

Increasing Teacher Innovativeness Through Strengthening Achievement Motivation, Teamwork, And Organizational Climate

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Article Info	Abstract
<p><i>Article History</i></p> <p>Received: May 13, 2021</p> <p>Accepted: October 18, 2021</p> <hr/> <p>Keywords : Achievement Motivation, Teacher Innovativeness, Organization Climate, Teamwork.</p> <p>DOI: 10.5281/zenodo.5576683</p>	<p><i>This study will explore the improvement of teacher innovativeness through the development of achievement motivation, teamwork, and organizational climate. The study will focus on finding direct or indirect relationships between these variables. This research was conducted in 11 private high schools accredited A located in the city of Depok, West Java from October 2020 to September 2021. The method used in this study is correlational research with a quantitative approach. The population in this study were private high school teachers accredited A in Depok City, West Java Province with a population of 696 teachers. The population is spread across 53 schools located in 11 sub-districts. Determination of the number of samples was carried out by means of proportional random sampling. The number of samples used is based on the calculation of the affordable population through a multistage random sampling procedure to obtain a total sample of 127. Thus, it will be found indicators of the variables to be improved so that it has an impact on increasing teacher innovativeness. Based on the conclusions and results of analysis, it can be suggested that in order to increase teacher innovativeness, it is necessary to strengthen the variables of achievement motivation, teamwork, and organizational climate. Desire to excel in competition, Desire to improve oneself to be better, Need for successful work/career in the long term, and Love of challenges and competition. maximal and optimal and maintain knowledge and information and social emotions. To strengthen organizational climate variables, it is necessary to improve the indicators of appreciation and support system and maintain supportive management, Policy, Freedom of Expression, and School Concern.</i></p>

Introduction

The development of the industrial revolution 4.0 has shifted the learning paradigm in the education system in Indonesia from being initially manual-based to digital. Prior to the industrial revolution 4.0, in general, learning activities were centered on teachers with less varied methods and media, while after the industrial revolution 4.0 or the digitalization era, learning activities had been centered on students with the use of various digital learning media. The industrial revolution 4.0 has also helped many things in learning activities, especially what is said with distance learning which was previously not very well known in the scope of high school, today distance learning has become a necessity. This leads to enormous dynamics in national education. The types of skills needed in this era (21st century skills) consist of life and career skills, learning and innovation skills, and information media and technology skills. The types of 21st century skills have also been in line with the idea of the four pillars of education proclaimed by UNESCO, namely: (1) learning to know, 'learning to know'; (2) learning to do, 'learning to do something', in this case we are required to be skilled in doing something including innovative ones; (3) learning to be, 'learning to be someone', in this case we learn to become someone who is successful; and (4) learning to live together, 'learning to live life together', where humans are social creatures who are always required to be able to interact socially with their environment.

With regard to 21st century skills launched by UNESCO and national education goals, especially the condition of high school graduates, they are still unable to reach the level in accordance with the developed frameworks. The frameworks for high school graduates that still need to be improved include: (1) Cognitive, namely oral and written communication and critical thinking and problem solving, (2) Affective relating to work ethics and professionalism, team work and collaboration, and working in in different groups, and (3) Psychomotor with regard to using technology and project management in leadership. Meanwhile, in 2020, the government through the Ministry of Education and Culture launched the Independent Learning program within the scope of Schools. The existence of an independent learning program demands teachers to participate as driving teachers. Teachers as drivers are teachers who lead learning that encourages student growth and

development holistically, actively and proactively in developing other educators to implement student-centered learning, as well as being role models and agents of transformation of the educational ecosystem to realize the profile of Pancasila Students. The driving teacher will act as, (1) Mobilizing the learning community for fellow teachers in the school and in their area; (2) Becoming a Practice Lecturer for other fellow teachers related to the development of learning in schools; (3) Encouraging the improvement of student leadership in schools; (4) Opening a positive discussion space and collaboration space between teachers and stakeholders inside and outside the school to improve the quality of learning; (5) Become a learning leader who encourages the well-being of the education ecosystem in schools.

Furthermore, in a preliminary survey that I conducted on 30 participants in October 2020, I found the results that there were only 38.33% of teachers who had made product innovations (generated designs) with the development of lesson plans and learning media. Furthermore, there are only 23.33% of teachers who have carried out process innovations (implementing development) mainly in terms of using learning models and variations in assignments to students. Then there are only 26.67% of teachers who have made service innovations, namely by providing variations in learning models, seating arrangements, and paying attention to students based on their abilities. From these data, it can be seen that there is a gap between what is expected and the reality on the ground regarding teacher innovativeness, both from product innovation (producing designs), process innovation (implementing development), service innovation (providing services), and management innovations carried out at school. Teacher innovativeness – with indicators of product innovation (producing designs), process innovation (implementing development), service innovation (providing services), and management innovation – must of course be owned by anyone, especially teachers who are in the world of education. Teacher innovativeness has a goal to produce quality human resources in various aspects of life. The quality of human resources with innovation will certainly be in line with world developments or the digitalization era in the industrial revolution 4.0. Its application can be done at the time of learning planning, learning process, assessment, and evaluation of learning. Then as a supporter in the creation of a teacher's innovativeness, motivation is needed. Motivation is a capital that is needed by everyone, especially a teacher. Motivation is needed to live life, lead a group of people, and achieve organizational goals. Achievement motivation is an encouragement that grows and develops from within a teacher to do the best possible job so that goals can be achieved. Achievement motivation can be realized if a teacher has a desire to achieve success. The task of teaching is a task that becomes a challenge in itself, so teachers should have achievement motivation. Efforts to increase the achievement motivation of a teacher is very important, but this is often not paid attention to. The increase in motivational factors can be seen in the individual teacher to work harder. Teachers will be more active if they have the motivation to excel. In addition to achievement motivation, an educational institution such as a school also needs to empower existing teachers and their colleagues in teamwork. Based on the background that has been described, this study will explore the improvement of teacher innovativeness through the development of achievement motivation, teamwork, and organizational climate. The study will focus on finding direct or indirect relationships between these variables. Thus, it will be found indicators of the variables to be improved so that it has an impact on increasing teacher innovativeness.

METHOD

This research was conducted in 11 private high schools accredited A located in the city of Depok, West Java from October 2020 to September 2021. The method used in this study is correlational research with a quantitative approach. a numerical description. Quantitative research method is a scientific/scientific research method because it has fulfilled scientific principles, namely concrete/empirical, objective, measurable, rational, and systematic. This method is also a discovery method because the results of the hypothesis from the research can develop a variety of new knowledge. The use of quantitative is also intended so that existing data and variables are tested through numbers and analysis using statistics (Sugiyono, 2015: 7).

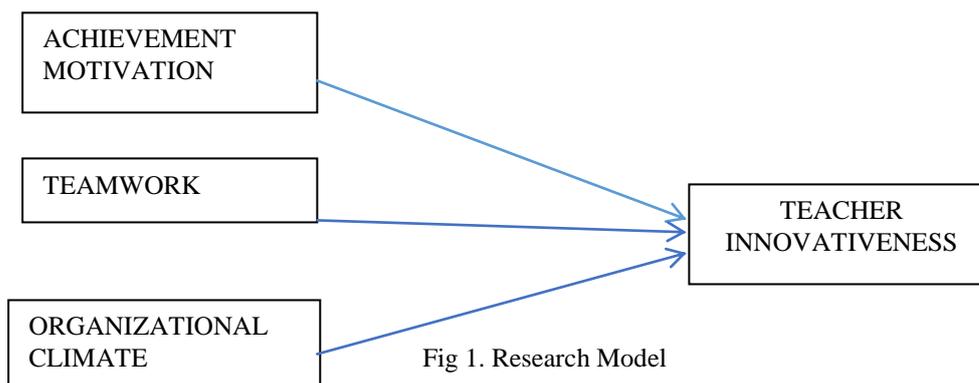


Fig 1. Research Model

The population in this study were private high school teachers accredited A in Depok City, West Java Province with a population of 696 teachers. The population is spread across 53 schools located in 11 sub-districts. Determination of the number of samples was carried out by means of proportional random sampling. The number of samples used is based on the calculation of the affordable population through a multistage random sampling procedure to obtain a total sample of 127.

A hypothesis is a provisional guess on a problem, therefore, it needs to be proven true. So the authors set the hypothesis tested in this study as follows:

H1: There is a positive relationship between achievement motivation (X1) and teacher innovativeness (Y).

H2: There is a positive relationship between the teamwork variable (X2) and teacher innovativeness (Y).

H3: There is a positive relationship between organizational climate variables (X3) and teacher innovativeness (Y).

H4: There is a positive relationship between the variable of achievement motivation (X1) and teamwork (X2) together with teacher innovativeness (Y).

H5: There is a positive relationship between the variables of achievement motivation (X1) and organizational climate (X3) together with teacher innovativeness (Y).

H6: There is a positive relationship between the variables of teamwork (X2) and organizational climate (X3) together with teacher innovativeness (Y).

H7: There is a positive relationship between the variables of achievement motivation (X1), teamwork (X2) and organizational climate (X3) together with teacher innovativeness (Y).

RESULT AND DISCUSSION

Statistical Hypothesis Testing

Statistical hypothesis testing is tested by calculating functional between variables including: Achievement Motivation (X1) with Teacher Innovativeness (Y), Teamwork (X2) with Teacher Innovativeness (Y), and Organizational Climate (X3) with Teacher Innovativeness (Y) presented in the form of a regression equation.

Table 1. Summary of Research Hypothesis Testing Results

No	Correlation	Coefficient	Significant			Conclusion
			F	F _{table} 0,05	F _{table} 0,01	
1	Y-X ₁	r _{y1} = 0,301	12,473	3,92	6,85	H0 is rejected, H1 is accepted There is a positive relationship between achievement motivation and teacher innovativeness
2	Y-X ₂	r _{y2} = 0,377	20,684	3,92	6,85	H0 is rejected, H1 is accepted There is a positive relationship between teamwork and teacher innovativeness
3	Y-X ₃	r _{y3} = 0,428	27,713	3,92	6,85	H0 is rejected, H1 is accepted There is a positive relationship between organizational climate and teacher innovativeness
4	Y-X _{1, X2}	r _{y12} = 0,476	18,124	3,07	4,79	H0 is rejected, H1 is accepted There is a positive relationship between achievement motivation and teamwork together with teacher innovativeness
5	Y-X _{1, X3}	r _{y13} = 0,488	19,390	3,07	4,79	H0 is rejected, H1 is accepted There is a positive relationship between achievement motivation and organizational climate together with teacher innovativeness
6	Y-X _{2, X3}	r _{y23} = 0,511	21,926	3,07	4,79	H0 is rejected, H1 is accepted There is a positive relationship between teamwork and organizational climate together with teacher innovativeness
7	Y-X _{1, X2, X3}	r _{y123} = 0,565	19,215	2,68	3,94	H0 is rejected, H1 is accepted There is a positive relationship between achievement motivation, teamwork and organizational climate together with teacher innovativeness

DISCUSSION

Based on the results of regression and correlation analysis, it can be seen that there is a positive and significant relationship between the three independent variables and the dependent variable, the strength of the relationship between these variables can be described as follows:

The Relationship between Achievement Motivation and Teacher Innovativeness

The results showed that there was a positive relationship between achievement motivation and teacher innovativeness. Teachers who have high achievement motivation will do or do an activity or task as well as possible in order to produce achievements with commendable predicates. This kind of behavior will greatly affect the innovation that arises from within the teacher himself. This is related to the statement put forward by Gröpel (2016: 93) which states that achievement motivation is relevant in the formation of behavior change in several differences in behavior and training settings that can affect indicators such as teacher innovativeness. It is clear that the motivation that exists in each individual will vary from one another, this is very dependent on what each individual does and the exercises he does. Based on the results of the research hypothesis, the functional relationship between achievement motivation and teacher innovativeness is shown by a simple linear regression equation = $93.639 + 0.313 X_1$, which means that for every one unit increase in the value of achievement motivation, there will be an increase in the value of teacher innovativeness by 0.313 units with a constant value of 93.639. The results of this study indicate that this equation can be used to predict the level of teacher innovativeness based on achievement motivation scores.

The strength of the relationship between the achievement motivation variable (X_1) and teacher innovativeness (Y) is indicated by a coefficient (r_{2y1}) of 0.091 with a medium level of relationship category. The probability value (sig. $0.001 < 0.05$), H_0 is rejected. So it can be concluded that the correlation coefficient is significant. Thus, this study confirms that there is a very significant positive relationship between achievement motivation and teacher innovativeness. The value of the coefficient of determination between teacher innovativeness (Y) and achievement motivation (X_1) is (r^2_{y1}) of 0.091 which can be interpreted that 9.10% of teacher innovativeness can be explained by the contribution of achievement motivation. While the remaining 90.9% is a contribution from other factors outside of achievement motivation.

This study is in line with the results of previous research conducted by Lucell A. Larawan (2011) in the International Journal of Business and Management Studies with the title "Employee Innovativeness and Achievement Motivation: A Public and Private Organization's Experience", concluding that there is a significant positive relationship between achievement motivation with innovation, with correlation coefficient $r = 0.24$ ($p < 0.05$).

The Relationship between Teamwork and Teacher Innovativeness

The results showed that there was a positive relationship between teamwork and teacher innovativeness. Teachers who are able to apply teamwork well will carry out collaborative and joint activities that are directed to achieve the desired goals, namely in the world of education. Teamwork will greatly impact on innovation when a teacher is faced with jobs that require togetherness and collaboration. This is related to the statement put forward by Hellriegel and Slocum (2011: 349) which states that a group is a small group of workers with abilities that both complement each other who are committed to joint performance achievements. Commitment here is certainly needed so that each individual is always responsible for the work he gets. Commitment can also be interpreted as a loyalty to work, where someone already has chemistry with their work.

Based on the results of the hypothesis research, the functional relationship between teamwork and teacher innovativeness is shown by a simple linear regression equation = $85.717 + 0.364 X_2$, which means that for every one unit increase in the value of teamwork, an increase in the value of teacher innovativeness will be 0.364 units with a constant value of 85.717. The results of this study indicate that this equation can be used to predict the level of teacher innovativeness based on teamwork scores.

The strength of the relationship between teamwork variables (X_2) and teacher innovativeness (Y) is indicated by a coefficient (r_{2y2}) of 0.142 with a moderate level of relationship category. The probability value (sig. $0.000 < 0.05$), H_0 is rejected. So it can be concluded that the correlation coefficient is significant. Thus, this study confirms that there is a very significant positive relationship between teamwork and teacher innovativeness. The value of the coefficient of determination between teacher innovativeness (Y) and teamwork (X_2) is (r^2_{y2}) of 0.142 which can be interpreted that 14.20% of teacher innovativeness can be explained by the contribution of teamwork. While the remaining 85.80% is a contribution from other factors outside of teamwork. This study is in line with the results of previous research conducted by Doris Fay et. al. (2014) in his research entitled "Teamwork and Organizational Innovation: The Moderating Role of the HRM Context" shows that there is a positive relationship ($r = 0.53$, $p < 0.01$) between teamwork and innovation. Social Emotions (29%) and ranks third with an average empirical finding (4.38).

The Relationship between Organizational Climate and Teacher Innovativeness

The results of the study indicate that there is a positive relationship between organizational climate and teacher innovativeness. Teachers who work with a good organizational climate, a teacher has a perception of the work environment and how these perceptions affect the attitudes and behavior of workers. Organizational climate will greatly impact on innovation when he is in a scope or work environment or institution which in this case is a school. This is related to the statement put forward by Ruliana (2014: 152) explaining that the organizational climate as a collection and environmental pattern that determines the emergence of motivation and focuses on principles that make sense or can be assessed, so that later it will greatly affect the performance of the organization. Organizational climate is a term to describe the organizational environment or organizational situation. Organizational climate refers to the set of traits that people in an organization or certain units can perceive. The discussion about organizational climate is actually a discussion of the work environment that arises mainly because of organizational activities that are carried out consciously or not, which are considered to then affect organizational behavior.

Based on the results of the hypothesis research, the functional relationship between teamwork and teacher innovativeness is shown by a simple linear regression equation = $85.236 + 0.369 X_3$, which means that for every one unit increase in the value of the organizational climate, an increase in the value of teacher innovativeness will be 0.369 units with a constant value of 85.236. The results of this study indicate that this equation can be used to predict the level of teacher innovativeness based on organizational climate scores.

The strength of the relationship between organizational climate variables (X_3) and teacher innovativeness (Y) is indicated by a coefficient (r_{2y3}) of 0.181 with a moderate level of relationship category. The probability value (sig. $0.000 < 0.05$), H_0 is rejected. So it can be concluded that the correlation coefficient is significant. Thus, this study confirms that there is a very significant positive relationship between organizational climate and teacher innovativeness. The value of the coefficient of determination between teacher innovativeness (Y) and organizational climate (X_3) is (r^2_{y3}) of 0.181 which can be interpreted that 18.10% of teacher innovativeness can be explained by the contribution of organizational climate. While the remaining 81.90% is a contribution from other factors outside the organizational climate. This study is in line with the results of previous research conducted by Vikas Thakare and Gyan Prakash's research results on "Climate For Innovation In Public Funded R&D Laboratory" concluding that there is a significant relationship between Organizational Climate and Innovation as indicated by the correlation coefficient $r = 0.379$ (with $p < 0.01$).

The Relationship between Achievement Motivation and Teamwork with Teacher Innovativeness

The results showed that there was a very significant positive relationship between achievement motivation and teamwork together with teacher innovativeness. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between achievement motivation and teamwork together with teacher innovativeness (r_{2y12}) is 0.226 with the category of the relationship level being moderate. The probability value (sig $0.000 < \text{value } 0.05$) then H_0 is rejected and it can be concluded that the coefficient of determination is significant. Thus, this study confirms that there is a very significant positive relationship between achievement motivation and teamwork with teacher innovativeness. The diversity in teacher innovativeness related to achievement motivation and teamwork is reflected in the coefficient of determination of 0.226 or 22.6% and can be explained by the contribution of achievement motivation and teamwork. The remaining 77.4% is determined by other factors and variables.

The results of this study get the equation = $45.348 + 0.302 X_1 + 0.356 X_2$ can be used to predict teacher innovativeness based on achievement motivation scores and teamwork. The meaning of this equation can be predicted that every 1 increase in achievement motivation score and teamwork together will increase teacher innovativeness by 0.302 times for the achievement motivation variable and 0.356 times for the teamwork variable at a constant 45.348.

The findings obtained in this study identify that if the school has a good level of achievement motivation and teamwork, simultaneously these two variables contribute to increasing teacher innovativeness.

The Relationship between Achievement Motivation and Organizational Climate with Teacher Innovativeness

The results showed that there was a very significant positive relationship between achievement motivation and organizational climate together with teacher innovativeness. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between achievement motivation and organizational climate together with teacher innovativeness (r_{2y13}) is 0.238 with the category of the relationship level being moderate. The probability value (sig $0.000 < \text{value } 0.05$) then H_0 is rejected and it can be concluded that the coefficient of determination is significant. Thus, this study confirms that there is a very significant positive relationship between achievement motivation and organizational climate with teacher innovativeness. The diversity in teacher innovativeness related to achievement motivation and organizational climate is reflected in the coefficient of determination of 0.238 or 23.8% and can be explained by the contribution of achievement motivation and organizational climate. The remaining 76.2% is determined by other factors and variables.

The results of this study get the equation = $55.245 + 0.251 X_1 + 0.337 X_3$ can be used to predict teacher innovativeness based on achievement motivation scores and organizational climate. The meaning of this equation can be predicted that every 1 increase in achievement motivation score and organizational climate together will increase teacher innovativeness by 0.251 times for the achievement motivation variable and 0.337 times for the organizational climate variable at a constant 55.245. The findings obtained in this study identify that if a school has a high level of achievement motivation and a good organizational climate, simultaneously these two variables contribute to an increase in teacher innovativeness.

The Relationship between Teamwork and Organizational Climate with Teacher Innovativeness

The results showed that there was a very significant positive relationship between teamwork and organizational climate together with teacher innovativeness. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between teamwork and organizational climate together with teacher innovativeness (r_{2y3}) is 0.261 with the category of the relationship level being moderate. The probability value ($\text{sig } 0.000 < \text{value } 0.05$) then H_0 is rejected and it can be concluded that the coefficient of determination is significant. Thus, this study confirms that there is a very significant positive relationship between teamwork and organizational climate with teacher innovativeness. The diversity in teacher innovativeness related to teamwork and organizational climate is reflected in the coefficient of determination of 0.261 or 26.1% and can be explained by the contribution of teamwork and organizational climate. The remaining 73.9% is determined by other factors and variables.

The results of this study get the equation = $54.318 + 0.281 X_2 + 0.308 X_3$ can be used to predict teacher innovativeness based on teamwork scores and organizational climate. The meaning of this equation can be predicted that every 1 increase in teamwork score and organizational climate together will increase teacher innovativeness by 0.281 times for teamwork variable and 0.308 times for organizational climate variable at a constant 54.318.

The findings obtained in this study identify that if the school has a good level of teamwork and organizational climate, simultaneously these two variables contribute to increasing teacher innovativeness.

The Relationship between Achievement Motivation, Teamwork, and Organizational Climate with Teacher Innovativeness

The results showed that there was a very significant positive relationship between achievement motivation, teamwork, and organizational climate together with teacher innovativeness. Based on the results of the research by testing the hypothesis, it is known that the correlation coefficient between achievement motivation, teamwork, and organizational climate together with teacher innovativeness (r_{y123}) is 0.319 with a moderate relationship level category. The probability value ($\text{sig. } 0.000 < 0.05$) then H_0 is rejected, it can be concluded that the correlation coefficient is significant. Thus, this study confirms that there is a very significant positive relationship between achievement motivation, teamwork, and organizational climate with teacher innovativeness. The diversity in teacher innovativeness related to achievement motivation, teamwork, and organizational climate is reflected in the coefficient of determination of 0.319 or 31.90%. The teacher's innovativeness factor is determined jointly by the contribution of achievement motivation, teamwork, and organizational climate. The remaining 68.10% is determined by other variables and factors.

The results of this study get the equation = $23.828 + 0.253 X_1 + 0.283 X_2 + 0.275 X_3$ can be used to predict teacher innovativeness based on achievement motivation, teamwork, and organizational climate. This means that the equation can be predicted that every 1 increase in achievement motivation score, team, and organizational climate together will increase teacher innovativeness by 0.253 for the achievement motivation variable, 0.283 for the teamwork variable, and 0.275 for the organizational climate variable at constants. 23,828. The findings obtained in this study identify that if teachers have achievement motivation, teamwork, and a good organizational climate, all of these variables can contribute to increasing teacher innovativeness.

Implication

Based on the results of this study, the increase in Teacher Innovativeness can be seen through the strengthening of Achievement Motivation, Teamwork, and Organizational Climate, the three independent variables make a positive contribution to increasing Teacher Innovativeness. The implications of efforts to increase Teacher Innovativeness are as follows:

1. Efforts to Increase Teacher Innovativeness through Strengthening Achievement Motivation

Based on the results of data processing in this study, there is a positive direct relationship of achievement motivation to teacher innovativeness, this shows that increasing the quality of teacher achievement motivation will be associated with increasing teacher innovativeness. Several efforts can be made to increase teacher innovativeness by increasing indicators of achievement motivation by prioritizing improvements to indicators that have low scores. This is expected to increase the acquisition of high achievement motivation scores.

2. Efforts to Increase Teacher Innovativeness through Strengthening Teamwork

Based on the results of data processing in this study, there is a positive direct relationship of teamwork to teacher innovativeness, this shows that increasing the quality of teamwork that teachers have will be related to increasing teacher innovativeness. Several efforts can be made to increase teacher innovativeness by increasing indicators of teamwork by prioritizing improvements to indicators that have low scores. This is expected to increase the acquisition of high achievement motivation scores.

3. Efforts to Increase Teacher Innovativeness through Strengthening Organizational Climate

Based on the results of data processing in this study, there is a positive direct relationship of organizational climate to teacher innovativeness, this shows that increasing the quality of the organizational climate that teachers have will be associated with increasing teacher innovativeness. Several efforts can be made to increase teacher innovativeness by improving indicators of organizational climate by prioritizing improvements to indicators that have low scores. This is expected to increase the acquisition of high organizational climate values.

4. Efforts to Increase Teacher Innovativeness through Strengthening Achievement Motivation together with Teamwork

Based on the results of data processing in this study, there is a positive direct relationship of achievement motivation and teamwork together on teacher innovativeness, this shows that increasing the quality of achievement motivation and teamwork that teachers have will be associated with increasing teacher innovativeness. Several efforts can be made to increase teacher innovativeness by increasing indicators of achievement motivation and teamwork by prioritizing improvements to indicators that have low scores. This is expected to increase the value of achievement motivation and high teamwork.

5. Efforts to Increase Teacher Innovativeness through Strengthening Achievement Motivation together with Organizational Climate

Based on the results of data processing in this study, there is a direct positive relationship between achievement motivation and organizational climate together with teacher innovativeness. Several efforts can be made to increase teacher innovativeness by increasing indicators of achievement motivation and organizational climate by prioritizing improvements to indicators that have low scores. This is expected to increase the value of achievement motivation and high organizational climate.

6. Efforts to Increase Teacher Innovativeness through Strengthening Teamwork together with Organizational Climate

Based on the results of data processing in this study, there is a positive direct relationship of teamwork and organizational climate together on teacher innovativeness, this shows that increasing the quality of teamwork and the organizational climate that teachers have will be associated with increasing teacher innovativeness. Several efforts can be made to increase teacher innovativeness by increasing indicators of teamwork and organizational climate by prioritizing improvements to indicators that have low scores. This is expected to increase the value of achievement motivation and high organizational climate.

7. Efforts to Increase Teacher Innovativeness through Strengthening Achievement Motivation, Teamwork, together with Organizational Climate

Based on the results of data processing in this study, there is a direct positive relationship between achievement motivation, teamwork, and organizational climate together on teacher innovativeness, this shows that with the increase in the quality of achievement motivation, teamwork, and organizational climate that teachers have will relate to an increase in teacher innovativeness. Several efforts can be made to increase teacher innovativeness by increasing indicators of achievement motivation, teamwork, and organizational climate by prioritizing improvements to indicators that have low scores. This is expected to increase the value of achievement motivation, teamwork, and a high organizational climate.

CONCLUSION

Based on the results of empirical studies using a correlational research approach and SITOREM analysis through data processing, statistical calculations, hypothesis testing and discussion of research results followed by contribution analysis, indicator analysis, indicator weight analysis by experts, and indicator classification determination analysis, it can be concluded the following matters:

1. There is a positive and very significant relationship between achievement motivation and teacher innovativeness so that strengthening achievement motivation can increase teacher innovativeness with a correlation coefficient of $r_{y1} = 0.301$ ($p < 0.05$). This is in line with previous relevant research from

Lucell A. Larawan (2011) with the title of his research "Employee Innovativeness and Achievement Motivation: A Public and Private Organization's Experience" where the results show a significant positive relationship between achievement motivation and innovation with a correlation coefficient of $r = 0.24$ ($p < 0.05$).

2. There is a positive and very significant relationship between teamwork and teacher innovativeness so that strengthening teamwork can increase teacher innovativeness with a correlation coefficient of $r_{y2} = 0.377$ ($p < 0.05$). This is in line with previous relevant research from Doris Fay et. al. (2014) with the research title "Teamwork and Organizational Innovation" where the results show a significantly positive relationship between teamwork and innovation with a correlation coefficient of $r = 0.53$ ($p < 0.01$).
3. There is a positive and very significant relationship between organizational climate and teacher innovativeness so that strengthening organizational climate can increase teacher innovativeness with a correlation coefficient of $r_{y3} = 0.426$ ($p < 0.05$). This is in line with previous relevant research from Vikas Thakare and Gyan Prakash (2015) with the research title "Climate For Innovation In Public Funded R&D Laboratory." where the results show a significantly positive relationship between organizational climate and innovation with a correlation coefficient of $r = 0.379$ (with $p < 0.01$).
4. There is a positive and very significant relationship between achievement motivation and teamwork with teacher innovativeness so that strengthening achievement motivation and teamwork can increase teacher innovativeness with a correlation coefficient of $r_{y12} = 0.476$ ($p < 0.05$).
5. There is a positive and very significant relationship between teamwork and organizational climate with teacher innovativeness so that strengthening teamwork and organizational climate can increase teacher innovativeness $r_{y23} = 0.511$ ($p < 0.05$).
6. There is a positive and very significant relationship between achievement motivation, teamwork, and organizational climate with teacher innovativeness so that strengthening achievement motivation, teamwork, and organizational climate can increase teacher innovativeness $r_{y123} = 0.565$ ($p < 0.05$).

Based on the conclusions and results of analysis, it can be suggested that in order to increase teacher innovativeness, it is necessary to strengthen the variables of achievement motivation, teamwork, and organizational climate. Desire to excel in competition, Desire to improve oneself to be better, Need for successful work/career in the long term, and Love of challenges and competition. To strengthen organizational climate variables, it is necessary to improve the indicators of appreciation and support system and maintain supportive management, Policy, Freedom of Expression, and School Concern.

There are some limitations of the study that can be taken into consideration and for improvement in future research. The limitations of this study include the following: Restrictions on the research environment. This research specifically limits the scope of the Foundation Permanent Teachers (GTY) to A-Accredited Private High Schools in Depok City, so that the conclusions drawn from this research will be limited to the population of this study. A wider scope of research is needed so that the results of the study have a wider impact. The variables studied. This research was conducted on only three independent variables, namely achievement motivation, teamwork, and organizational climate that affect the dependent variable, namely Teacher Innovativeness, this causes the discussion of the dependent variable of Teacher Innovativeness to be limited to its relationship to the three independent variables studied by researchers such as achievement motivation, teamwork, and organizational climate. Understanding of Teacher Innovativeness is limited from the independent variables studied only. Therefore, for a more comprehensive understanding, further research is needed regarding other variables, such as work motivation, transformational leadership, job satisfaction, trust, or others. Science is revolutionary. This study uses the theories of Teacher Innovativeness, achievement motivation, teamwork, and organizational climate that are popular at this time so that the implications are still limited to the concepts used today. While science is revolutionary, theories in the field of innovative behavior and educational management are developing rapidly so that in the future new concepts may emerge regarding the variables in this research and other variables that will undergo changes and progress.

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