

Teachers Innovative Behavior And Role Performance With The Team: An Empirical

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Abstract:

The competency challenges are significant change over the last two decades, among others due to the adoption of technology and an increasingly global and virtual workforce. Thus, schools, especially teachers, must be able to adapt and exceed this existing challenges. This is necessary because to poised for the demands of competence in this century. This article examines the Innovative Work Behaviour (IWB) and Work Role Performance (WRP) programs for teachers as a strategy for developing, adopting, and implementing new ideas so that in sequence students can think critically, analytically, problem solving, and think creative. The purpose of this study is to examine how teachers use innovative work behaviour to achieve performance. The data in this article was collected by measuring the IWB and WRP based on the scale of each item. We also conduct observations, interviews, and study documentation. In analyzing data, we use data reduction, data presentation and verifying or making conclusions. The result is that organizations or schools that have an innovative culture should preserve varieties of innovative knowledge and information. However, the problem is that innovation can only be accepted if there is an increase in public value in terms of quality, efficiency, or fitness for purpose of governance or services.

Keywords: *Innovative Behaviour, Teacher Innovation, Teachers' Skill, Work Role Performance*

INTRODUCTION

In the era of the fast-moving of industrial revolution, it has brought many changes to human mindset and ingenuity, including a paradigm shift in improving the quality of education, both the input quality, the process quality and the output quality. Given the strategic role of teachers in improving the quality of education, the individual development of teacher and team is something that must be done in encouraging the realization of the quality of education.

The good and bad quality of education is in the hands of the teacher. Teacher in the context of education have a large and strategic role. This is caused by teacher doing the learning process, educating and guiding students. Teacher also directly confronts students to transfer science and technology while educating with positive values through guidance and illustrations.

Teacher plays a strategic role, especially in the effort to shape the nation's character through the development of desired personality and values. In this context the role of the teacher is difficult to be replaced by others. In terms of learning, the role of teacher in Indonesian society remains dominant

even though the technology that can be utilized in learning is developing very fast. This is because there are dimensions of the educational process, or more specifically the learning process, played by teacher that cannot be replaced by technology (Alma, 2014).

In addition to guiding students, other competencies that must be possessed by teachers include teacher competency as a skill, power (ability), authority, skills, expertise, knowledge, and others based on criteria, conditions, and professional context.

What happens now, teacher has a number of responsibilities. In addition to teaching, teacher also carry out various tasks in the school environment. Their functions often go beyond teaching assignments and facilitate learning to involve or include responsibilities that may not be directly related to teaching. Thus, teacher also often assigned administrative responsibilities as well as supervision in the school they serve which not only contributes to informing and ensuring the smooth functioning of the school, but also the needs of the public around the school. It is also important to get the spotlight because it relates to how they respond and carry out all tasks as well as responsibilities with professionals (Imhangbe, 2019).

Therefore, teacher must know the extent to which performance in a given task can be coloured or shaped by the influence and interaction of other tasks. Seeing this phenomenon, it requires good cooperation from individual, team, and organization in the form of creativity as well as innovation and good work roles. Given the variety of tasks and responsibilities that occur, the teacher needs to move, shape, and predict the level and quality of performance especially in their main tasks in teaching and facilitating classroom learning.

Innovative behaviour arises from work behaviour that has risks that can cause costs to be incurred by teacher who involved even with the intention and purpose to produce and provide benefits (Qi et al., 2019). Creative performance depends on individual characteristics such as personality traits (i.e. openness to experience), cognitive styles, and skills relevant to creativity, practices to enhance creativity traditionally that focus on the recruitment and selection of creative talent, and on training creativity itself.

Innovation starts with the activation of someone to produce creative ideas (Scott & Bruce, 1994). Generating creative ideas is often triggered by problems related to work, mismatches, and discontinuities faced by employees in the workplace. Thus, these problems and deviations can be captured as psychological triggers that cause increased stimulation in worker itself.

Aside from the individual's influence on his willingness to bring up innovative behaviour, in his context in school, there are studies that have shown that factors such as workplace happiness (WP), organizational climate (OC), affective commitment (AF) and transformational leadership (TFL) that play a role directly influence the innovative behaviour of teachers in school (Bawuro et al., 2018).

The purpose of implementing this innovative behaviour is to improve student academic performance as well as a good work environment. In addition there is a mutually beneficial connection between the school and the public. Other research has shown that teacher inputs and involvements in terms of their task performance comes as the first and most powerful instrument that informs and shapes the level of student academic performance (Louis et al., 2010).

This time, the demands for an organization to be innovative compared to other organizations are greater in order that the organization can remain to survive and compete to meet the needs of the market or its customers. Innovative organizations will also more easily respond to environmental challenges faster and better than organizations that do not prioritize innovation. Innovation can help organizations respond to challenges, survive and develop more easily. Innovative behaviour of individuals in the workplace includes actions such as finding new ideas, championing ideas at work, and financing adjustments as well as planning for the implementation of ideas (De Jong, 2006).

The focus of this research is on innovations that are specifically displayed by individual within an organization, namely the individual innovative behaviour, especially in their work environment. In addition, the focus is also directed at work role performance skills both individual, team, and organizationally demonstrated through the functions of proficiency, adaptivity, and proactivity.

LITERATURE REVIEW

Innovative Work Behaviour

Innovative behaviour is defined as a form of creation, introduction, and application of new ideas in work roles, groups, or organizations, to get the performance benefits of roles, groups, or organizations. The advantages of innovation can include better functioning of the organization and socio-psychological benefits for individual or group employees, such as more precise adjustments between resources and job demands, increased job satisfaction, and better interpersonal communication (Janssen, 2000).

Innovative behaviour is involved in one of the development of human resources that encompasses creative activities that instigated at the individual level within organizations that result in a change in the work environment (De Jong & Den Hartog, 2010). Employees who pitch in innovative behaviour apply new ideas to their work environments. Innovative work behaviour is very central for organizational innovation and, eventually, organizational persistence and effectiveness (NESTA, 2009).

Generating creative ideas is an initial step for someone to activate innovative behaviour (Scott & Bruce, 1994). At work, naturally there are often problems related to work, discrepancies, and discontinuities faced by employees in the workplace. This is a trigger for the emergence of creative ideas. That is, these problems and deviations can be captured as psychological triggers that cause an increase in one's thinking and analytical power.

In practice, employees' innovative behaviour focuses on the process of innovation, (i.e. engaging in innovative activities) rather than the results of innovation (i.e. new products), which are outside the concept of creativity (Qi et al., 2019). Involvement in innovative activities is a series of development of innovative ideas (Messmann & Mulder, 2010) which is the capital of creating a good work climate with support from various parties. Nevertheless, innovation only occurs if employees pitch in activities which are intended to generate and implement ideas (Bos-Nehles et al., 2017).

In case at school, employees are teachers, education personnel, principals, including other elements that help the process of developing students' potential development. The teacher involved in conservative teaching that has been passed on for generations. Therefore, innovative teaching is important for all teachers to meet current and future educational needs. School management must integrate all creative intellectual activities, technical skills, and leadership skills, produce change and support various forms of activities that will enable schools to survive in a modern climate to secure the school's future (Thurlingset al., 2015).

Work Role Performance

Work role performance includes behaviours that are important for the job, such as proficiency, as well as behaviours that are not fully part of the job description, but that still have the potential to benefit the organization, that is the ability to adapt and be proactive (Griffin et al., 2007). Work role performance focuses on one's proficiency in carrying out the tasks specified in the job description. From this perspective, well-determined work is behaviour that contributes to the achievement of organizational goals that are carried out in individual job descriptions (Murphy & Jackson, 1999). It also means that work role performance is a set of one's responsibilities in carrying out their duties.

Demands to be able to realize good work interconnected with the conflict and ambiguity that always comes up. Responsibility for work includes all forms of creativity and innovation at work, which will ultimately lead to effectiveness at work. In its context at school, uncertainties in teacher work repeatedly happen. This is caused by government policies that often change. However, the teacher must continue to perform work role performance with specific roles in contributing to overall organizational performance.

Basically all elements of the school, both principals and teachers, are required to play a specific role in contributing to the overall performance of the organization. The creation of a smooth and relevant organization is a necessity that is highly dependent on various challenges and uncertainties faced by schools. Other causes could be due to customer dissatisfaction, which is students and the influence of inadequate competency. Therefore, chaotic operating conditions can affect the movement of human resources, changes in job descriptions, products and services. In the same way, the role of work must also change dynamically in response to these changing conditions and demands (Sonnentag & Volmer,

2009). The diverse nature of work role performance must be seen from the cross-classification of contributions from three types of individual behaviour namely proficiency, adaptivity, and proactivity at three levels leading to the effectiveness of individuals, teams, and organizations (Griffin et al., 2007).

In school situations that have an element of complexity as well as change, these forms of role behaviour are prerequisites for effective performance. Proficiency means that an individual fulfils the formal requirements of his role. Adaptivity describes the level at which an individual adapts to changes in work systems or roles. Proactive refers to the extent to which individuals initiate independent actions to anticipate or initiate changes in the system or work role. Adaptivity and proactivity are considered as important behaviours to overcome uncertainty in inputs, processes or outputs (Leong & Rasli, 2013). Most other jobs require a mix of skills, adaptability, and proactivity to achieve a balanced approach. In addition, the level of environmental change or expectations also determines the need for individuals to perform inside and outside the work role of teachers.

The organization has long been directed towards the application of teams as operational units (Goodwin et al., 2008). Involvement of individual task skills in fulfilling the requirements of their job roles as employees. The team context creates additional work roles for employees, including coordinating their work with others (Griffin et al., 2007). Team requirements mean helping team members or coordinating their activities to meet the expected prerequisites. In this case the teacher group can conduct lesson studies so that they can coordinate activities more advanced.

On top of the role of individual work, individuals contribute to the skills of teams and organizations by fulfilling the requirements of someone's role as a member of a team or organization. Adaptation of individual tasks refers to the ability of individuals to make changes to their roles, while adaptation of teams and organizations involves adaptation to changes that affect a person's role as a member of a team or organization. Proactive individual tasks involve initiating changes in someone's role, whereas team and proactive organizations involve initiating changes in a team or organization, such as in meetings or discourse. Proactivity and adaptability are specifically relevant in empowered teams where team members are able to make comprehensive work-related decisions and are required to continuously reflect and adapt processes and results.

Methods

This research was conducted to see how teachers perform innovative work behaviour and measure the level of responsibility in one of the high schools in Bogor city. Teachers are not limited to gender and age. The total number of teachers observed ranged from 29 people where this measurement was done in a flexible time with the time of each participant. Innovative work behaviour is measured using 9 items carried by Janssen (2000), each point measured with a scale ranging from 1 (very strongly disagree) to 5 (very strongly agree). The innovative work behaviour scale consists of three components: idea generation, idea promotion, and idea realization.

In filling out the report, respondents provide a self-report and are ranked by each based on what is available from the following 9 items of innovative work behaviour: (1) Creating new ideas for difficult issues (idea generation); (2) Searching out new working methods, techniques, or instruments (idea generation); (3) Generating original solutions for problems (idea generation); (4) Mobilizing support for innovative ideas (idea promotion); (5) Acquiring approval for innovative ideas (idea promotion); (6) Making important organizational members enthusiastic for innovative ideas (idea promotion); (7) Transforming innovative ideas into useful applications (idea realization); (8) Introducing innovative ideas into the work environment in a systematic way (idea realization); and (9) Evaluating the utility of innovative ideas (idea realization).

While the work role performance measurement used 27 items performance dimensions were measured by Griffins, et al. (2007). When measuring this, the report will be ranked by each respondent who is not bound by work deadlines. Each point is ranked on a scale of 1 (very little) to 5 (a great deal). The measurement items are listed in the table below.

Table 1: Work Role Performance Measurement Items

Individual Task	Team Member	Organizational Member
Proficiency		
Carried out the core parts of your job well	Coordinated your work with co-workers	Presented a positive image of the organisation to other people (e.g., clients)
Completed your core tasks well using the standard procedures	Communicated effectively with your co-workers	Defended the organisation if others criticized it
Ensured your tasks were completed properly	Provided help to co-workers when asked, or needed	Talked about the organisation in positive ways
Adaptivity		
Adapted well to changes in core tasks	Dealt effectively with changes affecting your work unit (e.g., new members)	Responded flexibly to overall changes in the organisation (e.g., changes in management)
Coped with changes to the way you have to do your core tasks	Learnt new skills or taken on new roles to cope with changes in the way your unit works	Coped with changes in the way the organisation operates
Learned new skills to help you adapt to changes in your core tasks	Responded constructively to changes in the way your team works	Learnt skills or acquired information that helped you adjust to overall changes in the organization
Proactivity		
Initiated better ways of doing your core tasks	Suggested ways to make your work unit more effective	Made suggestions to improve the overall effectiveness of the organisation (e.g., by suggesting changes to administrative procedures)
Come up with ideas to improve the way in which your core tasks are done	Developed new and improved methods to help your work unit perform better	Involved yourself in changes that are helping to improve the overall effectiveness of the organization
Made changes to the way your core tasks are done	Improved the way your work unit does things	Come up with ways of increasing efficiency within the organization

Source: Griffin, M. A., Neal, A., & Parker, S. K. (2007)

DISCUSSION

Findings of this study illustrate that innovative behavior which practiced by teachers related to their responsibilities in the school environment and some potential characteristics have not been maximally carried out. Innovative behavior scores in this study indicate that a small percentage of teachers consider themselves to have been involved in creative activities to improve a good work climate. Hopefully, in further studies will better illustrate what kind of innovation is happening and how perceptions of innovation and willingness to be involved in innovation can be influenced by training and professional roles.

In the context of the team, the teacher must fulfill not only the roles determined by individual tasks, but also take their roles as team members. Both individual tasks and team members' work roles can change. Environmental uncertainty is related to the extent of the task, which eventually, the role can be multifarious and responsibilities cannot be predicted. Therefore, good adaptability is needed, namely the extent to which teachers can react constructively to changes in the work environment.

The trigger factor for innovation is the climate itself, which can be constructed by the support of various elements. Here, climate or environment is the role of the principal and other facilities and resources. As mentioned by Bandura (1977), two factors that can influence a person's state of doing

innovative behavior include: (1) from within themselves (self-efficacy, attitudes, beliefs) and (2) support from the surrounding environment (colleagues, relatives, managers, organizational culture, facilities and infrastructure, and existing resources).

In addition to external factors, factors in a person are also important to note. In addition to self-efficacy, attitudes and beliefs, openness is also needed for innovative behavior. Messmann & Mulder (2011) explained that openness makes teachers sensitive for exploring opportunities and for allowing conditions and procedures to change. The amount of curiosity in a person can certainly affect innovative behavior. Such beliefs are also generally considered to influence other types of behavior (Fishbein & Ajzen, 2010).

From this, it follows that to innovate, teachers need support, guidance, and feedback from others and need to share and talk with these others. Co-workers seem to be the biggest influence; however, principals, students, and external agents also need to provide support in the form of sharing and communication.

In other words, innovative teacher behavior is very important for the development of the further education profession and school organization and for our development as a knowledge society. Therefore, innovative behavior must be central to the teaching profession. In addition, to improve teacher innovative behavior, it is important to know which factors influence innovative behavior in schools. For example, Kontoghiorghes et al. (2005) suggest that organizational conditions such as connectivity and self-organization facilitate innovation and change adaptation in organizations.

On the other side, work role responsibilities are influenced by educational factors. It is predicted that there is a possibility of collaboration and level of knowledge in solving the problems, understanding of training in the workplace can have impacts on employees who have different education and degrees, which are all needed to provide knowledge about the process of developing innovation and discuss strategies for generate, promote and realize ideas. Nevertheless, it is believed in each teacher that there is self-leadership that can fortify it all. As Hauschildt & Konrad (2012), self-leadership is positively related to individual task proficiency and team member proficiency. Therefore, there are positive relationships between self-leadership, adaptivity and proactivity directed both at the individual task as well as the team.

CONCLUSION

This paper aims to see the extent to which teachers can engage in innovative behavior in schools. Not only in the form of teaching variation, but interpersonal relationships between individuals and other teachers in forming a good work climate, full of responsibility and good commitment. Which, with the innovation, will undoubtedly bring up a positive climate, be it teachers, stakeholders, or students. The knowledge gained from the findings will add to the existing knowledge about innovative behavior in Indonesia, especially in the city of Bogor. In addition, it can be used as a guide to support teachers in developing innovative behavior to improve the effectiveness of the teaching profession and quality education.

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