

# IMPROVING TEACHER'S INNOVATIVE WORK BEHAVIOR THROUGH PERMANENT TEACHER'S FOUNDATION IN PRIVATE HIGH SCHOOLS IN CIBINONG DISTRICT, BOGOR DISTRICT

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**Abstract.** This study aims to determine the relationship between personality, empowerment, and self-efficacy with teachers' innovative work behavior using technical analysis of correlation regression and Sitorem analysis. The research was conducted at private high school (SMA) teachers in Cibinong district. The research population consisted of 218 teachers with a total sample of 141 teachers. Using the Slovin formula with an error tolerance of 5%. Data collection using a questionnaire. Technical data analysis using correlation regression analysis and SITOREM analysis. The results showed: First, there was a positive relationship between personality and teacher's innovative work behavior with a correlation value of 0.712 and a significance value of the t test = 0.000 ( $p < 0.05$ ). Second, there is a positive relationship between empowerment and teachers' innovative work behavior with a correlation value of 0.657 and a significance value of the t test = 0.000 ( $p < 0.05$ ). Third, there is a positive relationship between self-efficacy and teachers' innovative work behavior with a correlation value of 0.427 and a significance value of the t test = 0.000 ( $p < 0.05$ ). Fourth, there is a positive relationship between personality and empowerment simultaneously with teachers' innovative work behavior with a correlation value of 0.733 and a significance value of the F test = 0.000 ( $p < 0.05$ ). Fifth, there is a positive relationship between personality and self-efficacy simultaneously with teachers' innovative work behavior with a correlation value of 0.734 and a significance value of the F test = 0.000 ( $p < 0.05$ ). Sixth, there is a positive relationship between empowerment and self-efficacy simultaneously with teachers' innovative work behavior with a correlation value of 0.676 and a significance value of the F test = 0.000 ( $p < 0.05$ ). Seventh, there is a positive relationship between personality, empowerment, and self-efficacy simultaneously with teachers' innovative work behavior with a correlation value of 0.746 and a significance value of the F test = 0.000 ( $p < 0.05$ ).

**Keywords:** innovative; work behavior; personality; empowerment; self-efficacy

## I. INTRODUCTION

The quality of education in schools is determined by the quality of the teachers. A professional teacher in carrying out his duties and responsibilities must have and understand four competencies, namely pedagogical, professional, personality and social competencies [1]. Teachers must know and be able to know students, master learning principles and master learning theory, understand and develop the potential of students, be able to develop curriculum and be able to provide assessments and evaluations according to the demands of pedagogical competence [2]. In addition, teachers are also required to dynamically follow the development of science, master teaching materials in accordance with the demands of professional competence. Meanwhile, based on personality competence, the teacher must be an example and role model who has wise and wise behavior, has noble character, is mature, authoritative and steady [3]. Social competence requires teachers to be able to socialize and communicate and interact with fellow teachers and students. A teacher must have and master these four competencies so that it will support him in showing his quality as a teacher who has a role and is at the forefront in educating the life of the nation [4]. So a teacher must continue to learn and be able to

develop innovativeness in supporting his profession as a teacher. In facing the 4.0 revolution, teachers have a very important role to help adapt students to technological developments. Teachers must be able to adapt to the demands of increasingly sophisticated technological advances and prepare themselves to face the digital era which has entered all fields including education [5]. Teachers are currently required to always innovate in dealing with developments by having innovative behavior. One form of innovative behavior as a teacher is that one must have an open mind towards developments and changes that occur (dynamic) [6].

This requires teachers to continue to prepare students as a quality generation in facing every challenge both from within and outside. Teachers must be more creative and innovative in arousing students' interests and talents. A teacher must be open not to think that he is the smartest and most correct so that this will prevent the teacher from developing in carrying out his profession and will affect the quality of learning and the quality of graduation. Professional teachers must be able to take responsibility as forming students who have superior quality and are ready to face the changes that occur. Professional teachers are able to be role models and examples for other teachers in carrying out their

duties and responsibilities in the learning process. Teachers must be able to see and seize opportunities that exist to develop themselves, have new ideas or ideas that can develop education are forms of teacher innovative work behavior. In addition, teachers must be able to take advantage of existing opportunities to continue to innovate and make a greater contribution to education that continues to develop [7].

Therefore teachers must have high innovative work behavior so that they can continue to exist following the changes and progress of education. Teachers must be able to account for the label given as educators, be able to create a quality generation and have excellence in facing future challenges. Professional teachers must be able to be an example for other teachers in the field of education, especially in the learning process. The teacher's innovative behavior is shown by the teacher's ability to capture existing opportunities so that they can develop themselves, have new ideas for progress in the field of education. Teachers must also be able to create opportunities and breakthroughs for progress in the field of education so that they can contribute as professional teachers. This will be seen if the quality of graduates ( *output*) increases as an indicator of success in learning. Innovative work behavior of teachers can be seen from the school's progress in developing the learning process by utilizing technological developments [8].

The innovative teacher work behavior research instrument (PKIG) it is closely related to indicators which include searching for learning ideas up-to-date, taking the initiative to apply new ideas, updating the learning process, being challenged to find solutions to complex matters, pioneering the use of ICT learning, guiding other teachers, making scientific papers, learning beyond standards, making various alternative learning methods, reflecting, Strive hard for new ideas/products to be accepted. The notion of innovative behavior has been developed by various parties, Aslam, H., Aslam, B., Ismail, [9] argues that innovative work behavior (IWB) is a concept related to the characteristics of individual employees in the form of activities that are specifically accepted. Meanwhile, according to Shahab & Imran, [10] argued, Innovative work behavior (IWB) is a concept of intentional creation by promoting and implementing new ideas both individuals and groups within the organization for the purpose of achieving mutual benefits. Meanwhile, Zuraik, *et al.* [11] argued, Individual innovative work behavior is also a function of personal characteristics, abilities and the environment which are often associated with creativity, the innovation process includes the creation of new ideas and their implementation. Another opinion about innovative work behavior, Siregar, *et al.* [12] describe innovative behavior as employee behavior that aims to initiate and intends to introduce new and useful ideas, methods or procedures in the work environment. Innovative work behavior is all a person's actions directed at generating (creating), processing and implementing (implementing) new ideas about how to do things, including new product ideas, technology, work procedures with the aim of increasing the effectiveness and success of organizational processes. While the opinion of Woods, *et al.* [13] argues that the IWB

Conceptual shows that there are three forms of behavior: idea generation, idea promotion and suggestion implementation.

Meanwhile Hidayat, *et al.* [14] argued, Innovative work behavior is defined as the ability to generate and implement new and useful ideas. Behavior at the individual level that intentionally implements new and useful ideas within an organization. Another understanding of innovative behavior, Sujarwo & Wahjono [15] Individuals who have innovative behavior are:

- a. Individuals who are always trying to understand about new technologies, techniques, processes and new ideas.
- b. Always trying to come up with creative ideas.
- c. Always trying to champion and advance ideas to others.
- d. Provide resources and research what is needed to bring new ideas to life.
- e. Develop a mature plan and schedule to be able to realize the new idea.

While Bawuro *et al.* [16] argued that AI is intentional behavior by someone to develop new ideas (idea generation), promote ideas, realize ideas in teaching and learning. Mussner *et al.* [17] put forward innovative behavior, "creating, introducing and implementing new ideas in work roles, groups or organizations". Hadi *et al.* [18] stated that innovative work behavior is individual work behavior by introducing useful new ideas and implementing these new ideas to improve the performance of an organization. Indicators of work innovative behavior variables are:

- a. *Idea exploration* (employees are able to find an opportunity or a problem).
- b. *Idea generation* (employees are able to develop innovative ideas by creating and suggesting ideas for new processes).
- c. *Idea championing* (employees are expected to be encouraged to seek support in realizing the new innovative ideas they have produced).
- d. *Idea implementation* (employees have the courage to implement the new idea into the usual work process).

## II. RESEARCH METHODS

This research was conducted at private high schools in Cibinong district, Bogor district, West Java province. This study uses a correlational approach with survey methods and has three independent variables, namely personality (X1), empowerment (X2) and self-efficacy (X3) and the dependent variable, namely innovative work behavior (Y). The population in this study were all permanent teachers at private high school foundations in the Cibinong sub-district, Bogor Regency, consisting of 218 teachers. The sample in this study was taken using Proportional Random Sampling, the sample size taken in this study was 141 teachers with the assumption that the sample was sufficiently represented and the data was quite heterogeneous, so that by taking this much sample it could be considered as fulfilling the requirements and representing the study population. In collecting correlation research data, it is carried out using an instrument (questionnaire) to obtain data directly from all respondents

who have been selected as research samples. The technique used in sampling at each school uses the Proportional Random Sampling technique, which is random sampling taking into account the proportion of the number of sub-populations from each school with the intention that the entire population is represented in a balanced or equitable manner.

Data analysis techniques in this study used descriptive statistical analysis, normality test, homogeneity test, linearity test, correlation test, regression test, coefficient of determination, partial correlation analysis and Sitorem Analysis.

### III. RESULTS AND DISCUSSION

#### *Relationship between Personality Variables ( $X_1$ ) and Teachers' Innovative Work Behavior (Y)*

The results showed that the correlation coefficient ( $r$ ) was 0.712, the regression coefficient was  $\hat{Y} = 47.354 + 0.661 X_1$  with a calculated  $t$  value of 11.945 and a significance value of the  $t$  test of 0.000. Because the value of  $t_{\text{count}} > t_{\text{table}}$  (11.945 > 1.656) and the significance value of the  $t$  test < 0.05 (0.000 < 0.05), the value of the coefficient of determination of 0.507. The significant relationship between these two variables indicates the influence of personality on innovative work behavior. Personality variables and innovative work behavior have a positive relationship, where personality has shown a direct influence on innovative work behavior. By having a good personality, innovative work behavior will emerge in the teacher so that he can develop and improve the learning process at school. Personality is one of the personal factors originating from internal individuals in a school environment which has an important role in influencing innovative work behavior. The personality possessed by the teacher must continue to be improved and optimized in its function in supporting the learning process so that the educational goals that have been proclaimed are achieved. Teachers who have a sociable personality (*Extraversion*) and are open to experience and insightful (*Openness to Experience*) will certainly have relationships with various groups of people so that they can exchange information and opinions about science. This will affect teachers in increasing innovative behavior in creating and developing new ideas to support the learning process in schools. Schools must pay attention to the personality of the teacher who teaches, this can be done one of them during the teacher recruitment process. The personality of a teacher will greatly influence in developing learning in the classroom in order to achieve educational goals. Teachers who have a good personality can be seen in learning activities that continue to increase because they will always have innovative behavior with the emergence of new ideas that can be developed for educational progress.

#### *Relationship between Empowerment Variable ( $X_2$ ) and Teachers' Innovative Work Behavior (Y)*

The results showed that the correlation coefficient ( $r$ ) was 0.657, the regression coefficient was  $\hat{Y} = 66.361 + 0.490X_2$  with a  $t$  count value of 10.277 and a  $t$ -test significance value of 0.000. Because the value of  $t_{\text{count}} >$

$t_{\text{table}}$  (10.277 > 1.656) and the significance value of the  $t$  test < 0.05 (0.000 < 0.05), the value of the coefficient of determination ( $R^2$ ) is 0.432. A significant relationship between these two variables indicates the influence of empowerment on innovative work behavior. Empowerment is an action taken by the leadership against employees/staff to improve their abilities by providing direction, authority and responsibility. Empowerment can provide facilities for someone in developing their ideas as indicated by the ability to make decisions in solving a problem responsibly. Principals who provide direction, authority and trust to teachers will be able to improve innovative work behavior so that teachers who have innovative work behavior will be able to create new ideas that can be developed and used in the learning process to achieve educational goals. Giving trust by the leadership will increase enthusiasm to explore abilities and potential in accordance with the demands of the tasks assigned. Teachers will always give their best by always creating and developing new ideas and implementing them so that the goals expected by the school can be achieved optimally. Leaders, in this case the principal must have the courage to give rewards and punishments to teachers. Rewards given to outstanding teachers certainly increase the enthusiasm of teachers in carrying out their duties. Teachers will continue to be eager to improve their abilities by creating and implementing new ideas to support the implementation of learning. Punishment is also given to teachers who are undisciplined and less dedicated and contribute to the progress of the learning process, so that teachers will be competitive and eager to continue to improve their competence in education. Empowerment that is carried out optimally for teachers will increase the teacher's innovative work behavior.

#### *Relationship between Self-Efficacy Variable ( $X_3$ ) and Teachers' Innovative Work Behavior (Y)*

The results showed that the correlation coefficient ( $r$ ) was 0.427, the regression coefficient was  $\hat{Y} = 58.865 + 0.493X_3$  with a  $t$  count of 5.562 and a significance value of the  $t$ -test of 0.000. Because the value of  $t_{\text{count}} > t_{\text{table}}$  (5.562 > 1.656) and the significance value of the  $t$  test < 0.05 (0.000 < 0.05), the value of the coefficient of determination ( $R^2$ ) is 0.182. A significant relationship between these two variables indicates the influence of self-efficacy on innovative work behavior. Self-efficacy is a person's self-confidence in his ability to carry out and complete tasks with full responsibility in dealing with certain situations and conditions based on experience to realize expectations and goals. Self-efficacy is one of the factors that can influence teachers' innovative behavior. High self-confidence (Self-Efficacy) possessed by the teacher will affect optimism in carrying out the tasks given. Teachers must have high self-confidence so that they can encourage themselves to always create new ideas in learning. Teachers who have self-confidence will be able to complete various assignments given with full sense of responsibility. High self-confidence will improve the teacher's way of thinking which can be realized in the form of increasing teacher innovative behavior by finding and creating new ideas

that are applied to support the learning process in schools so that educational goals can be achieved.

*Relationship between Personality Variables (X1) and Empowerment (X2) with Teachers' Innovative Work Behavior (Y)*

The results showed that the correlation coefficient (r) was 0.733, the regression coefficient was  $\hat{Y} = 44.723 + 0.468X_1 + 0.202X_2$  with an Fcount value of 79.946 and a significance value of the F test of 0.000. Because the value of Fcount > Ftable (79.946 > 3.910) and the significance value of the F test < 0.05 (0.000 < 0.05), the value of the coefficient of determination (R<sup>2</sup>) is 0.537. Teachers who have characteristics that are open to new experiences, the teacher will be able to explore experiences that can bring up new ideas or ideas and try to implement them at work. Empowerment is an action carried out by leaders by giving direction, authority and responsibility, trust, reward and punishment to staff or employees in making a decision. This will be able to influence the way of thinking to realize innovative work behavior by finding new thoughts or ideas that can be applied in the work environment. Personality and empowerment together have a relationship with innovative work behavior. If personality and empowerment simultaneously increase, innovative work behavior will also increase.

*Correlation between Personality Variables (X1) and Self-Efficacy (X3) with Teachers' Innovative Work Behavior (Y)*

The results showed that the correlation coefficient (r) was 0.734, the regression coefficient was  $\hat{Y} = 21.575 + 0.596X_1 + 0.225X_3$  with an Fcount value of 80.831 and a significance value of the F test of 0.000. Because the value of Fcount > Ftable (80.831 > 3.910) and the significance value of the F test < 0.05 (0.000 < 0.05), the value of the coefficient of determination (R<sup>2</sup>) is 0.539. Personality is one of the characteristics possessed by a person in life. The teacher must have a good personality in order to carry out learning activities optimally. A good personality will influence the teacher in improving the teacher's innovative work behavior by always providing new thoughts or ideas that can be applied in achieving learning goals. The teacher's high self-efficacy will affect optimism in carrying out the tasks for which he is responsible. Self-confidence will influence teachers in increasing innovative behavior by creating new ideas or thoughts to support the learning process. Personality and self-efficacy have a relationship with innovative work behavior. If personality and self-efficacy increase together, innovative work behavior will increase.

*Relationship between Empowerment Variables (X2) and Self-Efficacy (X3) with Teachers' Innovative Work Behavior (Y)*

The results showed that the correlation coefficient (r) was 0.676, the regression coefficient was  $\hat{Y} = 42.899 + 0.434X_2 + 0.205X_3$  with an Fcount value of 58.171 and a significance value of the F test of 0.000. Because the value of Fcount > Ftable (58.171 > 3.910) and the significance value of the F test < 0.05 (0.000 < 0.05), the value of the coefficient

of determination (R<sup>2</sup>) is 0.457. Empowerment is the provision of direction, authority and trust by leaders to employees or staff with the aim of increasing their ability to make better decisions. Leaders' trust in teachers can increase motivation so that teachers in carrying out their duties can find new ideas or ideas in the learning process. Teachers who have high self-confidence with a sense of optimism will influence their way of thinking by bringing up new ideas which are manifested in the form of innovative work behavior. These new ideas will be implemented in the learning process to achieve educational goals. Personality and self-efficacy have a relationship with innovative work behavior. If personality and self-efficacy increase together, innovative work behavior will also increase.

*Relationship between Personality Variables (X1), Empowerment (X2), and Self-Efficacy (X3) with Teachers' Innovative Work Behavior (Y)*

The results showed that the correlation coefficient (r) was 0.746, the regression coefficient was  $\hat{Y} = 24.426 + 0.457X_1 + 0.159X_2 + 0.182X_3$  with an Fcount value of 57.404 and a significance value of the F test of 0.000. Because the value of Fcount > Ftable (57.404 > 3.060) and the significance value of the F test < 0.05 (0.000 < 0.05), the value of the coefficient of determination (R<sup>2</sup>) is 0.557. Personality is one of the personal factors that is very important for a teacher, namely openness to experience. Teachers who have an open nature will accept criticism, suggestions and input from others, so that the teacher will get a lot of knowledge and broad insights that can influence their way of thinking to support learning. A good personality will be reflected in the learning process activities by always having a desire to improve innovative work behavior by finding or creating new ideas to be applied in learning in order to achieve educational goals. Empowerment is an action taken by the school principal towards teachers by providing direction, authority and trust to carry out a task. So that the teacher feels valued for doing the assignments given and can make a decision. This can influence teachers in increasing innovative work behavior by finding the latest thoughts or ideas that can be used in the learning process at school. Self-efficacy is the self-confidence possessed by the teacher in carrying out teaching assignments. Teachers who have a sense of optimism can improve innovative work behavior by creating new ideas that can be developed to support the learning process to achieve educational goals. High self-confidence can influence teachers in increasing innovative work behavior. Personality, empowerment and self-efficacy have a relationship with innovative work behavior. If personality, empowerment and self-efficacy increase together, innovative work behavior will also increase.

#### IV. CONCLUSION

Based on the research results, it can be proven that the independent variables studied have a relationship with the dependent variable. Therefore all hypotheses are proven true. The brief conclusions are as The results showed: First, there

was a positive relationship between personality and teacher's innovative work behavior with a correlation value of 0.712 and a significance value of the t test = 0.000 ( $p < 0.05$ ). Second, there is a positive relationship between empowerment and teachers' innovative work behavior with a correlation value of 0.657 and a significance value of the t test = 0.000 ( $p < 0.05$ ). Third, there is a positive relationship between self-efficacy and teachers' innovative work behavior with a correlation value of 0.427 and a significance value of the t test = 0.000 ( $p < 0.05$ ). Fourth, there is a positive relationship between personality and empowerment simultaneously with teachers' innovative work behavior with a correlation value of 0.733 and a significance value of the F test = 0.000 ( $p < 0.05$ ). Fifth, there is a positive relationship between personality and self-efficacy simultaneously with teachers' innovative work behavior with a correlation value of 0.734 and a significance value of the F test = 0.000 ( $p < 0.05$ ). Sixth, there is a positive relationship between empowerment and self-efficacy simultaneously with teachers' innovative work behavior with a correlation value of 0.676 and a significance value of the F test = 0.000 ( $p < 0.05$ ). Seventh, there is a positive relationship between personality, empowerment, and self-efficacy simultaneously with teachers' innovative work behavior with a correlation value of 0.746 and a significance value of the F test = 0.000 ( $p < 0.05$ ).

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