



## Principal transformational leadership, self-efficacy, and OCB on teachers innovative work behavior

Afifah Rahmani<sup>1</sup>, Aslamiah<sup>2</sup>, Ngadimun<sup>3</sup>

<sup>1,2,3</sup>Universitas Lambung Mangkurat, Kota Banjarmasin, Indonesia

[afifahrahmani126@gmail.com](mailto:afifahrahmani126@gmail.com)<sup>1</sup>, [aslamiah@ulm.ac.id](mailto:aslamiah@ulm.ac.id)<sup>2</sup>, [ngadimun@ulm.ac.id](mailto:ngadimun@ulm.ac.id)<sup>3</sup>

### ABSTRACT

Innovative work behavior among teachers is crucial for improving educational quality. Teachers are required to create and implement new ideas in the learning process. This innovation encompasses idea exploration, solution development, concept promotion, and actual implementation in the classroom. However, the level of teacher innovation in Indonesia is still relatively low. This study aims to analyze the influence of principals' transformational leadership and teachers' self-efficacy on teachers' innovative work behavior, both directly and indirectly. Using a quantitative approach with descriptive correlational methods and path analysis. A sample of 220 public junior high school teachers in Banjarbaru City was selected using Simple Proportionate Random Sampling technique. Data were collected through closed questionnaires using a Likert scale and analyzed using SPSS version 25. The results show that transformational leadership and self-efficacy have positive and significant effects on OCB and teachers' innovative work behavior. These findings confirm that teacher innovation is influenced by the interaction between individual factors and work environment. The implications of this study highlight the importance of transformational leadership training for principals and strengthening teachers' self-efficacy through professional development.

### ARTICLE INFO

#### Article History:

Received: 28 Mar 2025

Revised: 8 Jul 2025

Accepted: 13 Jul 2025

Available online: 3 Aug 2025

Publish: 29 Dec 2025

#### Keywords:

innovative work behavior;  
OCB; self-efficacy;  
transformational leadership

#### Open access

Curricula: Journal of Curriculum Development is a peer-reviewed open-access journal.

### ABSTRAK

Perilaku kerja inovatif guru penting dalam peningkatan mutu Pendidikan. Guru dituntut untuk menciptakan dan menerapkan ide-ide baru dalam proses pembelajaran. Inovasi ini mencakup eksplorasi ide, pengembangan solusi, promosi gagasan, hingga implementasi nyata di kelas. Namun, tingkat inovasi guru di Indonesia masih tergolong rendah. Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan transformasional kepala sekolah dan efikasi diri guru terhadap perilaku kerja inovatif guru, baik secara langsung maupun tidak langsung. Menggunakan pendekatan kuantitatif dengan metode deskriptif korelasional dan analisis jalur. Sampel sebanyak 220 guru SMP Negeri di Kota Banjarbaru dipilih menggunakan teknik Simple Proportionate Random Sampling. Data dikumpulkan melalui kuesioner tertutup berskala Likert dan dianalisis menggunakan SPSS versi 25. Hasil menunjukkan bahwa kepemimpinan transformasional dan efikasi diri berpengaruh positif dan signifikan terhadap OCB dan perilaku kerja inovatif guru. Temuan ini menegaskan bahwa inovasi guru dipengaruhi oleh interaksi antara faktor individu dan lingkungan kerja. Implikasi dari penelitian ini adalah pentingnya pelatihan kepemimpinan transformasional bagi kepala sekolah dan penguatan efikasi diri guru melalui pengembangan profesional.

**Kata Kunci:** efikasi diri; kepemimpinan transformasional; OCB; perilaku kerja inovatif

### How to cite (APA 7)

Rahmani, A., Aslamiah, A., & Ngadimun, N. (2025). Principal transformational leadership, self-efficacy, and OCB on teachers innovative work behavior. *Curricula: Journal of Curriculum Development*, 4(2), 1123-1138.

### Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

### Copyright

2025, Afifah Rahmani, Aslamiah, Ngadimun. This is an open-access article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited.

\*Corresponding author: [afifahrahmani126@gmail.com](mailto:afifahrahmani126@gmail.com)

## **INTRODUCTION**

National education plays a strategic role in developing superior human resources amid globalization and the Industrial Revolution 5.0, which demand individuals to be adaptive and innovative (Karimah *et al.*, 2024). Teachers are key to improving the quality of education, required not only to teach conventionally but also to create innovative learning in line with the times. Research shows that teachers' innovative behavior is influenced by digital competence, transformational leadership, and work engagement. Previous studies indicate that the transformational leadership of school principals has a significant impact on the creativity and performance of teachers in early childhood education institutions (Norlatifah *et al.*, 2024). In line with this, the importance of adapting to educational digitalization is highlighted as a supporting factor in achieving high-quality and innovative learning (Hartini *et al.*, 2025).

Transformational leadership, knowledge sharing, and digital competence significantly drive teachers' innovative behavior in facing the demands of 21st-century education (Prastiwi & Widodo, 2023). Teachers' innovative work behavior does not emerge in a vacuum but is shaped by a combination of individual and contextual factors that interact within the school environment. Innovation in teaching is not only about generating new ideas but also encompasses the processes of exploring concepts, generating solutions, advocating ideas, and implementing them concretely in teaching and learning activities (De Jong & Den Hartog, 2010). In the context of Indonesia, the level of teacher innovation is still relatively low. Many teachers have yet to optimally utilize digital technology to create creative and adaptive learning, as indicated by Ningrum in "Tinjauan Literatur: Perilaku Inovatif Pada Guru," which shows that only a small portion of teachers actively innovate using digital tools.

In general, teachers' innovative work behavior is influenced by three main factors: the transformational leadership of school principals, teachers' self-efficacy, and Organizational Citizenship Behavior (OCB) (Eko *et al.*, 2023; Hardianto *et al.*, 2021). Transformational leadership plays a crucial role in creating a school climate conducive to innovation by providing emotional, intellectual, and inspirational support to teachers (Roesminingsih & Windasari, 2025). OCB then serves as a bridge that encourages teachers' innovative contributions in the learning process (Muchollasho & Mulyana, 2021). Self-efficacy and organizational commitment mediate the relationship between empowering leadership and teachers' innovative behavior. The combination of leadership, teachers' self-confidence, and voluntary behavior forms the foundation of an educational innovation culture. Simultaneous studies of these three variables in Indonesian junior high schools remain limited, even though this level is critical for shaping students' character. This article examines the influence of transformational leadership and self-efficacy on innovative work behavior with OCB as a mediator.

Recent research indicates that transformational leadership that empowers teachers, including through autonomy and psychological empowerment, also strengthens organizational commitment and enhances OCB, which together drive innovation in teaching and teacher practices (Riduansyah & Cinantya, 2025). The main issue addressed in this article is how the direct and indirect effects of school principals' transformational leadership and teachers' self-efficacy influence innovative work behavior, both with and without the

mediating role of OCB. This question is important to answer in order to gain a deeper understanding of how these three factors can be maximized to enhance innovation in teaching. The aim of this study is to analyze the influence of school principals' transformational leadership, teachers' self-efficacy, and OCB on teachers' innovative work behavior, both directly and indirectly, among public junior high school teachers in Banjarbaru City. This article is expected to contribute scientifically to the development of a model for improving teacher quality based on leadership, individual psychology, and a collegial work culture.

## LITERATURE REVIEW

### Innovative Work Behavior

Innovative work behavior is a series of systematic actions, including idea exploration, development, promotion, and implementation. In education, teachers who investigate problems using digital platforms, create new methods such as Canva or Wordwall, share them with colleagues, and apply them in the classroom reflect tangible innovation in learning. Teachers' innovative work behavior promotes the display of organizational culture and self-efficacy (Sofiyan *et al.*, 2022). The innovative implementation by teachers has been proven effective in creating richer, more relevant learning experiences and positively impacting students' motivation and learning outcomes. Innovative work behavior is a complex manifestation of creative behavior because it involves the comprehensive adoption and implementation of new ideas (Ismiantari & Mulyana, 2021).

Meanwhile, in the field of education, innovative work behavior emerges when teachers integrate contemporary methods and materials into the learning process to foster students' creative thinking (Chou, *et al.*, 2019). Conceptual models are widely adopted in educational contexts because they encompass four main dimensions: idea exploration, idea generation, idea advocacy, and idea implementation. These four stages are integral in building a comprehensive and sustainable pedagogical innovation (De Jong & Den Hartog, 2010). Teachers' innovative work behavior is not only about individual creativity but also about their contribution to school goals. Organizational and personal factors, such as an innovative climate, autonomy, self-efficacy, and reflective skills, also play a role, making it necessary to support innovation through systemic school support and teacher capacity development (Ismiantari & Mulyana, 2021).

### Organizational Citizenship Behaviour (OCB)

The relationship between transformational leadership and OCB has been supported by various empirical studies. One study confirmed this relationship by finding a path coefficient of 0.187 between school principals' transformational leadership and teachers' OCB (Febriani & Saleh, 2019). This finding is reinforced by research in the context of Indonesian education, where the direct influence of transformational leadership on teachers' OCB was observed (Suriansyah, 2021). Their study showed that increased OCB helps school principals manage changes and developments in schools, encouraging active participation, initiative, and innovation that contribute to organizational quality improvement. Furthermore, other studies have confirmed the positive relationship between these two variables (Pebriani *et al.*, 2019).

OCB is voluntary behavior beyond formal duties that significantly impacts organizational effectiveness. In education, OCB is reflected in teachers' active involvement in supporting colleagues, participating in school activities outside regular hours, and creating a positive learning environment (Sundaya *et al.*, 2025).

Previous research findings indicate that school principals' transformational leadership, work culture, and work environment have a significant direct and indirect effect on teachers' OCB through the reinforcement of motivation, collaboration, and a work culture that supports teachers' initiative (Markiah *et al.*, 2022). Furthermore, Luthans' research in organizational behavior shows that OCB is influenced by various factors, including job satisfaction, organizational commitment, fairness, leadership style, and self-efficacy. In the educational context, the development of strong OCB can serve as a strategic foundation for enhancing teachers' innovative work behavior collectively. As schools face increasing pressure to innovate, strengthening OCB becomes an important instrument in building a collaborative and productive work culture. Previous studies have shown that a positive organizational culture, job satisfaction, and effective communication significantly influence teachers' OCB, which in turn reinforces school collaboration and productivity (Noor *et al.*, 2024).

### **School Principals' Transformational Leadership**

Transformational leadership is a leadership style that emphasizes empowerment, inspiration, and positive change within an organization (Puspasari, 2023). In the field of education, school principals with this leadership style act not only as administrators but also as change agents who create an environment conducive to teachers' professional growth (Santoso & Selwen, 2023). School principals' transformational leadership significantly influences organizational culture, work environment, and teacher performance. Transformational leaders must guide their subordinates to perform beyond expectations. Principals need to define, communicate, and articulate the organization's vision so that subordinates can understand and accept their credibility. This, in turn, can enhance subordinates' morale. Transformational leadership can increase teachers' motivation and commitment and has a significant impact on students' learning outcomes (Salsabila *et al.*, 2024).

Schools led with a transformational approach demonstrate improved academic performance and a more collaborative learning climate. One of the strengths of transformational leadership lies in its four dimensions, as proposed by Bass and Avolio in the *Multifactor Leadership Questionnaire (MLQ) Manual*: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These components enable school principals to build trust, provide emotional and intellectual support, and create a shared vision that inspires the entire school community. Transformational leadership directly contributes to enhancing teachers' innovativeness (Andriani *et al.*, 2018). Therefore, within the context of this article, transformational leadership is positioned as a determining factor in shaping teachers' innovative work behavior.

### **Teachers' Self-Efficacy**

Teachers' self-efficacy is an individual's belief in their ability to plan, implement, and evaluate effective learning activities. In educational research, this concept is considered one of the

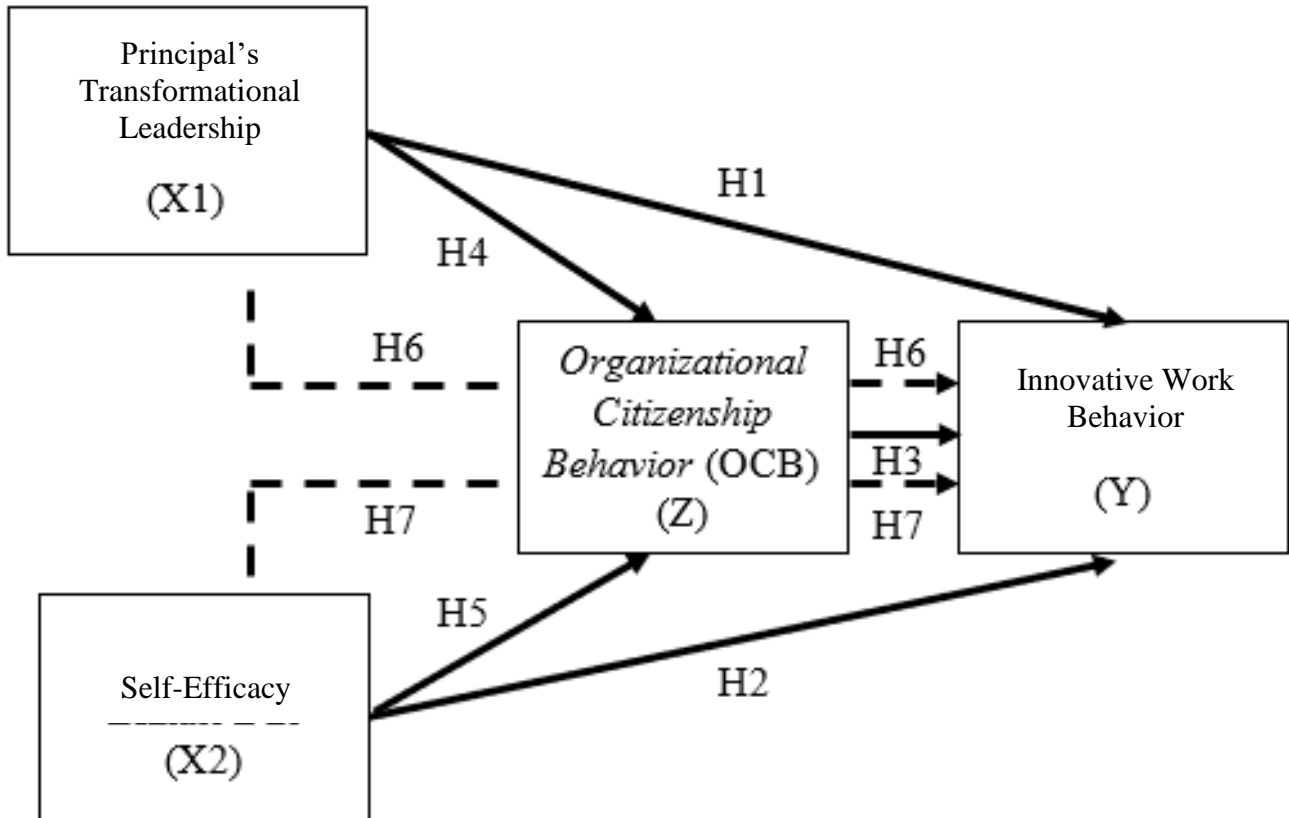
key predictors of successful teaching practices and teachers' innovativeness. Teachers' self-efficacy is dynamic and can develop through professional experience, reflection, and support from the social environment (Wyatt, 2016). High self-efficacy is positively correlated with creativity in teaching, resilience in facing challenges, and teachers' engagement in innovation-based learning. Teachers with high self-efficacy tend to be more prepared to implement new teaching strategies and to confront complex challenges (Nika *et al.*, 2022).

Self-efficacy strengthens commitment to the profession, enhances confidence in evaluating learning, and encourages the willingness to continue learning and adapting. Self-efficacy plays a crucial role in shaping teachers' innovative work behavior. Studies show that self-efficacy has a positive and significant effect on innovative behavior (Noerchoidah *et al.*, 2022). Teachers' belief in their abilities tends to support them in being more proactive in exploring new methods, adjusting teaching approaches, and creating innovative solutions to improve learning outcomes. Research in vocational schools in West Lombok also confirms that self-efficacy positively influences teachers' innovativeness, with a correlation coefficient of 0.620 (Tirmizi *et al.*, 2020). Therefore, strengthening self-efficacy becomes an essential prerequisite for innovative and sustainable education.

## METHODS

This study employed a quantitative approach with a descriptive correlational method to analyze the relationship between school principals' transformational leadership, teachers' self-efficacy, and Organizational Citizenship Behavior (OCB) on teachers' innovative work behavior. The research design was developed to examine both the direct and indirect effects among variables, with OCB as a mediating variable. This research model allows for complex analysis of the relationships among variables using path analysis through SPSS version 25 software. The population of this study comprised all public junior high school teachers in Banjarbaru City, totaling 488 individuals. The sampling technique used was simple proportionate random sampling, ensuring that every member of the population had an equal chance of being selected. Sample size calculation was performed using Slovin's formula with a 5% margin of error, resulting in a sample of 220 respondents. Sample distribution was conducted proportionally according to the number of teachers in each school.

Data were collected using a closed-ended questionnaire based on a Likert scale (1–5), which had been tested for validity and reliability. Instrument validity was empirically assessed through item-total correlation analysis and expert judgment. Reliability was measured using Cronbach's Alpha, with an alpha value > 0.60 indicating high internal consistency. Data analysis was conducted through the following stages: 1) testing the validity and reliability of the instruments; 2) statistical description of each variable (mean, standard deviation, range, skewness, kurtosis); 3) classical assumption testing (normality, linearity, multicollinearity, heteroscedasticity, autocorrelation); and 4) hypothesis testing using path analysis. The research model design used in this study can be seen in **Figure 1** below.



**Figure 1.** Research Model Design  
*Source: Research 2025*

The mediating effect was tested using the Sobel test (**see Figure 1**) to assess the significance of indirect effects. This model allows for the identification of both direct and indirect influences of transformational leadership and self-efficacy on teachers' innovative work behavior, with OCB serving as a mediating factor. This study not only evaluates the strength of relationships among variables but also measures the simultaneous contribution of each factor to improving teacher quality.

## **RESULTS AND DISCUSSION**

### **Description of Research Variables**

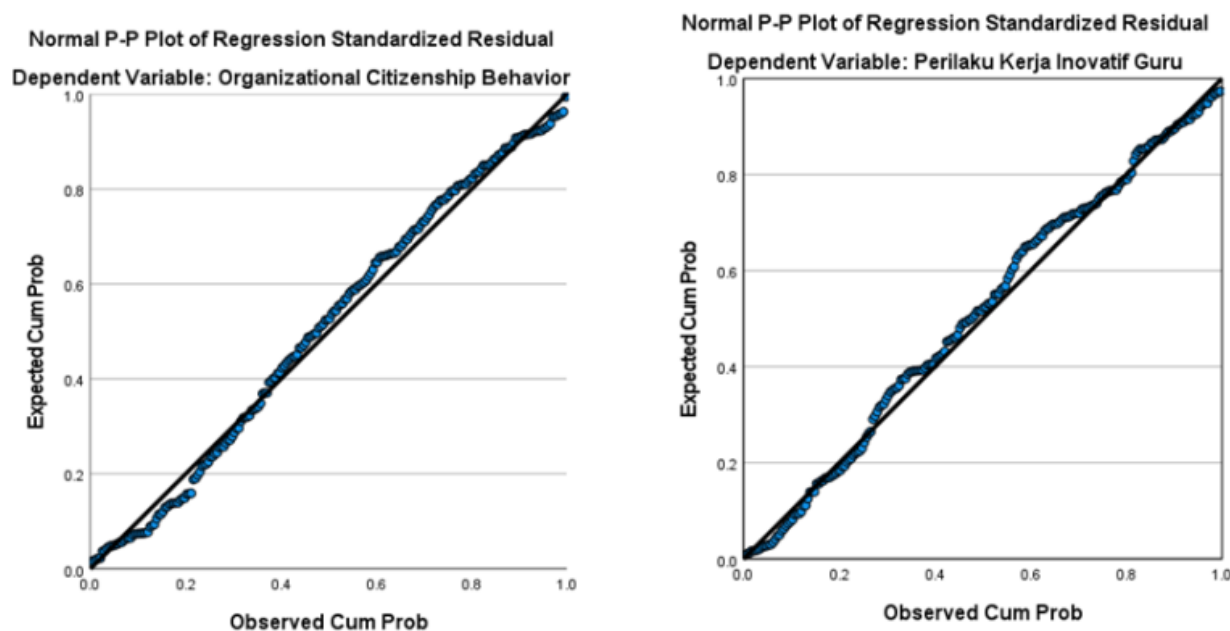
The variables were described for the four main constructs in this study, namely transformational leadership (X1), self-efficacy (X2), organizational citizenship behavior (Z), and teachers' innovative work behavior (Y). Assessment was conducted using a 1–5 Likert scale indicating respondents' level of agreement with the given statements. Descriptive analysis results showed that all four variables had high mean scores, ranging from 4.024 to 4.056. The findings indicate that junior high school teachers in Banjarbaru City generally have a positive perception of their internal conditions and work environment at school. Teachers tend to feel confident and inspired by school leadership and demonstrate supportive

organizational behavior, all of which are prerequisites for fostering innovation in teaching practices.

The transformational leadership variable showed an overall mean of 4.039, with the Idealized Influence indicator receiving the highest score (4.079), indicating that teachers view the principal as a trustworthy role model. Self-efficacy had a mean of 4.024, highest in the teaching strategy dimension (4.048), suggesting that teachers feel capable of planning and delivering instructional material effectively. Furthermore, OCB obtained a mean score of 4.037, with Civic Virtue (4.056) as the most dominant dimension. Finally, teachers' innovative work behavior ranked the highest with a mean of 4.056, with idea exploration as the most prominent aspect (4.073). Descriptive results indicate that junior high school teachers in Banjarbaru City generally have a positive perception of their internal conditions and work environment at school. In other words, they tend to feel confident, inspired by school leadership, and demonstrate supportive organizational behavior, all of which are prerequisites for fostering innovation in teaching practices.

### Classical Assumption Testing

Classical assumption testing is necessary to ensure that the regression model used in data analysis meets the requirements for providing unbiased and efficient estimates. Three types of tests were conducted: the normality test, the heteroscedasticity test, and the multicollinearity test. These classical tests align with other studies, which also note that normality and heteroscedasticity tests are conducted prior to path analysis (Arifin *et al*, 2023).



**Figure 2.** Normality Test Using the Normal P-P Plot Graph  
*Source: Research 2025*

The normality test aims to examine whether the error or residual variables in the regression model follow a normal distribution. The results of the residual normality test (see **Figure 2**) using the Normal P-P Plot graph show that the plotted points closely align with the diagonal

line, indicating that the residuals follow a normal distribution and the normality assumption is met. The following presents the results of the multicollinearity test as part of the classical assumption testing.

**Table 1.** Multicollinearity Test Results

Coefficients <sup>a</sup>		Collinearity Statistics	
		Tolerance	VIF
1	Trasformational Leadership	0.915	1.093
	Self-Efficacy	0.943	1.061
	Organizational Citizenship Behavior	0.870	1.150

a. Dependent Variable: Teacher’s Innovative Work Behavior

Source: Authors’ Research Data

With all classical assumptions fulfilled (see **Table 1**), the regression model used can be retained for further testing. First, the residual normality test was conducted using a normal P-P plot graph. The results showed that the data points were distributed around the diagonal line without major deviations, indicating that the residuals are normally distributed. Second, the heteroscedasticity test was performed using a scatterplot between predicted values and residuals. The random distribution of points without any specific pattern indicates the absence of heteroscedasticity in the data, meaning the model can be considered stable in predicting the dependent variable. Third, the multicollinearity test was conducted by examining the Variance Inflation Factor (VIF) and tolerance values. All independent variables in this study had VIF values below 10 and tolerance values above 0.1, indicating no high correlation among the independent variables. With all classical assumptions met, the regression model can be maintained for further testing.

**Path Test**

Based on the data analysis results obtained from this study, it was found that the four main variables examined fall into the high category. Specifically, school principals’ transformational leadership had an average score of 4.039, teachers’ self-efficacy 4.024, Organizational Citizenship Behavior (OCB) 4.037, and teachers’ innovative work behavior 4.056. This indicates that public junior high school teachers in Banjarbaru City generally have a positive perception of the principals’ leadership abilities, their own self-confidence, voluntary work engagement in supporting the organization, and commitment to creating and implementing new ideas in learning. Through path analysis, significant direct effects were found among several variables.

First, school principals’ transformational leadership was proven to have a direct effect on teachers’ innovative work behavior. Principals who are able to inspire and empower teachers encourage innovation in learning. Transformational leadership contributes positively to teacher performance, mediated by the work climate, which reflects a collegial culture and collaborative spirit as part of innovative work behavior. Second, teachers’ self-efficacy also has a direct effect on innovative work behavior, indicating that the higher a teacher’s

confidence in their own abilities, the more likely they are to innovate. Third, teachers' OCB contributes directly to innovative work behavior, meaning that collegiality, loyalty, and voluntary work positively impact teachers' willingness to implement innovations in teaching practices.

Transformational leadership has a direct effect on OCB, indicating that a supportive, inspirational, and visionary leadership style can foster collective work spirit and altruistic behavior among teachers. This aligns with research findings showing that school principals' transformational leadership has a significant impact on teachers' OCB, both directly and indirectly through organizational commitment (Aminah *et al.*, 2023). These findings reinforce that values such as collegiality, loyalty, and organizational care can develop from transformative and inspirational leadership. A similar pattern is observed in the relationship between self-efficacy and OCB, where teachers with high self-confidence tend to be more proactive in helping colleagues, demonstrate social concern, and actively maintain a harmonious school environment. Although no explicit study by the authors has examined the direct relationship between self-efficacy and OCB, previous studies indicate that transformational leadership and teachers' achievement motivation contribute to professional attitudes, which conceptually reflect tendencies to exhibit OCB behaviors such as personal initiative, social responsibility, and care for the work environment (Hilal & Suriansyah, 2021).

Both transformational leadership and self-efficacy have a tangible contribution in shaping and strengthening OCB among teachers. International studies further suggest that the interaction between self-efficacy and trust in colleagues reinforces OCB—particularly in schools with high collective effectiveness, which amplifies the positive effect of self-confidence on OCB (Choong & Ng, 2024). Interestingly, this study shows the indirect effect of transformational leadership and self-efficacy on innovative work behavior through OCB mediation. In other words, their influence becomes stronger when accompanied by increased voluntary behavior, loyalty, and positive social relationships among teachers. The following presents a summary of the path analysis results, including the direct and indirect effects between transformational leadership (X<sub>1</sub>), self-efficacy (X<sub>2</sub>), OCB (Z), and innovative work behavior (Y).

**Table 2.** Path Test Results

Variable Path	Direct Effects	Indirect Effects	Explanation
Principal's Transformational Leadership (X <sub>1</sub> ) – Teacher's Innovative Work Behavior (Y)	0,143	-	Effect Exists
Teacher's Self-Efficacy (X <sub>2</sub> ) – Teacher's Innovative Work Behavior (Y)	0,274	-	Effect Exists
OCB (Z) – Teacher's Innovative Work Behavior (Y)	0,179	-	Effect Exists
Principal's Transformational Leadership (X <sub>1</sub> ) – OCB (Z)	0,272	-	Effect Exists
Teacher's Self-Efficacy (X <sub>2</sub> ) – OCB (Z)	0,214	-	Effect Exists

Variable Path	Direct Effects	Indirect Effects	Explanation
Principal’s Tranformational Leadership (X <sub>1</sub> ) – OCB (Z) – Teacher’s Innovative Work Behavior (Y)	-	0,049	Effect Exists
Teacher’s Self-Efficacy (X <sub>2</sub> ) – OCB (Z) – Teacher’s Innovative Work Behavior (Y)	-	0,038	Effect Exists

Source: Authors’ Research Data

**Table 2** emphasizes that both direct and indirect effects among the variables show statistically significant relationships. Teachers’ self-efficacy has the largest direct effect on innovative work behavior (0.274), followed by OCB (0.179) and transformational leadership (0.143). Meanwhile, OCB partially mediates the relationship between transformational leadership and self-efficacy on innovative work behavior, as indicated by the indirect effect values of 0.049 and 0.038, respectively. This reinforces the important role of OCB as a bridge for the influence of individual and leadership factors on teachers’ innovation in schools. Thus, the path analysis model developed in this study not only provides a comprehensive overview of the direction and strength of relationships among variables but also highlights the significance of mediation in explaining the indirect pathways affecting teachers’ innovative work behavior in the school environment.

### Hypothesis Testing

Hypothesis testing was conducted to examine the validity of the proposed relationships among the variables. The following table summarizes the results of the hypothesis tests.

**Table 3.** Hypothesis Test Results

No	Effects	Path Coef.	t	p	Exp.
1	X1 → Y	0.143	2.217	0.028	Significant
2	X2 → Y	0.274	4.298	0.000	Significant
3	Z → Y	0.179	2.701	0.007	Significant
4	X1 → Z	0.272	4.276	0.000	Significant
5	X2 → Z	0.214	3.361	0.001	Significant
6	X1 → Z → Y	0.049	2.240	0.026	Significant
7	X2 → Z → Y	0.038	2.051	0.041	Significant

Source: Research 2025

All paths tested in the hypothesis (see **Table 3**) show a high level of significance, strongly supporting the argument that Organizational Citizenship Behavior (OCB) plays a crucial role in strengthening the influence of school principals’ transformational leadership and teachers’ self-efficacy on innovative work behavior. This indicates that OCB is not merely a supplementary variable but functions as an important mechanism bridging the relationships among the main variables studied. Furthermore, the indirect effects among variables were

also significant. The effect of transformational leadership (X1) on teachers' innovative work behavior (Y) through OCB (Z) showed a coefficient of 0.049 with  $p = 0.026$ , while the effect of self-efficacy (X2) on innovative work behavior through OCB showed a coefficient of 0.038 with  $p = 0.041$ . These results indicate that the mediation is partial, as the direct effects of each independent variable on the dependent variable remain significant. Thus, it can be concluded that the presence of OCB significantly strengthens the relationship between transformational leadership and self-efficacy with the emergence of innovative work behavior among teachers.

## Discussion

The results of this study provide an important contribution to the development of educational theory and practice, particularly in the context of enhancing teacher innovation. The positive and significant influence of school principals' transformational leadership and teachers' self-efficacy on innovative work behavior indicates that both internal and external factors play important roles. Teachers who have high confidence in their professional abilities and work in schools led by inspirational leaders tend to be more willing to take initiative and implement new ideas in teaching. These findings suggest that teacher innovation is influenced not only by internal factors such as self-efficacy but also by contextual and social factors, including inspirational leadership and a supportive organizational culture. Similar studies have found that transformational leadership directly affects innovative work behavior, with factors such as organizational culture, self-efficacy, and work engagement playing crucial roles as mediators in this relationship (Wahyudi, 2024).

Transformational leadership has been proven to have a positive effect on both OCB and teachers' innovative work behavior. This finding supports previous research emphasizing that principals who adopt a transformational approach create a collaborative school culture that encourages innovation exploration (Rahmatullah *et al.*, 2022). Principals who can motivate and attend to individual teacher needs not only enhance their performance but also strengthen their involvement in voluntary school activities. School leadership plays a strategic role in creating a learning environment that is conducive, character-driven, and competitive (Dimara *et al.*, 2025). Self-efficacy has also been shown to be a strong predictor of innovative work behavior. For example, research on vocational high school teachers found that self-efficacy and work engagement jointly influence innovative work behavior, even though the direct effect of self-efficacy on innovation is relatively small (Putri & Rini, 2021). Confidence in personal ability (self-efficacy) serves as a key driver for teachers to continue innovating (Noerchoidah *et al.*, 2022). High self-efficacy increases teachers' courage and persistence in trying new approaches to teaching. In addition, the mediating role of OCB highlights the importance of a strong organizational culture in supporting innovation (Sundaya *et al.*, 2025).

Teachers who demonstrate OCB—such as assisting colleagues, upholding social norms, and actively participating in school activities—are more motivated to implement new ideas. A study showed that self-efficacy mediates the relationship between self-leadership and OCB among vocational high school teachers in Central Jakarta (Febriantina & Lathifah, 2021). This research produced a significant new finding, namely the simultaneous demonstration that the three main variables—school principals' transformational leadership, teachers' self-

efficacy, and OCB—affect teachers' innovative work behavior, both directly and indirectly (Eko *et al.*, 2023). These findings reinforce the understanding that fostering innovation in educational settings cannot be separated from the complex interaction of leadership, psychological, and organizational behavior factors. The research model used in this study proves to be more comprehensive compared to previous models, such as studies showing a positive relationship between transformational leadership and self-efficacy with teacher innovation (Sunardi *et al.*, 2019). his research model offers a holistic approach by integrating the three variables within a single analytical framework. The study broadens the perspective on enhancing teacher innovation and recommends transformational leadership training, strengthening teachers' self-efficacy, and fostering a positive work culture to promote the development of OCB and sustainable innovative practices.

## **CONCLUSION**

This study concludes that school principals' transformational leadership and teachers' self-efficacy have a positive and significant effect on innovative work behavior, both directly and through the mediating role of Organizational Citizenship Behavior (OCB). The role of OCB strengthens this relationship, as teachers' voluntary involvement in various school activities fosters the generation of new, applicable ideas in the learning process. Based on these results, it is recommended that principals adopt a transformational leadership style emphasizing empowerment and individual support, while teachers should be facilitated to enhance their self-efficacy through continuous professional development programs. In addition, schools are expected to create a collaborative work culture so that OCB can develop and sustainably support teachers' innovative work practices. Further research is recommended to test this model at other educational levels and regions, as well as to consider additional variables such as intrinsic motivation and technological support to broaden understanding of factors that drive innovation in education.

## **AUTHOR'S NOTE**

The author hereby declares that there are no conflicts of interest in the writing or publication of this article. All processes, from conducting the research and analyzing the data to drafting the manuscript, were carried out independently and without influence from any party. The author also affirms that this article is an original work, prepared without plagiarizing others' work, and has undergone a writing process adhering to scientific ethical standards. All referenced sources have been accurately cited in accordance with applicable academic guidelines. This article is adapted from research conducted as part of a thesis, with the hope of providing a scholarly contribution, particularly in the field of education. The author also welcomes constructive criticism and suggestions for the further development of this work.

## **REFERENCES**

Aminah, A., Aslamiah, A., & Novitawati, N. (2023). The effect of principal transformational leadership, teacher job satisfaction, and organizational commitment on teacher

organizational citizenship behavior at elementary school in Martapura. *International Journal of Social Science and Human Research*, 6(1), 307-317.

- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence of transformational leadership and work motivation on teachers performance. *International Journal of Scientific and Technology Research*, 7(7), 19-29.
- Arifin, R., Hadi, S., & Aslamiah. (2023). The relationship of the principal transformational leadership, organization culture, and work motivation with the performance of state high school teachers in Banjarbaru. *International Journal of Social Science and Human Research*, 6(5), 2807-2811.
- Choong, Y. O., & Ng, L. P. (2024). Shaping teachers' organizational citizenship behavior through self-efficacy and trust in colleagues: Moderating role of collective efficacy. *BMC Psychology*, 12(1), 1-15.
- Chou, C. M., Shen, C. H., Hsiao, H. C., & Shen, T. C. (2019). Factors influencing teachers' innovative teaching behaviour with Information and Communication Technology (ICT): The mediator role of organisational innovation climate. *Educational Psychology*, 39(1), 65-85.
- De Jong, J., & Den Hartog, D. (2010). Measuring innovative work behaviour. *Creativity and Innovation Management*, 19(1), 23-36.
- Dimara, E. A., Surya, P., & Tarso, T. (2025). Principal leadership in fostering an effective school culture in primary education. *Curricula: Journal of Curriculum Development*, 4(1), 479-492.
- Eko, E. P., Notosudjono, D., & Tukiran, M. (2023). Pengaruh kepemimpinan transformasional terhadap keinovatifan guru di Kabupaten Bogor melalui Organizational Citizenship Behavior (OCB) sebagai Mediasi. *Jurnal Muara Ilmu Ekonomi dan Bisnis*, 7(2), 341-356.
- Febriani, H., & Saleh, M. (2019). The contribution of principal transformational leadership, work motivation, through satisfaction with OCB teachers. *Journal of K6 Education and Management*, 2(2), 159-165.
- Febriantina, S., & Lathifah, A. S. (2021). The influence of self leadership on organizational citizenship behavior with self-efficacy as a mediation variable on teachers of SMK Negeri Jakarta Pusat. *IJHCM (International Journal of Human Capital Management)*, 5(2), 149-158.
- Hardianto, H., Hidayat, H., & Zulkifli, Z. (2021). Perilaku kerja inovatif bagi guru dan tenaga kependidikan. *JPPPI (Jurnal Penelitian Pendidikan Indonesia)*, 7(1), 112-119.
- Hartini, Y., Suriansyah, A., & Sulistiyana, S. (2025). Adaptasi stakeholders sekolah dalam urgensi implementasi digitalisasi pendidikan sebagai usaha peningkatan kualitas pembelajaran. *Journal of Innovation Research and Knowledge*, 4(9), 6911-6918.
- Hilal, N., & Suriansyah, A. (2021). Transformational leadership contribution of headmaster, work satisfaction, and achievement motivation towards professional attitudes of state elementary schools teachers in Alalak District, Barito Kuala. *Journal of K6 Education and Management*, 4(4), 487-496.

- Ismiantari, F. D., & Mulyana, O. P. (2021). Perbedaan perilaku kerja inovatif pada guru ditinjau dari karakteristik sekolah. *Character Jurnal Penelitian Psikologi*, 8(6), 190-201.
- Karimah, I. S., Hendriani, A., Wahid, R., Suryadi, Y., & Hendrawan, B. (2024). Manajemen sumber daya manusia dalam konteks pendidikan era society 5.0 dan implementasi kurikulum merdeka. *Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran*, 9(1), 558-563.
- Markiah, M., Suriansyah, A., & Saleh, M. (2022). The effect of transformational leadership, work culture, and work environment on teachers' organizational citizenship behavior (OCB). *International Journal of Social Science and Human Research*, 5(12), 5521-5526.
- Muchollasho, W., & Mulyana, O. P. (2021). Hubungan antara keterikatan kerja dengan organizational citizenship behaviour pada guru SMA Negeri 1 Gedangan di masa pandemi. *Character Jurnal Penelitian Psikologi*, 8(2), 115-126.
- Nika, S., Hidayat, N., & Laihad, G. H. (2022). Peningkatan literasi digital melalui penguatan efikasi diri dan kepemimpinan visioner. *Jurnal Manajemen Pendidikan*, 10(2), 88-93.
- Noerchoidah, N., Aripriabowo, T., & Nurdina, N. (2022). Efikasi diri dan perilaku inovatif: Peran dukungan organisasi. *Jurnal Ilmu Manajemen*, 10(4), 1026-1036.
- Noor, I. S., Suriansyah, A., & Noorhapizah. (2024). Pengaruh budaya organisasi terhadap Organizational Citizenship Behavior (OCB) melalui kepuasan kerja dan komunikasi pada sekolah luar biasa se-Kota Banjarbaru. *Alignment: Journal of Administration and Educational Management*, 7(1), 435-448.
- Norlatifah, E., Aslamiah, A., & Wahyu, W. (2024). Pengaruh kepemimpinan transformasional kepala sekolah, kreativitas, motivasi kerja terhadap kinerja guru di lembaga PAUD di Kecamatan Amuntai Tengah. *Golden Age: Jurnal Pendidikan Anak Usia Dini*, 8(2), 325-338.
- Prastiwi, M. A., & Widodo, A. (2023). Peran kepemimpinan kepala madrasah di era 5.0, pendidikan dan teknologi, pada kompetensi 21st century. *Primer: Jurnal Ilmiah Multidisiplin*, 1(5), 536-544.
- Puspasari, M. D. (2023). Penerapan kepemimpinan transformasional dalam pengelolaan madrasah modern. *Refresh: Manajemen Pendidikan Islam*, 1(2), 40-47.
- Putri, N. H., & Rini, Q. K. (2021). Efikasi diri, keterlibatan kerja, dan perilaku kerja inovatif pada guru SMK. *Jurnal Psikologi*, 14(2), 284-300.
- Rahmatullah, A., Ramdansyah, A. D., Kambara, R., & Haryadi, D. (2022). Improving organizational performance with organizational culture and transformational leadership through intervening organizational commitment variables. *Dinasti International Journal of Digital Business Management*, 3(2), 180-194.
- Riduansyah, A., & Cinantya, C. (2025). Peran pemberdayaan guru dan kepemimpinan transformasional dalam meningkatkan mutu sekolah di Indonesia. *Jurnal Keilmuan dan Keislaman*, 4(2), 256-268.

- Roesminingsih, E., & Windasari, W. (2025). The impact of transformational leadership on teacher performance: A study of professional learning communities in Indonesia. *Journal of Pedagogical Research*, 9(3), 312-326.
- Salsabila, E. N., Putri, N. F. R., & Wildan, M. A. (2024). Peran kepemimpinan transformasional dalam pengembangan sumber daya manusia. *J-Ceki: Jurnal Cendekia Ilmiah*, 4(1), 727-739.
- Santoso, J., & Selwen, P. (2023). Penerapan strategi kepemimpinan transformasional dalam meningkatkan kinerja organisasi pendidikan. *Jurnal Ilmiah Kanderang Tingang*, 14(2), 400-409.
- Sofiyani, S., Sembiring, R., Danilwan, Y., Anggriani, R., & Sudirman, A. (2022). Innovative work behavior and its impact on teacher performance: The role of organizational culture and self efficacy as predictors. *Journal of Education Research and Evaluation*, 6(1), 44-52.
- Sunardi, S., Sunaryo, W., & Laihadi, G. H. (2019). Peningkatan keinovatifan melalui pengembangan kepemimpinan transformasional dan efikasi diri. *Jurnal Manajemen Pendidikan*, 7(1), 740-747.
- Sundaya, J., Danim, S., Badeni, B., Somantri, M., & Kartiwi, A. P. (2025). Hubungan kecerdasan emosional dan organizational citizenship behaviour guru pada efektivitas pembelajaran. *Jurnal Konseling dan Pendidikan*, 13(1), 569-581.
- Suriansyah, A. (2021). The influence of transformational leadership and organizational commitment on organizational citizenship behavior with achievement motivation as intermediary variable. *Journal of K6 Education and Management*, 4(1), 11-23.
- Tirmizi, A., Rokhmat, J., & Sukardi, S. (2020). Pengaruh efikasi diri terhadap keinovatifan guru Sekolah Menengah Kejuruan (SMK) di Lombok Barat. *Jurnal Ilmu Sosial dan Pendidikan*, 4(4), 614-621.
- Wahyudi, W. (2024). Transformational leadership and innovative work behavior: Mediating roles of organizational culture, self-efficacy, and work engagement in West Kalimantan State Polytechnics. *Jurnal Pendidikan Progresif*, 14(2), 1162-1177.
- Wyatt, M. (2016). "Are they becoming more reflective and/or efficacious?" A conceptual model mapping how teachers' self-efficacy beliefs might grow. *Educational Review*, 68(1), 114-137.

