



## Improvement of teacher innovativeness through development of commitment to profession, teamwork, and organizational culture

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### Abstract

This research aim is to find the effort to improve the innovation of teachers through the identification of the strength of the relationship between Professional Commitment, Teamwork, and Organizational Culture with the Teacher's Innovativeness of Primary Schools in Bogor City, either individually or jointly. The selected samples amounted 242 teachers of Elementary School in Bogor City. This research uses Mixed Method Sequential Explanatory which is the first research using a quantitative method and then deepens with a qualitative approach. This is intended for a more in-depth and comprehensive study. The conclusion obtained from the results of this research are already awaited the efforts to overcome the low innovativeness of the teachers and there is very significant positive relationship as well as reinforced by results of research of qualitative between : 1) professional commitment and innovativeness with  $r_{y1} = 0.479$ ,  $r_{y1}^2 = 0.230$  or 23%; 2) teamwork and innovativeness with  $r_{y2} = 0.421$ ,  $r_{y2}^2 = 0.177$  or of 17.70% 3) organizational culture and innovativeness with  $r_{y3} = 0.359$ ,  $r_{y3}^2 = 0.129$  or 12,90% and 4) professional commitment, teamwork with organizational culture together and innovativeness with  $r_{y123} = 0.529$ ,  $r_{y123}^2 = 0.279$  or 27.90%. The results of this quantitative study are also reinforced by qualitative research, which the commitment to the profession increases, then the teacher's loyalty to work will increase as well. It can encourage teachers to be more active and creative to contribute to improving innovation, as well as teamwork teachers can support teachers to be more creative and innovate in carrying out their duties, always trying to develop the best methods and learning models for learners. Similarly, with organizational culture, if the organization has strong values and norms and right, teachers or members of the organization will be brought to create and innovate related to the achievement of educational goals.

**Keywords:** professional commitment, teamwork, organizational culture, innovativeness

### 1. Introduction

Education is an effort consciously carried out by family, community, and government, through guidance, teaching or training activities, which take place in school and outside school throughout life, to prepare students to be able to play roles in various environments appropriately in the future <sup>[1]</sup>.

Teachers have a huge role in the world of education. The teacher as the spearhead in the implementation of knowledge is a very influential party in the teaching and learning process. Competence and credibility of the teacher determine the continuity of the teaching and learning process in the classroom and its impact outside the classroom <sup>[3]</sup>. Teachers are required to be skilled in bringing students to the goals to be achieved. Several things can shape the credibility of teachers. Among others are, mastery of teaching materials, innovative teaching methods, useful and in accordance with the situation and condition of students, experience and skills of the teacher itself, good relationships between individuals, students and among teachers and elements others involved in the education process such as school principals and administrative staff, as well as the surrounding community.

Based on a preliminary survey conducted in February 2017 of 30 Public Elementary School teachers in the City of Bogor, above 50% of teachers were not innovative in carrying out learning, drafting teaching plan and disseminating learning products. The indications of the above problems are

considered to be a benchmark that the innovativeness of elementary school teachers in the city of Bogor is still problematic. Teachers tend to lack ideas to develop learning models in the classroom, creating new media and learning aids, managing classes that are fun and not monotonous or make students bored. If this condition is left unchecked and no improvement effort, it will result in boring learning activities, decreased learning motivation of students and ineffective teaching and learning activities so that educational goals will be further away from expectations. Therefore, further research is needed to improve teacher innovativeness through developing a commitment to the profession, teamwork, and organizational culture.

### 2. Method

This study uses a combination of design sequential explanatory design which is a research method that combines quantitative and qualitative research methods in sequence, wherein the first phase the research was carried out using quantitative methods and the second stage was carried out using qualitative methods <sup>[1]</sup>. Combination method is carried out to answer the formulation of quantitative research problems and qualitative formulation of complementary issues <sup>[2]</sup>. This study chose a combination method with *sequential explanatory* because by using quantitative methods first there will be a clear and measurable preliminary picture to carry out

the next phase of research that uses qualitative methods so that it can be more focused and in-depth. In practice, quantitative methods play a role in obtaining measurable quantitative data,

in this study associative and qualitative methods play a role in proving, deepening, expanding, giving meaning to the quantitative data collected in the initial stages [4].

### 3. Results and Discussion

Table 1

Relation	Regression Equation	Significance			Conclusion
		F <sub>count</sub>	F <sub>table (α=0,05)</sub>	F <sub>table (α=0,01)</sub>	
Y – X <sub>1</sub>	$\hat{Y} = 35.77 + 0.62X_1$	71.57	3.88	6.74	Very Significant Relationship
Y – X <sub>2</sub>	$\hat{Y} = 60.68 + 0.35X_2$	51.77	3.88	6.74	Very Significant Relationship
Y – X <sub>3</sub>	$\hat{Y} = 58.18 + 0.47X_3$	35.53	3.88	6.74	Very Significant Relationship
Y – X <sub>1</sub> X <sub>2</sub> X <sub>3</sub>	$\hat{Y} = 16.78 + 0.40X_1 + 0.18X_2 + 0.14X_3$	30.78	3.04	4.71	Very Significant Relationship

Table 2

No	Relationship Between Variables	r <sub>y</sub>	r <sub>y</sub> <sup>2</sup>	Adjusted r <sub>y</sub> <sup>2</sup>	Conclusion
1	Commitment to Profession with Innovative	0.479	0.230 23.00%	0.227	Positive Relations and Very Significant
2	Teamwork with Innovative	0.421	0.177 17.70%	0.174	Positive Relations and Very Significant
3	Organizational Culture with Innovative	0.359	0.129 12.90%	0.125	Positive and Very Significant Relationship
4	Commitment to Profession, Teamwork and Organizational Culture with Innovativeness	0.529	22.00% Relationships 0.279	0.270	Positive and Very Significant

The results show that there are relationships positively between commitment to the profession and teacher's innovativeness. This is indicated by the correlation coefficient (r<sub>y,1</sub>) of 0.479 which was significant. The coefficient of determination (r<sup>2</sup><sub>y,1</sub>) of 0.230 means contributions to the profession's commitment to teacher innovation of 23.0%. Based on simple linear regression equation  $\hat{Y} = 35.77 + 0.62 X_1$ , predicted that each increase in a score of commitment to the profession will cause a rise of 0.62 teacher's innovative score at a constant of 35.77.

Likewise based on the results of qualitative research, it is known that the teacher's commitment to the profession relates to innovativeness where a teacher who has time discipline, responsibility in teaching and working wholeheartedly will bring out the best innovations for students. Quantitative result which has a high average score above is reinforced by data from observations of qualitative research which has the conclusion that there is a relationship between commitment to the profession and teacher's innovativeness.

The results of this study indicate that commitment to the profession is a part that can improve innovativeness, including through the existence of emotional attachments between individuals with occupations, good psychological and material factors, and a good sense of moral obligation to the profession [5]. A commitment to the job can be said to be useful if the indicators are achieved. Commitment to the job is a psychological relationship between the individual and his work that is based on affective reactions to his work. So with a higher work commitment, it is very identifying and having a positive feeling towards their work [6].

The results of the study show that there is a positive relationship between teamwork and teacher's innovativeness. This is indicated by the correlation coefficient (r<sub>y,2</sub>) of 0.421 which is stated as significant. Contributions of teamwork on teachers innovations = 17.7% expressed as the coefficient of

determination (r<sup>2</sup><sub>y,2</sub>) of 0.177. The ratio of partial correlation teamwork (with the commitment variable to the controlled profession) is the value of r<sub>y2</sub> = 10.231 of which is stated to be very significant at the level of α = 0.05, and the partial correlation coefficient of teamwork (with organizational culture variables controlled) is the value of r<sub>y2,3</sub> amounting to 0.323 which is stated to be very significant at the level of α = 0.05.

From the results of quantitative research, it can be seen that the indicators teamwork for elementary school teachers in Bogor city who are already good (the same or more than four rounding scores) are knowledge of the team's mission, goals and norms, mutual trust, and awareness of the importance of teamwork. The rating below three knows the problem and resource model and cohesion in the team. This is following the results of qualitative research that has been conducted. Based on the deepening in the qualitative stage, it is known that collaboration between teachers is quite high. This can be seen from the daily culture of teachers who implement, among others, exchanging insights and information about teaching methods, complementing each other if there are empty classes, and collaborative activities in other matters. As such, the findings of facts and data in the analysis of this study increasingly support previous findings regarding the relationship between teamwork and teacher innovativeness.

The results of this study also show that teamwork is a part that can improve innovativeness, including thorough knowledge of the mission and goals of the team, sincerity in work and good social emotions [7]. A teamwork could be said to be useful if the indicators were acceptable. This is following the theory put forward by Robbins and Timothy that teamwork can be defined as a group of individuals who interact together, especially to share information and make decisions to help fellow members concerning performance and responsiveness [8].

The results showed that there was a positive relationship between Organizational Culture and Teacher Innovativeness. This is indicated by the correlation coefficient ( $r_{y,3}$ ) of 0.359 which is stated as significant. Organizational culture contribution to teacher innovativeness is 12.9% which is declared by the coefficient of determination ( $r^2_{y,3}$ ) of 0.129. The partial correlation coefficient of organizational culture (with controlled commitment to professional variables) is  $r$  value  $r_{y,3.1}$  of 0.147 which is expressed as significant at the level of  $\alpha = 0.05$ , and the partial correlation coefficient of organizational culture (with variables teamwork as control) is the value of  $r_{y,3.2}$  at 0.228 which is stated to be very significant at the level of  $\alpha = 0.05$ .

The quantitative data above is strengthened by data from observations of qualitative research which have the conclusion that the qualitative organizational culture in the field has the same tendency as an organizational culture in quantitative research. In this way, facts and data in the analysis of this study further support previous findings regarding the relationship between culture organizational and teacher's innovativeness.

A significant positive relationship between organizational culture and innovativeness has also been proven by results innovative, including through behavioral patterns and work, values and norms that exist in the organizational environment, as well as an excellent basic assumption pattern. Organizational culture can be said to be useful if these indicators are achieved. Organizational culture consists of shared values and assumptions in an organization and defines what is important and not necessary in the company so that it directs all people in the organization to "the right way" in doing something<sup>[9]</sup>.

Further, the results showed that there was a positive relationship between commitment to profession, teamwork and organizational culture together with teacher innovativeness. This is indicated by the correlation coefficient ( $r_{y,123}$ ) of 0.529 which is stated to be very significant after being tested by the F test. Contribution of commitment to profession, teamwork, and organizational culture together with the innovativeness of teachers of 27.9% expressed by coefficient determination ( $r^2_{y,123}$ ) of 0.279.

The multiple linear regression equations show the pattern of the relationship between the variables of commitment to profession, teamwork, and organizational culture together with the innovativeness of teacher variable  $\hat{Y} = 16.78 + 0.40 X_1 + 0.18 X_2 + 0.14 X_3$  with regression coefficients are stated to be very significant. The results of the qualitative research indicate that commitment to the profession and teamwork organizational and organizational culture together correlate with teacher innovativeness.

#### 4. Conclusion

The results of the identification of the relationship between variables can be concluded as follows:

1. There is a very significant positive relationship between the variables and commitment to the profession ( $X_1$ ) with teachers innovativeness variable (Y) with correlation coefficient value  $r_{y,1} = 0.479$  and coefficient of determination  $r^2_{y,1} = 0.230$  which means that commitment to the profession ( $X_1$ ) contributes to teacher

innovativeness (Y) by 23.0%. Qualitative research results show the same as the results of quantitative research, meaning that qualitative data strengthens quantitative data, where when commitment to the profession increases, the teacher's innovativeness also increases.

2. There is a positive and very significant relationship between the variable teamwork ( $X_2$ ) with the teacher's innovativeness variable (Y) with the correlation coefficient  $r_{y,2} = 0.421$  and the coefficient of determination  $r^2_{y,2} = 0.177$ , which means that the contribution teamwork ( $X_2$ ) towards teacher innovativeness is 17.7%. The results of the study qualitatively show the same thing with the results of quantitative research, meaning that qualitative data strengthens quantitative data, where when teamwork rises the teacher's innovativeness also rises.
3. There is a positive and very significant relationship between the variables of organizational culture ( $X_3$ ) with the teacher's innovativeness variable (Y) with the correlation coefficient  $r_{y,3} = 0.359$ , and the coefficient of determination  $r^2_{y,3} = 0.129$ , which means that the organizational culture ( $X_3$ ) contributes to teacher innovativeness by 12.9%. The results of the study qualitatively show the same thing as the results of quantitative research, meaning that qualitative data strengthens quantitative data, where when organizational culture rises, the teacher's innovativeness will increase as well.
4. There is a very significant positive relationship between the variables and commitment to the profession ( $X_1$ ), teamwork ( $X_2$ ) and organizational culture ( $X_3$ ) together with the teacher innovativeness variable (Y) with correlation coefficient  $r_{y,123} = 0.529$ . The coefficient of determination  $r^2_{y,123} = 0.279$ , means that the commitment to the school profession ( $X_1$ ), teamwork ( $X_2$ ) and organizational culture ( $X_3$ ) together contribute to the teacher's innovativeness (Y) of 27.9 %. The results of the study qualitatively show the same thing with the results of quantitative research, meaning that qualitative data strengthens quantitative data, where commitment to the profession, teamwork increased, and conducive and organizational culture that rises together can increase teachers' innovativeness.

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