

# INCREASED INNOVATION THROUGH STRENGTHENING TRANSFORMATIONAL LEADERSHIP, ORGANIZATIONAL SUPPORT, AND TEACHER SELF-EFFICACY IN INDONESIA

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## Abstract

The purpose of this study is to increase the innovation of Civil Servant teachers at the Bogor Regency State Senior High Schools through transformational leadership variables, organizational support and self-efficacy as intervening variables for innovation. This type of research is verification or causality, because this study wants to find the cause or causal relationship of one or more problems. Bogor, West Java Province, is spread over 18 sub-districts out of 40 sub-districts. Sampling in this study used a random proportion sampling technique or Multistage random sampling. Research data collection was carried out using the technique of giving questionnaires to respondents. The results of this study indicate that transformational leadership, organizational support, self-efficacy have a positive and significant effect on innovation.

**Keywords:** Transformational leadership, organizational support, self-efficacy, innovation

## INTRODUCTION

In the era of the industrial revolution 4.0 and society 5.0, innovation has become an interesting and important issue to be carried out in all aspects of life, including education. Without innovation, there will be lagging behind in the world of education which affects other elements of life such as politics, economy, social, culture, and others (Shalikhah, 2017). Several research results show that educational innovation is a new method for solving educational problems in order to survive more fully, sustainably, efficiently and effectively in the face of a globalized world (Mykhailyshyn et al., 2018; Serdyukov, 2017; Altunoğlu & Bulgurcu Gürel, 2015; Blândul, 2014; Hoffman & Spangehl, 2011). In turn, these innovations will have a positive effect on student satisfaction and learning achievement (Serdyukov, 2017; OECD, 2016; Lee, 2011).

One of the important points from the literature above is that educational innovation is not only important, but absolutely must be done because it has a positive effect on student achievement which is the ultimate goal of the whole school process. This confirms that teachers and

professionals working in the field of education must continue to develop and innovate by improving, developing, and creating new learning theories or practices (Serdyukov, 2017). To move from traditional (teacher-centered) learning practices to more creative student-centred approaches (e.g., cooperative, project-based learning) (Goroizidis & Papaioannou, 2014). Only a nation whose education is innovative will reap the meaning of global life. On the other hand, a nation whose education is only concerned with memorization, filling out multiple choice exams, memorizing formulas but not being innovative, will not be able to compete (Tilaar, 2000).

In fact, most countries still lack innovation in the field of education (Baharuddin et al., 2019). The same thing happened to education in Indonesia. Minister of Education and Culture (Mendikbud) Nadiem Makarim stated that the root problem of education in Indonesia is the low level of innovation ([ditpsd.kemdikbud.go.id](http://ditpsd.kemdikbud.go.id), 2019). Innovation does not work as expected. Many educational reforms in educational units are still limping and missing without a clear evaluation process (Zakso, 2010). Finally, the quality of

education in Indonesia is still low compared to neighboring countries or other developed countries. (Word Bank, 2018). For example, the Organization for Economic Co-operation and Development (OECD) noted that Indonesia's Program for International Student Assessment (PISA) ranking based on survey results conducted from 2000 - 2018 was always in the bottom seven countries. It can be interpreted that during the last eighteen years, the ability of students in Indonesia has not experienced significant changes, especially in the fields of mathematics, literacy, and science.

The results of a preliminary survey conducted from 2 to 6 June 2020 on Civil Servant teachers who teach at the Bogor Regency State High School with a focus on questions on six innovation indicators, namely the Lesson Plan, learning media, learning methods, procedures / procedures, customer communication, and services indicate that the percentage of teachers who have not optimally innovated is still high. The details are as follows:

1. It was found that 31% of teachers have not updated the Lesson Plan regularly. This can be seen from the teacher has not routinely updated the Lesson Plan according to the learning objectives.
2. It was found that 37% of teachers have not updated their learning media optimally. This can be seen from the teacher only using learning media available at school and not routinely developing information and technology-based learning media that vary according to learning objectives.
3. It was found that 34% of teachers had not updated their learning methods optimally. This can be seen from the teacher has not routinely updated learning methods by considering contextual learning objectives, and has not optimally increased the effectiveness of learning through Classroom Action Research (CAR).
4. It was found that 31% of teachers had not updated their procedures/procedures optimally. This can be seen from the teachers have not implemented the improvement of learning procedures according to the Standard Operating Procedures (SOP) set by the school and the teachers have not developed learning procedures to improve the achievement of student competencies.
5. It was found that 33% of teachers were not optimal in communicating with customers.

This can be seen from the teacher has not optimally created good social interactions with students inside and outside the classroom and has not optimally communicated effectively with students' parents to develop students' potential.

6. It was found that 32% of teachers have not been optimal in updating services. This can be seen from the teachers who have not optimally provided remedial services for students who have not been able to achieve the Minimum Requirement and have not optimally provided material enrichment services for students who have abilities above the class average.

The results of the survey above indicate that there are still problems in innovation among Civil Servant teachers who teach at State Senior High School Bogor Regency. If on average there are still 33% of teachers who have not done innovation optimally. This fact confirms that effective and efficient strategies and ways are needed to improve teacher innovation. The survey results above are supported by several previous research results which show almost the same results, namely both finding that there are still problems in teacher innovation. Widodo's research (2018) shows that teachers still lack new ideas to improve the quality of learning. In fact, when the results of the learning evaluation are not up to standard, there is almost no change in the approach in the learning process. Wibowo's research (2015) found that teacher problems in pedagogic competence, namely weak class control, poor innovation and creativity, low reading interest, lack of mastery of good assessment techniques and teachers do not even master information technology-based learning media. The research by Isnarto et al. (2017) found that for the most part, teacher activities related to the use and development of media were in the low category. As many as 79.63% of teachers, in one semester less than 10 times use the media in the learning that is carried out.

Based on the background, survey results and studies of several previous research results, the researchers are interested in further examining several variables that are thought to be able to increase teacher innovation effectively and efficiently with the research title: Increasing Innovation Through Strengthening Transformational Leadership, Organizational

Support and Efficacy himself a Civil Servant Teacher at a State High School in Bogor Regency. In general, this study aims to find effective and efficient strategies and ways to increase the innovation of Civil Servant teachers in Bogor Regency State Senior High Schools through transformational leadership variables, organizational support and self-efficacy as intervening variables for innovation.

## METHOD

From the research objective, this research is descriptive, which is a study that aims to explain the characteristics of the research variables. From the type of investigation, this type of research is verificative or causal (causal study), because this study wants to find the cause or causal relationship of one or more problems. The research was conducted in the Central Region of Bogor Regency with 22 schools from 45 State Senior High Schools located in Bogor Regency, West Java Province, which are spread over 18 sub-districts out of 40 sub-districts.

Geographically, Bogor Regency is divided into 3 regions, considering the size of the area, while the region consists of the western, central and eastern regions. Based on data obtained from <https://dapo.dikdasmen.kemdikbud.go.id> which was downloaded on November 3, 2020, data on the number of Civil Servant State Senior High School teachers in the Central Region of Bogor Regency was 472 teachers, spread over 18 sub-districts. The sample is part of the number and characteristics possessed by the population. Sampling in this study used a random proportion sampling technique or Multistage random sampling. The research data collection was carried out using the giving questionnaires to respondents. Questionnaire is a research instrument that asks respondents to fill out questions or statements that given by researchers related to thoughts, feelings, attitudes, beliefs, values, perceptions, experiences, personalities, and behaviors of participants or respondents according to the variables being studied. The path analysis model tested in this study is shown in the following figure:

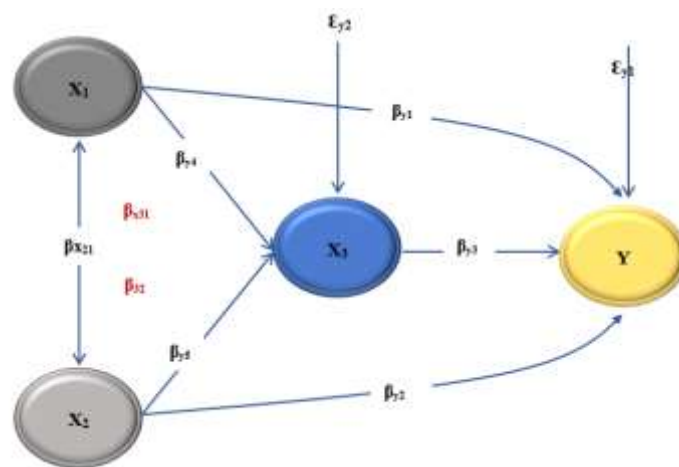


Figure 1. Research Constellation

Information

Y = Teacher Innovation

X1 = Transformational Leadership

X2 = Organizational Support

X3 = Self Efficacy

H1: There is a positive influence between transformational leadership on innovation

H2: There is a positive influence between self-organizational support for innovation

H3: There is a positive influence between self-efficacy on innovation

H4: There is a positive influence between transformational leadership on self-efficacy

H5: There is a positive influence between organizational support on self-efficacy

H6: There is a positive influence between the indirect transformational leadership on innovation through self-efficacy

H7: There is a positive influence between indirect organizational support for innovation through self-efficacy.

## RESULT AND DISCUSSION

The effect of the complete path by combining the results of the analysis on each substructure, can be described as follows:

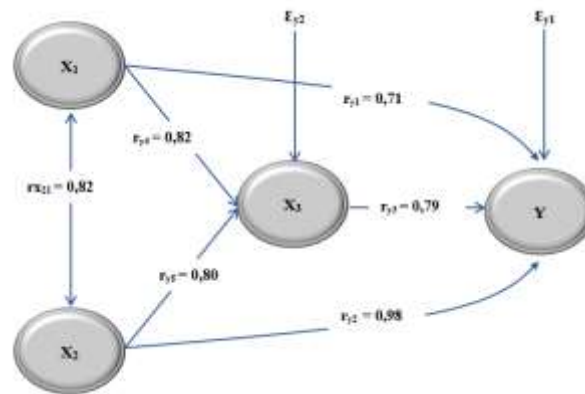


Figure 2. Path Coefficient

### 1) Statistical Mathematical Model

Based on the constellation of influence between variables, a statistical mathematical model is produced as follows:

#### 1) Substructural Equation 1

$$= y_1x_1 + y_2x_2 + y_3x_3 + y_4x_4 + y$$

$$= 0.242x_1 + 0.451x_2 + 0.233x_3 + y$$

#### 2) Substructural Equation 2

$$X_3 = 31x_3 + 32x_3 + y$$

$$X_3 = x_1 + x_2 + y$$

#### 3) Substructural Equation 3

$$X_1 = 41x_4 + y$$

$$X_1 = x_2 + y$$

### Hypothesis testing

After the structural model analysis has been carried out, the calculation results obtained are used to test hypotheses in order to determine the direct and indirect effects between variables. The proposed hypothesis is concluded by calculating the path coefficient value and significance for each path studied. The results of the decisions on all proposed hypotheses can be explained as follows:

#### Direct Positive Effect of Transformational Leadership (X1) on Teacher Innovation (Y)

From the calculation results, the path coefficient value ( $\beta_{y1}$ ) = 0.242, with  $t_{count} = 4,800$  while  $t_{table}$  at the real level = 0.05 obtained  $t_{table} = 1,652$ , then  $t_{count} > t_{table}$  means  $H_0$  is rejected and  $H_1$  is accepted. Thus, there is a direct positive effect of the transformational leadership variable (X1) on teacher innovation (Y), meaning that the stronger transformational leadership (X1) will increase teacher innovation (Y) in Civil Servant teachers at Bogor Regency State Senior High Schools.

#### Direct Positive Effect of Organizational Support (X2) on Teacher Innovation (Y)

From the calculation results, the path coefficient value ( $\beta_{y2}$ ) = 0.451, with  $t_{count} = 5.676$  while  $t_{table}$  at the real level = 0.05 obtained  $t_{table} = 1.652$ , then  $t_{count} > t_{table}$  means  $H_0$  is rejected and  $H_1$  is accepted. Thus, there is a direct positive effect of the organizational support variable (X2) on teacher innovation (Y), meaning that the stronger organizational support (X2) will increase teacher innovation (Y) for Civil Servant teachers at State Senior High School in Bogor Regency.

#### The direct positive effect of Self-Efficacy (X3) on Teacher Innovation (Y)

From the calculation results, the path coefficient value ( $\beta_{y3}$ ) = 0.233, with  $t_{count} = 7.427$  while  $t_{table}$  at the real level = 0.05 obtained  $t_{table} = 1.652$ , then  $t_{count} > t_{table}$  means  $H_0$  is rejected and  $H_1$  is accepted. Thus, there is a direct positive effect of the self-efficacy variable (X3) on teacher innovation (Y), meaning that the stronger self-efficacy (X3) will increase the duru innovation (Y) of civil servant teachers in Bogor Regency State Senior High Schools.

#### **Direct positive influence of Transformational Leadership (X1) on Self-Efficacy (X3)**

From the calculation results, the path coefficient value ( $\beta_{y4}$ ) = 0.323, with  $t_{count} = 1.903$  while  $t_{table}$  at the real level = 0.05 obtained  $t_{table} = 1.652$ , then  $t_{count} > t_{table}$  means  $H_0$  is rejected and  $H_1$  is accepted. Thus, there is a direct positive effect of the transformational leadership variable (X1) on self-efficacy (X3), meaning that the stronger the transformational leadership (X1) will increase the self-efficacy (X3) of civil servant teachers at State Senior High School in Bogor Regency.

#### **Direct Positive Effect of Organizational Support (X2) on Self-Efficacy (X3)**

From the calculation results, the path coefficient value ( $\beta_{y5}$ ) = 0.659, with  $t_{count} = 3.835$  while  $t_{table}$  at the real level = 0.05 obtained  $t_{table} = 1.652$ , then  $t_{count} > t_{table}$  means  $H_0$  is rejected and  $H_1$  is accepted. Thus, there is a direct positive effect of organizational support variable (X2) on self-efficacy (X3), meaning that the stronger organizational support (X2) will increase self-efficacy (X3) for Civil Servant teachers at State Senior High School in Bogor Regency.

From the calculation results, the path coefficient value ( $\beta_{x21}$ ) = 0.818, with  $t_{count} = 4.781$  while  $t_{table}$  at the real level = 0.05 obtained  $t_{table} = 1.652$ , then  $t_{count} > t_{table}$  means  $H_0$  is rejected and  $H_1$  is accepted. Thus, there is a direct positive effect of the transformational leadership variable (X1) on organizational support (X2), meaning that the stronger the transformational leadership (X1) will increase organizational

support (X2) for Civil Servant teachers at State Senior High School in Bogor Regency.

#### **Indirect Positive Influence of Transformational Leadership (X1) on Teacher Innovation (Y) Through Self-Efficacy (X3)**

From the calculation of the indirect effect, the path coefficient value ( $\beta_{x13y}$ ) = 0.078, with  $t_{count} = 3.436$  while  $t_{table}$  at the real level = 0.05 obtained  $t_{table} = 1.652$ , then  $t_{count} > t_{table}$ , then  $H_0$  is rejected and  $H_1$  is accepted. Thus there is an indirect positive influence between the transformational leadership variable (X1) on teacher innovation (Y) through self-efficacy (X3), meaning that the stronger transformational leadership (X1) will increase teacher innovation (Y) through increased self-efficacy (X3) at public high school teacher in Bogor Regency.

#### **Indirect Positive Effect of Organizational Support (X2) on Teacher Innovation (Y) Through Self-Efficacy (X3)**

From the results of the calculation of the indirect effect, the path coefficient value ( $\beta_{x23y}$ ) = 0.297, with  $t_{count} = 5.160$  while  $t_{table}$  at the real level = 0.05 obtained  $t_{table} = 1.652$ , then  $t_{count} > t_{table}$ , then  $H_0$  is rejected and  $H_1$  is accepted. Thus, there is an indirect positive influence of organizational support variable (X2) on teacher innovation (Y) through self-efficacy (X3), meaning that the stronger organizational support (X2) will increase teacher innovation (Y) through increased self-efficacy (X3) on Civil Servant teachers of State Senior High Schools in Bogor Regency.

Table 1. Summary of hypothesis testing results

No	Hypothesis	Path Coefficient	Test Statistics	Decision	Conclusion
1.	Transformational Leadership (X1) on Teacher Innovation (Y)	0,242	$H_0 : \beta_{Y1} \leq 0$ $H_1 : \beta_{Y1} > 0$	H0 rejected H1 accepted	Direct Effect and Positive
2.	Organizational Support (X2) for Teacher Innovation (Y)	0,451	$H_0 : \beta_{Y2} \leq 0$ $H_1 : \beta_{Y2} > 0$	H0 rejected H1 accepted	Direct Effect and Positive
3.	Self-Efficacy (X3) towards Teacher Innovation (Y)	0,233	$H_0 : \beta_{Y3} \leq 0$ $H_1 : \beta_{Y3} > 0$	H0 rejected H1 accepted	Direct Effect and Positive
4.	Transformational Leadership (X1) on Self-Efficacy (X3)	0,323	$H_0 : \beta_{Y4} \leq 0$ $H_1 : \beta_{Y4} > 0$	H0 rejected H1 accepted	Direct Effect and Positive
5.	Organizational Support (X2) on Self-Efficacy (X3)	0,659	$H_0 : \beta_{Y5} \leq 0$ $H_1 : \beta_{Y5} > 0$	H0 rejected H1 accepted	Direct Effect and Positive
6.	Transformational Leadership (X1) on Organizational Support (X2)	0,818	$H_0 : \beta_{Y21} \leq 0$ $H_1 : \beta_{Y21} > 0$	H0 rejected H1 accepted	Direct Effect and Positive
7.	Transformational Leadership (X1) on Teacher Innovation (Y) through Self-Efficacy (X3)	0,078	$H_0 : \beta_{X13Y} \leq 0$ $H_1 : \beta_{X13Y} > 0$	H0 rejected H1 accepted	Direct Effect and Positive
8.	Organizational Support (X2) for Teacher Innovation (Y) through Self-Efficacy (X3)	0,297	$H_0 : \beta_{X23Y} \leq 0$ $H_1 : \beta_{X23Y} > 0$	H0 rejected H1 accepted	Direct Effect and Positive

The positive relationship between the independent variable and the dependent variable when viewed from the path analysis, then the relationship is a functional relationship where teacher innovation (Y) is formed as a result of the work of transformational leadership functions (X1), organizational support (X2), and

self-efficacy (X3). Discussion of research results can be described as follows:

**Direct Positive Effect Between Transformational Leadership Variables (X1) on Teacher Innovation Variables (Y)**

The results showed that there was a direct positive effect between transformational leadership and teacher innovation. Transformational leadership is behavior that moves followers to put organizational interests above personal interests and inspires followers to go beyond what was planned. Innovation is the activity of improving, developing and creating products, processes and services that provide added value to individuals or organizations. This is in accordance with Glinow's statement (2010: 37-375) which states that transformational leadership is a leadership perspective that explains how leaders change teams or organizations by creating, communicating, and exemplifying a vision for the organization or work unit and inspiring employees to strive for that vision.

The results of the research above are in line with previous research conducted by Zahari & Abd Latif, (2016) on The Effects of Transformational Leadership towards Teachers Innovative Behavior in Schools. Where it is found that R square is not statistically different from zero ( $R = 0.804$ ;  $F = 25.073$ ;  $p > 0.05$ ). Supriadi et al., (2020) research on Did transformational, transactional leadership style and organizational learning influence innovation capabilities of school teachers during the covid-19 pandemic? The moderating roles of collaborative culture and teachers' self-efficacy. The direct effect of transformational leadership on teacher innovation was 0.675 ( $P < 0.005$ ). From the two previous studies, it can be concluded that transformational leadership has a positive effect on teacher innovation. The higher the principal's transformational leadership, the higher the teacher's innovation, and vice versa, the lower the principal's transformational leadership, the lower the teacher's innovation. Thus, the data in the analysis of this study supports the results of previous transformational studies regarding the positive influence between leadership and teacher innovation.

#### **Direct positive influence between Organizational Support Variables (X2) on Teacher Innovation Variables (Y)**

The results showed that there was a direct positive effect between organizational support and teacher innovation. Organizational support is the belief of members of the organization towards the organization that treats them fairly,

helps them when they have problems, pays attention to welfare, gives appreciation for each contribution of members of the organization, and guarantees working conditions to members of the organization. Innovation is an activity to improve, develop and create ideas, products, processes and services that provide added value to individuals or organizations. This is in accordance with the statement (Rhoades & Eisenberger (2002) that perceived organizational support is the perception of organizational members on how the organization values their contributions and cares about their welfare.

Previous research has proven that organizational support has a positive influence on teacher innovation, one of which is research by Zamzami et.al (2014) finding that organizational support has a positive effect on innovation. This means that the higher the organizational support, the higher the teacher's innovation, and vice versa, the lower the organizational support, the lower the teacher's innovation. Thus, the data in the analysis of this study supports the results of previous studies regarding the positive influence between organizational support and teacher innovation.

#### **Direct positive influence between Self-Efficacy Variables (X3) on Teacher Innovation Variables (Y)**

The results showed that there was a direct positive effect between self-efficacy and teacher innovation. Self-efficacy is a person's belief about his ability to do and complete tasks in certain situations as well as possible. While innovation is an activity to improve, develop and create products, processes and services that provide more value for individuals or organizations. This is in accordance with the explanation of Robbins and Judge (2015: 617-618) that innovation is a new idea that is applied to start or improve a better product, process, or service.

Previous research has proven that self-efficacy has a positive effect on teacher innovation, one of which is the Desiana Research (2018) which found that self-efficacy has a positive effect on innovation. Nur Khayati's research (2015) obtained the results of the calculation of the path coefficient, the effect of self-efficacy on innovation can be seen from the correlation

value of the path coefficient which shows the effect of self-efficacy on innovation of 0.4465. The results of the significance test obtained  $t_{count} = 5.2439 > t_{table} = 2.617$  at  $\alpha = 0.01$  which indicates the path coefficient is very significant. It can be concluded that there is a direct and positive influence between self-efficacy on innovation. That is, an increase in self-efficacy will lead to an increase in innovation. The results of this study shows that self-efficacy has a direct positive effect on innovation found through data analysis with correlation coefficient  $r_{13} = 0.685$  and path coefficient  $\beta_{13} = 0.4465$ . This means that the higher the teacher's self-efficacy, the higher the teacher's innovation, and vice versa, the lower the teacher's self-efficacy, the lower the teacher's innovation. Thus the data in the analysis of this study supports the results of previous studies regarding the positive influence between self-efficacy and teacher innovation.

#### **Direct Positive Effect Between Transformational Leadership Variables (X1) on Self-Efficacy Variables (X3)**

The results showed that there was a direct positive effect of transformational leadership on self-efficacy. Transformational leadership is behavior that moves followers to put organizational interests above personal interests and inspires followers to go beyond what was planned. Self-efficacy is a person's belief about his ability to do and complete tasks in certain situations as well as possible. This attachment is in accordance with the statement of Robbins and Judge (2015:395) that transformational leaders are leaders who inspire their followers to put aside their personal interests for the good of the organization and are able to have a tremendous influence on their followers.

Previous research has proven that transformational leadership has a positive effect on self-efficacy. Demir's (2008) research on Transformational leadership and collective efficacy: The moderating roles of collaborative culture and teachers' self-efficacy. The study was conducted in the province of Edirne, Turkey on 218 teachers (97 males and 121 females). Concluding that transformational leadership has a direct effect on teacher self-efficacy by 0.50 ( $P < 0.001$ ). Another study conducted by Momeni (2014) on "The Effect of Employees' Self-Efficacy on Innovative Work Behavior at School Security Organization Employees in

Ardabil Province", concluded that there is a significant relationship between self-efficacy and work innovation behavior as indicated by the coefficient correlation 0.587 ( $\rho < 0.000$ ).

This means that the higher the principal's transformational leadership, the higher the teacher's self-efficacy, and vice versa, the lower the principal's transformational leadership, the lower the teacher's self-efficacy. Thus the data in the analysis of this study supports the results of previous studies regarding the positive influence between Transformational Leadership and self-efficacy.

#### **Direct positive influence between Organizational Support Variables (X2) on Self-Efficacy (X3)**

The results showed that there was a direct positive effect between organizational support and self-efficacy. Organizational support is the belief of members of the organization towards the organization that treats them fairly, helps them when they have problems, pays attention to welfare, gives appreciation for each contribution of members of the organization, and guarantees working conditions to members of the organization. Self-efficacy is a person's belief about his ability to do and complete tasks in certain situations as well as possible. This attachment is in accordance with the statement of Chegini, et.al (2019) where self-efficacy is able to show a skill possessed by members. So they will believe in their abilities when given a task. If members are able to contribute well to the organization, they will be able to stay in the organization longer that organizational support has a positive influence on self-efficacy, one of which is Trisna Kiki Wijayanti's research and Dwiarko Nugrohoseno (2014) finding the parameter coefficient results of 0.31 and the t statistic of 2.62 also shows that organizational support on self-efficacy has a positive and significant effect. Organizational support is able to make employees feel satisfied and have good self-efficacy. This means that the higher the organizational support, the higher the teacher's self-efficacy, and vice versa, the lower the organizational support, the lower the teacher's self-efficacy. Thus, the data in the analysis of this study supports the results of previous studies regarding the positive influence between organizational support and self-efficacy.



### **Direct positive influence between Transformational Leadership Variables (X1) on Organizational Support (X2)**

The results showed that there was a direct positive effect between transformational leadership on organizational support. Transformational leadership is behavior that moves followers to put organizational interests above personal interests and inspires followers to go beyond what was planned. Organizational support is the belief of members of the organization towards the organization that treats them fairly, helps them when they have problems, pays attention to welfare, gives appreciation for each contribution of members of the organization, and guarantees working conditions to members of the organization. Self-efficacy is a person's belief about his ability to do and complete tasks in certain situations as well as possible. The attachment is in accordance with the statement

Based on the results of hypothesis testing, it shows that there is a functional relationship between transformational leadership and organizational support through the regression equation =  $1.436 + 0.818 X_2$ , which means that every one unit increase in the value of transformational leadership will be followed by an increase in organizational support of 0.818 units with a constant value of 1.436. The results showed that this equation can be used to predict the level of transformational leadership based on organizational support scores.

Previous research has proven that transformational leadership has a positive effect on organizational support. Research by Suifan et al., (2018) in Jordan, obtained the results of a regression analysis of R 0.323. another study, Miftahun Ni'mah Suseno (2018), obtained the results of regression analysis of 2 predictors showing R = 0.556 ( $p < 0.01$ ). This shows that organizational support and transformational leadership have an effect on innovation. The effect of organizational support and transformational leadership together is 30.9%. The ability to predict organizational support and transformational leadership on innovation is  $\text{innovation} = 32.265 + (0.577 \times \text{organizational support}) + (0.170 \times \text{transformational leadership})$ . This means that the higher the principal's transformational leadership, the higher the organizational support, and vice versa, the lower the principal's transformational

leadership, the lower the organizational support. Thus. the data in the analysis of this study supports the results of previous studies regarding the positive influence between Transformational Leadership and organizational support.

### **Indirect Positive Effect Between Transformational Leadership Variables (X1) on Teacher Innovation Variables (Y) through Self-Efficacy (X3)**

The results showed that there was an indirect positive influence between transformational leadership on teacher innovation through self-efficacy. Transformational leadership is behavior that moves followers to put organizational interests above personal interests and inspires followers to go beyond the results greater than planned, innovation is an activity to improve, develop and create ideas, products, processes and services that provide more value to individuals or organizations, and self-efficacy is a person's belief about his ability to do and complete tasks in certain situations as well as possible. The attachment is in accordance with the statement

Previous research has proven that there is an indirect positive influence between transformational leadership on teacher innovation through self-efficacy, one of which is the research of Sendy Sunardi, et al (2019) which shows that there is a positive relationship between transformational leadership and self-efficacy with teacher innovation. transformational education is good and the school has good teacher self-efficacy, the teacher's innovation will be good. With a correlation coefficient of 0.346. The diversity in teacher innovation that can be explained due to the influence of transformational leadership and self-efficacy is obtained from the coefficient of determination of 0.120 which means that 12% of teacher innovation factors are determined jointly by transformational leadership and self-efficacy. It can be concluded that transformational leadership and self-efficacy are one of the determining factors in increasing teacher innovation.

The findings obtained in this study identify that if the principal has good transformational leadership and the teacher has good self-

efficacy, together these two variables contribute to the improvement of teacher innovation.

### **Indirect positive influence between organizational support variables (X2) on teacher innovation variables (Y) through self-efficacy (X3)**

The results showed that there was an indirect positive influence between organizational support on teacher innovation through self-efficacy. Organizational support is the belief of members of the organization towards the organization that treats them fairly, helps them when they have problems, pays attention to welfare, gives appreciation for each contribution of members of the organization, and guarantees working conditions to members of the organization. Innovation is an activity to improve, develop and create ideas, products, processes and services that provide added value to individuals or organizations, and self-efficacy is a person's belief about his ability to do and complete tasks in certain situations as well as possible.

The research of Yustinus Raditia, et.al (2019) found that the highest average was in the perceived organizational support of employees (4.20) in which the respondents felt that they were supported by the organization through the ways of the leadership. The readiness for change variable has an average value (4.10) which is included in the high category so that the average respondent has a high readiness for change. The overall average on the self-efficacy variable is (4.05) which shows a tendency for high self-efficacy in respondents. The resistance to change variable has an average of 2.85 from all items so it can be said that the level of resistance to change in respondents is low. The findings obtained in this study identify that if there is good organizational support and teachers have good self-efficacy, then together these two variables contribute to increasing teacher innovation.

The improvement and improvement of these indicators is urgently carried out by the teacher because the improvement of the indicators will affect student learning achievement. However, the results of the study show that teacher innovation is influenced by self-efficacy.

Therefore, to improve the indicators of innovation that are still weak, Civil Servant teachers in Bogor Regency must first improve and increase the indicators of self-efficacy that are still weak, namely 1). Confidence, 2). Successful experience, and 3). Commitment to goals. By increasing the three indicators of self-efficacy, it will affect the increase in teacher innovation. In simple terms, to improve the three indicators of self-efficacy are: Teachers must actively participate in national and international trainings, training, workshops or seminars which are now very easy to follow through online media. Teachers will have broad scientific insight, know issues of change that occur in the world of education, many discussion partners, and strong self-confidence to make improvements to indicators of innovation that are still weak. Teachers Forum is a community of subject teachers from various schools and different experience backgrounds. From this community, teachers can absorb, share knowledge and experiences with teachers from other schools, ranging from learning methods and media, implementation plans, services to procedures used by teachers from other schools. Many new things can be gained by teachers from the experiences of teachers from other schools. This experience can increase the confidence of teachers to improve the indicators of innovation that are still weak. Teachers should be accustomed to reading educational scientific journals. Many educational scientific journals present the results of research relating to methods, media, and up-to-date services carried out by teachers from within and outside the country. Especially in 21st century learning. By reading scientific journals, teachers will have experience, insight and up-to-date information related to methods, learning media, services and procedures for Learning Implementation Plans, services to procedures. This knowledge will increase teacher confidence to improve innovation indicators that are still weak. Teachers must improve technological literacy skills. Teachers in today's era if they do not master technology, innovation and information in learning will be poorer. The teacher will be left behind or abandoned by the students. Therefore, teachers must work hard to improve the mastery of information and technology. Recently, there have been many trainings aimed at improving teacher technological literacy, whether carried out by the education office, universities,

individuals or by private institutions that care about education. These trainings are offered free of charge. As long as the teacher has the motivation to move forward. The results of these trainings will give teachers confidence to improve innovation indicators that are still weak. Teachers must continue their studies/college to the Master Degree or Doctoral Degree level. By continuing their studies/lectures, teachers will further enrich their knowledge and knowledge. This will help increase teacher confidence to improve innovation indicators that are still weak. the cost is indeed the latter is very large, but the teacher has obtained educator certification. So that the cost can be helped by the certification money.

### Conclusion

Based on the conclusions of the research above, the implications of this study can be drawn as follows: If teacher innovation is to be improved, it is necessary to strengthen, transformational leadership and organizational support, as exogenous variables with self-efficacy as an intervening variable. If transformational leadership is to be strengthened, it is necessary to improve the indicators that are still weak, namely Inspiring followers (30%) (3.61), and Caring for followers (23%) (3.98), as well as maintaining or developing indicators that are already good, namely Stimulating followers (24%) (4.12), and Role Model (23%) (4.07). If organizational support is to be strengthened, it is necessary to improve the indicators that are still weak, namely, working conditions (27%) (3.57), and justice (23%) (3.68) and maintain or develop indicators that are already good, namely leadership support (27%) (4.04), and Awards from the organization (23%) (4.02). If self-efficacy is to be strengthened, it is necessary to improve the indicators that are still weak, namely, self-confidence (17%) (3.68), successful experience (15%) (3.62), and commitment to goals (14%) (3.28), and maintain or develop good indicators, namely Persistence in facing challenges (14%) (4.12), Self-confidence (13%) (4.05), Perseverance (14%) (4.02), and Communication with colleagues (13%) (4.01).

In this study, it was limited to three independent variables and one dependent variable. The independent variables are transformational

leadership, organizational support, and self-efficacy as an intervening. While the dependent variable is teacher innovation. The three independent variables after being analyzed using path analysis have a positive effect on teacher innovation, both direct and indirect effects. Suggestions for researchers who will research teacher innovation, it is possible that they can still explore or investigate other variables that are thought to have an effect on strengthening teacher innovation. These new variables will add references to all components involved in the world of education, especially in order to increase teacher innovation.

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