aboramadan, 2022), indicate that GHRM plays a key role as a significant predictor of green behavior in the employee role, extra role green behavior, and GIWB. This emphasizes that implementing human resource management practices focused on sustainability and environmental concern can stimulate innovative behavior in various job aspects. Additionally, green work engagement (GWE) is identified as a significant intervention mechanism in explaining the relationship between GHRM and innovative work behavior. GWE, as a form of active employee participation in green and organizational sustainability initiatives, seems to reinforce the positive impact of GHRM on innovative work behavior. These findings provide valuable insights for higher education institutions and other organizations aiming to promote sustainability-based innovative behavior among their employees.

Encouraging teachers to engage in innovative work behavior can significantly improve the quality of education. The research findings by (Belgin & Akbaşli, 2022) indicate that organizational intelligence plays a significant role in stimulating and strengthening factors at both the individual and organizational levels that are effective in facilitating innovative practices in the education environment. Thus, it can be interpreted that organizational intelligence becomes a key factor in creating a work environment that fosters creativity and innovation among teachers. These findings provide a foundation for educational institutions and policymakers to enhance education quality by integrating strategies that strengthen organizational intelligence aspects in efforts to encourage innovative work behavior among educators, aligning with the goal of improving educational quality.

The study by Rahmawati & Permana (2020) reflects findings that teacher capacity development has a noticeable influence on encouraging innovative work behavior, and this positive relationship contributes to the improvement of their teaching performance quality. The moderate effect found in this study suggests that capacity development efforts, such as training and competence development, can be key factors in enhancing innovative teaching practices. The implications are that educational institutions and stakeholders can consider investing in teacher capacity development as an effective strategy to improve education quality, focusing on enhancing skills and knowledge that support more innovative and effective teaching approaches.

The crucial role of individual factors, such as creative self-efficacy, employee commitment, and work enthusiasm, in shaping innovative work behavior among organizational employees, especially teachers, is highlighted by (Quang et al., 2022). These psychological and motivational aspects have a significant positive impact on teachers' willingness and ability to adopt innovative practices in the educational context. The success of managers and educators in stimulating innovative work behavior can be enhanced by considering the reinforcement of creative self-efficacy, increased employee commitment to educational goals, and the cultivation of high work enthusiasm. Therefore,

the implementation of human resource development strategies that focus on and enhance these individual factors can be a crucial step in creating a work culture that supports innovation in the field of education, positively contributing to teaching quality and paving the way for sustainable educational improvements.

The implementation of gamification in the classroom, as found in the research by (Iverson, 2019), highlights significant potential in increasing student engagement with learning materials. Although the primary focus of this research is on students, the concept of gamification can also be key to encouraging innovative teaching methods and behaviors among teachers. By incorporating game elements into the educational context, teachers can create more engaging and interactive learning experiences, stimulating student interest in the subject matter. The implications are that educational institutions and policymakers can leverage gamification as a strategic tool to stimulate creativity and innovation among teachers. By considering these factors, educational institutions can create an environment that supports and encourages teachers to engage in innovative work behavior, which is expected to have a positive impact on overall educational outcomes.

In a broader context, various determining factors of innovative behavior include the work environment Tri et al. (2019) and creativity climate (Sutanto, 2017), which appear highly significant. Additionally, learning organizations have a direct influence on teacher innovation (Stoll & Kools, 2017). The presence of a learning organizational culture also proves to influence school growth and development (Timanson & Da Costa, 2016). Structure and culture play a highly significant role in a learning organization as they can facilitate new ideas and innovation in the workplace (Boukis, 2016).

To elaborate, learning organizations encompass activities that promote learning at the individual or organizational level. Learning organizations have three basic elements: a supportive learning environment, concrete learning processes, and leadership behavior (Garvin et al., 2008). These create sustainable learning, provide investigation, encourage team learning, share and capture learning developments, empower staff towards a shared vision, connect the organization with the environment, and provide strategic leadership. Therefore, these seven dimensions should be well-represented in the culture of an organization adopting the concept of a learning organization (Watkins & Marsick, 1993).

In line with the triggering impact of learning organizations in initiating and sustaining change and innovation, educators and policymakers have also defined schools as learning organizations (Stoll & Kools, 2017) to cope with changes in the current world (Tichnor-Wagner et al., 2016). Moreover, teachers' work engagement becomes a driver of their innovation (Kong & Li, 2018). Indeed, the more professionally engaged someone is, the more open they are to new ideas (Gawke et al., 2017) and the more proactive and responsible they become (Hakanen et al., 2008). Professionally engaged teachers find their work meaningful and participate in their work with great enthusiasm (Bakker & Bal, 2010). Furthermore, they are highly enthusiastic and motivated in their work, and because their work inspires them, they find their work satisfying (Sundaray, 2011).

The primary factors influencing IWB in organizations include personal factors, interaction/teamwork factors, and organizational factors. Personal factors may include aspects such as individual competence, personality, and multitasking abilities. Interaction/teamwork factors involve dynamics and relationships within a team or workgroup, while organizational factors may include elements such as leadership, human resource management, and organizational culture. Innovative behavior in the workplace begins with an employee identifying job-based problems, followed by developing new ideas and solutions for these problems. The final step in the innovative process is seeking

support for these new ideas and solutions. Therefore, by creating a culture that encourages IWB, an organization can achieve success. This can be achieved by creating an environment that encourages creativity, supports risk-taking, and rewards innovative ideas and solutions.

Because innovation is crucial for maintaining competitiveness and preventing decline in organizations, Kheng et al. (2013) present a model of innovative work behavior that includes two key stages: idea generation and idea implementation. Idea generation is defined as the process of creating and linking ideas for improvement, while idea implementation is the process of turning ideas into concrete results. Further, Kheng et al. (2013) highlight the role of knowledge workers in advocating and implementing ideas, arguing that their creative potential is crucial in the innovation process. Therefore, by emphasizing the importance of innovative work behavior among knowledge workers for effective operations and organizational sustainability.

According to Ranihusna et al. (2021), innovative work behavior is a key factor in the success of organizations, involving the implementation of new ideas, utilization of new knowledge, and improvement of individual and organizational performance. A new model to enhance innovative work behavior involves organizational learning, perceived organizational support, and work engagement (Ranihusna et al., 2021).

Organizational learning, which involves an organization's ability to create, acquire, and exchange knowledge, significantly influences innovative work behavior. Organizations that continuously learn from their activities have a positive impact on employees, leading to increased work engagement and the emergence of new innovative ideas to support organizational success and goals. Perceived organizational support, the belief employees have regarding the extent to which the organization cares about their well-being and values their contributions, does not have a direct significant influence on innovative work behavior. However, it is suggested that work engagement mediates the relationship between perceived organizational support and innovative work behavior. When companies provide opportunities and support for employees to learn, it creates a sense of engagement in the job and influences employees' innovative work behavior. Therefore, the new model to enhance innovative work behavior involves organizational learning, perceived organizational support, and work engagement.

Demircioglu etv al. (2023) state that Innovative Work Behavior (IWB) is not limited to generating new ideas but also includes the application and implementation of these ideas. They provide a new model to understand how network behavior can influence IWB. The authors propose that network activities generally benefit IWB, but the relationship can be negatively affected if there are too few or too many network actors. The research further explores the relationship between networks and government and non-government stakeholders, as well as their associations with IWB. Findings indicate that networking with both types of stakeholders positively influences IWB. However, when both types of stakeholders are considered simultaneously, the relationship between networking with government stakeholders and IWB becomes insignificant, while the relationship with non-government stakeholders remains significant. This suggests a substitution effect between the two types of networks. Demircioglu et al. (2023) also propose that the optimal number of network actors is related to higher levels of IWB, while too few or too many actors are negatively associated with IWB. However, evidence for the curvilinear relationship is limited. In summary, this new model indicates that network behavior can significantly influence IWB, which, in turn, can contribute to organizational success. However, the nature of this relationship can vary depending on

the type of stakeholders and the number of network actors involved. Therefore, organizations should carefully manage their network activities to encourage innovation and achieve success.

The importance of an Innovative Climate in creating an environment that supports IWB is also emphasized in the model. This research highlights the need to create an organizational culture that encourages creativity, problem-solving, and the implementation of innovative ideas. Additionally, Knowledge Sharing is identified as a key factor in stimulating IWB, emphasizing the importance of collaboration and the exchange of ideas among team members and organizational units. This reflects the understanding that spiritual aspects can provide greater motivation and direction for individuals, influencing their behavior in the innovation context. This model makes a significant contribution by depicting a holistic framework covering various dimensions to stimulate and support IWB in the context of Village Owned Enterprises. By detailing these factors, the model provides a deep insight into how organizations can enhance and maintain IWB for long-term success.

Innovative Work Behavior (IWB) is recognized as a major contributor to organizational success, playing a key role in promoting creativity, problem-solving, and the implementation of new ideas. A comprehensive literature review highlights several key factors that significantly influence IWB and contribute to organizational effectiveness. These findings emphasize the importance of creating an environment that supports IWB, which can be achieved through the integration of diverse organizational practices and strategies.

Research emphasizes the crucial role of high-commitment HR practices, supportive supervision, and an innovative climate in promoting IWB within organizations. These practices create a culture that fosters creativity, supports risk-taking, and rewards innovative ideas and solutions. Additionally, the role of personal factors, team dynamics/interaction, and organizational elements in influencing IWB cannot be ignored, as they collectively shape the overall innovative culture within the organization. Furthermore, research emphasizes the need for continuous organizational learning and providing adequate support for employees to enhance work engagement and innovative behavior. Organizational learning and perceived organizational support prove to be important determinants in increasing employee engagement and advancing an innovative culture. Encouraging positive psychological capital and providing resources for innovative behavior are also considered essential aspects of building and maintaining an organizational culture that supports IWB.

Recent research proposes new models that emphasize the importance of network behavior and the role of knowledge workers in promoting and implementing innovative ideas. These models provide valuable insights into how network activities and effective stakeholder engagement can positively impact IWB and contribute to overall organizational success.

Therefore, organizations should prioritize the development of an inclusive and supportive culture that encourages and rewards innovative work behavior. This can be achieved through the effective integration of HR practices, the creation of a supportive innovative climate, and the facilitation of continuous organizational learning. By creating an environment that values and promotes creativity, organizations can enhance their competitiveness and drive sustainable growth and success in the dynamic business landscape. Further research in this field is highly needed to explore additional variables

and refine the understanding of the complex interactions between various factors influencing IWB and organizational performance.

Innovative educational performance forms a critical foundation for profound transformation in the education system. Innovative education involves not only the use of the latest technology but also requires fundamental changes in teaching paradigms, curricula, and school culture. Innovative educators play a crucial role as change agents, integrating technology wisely, creating comprehensive learning experiences, and stimulating student interest and creativity. They leverage student-centered learning methods, encourage exploration, and provide space for collaboration among students.

In the curriculum context, innovation involves the development of more relevant learning materials aligned with global and local needs, incorporating 21st-century skills such as problem-solving, critical thinking, and collaboration. Innovative educators not only deliver information but also engage students in practical projects, independent research, and collaborative projects that stimulate creative thinking and problem-solving.

The importance of innovation in assessment serves as a critical foundation for improving the effectiveness of learning. Innovative assessment systems are not only about assigning final grades but also include continuous formative assessment methods. Through this approach, teachers can provide constructive and in-depth feedback to students continuously, helping them understand their progress throughout the learning process. This innovation shifts the traditional paradigm where assessment is considered the end of a learning process and redirects its focus toward a more holistic understanding of student progress. By actively involving students in the assessment process, this innovation not only enriches students' learning experiences but also assists teachers in designing more responsive and motivating teaching methods. This approach changes the perception of education, turning it into a dynamic process that encourages sustainable growth and profound understanding, rather than mere success or failure in a final exam.

Collaboration among teachers and educational institutions is not just an additional element but a key foundation in creating sustainable innovation in the education world. The exchange of ideas, best practices, and resources among teachers and schools not only enriches the educational experience but also enhances the overall capacity of the education system. Collaboration opens the door to sharing insights and knowledge, strengthening effective teaching practices, and supporting the development of responsive curricula. In the era of information technology, leveraging online resources and collaborative platforms becomes crucial in building a network without geographical boundaries. This allows teachers and educational institutions to connect with their counterparts worldwide, bringing inspiration and new perspectives from various educational contexts. This collaboration not only expands the scope of educational experiences but also creates a dynamic and sustainable learning ecosystem where innovation can thrive and be effectively implemented. Therefore, collaboration among teachers and educational institutions is a key element in bringing about positive transformation in modern education.

The integration of artificial intelligence and data analysis in the learning process marks a significant leap in the evolution of innovative education. The ability to identify the unique needs and potential of each student through data analysis provides a foundation for more personalized learning. With this approach, education can be tailored specifically to each student's learning style, needs, and developmental pace. More than just providing information, artificial intelligence can predict learning trends, offer personalized recommendations, and adapt learning experiences over time.

The importance of this integration also lies in creating an inclusive learning environment. By leveraging artificial intelligence to recognize the unique needs and learning styles of individuals, innovative education provides a deeper acknowledgment of diversity among students. Each student feels recognized and supported, reinforcing their ownership of the learning process. However, it is essential to remember that innovation in educational performance is not solely about adopting the latest technology. Beyond that, it creates an adaptive, responsive, and dynamic learning culture. Teachers and students become part of a continuously evolving learning ecosystem, where challenges are seen as opportunities, and experiments are valued as steps toward progress. Innovation is not the end goal but an ongoing process.

Therefore, innovative education not only provides access to advanced technology but also shapes how we perceive and engage in learning. It establishes a solid foundation for individual and societal development, preparing them to face the dynamics of the times with profound understanding and relevant skills. With artificial intelligence as an ally in the learning process, innovative education becomes the key to shaping a more adaptive and inclusive future.

The implementation of the innovative work behavior model forms a crucial basis for carving out the success of educational organizations in the current dynamic era. In the educational context, this model extends beyond the adoption of the latest technology; it encourages deep changes in teaching paradigms, management, and organizational culture. Teachers and educational staff embracing innovative work behavior demonstrate the ability to view challenges as opportunities, approach learning as a dynamic process, and incorporate creative elements into every aspect of education. They not only practice innovation in the classroom but also serve as facilitators for students to develop critical thinking, creativity, and collaboration skills.

Innovative teaching models drive the evolution of education, especially in leveraging technological advancements. In the teaching context, this model includes the comprehensive integration of cutting-edge technology into the curriculum. It goes beyond introducing new devices and applications, focusing more on transforming existing teaching methods. Teachers adopting this model are not just information providers but designers of deep and dynamic learning experiences.

Innovative teaching involves the application of adaptive teaching methods. This means that teachers no longer follow a one-size-fits-all approach but can adjust teaching strategies according to each student's learning style and understanding level. By utilizing technology, teachers can provide customized learning materials, allowing each student to develop according to their potential. Innovative teaching involves leveraging online resources to enhance the accessibility and relevance of learning. Teachers can integrate online resources such as instructional videos, interactive simulations, and collaborative platforms into the learning experience. This not only makes learning more engaging but also enables students to access information and interact with learning materials more dynamically.

Teachers adopting innovative behavior also design learning experiences that encourage exploration, experimentation, and problem-solving. They create an environment where students are not just passive recipients of information but active knowledge creators. By using technology as a tool to support exploration and experimentation, teachers provide opportunities for students to develop critical skills, creativity, and problem-solving abilities crucial for success in the modern era.

Innovative teaching models are not just about adopting technology as an addition but involve a fundamental transformation in how teachers approach teaching and learning. It creates an environment where education becomes more relevant, inclusive, and prepares students to face challenges in an ever-changing world. This model takes education to a new level, making it a dynamic and relevant experience for future generations.

Innovative management based on the innovative work behavior model creates an environment where new ideas are valued and integrated, provides support for experimentation and the development of new programs, and encourages collaboration among staff and departments. Flexibility and adaptability are key to responding to changing educational needs and societal demands. Furthermore, an innovative approach to human resource management involves the professional development of teachers, providing incentives for innovation, and ensuring that educational staff have access to relevant training. This model creates a culture where continuous learning becomes the norm, motivating individuals to continually improve their skills and knowledge.

The importance of the innovative work behavior model also includes evaluation and feedback aspects. Responsive and formative assessment systems allow the identification of innovative potential at the individual and institutional levels, paving the way for the development of appropriate improvement strategies. This creates a positive feedback cycle, where each innovative effort receives due attention and appreciation. Overall, the innovative work behavior model in the education context is not just about sporadically adopting changes but is more about creating a culture that celebrates innovation as the core of learning and development. Therefore, educational organizations successfully integrating this model not only create space for personal and professional advancement but also pave the way for ongoing and relevant updates in the ever-changing education world.

5. CONCLUSION

In fostering an innovative culture and enhancing Innovative Work Behavior (IWB), it is imperative for organizations to prioritize the development of a learning environment that stimulates the continual improvement of skills and the acquisition of sustainable knowledge. This approach can be realized through the implementation of comprehensive training programs and the promotion of supportive leadership styles, recognizing and appreciating the creative potential of employees. The integration of comprehensive Human Resource Management (HRM) practices, such as fair compensation, training opportunities, and supportive supervision, can serve as a key motivator for employees to engage in IWB. Organizations also need to actively create an innovative climate that supports a culture of risk-taking, collaborative ideation, and provision of resources for idea implementation. Additionally, effective networking strategies, a focus on personal and team development, emphasis on organizational support, and investment in robust technological infrastructure can further facilitate the formation of an environment supportive of innovation and organizational success.

As a recommendation, organizations are advised to proactively identify and address internal barriers that may hinder Innovative Work Behavior (IWB), such as resistance to change or a lack of support from management. The development of training programs focused on enhancing innovative skills and increasing digital literacy is critical in supporting IWB in the modern era. Efforts to cultivate an open and inclusive culture

where new ideas are embraced without fear of punishment or excessive criticism can also encourage employees to contribute boldly to innovation. Through these measures, organizations can create an environment that promotes innovation as a core principle, fostering employee creativity, and positioning IWB as a central pillar in achieving long-term success.

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