How Organizational Commitment Influences Teachers' Willingness to Innovate in Education

Medina Siti Al Munawaroh[1], Rugaiyah[2], Teguh Trianung Djoko Soesanto[3]

[1,2,3]Education Management, State University of Jakarta, Indonesia

medinasa1975@gmail.com, rugaiyah@unj.ac.id, teguhtrianungdjokos@unj.ac.id

Abstract: This study aims to prove organizational commitment's influence on teachers' innovative behavior at SMA N Bekasi City. This study uses a quantitative approach, and the focus of this research is to measure the innovative behavior of teachers of SMA N Bekasi City, research techniques using path analysis, and calculations using SMART PLS. To take research data using questionnaires. The sample of this study is 283. The sampling approach uses simple random sampling and uses the Slovin formula. The results of this study show that there is a direct positive influence of Organizational Commitment on the innovative behavior of teachers. Based on the results of the study, it can be concluded that improving teachers' innovative behavior can be done by increasing organizational commitment.

Keywords: Innovative Work Behavior, Organizational Commitment, Teacher.

— — — — — — — — — ◆ — — — — — — — — —

A. INTRODUCTION

Building the quality of human resources is one of the important aspects in realizing change in the current era. Quality human resources will have an impact on improving individual and organizational performance in achieving the set goals. The implementation of development does not only focus on building infrastructure in various sectors but must also build the quality of human resources, namely building the quality of teachers by increasing the sharing of competencies they have. A teacher must improve his or her competition, this is because it has a very important role in shaping the character of students. Qualified teachers not only teach academic knowledge, but also moral, ethical, and social values that are important for students' future lives. In quality education, teachers must have competencies that are the basis for realizing national education goals. Competence is the ability that a person must perform certain tasks. Competencies include various aspects such as knowledge, skills, attitudes, and behaviors that are necessary in achieving the expected results. Furthermore, competence can be interpreted as a combination of knowledge, and skills, applied by an individual, in doing a job effectively and efficiently (IAEA, 2017; Moghabghab et al., 2018).

According to Law Number 14 of 2005 concerning Teachers and Lecturers, teachers must have four competencies, namely pedagogical competence, personality competence, social competence, and professional competence. In addition to teachers must have four competencies, teachers must have four aspects of competence in the 21st century, namely Communication Skills, Critical Thinking and Problem Solving Skills, Creativity and Innovation, Collaboration (Jules & Sundberg, 2018). These competencies are essential skills in

adapting to change, innovating, and contributing positively. Thus, the development of teacher competencies must be the focus of education to prepare the generation to face a time full of challenges. Teachers play an important role in developing innovation. Teachers must be aware that innovation behaviour is the goal of educating students to have broad knowledge, generate new ideas, and be able to contribute to others.

Teachers must be able to behave innovatively, namely by thinking creatively with an approach of various techniques for the creation of new ideas or ideas, creating new useful things and improving, analysing, and evaluating the ideas themselves (Piirto, 2011). Furthermore, teachers can be said to behave innovatively, act based on knowledge and combine with intuition to generate new ideas emphasize more on the process rather than the result, and always improvise (Lawrence, 2015). Teachers who behave innovatively and creatively are teachers who can learn professionally, have flexibility, and are able to adapt (Kaplan & Owings, 2015).

Developing innovative behavior can be done in schools and is a fundamental factor that must be developed by teachers in teaching and learning activities. Innovative behavior should be carried out by teachers to come up with creative ideas and be more flexible in dealing with various problems that arise. Innovative teachers are not only limited to knowing but also how to contribute and have benefits. Innovative behavior in the field of Education has been widely applied in various developed countries such as Canada, teachers must innovate in teaching this as a professional responsibility and require continuous learning (Beach et al., 2021). In Finland teachers must have a competitive advantage, have complexity and innovative behaviours and various factors to develop learning (Korhonen et al., 2023). In Korea, teachers to achieve creativity include increasing flexibility in the national curriculum, developing innovative behaviour of teachers (So et al., 2017). In Germany, teachers need to have knowledge and improve themselves in six categories such as pedagogical content knowledge, digital competence, professional content knowledge, communication skills, interdisciplinary knowledge (Suer & Karagul, 2023). The results mentioned above, give an idea that the innovation carried out by a teacher is very important to do, it encourages the process of scientific development and contributes to other parties.

Innovation behavior is needed in this 21st-century culture, it is intended to create new ideas or ideas that have benefits for others. Teachers have an important role in developing students' creativity in schools. This gives the idea that teachers must have extensive knowledge and contribute to other parties. Teachers not only focus on the transmission of knowledge and assessment through tests but also on the development of innovative behaviours (Tran et al., 2016). In facing the conditions that occur, school principals, teachers, and other stakeholders in the world of education need to improve learning standards. Improving the quality of learning can be achieved by encouraging Innovative Work Behaviour from teachers. Thus, if innovative work behaviors continue to be improved, it is hoped that the learning process can run more effectively and efficiently.

According to Choi et al. (2021) Innovative work behavior is a series of individual actions that aim to introduce and implement new concepts or ideas that benefit the organization as a whole. Juan et al. (2022) added that innovative work behaviors are often related to employee

creativity, which is the first step in generating new ideas. However, the process of innovative work behavior is more complex because it involves the application stages of these ideas.

Aspects that shape innovative work behaviour include opportunity exploration, generacity, formative inquiry, championing, and application (Amalya, 2019). First, the exploration of opportunities is related to research or the introduction of opportunities to innovate. Second, generativity emphasizes the emergence of ideas for development purposes. Third, formative inquiry includes efforts to refine ideas, solutions, and opinions, and evaluate these ideas. Fourth, fighting refers to real efforts to implement these ideas. Fifth, applications are concerned with experimenting, developing, and marketing innovative ideas.

According to Ningrum & Abdullah (2021), There are still teachers who have not demonstrated innovative work behaviors, even though they have internet access that can be used to develop new ideas. Of the total 5.6 million school principals in Indonesia, only about 2% of them have proven to be innovative, leaving the other 98% of school principals who have not shown a significant level of innovation. UNESCO reported in the Global Education Monitoring (GEM) in 2016 that the quality of education in Indonesia ranks 10th out of 14 developing countries, while the quality of Indonesian school principals is even ranked at the lowest, which is 14th out of 14 developing countries (Figiani & Setiaji, 2019)

Furthermore, the organization's commitment according to Gökyer (2018) Organizational commitment as an individual who identifies himself or herself regarding loyalty to the organization. According to Luz (2018) Organizational commitment is a relationship between an individual and an organization that focuses on the psychology generated by the individual such as loyalty. Meanwhile, according to Al-Madi (2017) Organizational commitment is the psychological state of how an individual feels about his or her involvement in the organization, and the desire to remain and stay within the organization. The level of organizational commitment owned by an organization is different. This can be seen from the loyalty that a person has in doing his or her job. If a person does work without coercion and voluntarily does his work and complies with various regulations implemented by the organization, then the person can be said to be committed. Organizational commitment refers to a person's level of loyalty and attachment to their organization, it includes the belief they have in the organization's goals, values, and sustainability. Commitment plays an important role in influencing innovative work behaviors.

According to Mundiri (2015) In the results of the research, the commitment that a person has to improve the quality of education can be seen through an attitude approach such as innovative work behaviors, which focuses on the thought process of individuals related to the alignment of their values and goals with the values of the organization. In this context, the commitment of educators and educational staff in schools to the work culture is reflected in their strong belief and acceptance of organizational values. The same thing was expressed by Siregar (2019) that organizational commitment has an important role in increasing work autonomy and innovative work behaviour.

In addition, the commitment of human resources to the organization in improving the quality of education can also be observed through a behavioural commitment approach related to concrete actions in implementing work culture and organizational values in schools.

It is hoped that the existence of attachment, both emotionally (affective) and because of awareness of the importance of work culture, will create synchronicity in achieving the highest goal (sacred mission) in life, which is then reflected in work behaviour. Based on the literature discussed above, organizational commitment affects Innovative Work Behaviour (Hypothesis).
.

B. METHOD

The method used in this study is a survey method with a causality approach. The purpose of this approach is to explain the relationship between exogenous variables or influencing variables and endogenous variables, namely affected variables. The exogenous variable is Organizational Commitment, while the endogenous variable is innovative behavior. This study uses a quantitative approach, and the focus of this research is to measure the innovative behavior of teachers of SMA N Bekasi City, research techniques using path analysis, and calculations using SMART PLS. To take research data using questionnaires. The sample of this study is 283. The sampling approach uses simple random sampling and uses the Slovin formula.

C. RESULTS AND DISCUSSION

1. Innovative Work Behaviour

Innovative Work Behaviour is the main latent variable that has four indicators, namely creating ideas, exploring ideas, promoting ideas, and implementing ideas. Based on the results of the SMART PLS evaluation and the evaluation of the measurement model of the Innovative Work Behaviour variable, as shown in Table 1.

Tabel 1: Evaluation of Innovative Work BehaviourVariable Measurement Model

Indicator	Code	Loading	CR	α	AVE	VIP
Creating Ideas		0.843	0.895	0.842	0.681	
	Y1	0.740				1.573
	Y2	0.805				1.767
	Y3	0.886				3.969
	Y4	0.862				3.699
Exploring Ideas		0.873	0.875	0.811	0.638	
	Y5	0.777				1.498
	Y6	0.767				1.614
	Y7	0.816				1.794
	Y8	0.831				1.823
Promoting Ideas		0.924	0.894	0.842	0.678	
	Y9	0.810				1.829
	Y10	0.846				2.092
	Y11	0.824				1.890
	Y12	0.813				1.724
Implementing Ideas		0.880	0.899	0.849	0.690	
	Y13	0.824				1.830
	Y14	0.781				1.709
	Y15	0.889				2.585
	Y16	0.824				1.956

Based on the Table 1 the indicator of creating ideas is measured through four statements, namely with codes: Y1, Y2, Y3, and Y4. Loading factor (correlation value) for Y1 (0.740), Y2 (0.805), Y3 (0.886), and Y4 (0.862) This shows that these four statements contribute quite strongly to the indicator of creating ideas. Creating an idea has a loading factor value of 0.843 against the Y variable, which shows that the loading value is the lowest compared to the other three values, but still contributes. Exploring Ideas is measured through four statements, namely with codes Y5, Y6, Y7, and Y8. The loading factors for Y5 (0.777), Y6 (0.767), Y7 (0.816), and Y8 (0.831) also show the strong contribution of these four statements to the indicator of exploring ideas. Exploring Ideas has a loading factor value of 0.873 for Innovative Work Behaviour, this shows that this indicator is strong for innovative work behavior.

Exploring Ideas diukur melalui empat pernyataan yaitu dengan kode Y5, Y6, Y7, dan Y8. Faktor pemuatan untuk Y5 (0,777), Y6 (0,767), Y7 (0,816), dan Y8 (0,831) juga menunjukkan kontribusi yang kuat dari keempat pernyataan ini terhadap indikator mengeksplorasi ide. Exploring Ideas memiliki nilai faktor pemuatan 0,873 untuk Perilaku Kerja Inovatif, hal ini menunjukkan bahwa indikator ini kuat untuk perilaku kerja yang inovatif. Implementing the Idea is measured through four statements, namely with codes Y13, Y14, Y15, and Y16. The loading factors for Y13 (0.824), Y14 (0.781), Y15 (0.889), and Y16 (0.824) show the strong contribution of these four statements to the indicators of implementing the Idea. Implementing Ideas has a loading factor value of 0.880 on Innovative Work Behavior, this shows that the strong contribution of this indicator is innovative work behavior.

Overall, CR, α, and AVE, of the Innovative Work Behaviour variables were 0.945, 0.938, and 0.520, respectively. This model has a fairly good level of reliability and validity in measuring the variables of Innovative Work Behavior. Creating Ideas has a relationship value with Innovative Work Behaviour of 0.710, showing that creating ideas is the dimension with the lowest value compared to other dimensions, but has a strong contribution in determining Innovative Work Behavior. Meanwhile, in the dimension of Exploring Ideas and Implementing Ideas, the value of the relationship with Innovative Work Behaviouris 0.762 and 0.775, respectively, which means that it is also a fairly strong indicator in determining the variable of Innovative Work Behavior.

2. Organizational commitment

Organizational commitment has three dimensions, namely Affective Commitment, Sustainable Commitment, and Normative Commitment. Based on the results of the SMART PLS calculation and the evaluation of the measurement model of the Innovative Work Behaviour variable, as shown in Table 2.

Table 2: Evaluation of the Variable Measurement Model of Organizational Commitment

Indicator	Code	Loading	CR	α	AVE	VIP
Affective		0.932				
Commitment			0.931	0.910	0.692	
	A1	0.723				1.788
	A2	0.864				3.006
	A3	0.875				3.074
	A4	0.841				2.527

A5	0.839				2.520
A6	0.842				2.477
Continuance Commitment	0.966	0.950	0.937	0.761	
A7	0.874				3.264
A8	0.866				3.036
A9	0.864				3.008
A10	0.871				3.116
A11	0.879				3.686
A12	0.879				3.548
Normative Commitment	0.894	0.936	0.908	0.785	
A13	0.869				2.382
A14	0.858				2.379
A15	0.914				3.595
A16	0.902				3.273

Based on the Table 2, the dimensions of affective commitment are measured through four statements, namely with codes A1, A2, A3, A4, A5 and A6. The loading factor (correlation value) for A1 (0.723), A2 (0.864), A3 (0.875), A4 (0.841), A5 (0.839), and A6 (0.842). This shows that these four statements contribute quite strongly to the dimension of affective commitment. Affective Commitment has a loading factor value of 0.932 for the X3 variable, which shows that the affective commitment dimension makes a very strong contribution from this dimension to the Organizational Commitment variable.

The dimension of sustainable commitment is measured through four statements, namely with codes: A7, A8, A9, A10, A11, and A12. The loading factors for A7 (0.874), A8 (0.866), A9 (0.864), A10 (0.871), A11 (0.879), and A12 (0.879) This shows that the six statements contribute quite strongly to the dimension of sustainable commitment. Sustainable Commitment has a loading factor value of 0.966 for the X3 variable, which shows that the sustainable commitment dimension makes a strong contribution to the organizational commitment variable. Normative commitment, measured through four statements, namely with codes A13, A14, A15, and A16. Loading factors for A13 (0.869), A14 (0.858), A15 (0.914), and A16 (0.902) This shows that the six statements contribute quite strongly to the normative commitment dimension. Normative commitment has a loading factor value of 0.894 for the X3 variable, which shows that the sustainable commitment dimension makes a strong contribution to the organizational commitment variable.

Overall, CR, α, and AVE, of the Organizational Commitment variables were 0.967, 0.963, and 0.648, respectively. The model has high consistency and validity, so it can be trusted as a good measurement tool for the Organizational Commitment variable. Affective Commitment and Normative Commitment have a relationship value with Organizational Commitment of 0.868 and 0.800, respectively, indicating that these two dimensions have a strong contribution in determining Organizational Commitment. Meanwhile, Continuous Commitment, that the value of the relationship with the Organizational Commitment is 0.932, which means a very strong contribution value in determining the Organizational Commitment.

After conducting calculations using SMART PLS and conducting statistical analysis, it was shown that there was a direct influence of interpersonal communication on innovative

work behavior. The results of the calculation used path analysis and obtained a value (βdirect= -0.008, p=0.894>0.005), with a moderate prediction level of R2=0.394. From the results of the calculation, it is stated that the direct influence of organizational commitment is not significant on innovative work behavior, this is because the *p* value is greater than 0.05. Although the direct influence is not significant, but the R² value is 39.4%, this shows that the influence has a strong prediction in explaining the organization's commitment to innovative work behavior. The value of 39.40% means that innovative work behaviour is influenced by organizational commitment and the remaining 61.60% is influenced by other variables that are not studied in this study.

In organizational commitment, there are three dimensions that can influence innovative work behavior. The three dimensions: 1). Affective commitment with indicators of emotional attachment, desire to be part of the organization, involvement in the organization 2). The dimension of normative commitment with indicators of maintaining a position is considered a necessity, an obligation, a sense of responsibility to the organization, a feeling of guilt if leaving the company, 3). The dimension of commitment is continued with indicators of the need factor, losses leaving the organization and no other work options. From these three dimensions, it can be used to measure the variables of organizational commitment seen from Loading Factor (Outer Loadings), Composite Reliability (CR) and Average Variance Extracted (AVE). Loading Factor (Outer Loadings) is a measure used to contribute between indicators and variables, this loading factor shows how much the existing indicators represent or explain the variables being measured, while the value of the loading factor is affective commitment 0.932, normative commitment dimension 0.894, sustainable commitment dimension 0.966. The loading factor of these three dimensions shows that each dimension has a very strong correlation with the variable of organizational commitment, this is because the value of the loading factor is above the minimum limit of 0.7, so this indicator is valid to represent the interpersonal communication to be studied.

When viewed from Composite Reliability (CR), it is used to evaluate the consistency of indicators that measure a variable. CR assesses the extent to which indicators in one variable can provide consistent measurement results with a value limit of 0.7. The CR owned by each dimension is 0.931 affective commitment, 0.936 normative commitment dimension, and 0.950 sustainable commitment dimension. From the CR results obtained for each dimension exceeding the minimum limit of 0.7, this shows that the dimensions used to measure the variable of organizational commitment have good internal consistency, meaning that these dimensions collectively produce a reliable measurement of the variable of interpersonal communication. When viewed from the Average Variance Extracted (AVE), it shows the extent to which the indicator that measures a variable is correlated or has a strong relationship with the variable being measured. The AVE score limit is at least 0.5. The AVE value of the three dimensions is the affective commitment of 0.692, the normative commitment dimension of 0.785, and the sustainable commitment of 0.761. From the results of the AVE calculation exceeding the minimum limit, this means that the higher the AVE value, the better the dimension represents the variable and ensures that the dimensions in one variable are interconnected and correctly represent the variable.

Based on these three dimensions, the sustainable commitment dimension with a value of 0.966 has the largest contribution in explaining the organizational commitment variable, followed by the affective commitment dimension with a value of 0.932, the normative dimension with a value of 0.894. In general, these loading factor values show that the organization's commitment has a very good dimension to be relied on to measure these variables and be analysed. The results of the calculation are in accordance with the results of previous research, stating that the organizational commitment of a high teacher will increase the teacher's innovative work behavior, which is controlled through confidence, emotions, strength, and adaptability (Xu et al., 2024). Furthermore, the results of the study show that the role of employee organizational commitment can increase innovative work behavior. In addition, a high level of commitment from all members of the organization, including the principal, principal, and administrative staff, will create a positive and productive learning environment (Mundiri, 2015).

The same thing was conveyed by Siregar (2019) Organizational commitment positively influences employees' innovative work behavior. He further added that organizational commitment can create a work environment that supports the creation of innovative work behaviors, this is because with a sense of attachment, motivation, and loyalty to the organization, a person will feel encouraged to provide creative ideas and make changes to support the progress of the organization. As such, it is critical for organizations to foster everyone's commitment through an inclusive work culture, reward innovation, and provide consistent support for everyone. According to Choi (2023) The results of his research revealed that organizational commitment owned by a person has an impact on self-evaluation and can increase innovative work behaviors. Choi then explained that organizational commitment is the level of attachment that a person has in the form of emotions, beliefs, and loyalty to the organization they work for. When a person has a high commitment to the organization, they will tend to feel that the organization's goals are in accordance with what is expected, so they will be more motivated to contribute in a real way.

Furthermore, when someone has a strong organizational commitment, it will provide a sense of security and social support to employees, ultimately increasing confidence in their abilities. A person who has a positive self-evaluation as a result of organizational commitment, will feel more motivated and confident to explore new ideas without fear of failure, thus, organizational commitment will create an environment conducive to others and dare to take risks and think creatively, ultimately will increase the improvement of innovative work behaviours. Based on the results of previous research, it can be concluded that organizational commitment has an influence on innovative work behaviours. From the results of these researches, the influence of organizational commitment on innovative work behaviours is seen as various factors of confidence, emotions, strength, and adaptability (Xu et al., 2024), according to (Mundiri, 2015) creating a positive and productive learning environment, according to Siregar (2019) are observed from creating a work environment, an inclusive work culture, giving awards, while according to Choi (2023) judging from self-evaluation and work environment.

The conclusion of the previous research results is different from the results of the research that has been carried out, based on the results of the research that has been carried out, it was found that the dimension of affective commitment with indicators of emotional attachment, desire to be part of the organization, involvement in the organization, normative commitment with indicators of maintaining a position is considered as, an obligation to feel a sense of responsibility to the company, a feeling of guilt if leaving the company and commitment Sustainable with the indicator of the need factor, the loss leaves the organization with no other work options to influence the work behaviours of innovation.

a. Affective commitment

Affective commitment It is interpreted as the emotional attachment possessed by the organization to remain involved with the organization (Muhyi, 2021). Someone who has a higher level of affective commitment wants to be a part of a particular organization (Jiatong et al., 2022). This is the psychological condition of a person who is forced to continue his work relationship. Affective commitment can be practiced in educational institutions in schools. This commitment can be reflected through a feeling of pride, belonging, and a sincere desire to support the school's vision and mission. Teachers who have an affective commitment not only carry out their teaching duties but also realize dedication and love for their profession in the place where they work (Zaid Mustafa et al., 2020). Teachers with high affective commitment will show active involvement in various activities at school (Baharuddin et al., 2019). Teachers will participate not only in the learning process, but also in activities that can improve student development and the progress of the institution. The involvement is not just a demand but comes from a sense of personal responsibility that he has and has the desire to make the best contribution to his institution.

This sense of attachment is supported by positive interpersonal relationships in the school environment, the support of school leaders, and appreciation for their contributions. When teachers feel valued, supported, and have a conducive work environment, they will tend to be enthusiastic about working and improve their competencies, this will make them more innovative in creating interesting and relevant teaching ideas. Additionally, affective commitment can contribute to building harmonious relationships in schools. Teachers who have good emotional attachment will build good relationships in the environment and outside (Inam & Ho, 2021). Furthermore, the affective commitment possessed by a teacher has a long term and has a significant impact on educational institutions. This can improve the quality of learning, create a positive school environment, and reduce the turnover rate of teaching staff. Therefore, it can be said that affective commitment is an important element that must be considered by schools in an effort to build a community that has high dedication in realizing the achievement of sustainable education goals.

Affective commitment has an influence on teachers' innovative behavior, due to the emotional attachment that a teacher has to the organization where he works (Sharifirad, 2013), This is the main driver for teachers to make more creative and innovative contributions. Teachers who are affectively committed will have a strong

intrinsic motivation to be able to get the job done (Tore, 2020), solving various problems, and improving can increase the effectiveness of teaching. With this emotional attachment, it can create an impetus in generating creative ideas.

b. Continuance commitment

continuance commitment is a type of commitment possessed by a person who has an attachment to the organization based on rational considerations, such as income that has an impact When leaving the organization (Moon et al., 2014). This is different from affective commitment which is based on emotional attachment, continuance commitment Emphasizing more on rational calculations that encourage a person to be in the organization, this is implied to feel that leaving the organization can be a loss, financially, careerally, or personally (Musabah et al., 2017). Continuance commitment arises because a person who feels worried if in another organization cannot provide benefits for himself or herself rather than staying afloat, several factors such as salary, benefits, job stability, time investment, and energy that have been devoted are one of the factors to stay in the organization. Thus, there is a perception that to stay in the organization is more profitable than to leave the organization.

Continuance commitment influenced by two factors, namely personal investment, and the absence of a better alternative. Personal investments such as time, energy, expertise, and relationships built during work. The absence of alternatives emphasizes a condition where a person finds it difficult to find new opportunities elsewhere if they leave the organization (Devece et al., 2016). Furthermore, although continuity commitment helps organizations in retaining the workforce, it needs to be noted because individuals only survive not based on emotional attachment but based on needs which will affect the level of job satisfaction of a person. This involvement will be less emotional and will not have a strong intrinsic urge to contribute more than expected, because the force factor is not the desire factor itself. But continuity commitment can be a trigger that can build a deeper commitment to affective commitment (Azizollah et al., 2015). This is if the organization conducts a positive work environment, gives rewards as expected, builds good interpersonal, if this is done, someone who initially survives due to the benefit factor over time can have a strong emotional attachment to the organization.

Continuance commitment has an impact on teachers' innovation behaviour even though this influence is complex and is also influenced by various other factors (Khan et al., 2020). Teachers who have a continuance commitment tend to stay in the institution for pragmatic reasons (Ali et al., 2020). To keep it alive in the organization, it will adapt and maintain or improve its performance. If the organization has an environment that can generate teachers' internal motivation and have an impact on the development of teachers' skills, then continuity commitment will develop and will have a deeper attachment and will eventually show innovative behavior, especially if they see innovation to increase their stability or opportunities in the organization. One of the determinants that makes a continuance commitment to innovation behaviour is a conducive work environment. If institutions can create a work culture that values

new ideas, provides training, develops the abilities of each teacher, then it will be motivated and involved in increasing innovation as an effort to meet organizational expectations and increase their contribution.

c. Normative commitment

The last dimension of organizational commitment that affects teachers' innovative behaviour is normative commitment, this commitment is an attachment that a person has based on a sense of obligation, responsibility to stay and contribute to the organization (Ramalho Luz et al., 2018). This commitment comes from a person's belief to continue that they have an obligation to continue their relationship with the organization, whether because of personal values, taught loyalty, or feelings of indebtedness to the institution (Musabah et al., 2017). A teacher who has a normative commitment will feel that he must continue to work in a school because of moral responsibility, not just because of emotional attachment or rational consideration. A teacher will feel obligated to serve the community through education or feel indebted to the institution that has given them the opportunity to develop. There are several factors that affect normative commitment, namely personal values, these values are the basic principles or beliefs that a person has in his or her life. Individuals who have these values such as loyalty, responsibility, and integrity will have stronger normative commitments (Khalip, 2016). When these values are aligned with the fermentation of organizational goals, individuals will feel more responsible to continue contributing and loyal to the organization.

Normative commitment can have a positive impact on the organization if teachers feel motivated to make a sincere contribution because of their sense of responsibility (Baharuddin et al., 2019). Teachers with this commitment have a strong dedication and ensure that their work has an impact on improving learning achievement, even though they may not have a deep emotional attachment. Furthermore, there is something that needs to be considered if the normative commitment is not dissertationed with various shamans from the organization and can cause teachers to feel burdened with an excessive sense of responsibility, potentially causing work stress, emotional exhaustion, and can cause dissatisfaction at work. In the context of education, normative commitment plays an important role in maintaining the sustainability of teachers and creating an atmosphere of educational stability. By focusing and conditioning this commitment wisely through reward, recognition, and professional development, educational institutions will be able to encourage teachers to work with a sense of responsibility and have an impact on educational attainment.

Furthermore, normative commitment has an impact on teachers' innovation behavior, especially if the sense of responsibility and morals is the basis and supported by the organization. The normative commitment possessed by teachers is an attachment based on moral obligation or the feeling of having to survive in the organization (Baştug et al., 2016). In the context of teachers, commitment can be influenced by the belief that they have a duty to educate students, support the school's vision, and contribute to society through education. A teacher who has a normative commitment

will feel encouraged and give the best action in his work, this is due to a sense of moral responsibility. These feelings can be a motivation in finding new ways of teaching, finding solutions to every learning problem, developing various new approaches in learning.

According to Zainal (2019) In the results of the research, there are three factors that allow normative commitment to contribute to innovation behavior, namely teachers' self-awareness, teachers who have normative commitments tend to be strong, because they see their profession as a bigger mission than just a job, teachers will feel responsible for preparing students to face various future challenges, and encourage them to continue to find innovative ways in teaching. Second, organizational support, if schools provide an environment to support innovation such as training, training, provision of complete facilities, or freedom of experimentation, teachers who have a normative commitment are more likely to feel confident in trying to share new ideas and will view innovation as one of the ways to fulfill their moral obligations. Third, social and cultural norms, normative commitment can be strengthened by social norms in the work environment, if the innovations carried out by para-teachers are appreciated and considered as part of the responsibility of an educator, then teachers give a higher normative commitment and will be more encouraged to follow these norms.

D. CONCLUSIONS AND SUGGESTIONS

Based on the results of the analysis and discussion, this study can be concluded that there is a direct influence of organizational commitment on teachers' innovative behavior. The results are based on the findings of research that has been carried out, namely three dimensions of organizational commitment that affect teachers' inductive work behavior, including Affective commitment with indicators of emotional attachment, desire to be part of the organization, involvement in the organization, normative commitment dimension with indicators of maintaining a position considered as a need, obligation to feel a sense of responsibility towards the organization, feelings of guilt if leaving the organization, and dimensions Commitment to sustainability with indicators of need factors, losses leaving the organization and no other job options. Based on the findings of this study, these three dimensions have an influence on teachers' innovative work behavior. The significant influence or on innovative work behaviour is the dimension of sustainable commitment. Thus, in an effort to improve teachers' innovative work behavior, the principal must be able to in still the school's vision and mission that is oriented towards innovation and improving the quality of education, providing support, and building a work environment that encourages the creation of organizational commitment. Thus, teachers must in still a sense of belonging and responsibility for the organization by actively contributing to school activities, instilling the vision and mission of the school that is oriented towards innovation. In addition, schools must create policies that support the improvement of teachers' professionalism, such as contributions or promotions based on.

REFERENCES

Ali, M., Raza, B., Ali, W., & Imtaiz, N. (2020). Linking Managerial Coaching With Employees' Innovative Work Behaviors Through Affective Supervisory Commitment: Evidence From Pakistan. *International Review of Management and Marketing*, *10*(4), 11–16. https://doi.org/10.32479/irmm.9715

Amalya, I. D. (2019). Perilaku inovatif pada mahasiswa yang berwirausaha (innovative behavior in entrepreneurs students). *Indonesian Psychological Research*, *01*(01), 40–46. https://doi.org/10.29080/ipr.vlil.169

Azizollah, A., Abolghasem, F., & Mohammad Amin, D. (2015). The Relationship Between Organizational Culture and Organizational Commitment in Zahedan University of Medical Sciences. *Global Journal of Health Science*, *8*(7), 195–202. https://doi.org/10.5539/gjhs.v8n7p195

Baharuddin, M. F., Masrek, M. N., & Shuhidan, S. M. (2019). Innovative Work Behaviour of School Teachers: a Conceptual Framework. *IJAEDU- International E-Journal of Advances in Education*, *V*(14), 213–221. https://doi.org/10.18768/ijaedu.593851

Baştug, G., Pala, A., Kumartaşli, M., Günel, İ., & Duyan, M. (2016). Investigation of the Relationship between Organizational Trust and Organizational Commitment. *Universal Journal of Educational Research*, *4*(6), 1418–1425. https://doi.org/10.13189/ujer.2016.040619

Beach, P., Favret, E., & Minuk, A. (2021). Onlin Teacher Professional Development in Canada. *Canadian Journal of Learning and Tachnology*, *47*(2), 1–23.

Choi, E., Kim, J., & Cho, D. (2023). Relationship between core self-evaluation and innovative work behavior: mediating effect of affective organizational commitment and moderating effect of organizational learning capacity. *Frontiers in Psychology*, *14*(October), 1–11. https://doi.org/10.3389/fpsyg.2023.1192859

Choi, W.-S., Kang, S.-W., & Choi, S. B. (2021). Innovative behavior in the workplace: An empirical study of moderated mediation model of self-efficacy, perceived organizational support, and leader-member exchange. *Behavioral Sciences (Basel, Switzerland)*, *11*(12). https://doi.org/10.3390/bs11120182

Devece, C., Palacios-Marqués, D., & Pilar Alguacil, M. (2016). Organizational commitment and its effects on organizational citizenship behavior in a high-unemployment environment. *Journal of Business Research*, *69*(5), 1857–1861. https://doi.org/10.1016/j.jbusres.2015.10.069

Figiani, S., & Setiaji, K. (2019). Analisis kompetensi global calon guru ekonomi Universitas Negeri Semarang. *Economic Education Analysis Journal*, *8*(1), 163–178. https://doi.org/10.15294/eeaj.v8i1.29767

Gökyer, N. (2018). Organizational Commitment of High School Teachers. *Journal of Education and Training Studies*, *6*(3a), 115. https://doi.org/10.11114/jets.v6i3a.3165

IAEA. (2017). *International Atomic Energy Agency: The Competency Framework*.

Inam, A., & Ho, J. A. (2021). *How self leadership enhances normative commitment and work performance by engaging people at work ?*

Jiatong, W., Wang, Z., Alam, M., Murad, M., Gul, F., & Gill, S. A. (2022). The Impact of Transformational Leadership on Affective Organizational Commitment and Job Performance: The Mediating Role of Employee Engagement. *Frontiers in Psychology*, *13*(April), 1–12. https://doi.org/10.3389/fpsyg.2022.831060

Juan, R., Wang, H., Chen, X., Wang, H., & Xie, M. (2022). Employee innovative behavior and workplace wellbeing : Leader support for innovation and coworker ostracism as mediators. *Frontiers in Psychology*, *November*, 1–15. https://doi.org/10.3389/fpsyg.2022.1014195

Kaplan, L. S., & Owings, W. A. (2015). Teacher Quality and Student Achievement: Recommendations for Principals. *NASPP Bellutin*, *85*, 3.

Khalip, N. (2016). A three-Component Conceptualization of Organizational Commitment. *International*

Journal of Academic Research in Business and Social Sciences, *6*(12), 16–23. https://doi.org/10.6007/ijarbss/v6-i12/2464

Khan, K. I., Naqvi, W. A. S. M., Ghafoor, M. M., & Nayab, G. (2020). Effect of Reward System on Innovative Work Behaviour through Temporary Organizational Commitment and Proficiency: Moderating Role of Multiculturalism. *International Journal of Management Research and Emerging Sciences*, *10*(2), 96–108. http://ijmres.pk/

Korhonen, T., Salo, L., Laakso, N., Seitamaa, A., Sormunen, K., Kukkonen, M., & Forsström, H. (2023). Finnish teachers as adopters of educational innovation: perceptions of programming as a new part of the curriculum. *Computer Science Education*, *33*(1), 94–116. https://doi.org/10.1080/08993408.2022.2095595

Lawrence, J. (2015). *Creative Teacher, Creative Teaching: Identifying Indicators and Inspiration for Professional Innovation in the Teaching Environment*.

Moghabghab, R., Tong, A., Hallaran, A., & Anderson, J. (2018). The Difference Between Competency and Competence: A Regulatory Perspective. *Journal of Nursing Regulation*, *9*(2), 54–59. https://doi.org/doi:10.1016/s2155-8256(18)30118-2

Moon, K., Cho, H., Lee, K., & Oah, S. (2014). Effect of pay satisfaction on organizational commitment. *Korean Journal of Industrial and Organizational Psychology*, *27*(3), 585–615. https://doi.org/10.24230/kjiop.v27i3.585-615

Muhyi, H. A. (2021). The Effect Of Affective Commitment, Continuance Commitment And Normative Commitment On Cooperative Management Performance In Sukabumi City, West Java. *Jurnal Pemikiran Dan Penelitian Administrasi Bisnis Dan Kewirausahaan*, *6*(1), 53–65. https://doi.org/10.24198/adbispreneur.v6i1.32494

Mundiri, A. (2015). Komitmen Organisasional Sumber Daya Manusia dalam Meningkatkan Mutu Pendidikan Pesantren. *Jurnal Pendidikan Pedagogik*, *3*(1), 88–105. https://doi.org/10.33650/pjp.v2i1.105

Musabah, S., Al Zefeiti, B., & Mohamad, N. A. (2017). International Review of Management and Marketing The Influence of Organizational Commitment on Omani Public Employees' Work Performance. *International Review of Management and Marketing*, *7*(2), 151–160. http:www.econjournals.com

Nayef Al-Madi, F., Al-Madi, F. N., Assal, H., Shrafat, F., & Zeglat, D. (2017). The impact of employee motivation on organizational commitment. *European Journal of Business and Management Www.Iiste.Org ISSN*, *9*(15), 134–145. https://www.researchgate.net/publication/317344795

Ningrum, W. R., & Abdullah, S. M. (2021). Tinjauan Literatur: Perilaku Inovatif Pada Guru. *Prosiding Seminar Nasional 2021 Fakultas Psikologi UMBY*, 201–214.

Piirto, J. (2011). *Creativity for 21st*. Sense Publishers.

Ramalho Luz, C. M. D., Luiz de Paula, S., & de Oliveira, L. M. B. (2018). Organizational commitment, job satisfaction and their possible influences on intent to turnover. *Revista de Gestao*, *25*(1), 84–101. https://doi.org/10.1108/REGE-12-2017-008

Sharifirad, M. S. (2013). Transformational leadership, innovative work behavior, and employee well-being. *Global Business Perspectives*, *1*(3), 198–225. https://doi.org/10.1007/s40196-013-0019-2

Siregar, Z. M. E., Suryana, Ahman, E., & Senen, S. H. (2019). Factors influencing innovative work behavior: An individual factors perspective. *International Journal of Scientific and Technology Research*, *8*(9), 324–327.

So, K., Hu, Y. J., & Park, J. (2017). Making our schools more creative: Korea's efforts and challenges. *International Education Journal*, *16*(4), 77–88.

Suer, S., & Karagul, A. (2023). Innovative Teacher: From the Perspectives of Pre-Service Foreign Language Teachers. *International Journal of Psychology and Educational Studies*, *10*(2), 360–378. https://doi.org/10.52380/ijpes.2023.10.2.1021

Tavis D. Jules, & Kelly Sundberg, C. (2018). The Internationalization of Creativity as a Learning Competence. *Global Education Review*, *5*, 35–51.

Tore, E. (2020). Effects of Intrinsic Motivation on Teacher Emotional Labor: Mediating Role of Affective Commitment. *International Journal of Progressive Education*, *16*(5), 390–403. https://doi.org/10.29329/ijpe.2020.277.24

Tran, L. T. B., Ho, N. T., & Hurle, R. J. (2016). Teaching for Creativity Development: Lessons Learned

from a Preliminary Study of Vietnamese and International Upper (High) Secondary School Teachers' Perceptions and Lesson Plans. *Creative Education*, *7*, 1024–1043.

Xu, Y., Zeng, Y., & Kanakarn, P. (2024). Research on the Impact of Organization Commitment on Traditional Chinese Medicine University Teachers' Innovative Work Behaviour. *International Journal of Religion*, *5*(5), 438–447. https://doi.org/10.61707/xtc40w11

Zaid Mustafa, M., Nordin, M., Rasid Abdul Razzaq, A., & Ibrahim, B. (2020). Organizational Commitment Of Vocational College Teachers In Malaysia. *Journal Of Archaeology Of Egypt/Egyptology*, *17*(9), 5023–5029.

Zainal, M. A., & Matore, M. E. E. M. (2019). Factors Influencing Teachers' Innovative Behaviour: A Systematic Review. *Creative Education*, *10*(12), 2869–2886. https://doi.org/10.4236/ce.2019.1012213