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The Effect Of Career Calling And Talent Policy On Innovative Work Behavior With Work Engagement As A Mediation Variable On Teachers Under The Authority Of Muhammadiyah Ponorogo

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Abstract

The development of education in the Society 5.0 era requires teachers to have innovative work behavior to improve the quality of learning. This study aims to analyze the influence of career calling and talent policy on innovative work behavior with work engagement as a mediating variable in teachers under the auspices of Muhammadiyah in Ponorogo Regency. The study used a quantitative approach with an explanatory survey design. The study population was all Muhammadiyah elementary, junior high, senior high, and vocational high school teachers in Ponorogo Regency, with a sample of 122 teachers selected using a purposive sampling technique. Data were collected through a five-point Likert scale questionnaire and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) assisted by SmartPLS. The results showed that career calling did not directly influence innovative work behavior, but had a positive effect on work engagement. Talent policy had a positive effect on innovative work behavior and work engagement, while work engagement also had a positive effect on innovative work behavior. In addition, work engagement mediated the influence of career calling and talent policy on innovative work behavior. This study concluded that improving teachers' innovative work behavior is more effectively achieved through strengthening talent management policies and increasing work engagement than solely relying on professional calling.

Keywords: Career Calling, Innovative Work Behavior, Talent Policy, Teacher, Work Engagement

INTRODUCTION

Entering the era of Society 5.0, innovation is a crucial factor in enhancing national competitiveness amidst the development of digital technology and artificial intelligence. However, Indonesia's innovation capabilities still face challenges, as evidenced by its

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ranking in the 2024 Global Innovation Index (GII), which lags behind several Southeast Asian countries. This situation demonstrates that improving the quality of human resources, particularly in the education sector, is key to strengthening national innovation capacity (WIPO, 2024; World Economic Forum, 2024).

The accelerated transformation of education after the COVID-19 pandemic increasingly demands that teachers adapt to technological developments and create innovative learning. In line with the Golden Indonesia 2045 vision, the government prioritizes improving the quality of human resources through educational transformation that produces creative, adaptive, and competitive graduates (Bappenas, 2024; OECD, 2023).

Despite the implementation of various policies, the results of the 2022 Programme for International Student Assessment (PISA) show that Indonesian students' literacy, numeracy, and science skills remain below the international average. This situation indicates the need to improve teachers' innovative work behavior to produce more effective and relevant learning that meets the demands of the 21st century (OECD, 2023; De Jong & Den Hartog, 2010).

Teachers' innovative work behavior is influenced by both internal and external factors. Internally, career calling encourages teachers to view their profession as a calling, thus fostering high motivation to innovate. Externally, talent policies that support teacher career development and competency can increase motivation and positive contributions to the organization (Ryan & Deci, 2000; Abbas & Wu, 2021).

Based on Job Demands-Resources Theory, the relationship between career calling and talent policy on Innovative Work Behavior is thought to occur through work engagement. This study aims to analyze the influence of these two factors on the innovative work behavior of Muhammadiyah teachers in Ponorogo through work engagement as a mediating variable. The novelty of this research lies in the development of a model that integrates personal and organizational factors in explaining the formation of innovative work behavior of teachers, thus expected to contribute to the development of human resource management in the field of education.

METHOD

This study uses a quantitative approach with a survey method and an explanatory research design to analyze the influence of career calling and talent policy on innovative work behavior through work engagement as a mediating variable among Muhammadiyah teachers in Ponorogo Regency. This approach was chosen because it can objectively test causal relationships between variables based on statistical analysis (Sugiyono, 2023; Creswell & Creswell, 2023).

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The study population comprised all elementary, junior high, senior high, and vocational high school teachers under the auspices of the Muhammadiyah Regional Leadership of Ponorogo Regency. The sample was determined using a purposive sampling technique, with the criteria being active teachers who teach at Muhammadiyah schools and are willing to be respondents. Therefore, the sample obtained aligns with the research objectives (Sugiyono, 2023; Sudaryono, 2022).

Primary data were obtained through questionnaire distribution using a five-point Likert scale. Data analysis was conducted using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach using SmartPLS through descriptive statistical testing, outer models, inner models, and hypothesis testing to determine the direct and indirect effects between research variables (Hair et al., 2017; Hair et al., 2019).

The research began with the development of a conceptual model and research instruments, followed by data collection by distributing questionnaires to eligible respondents. The collected data was then processed, analyzed using SmartPLS, interpreted based on theory and previous research, and compiled into conclusions based on the research objectives (Sugiyono, 2023; Emzir, 2022).

RESULTS AND DISCUSSION

Respondent Characteristics

Table1Respondent Characteristics Based on Age

No.	Age	Frequency	Presentation
1.	24-35 Years	65	53.28%
2.	36-50 Years	25	20.49%
3.	> 50 Years	32	26.23%
	Total	122	100%

Based on Table 1, the majority of respondents were aged 24–35 years (65 respondents) (53.28%), followed by those aged >50 years (32 respondents) (26.23%), and those aged 36–50 years (21 respondents) (20.49%). This condition indicates that the majority of Muhammadiyah teachers are of productive age, so they have the potential to be more adaptive to technological developments, open to learning innovations, and support the formation of innovative work behaviors in the school environment.

Table 2. Respondent Characteristics Based on Gender

No.	Gender	Frequency	Presentation
1.	Man	53	43.44%
2.	Woman	69	56.56%
	Total	122	100%

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Based on Table 2, the majority of respondents were female (69 respondents) (56.56%), while 53 respondents were male (43.44%). This indicates that the teaching staff under Muhammadiyah Ponorogo is predominantly female, in line with the characteristics of the teaching profession, which is generally favored by women because it requires diligence, concern, and the ability to guide students.

Table 3. Respondent Characteristics Based on Education

No.	Education	Frequency	Presentation
1.	S1	105	86.07%
2.	S2	17	13.93%
	Total	122	100%

Based on Table 3, the majority of respondents (105 respondents (86.07%) had a bachelor's degree, while 17 respondents (13.93%) had completed a master's degree. These results indicate that all respondents met the minimum academic qualifications for teachers, while the presence of teachers with a master's degree reflects efforts to improve competency, which can support the development of more innovative learning.

Table 4. Respondent Characteristics Based on Teaching Place

No.	Teaching Place	Frequency	Presentation
1.	Muhammadiyah 2 Middle School, Ponorogo	16	13.11%
2.	Muhammadiyah 2 Vocational School, Ponorogo	16	13.11%
3.	Muhammadiyah 1 Vocational School, Ponorogo	43	35.25%
4.	Muhammadiyah 1 High School, Ponorogo	25	20.49%
5.	Muhammadiyah Integrated Elementary School Ponorogo	22	18.03%
	Total	122	100%

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Based on Table 4, the respondents were dominated by teachers from Muhammadiyah 1 High School, Ponorogo, with 43 respondents (35.25%), followed by 25 respondents from Muhammadiyah 1 Vocational High School, Ponorogo, with 20.49%. Overall, respondents came from various levels of education, with a predominance of high school/vocational high school teachers, indicating a high need for innovation in the learning process.

Table 5. Respondent Characteristics Based on Employment Status

No.	Employee Status	Frequency	Presentation
1.	Honorary	38	31.15%
2.	Still	84	68.85%
	Total	122	100%

Based on Table 5, the majority of respondents (84 respondents (68.85%) were permanent employees, while 38 respondents (31.15%) were contract employees. This indicates that most teachers have stable employment status, which has the potential to support work engagement and innovative work behavior.

Table 6. Respondent Characteristics Based on Length of Service

No.	Years of service	Frequency	Presentation
1.	1-5 Years	43	35.25%
2.	6-15 Years	34	27.87%
3.	> 15 Years	45	36.89%
	Total	122	100%

Based on Table 6, the respondents were dominated by teachers with >15 years of service (45 respondents (36.89%), followed by 43 respondents (35.25%) with 1–5 years of service, and 34 respondents (27.87%) with 6–15 years of service. This indicates a balanced teacher composition between senior and junior teachers, thus potentially supporting the creation of an innovative work environment.

Table 7. Respondent Characteristics Based on Teaching Load

No.	Teaching Load	Frequency	Presentation
1.	One Subject	76	62.30%
2.	More than one	46	37.70%
	Total	122	100%

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Based on Table 7, the majority of respondents (76 respondents) taught one subject, while 46 respondents (37.70%) taught more than one subject. This indicates that most teachers have a strong teaching focus, potentially supporting work engagement and the development of learning innovations.

Table 8. Respondent Characteristics Based on Teaching Hours

No.	Teaching Hour Load	Frequency	Percentage
1.	1-4 Hours	11	9.02%
2.	5-6 Hours	49	40.16%
3.	7-8 Hours	29	23.77%
4.	> 8 Hours	33	27.05%
	Total	122	100%

Based on Table 8, the majority of respondents have a teaching load of 5–6 hours per day (49 respondents (40.16%), followed by >8 hours (33 respondents (27.05%), 7–8 hours (29 respondents (23.77%), and 1–4 hours (11 respondents (9.02%). This indicates that most teachers have a fairly high teaching load, so good time management is needed to support innovation in learning.

Table 9. Respondent Characteristics Based on Additional Tasks

No.	Additional Assignments	Frequency	Presentation
1.	Homeroom teacher	55	45.08%
2.	Head of Lab/Library	9	7.38%
3.	Curriculum	4	3.28%
4.	There isn't any	30	24.59%
5.	Other	24	19.67%
	Total	122	100%

Based on Table 9, the majority of respondents have additional duties outside of teaching, with 55 respondents (45.08%) serving as homeroom teachers. This indicates a

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high level of teacher involvement in supporting school management and educational services.

Descriptive Analysis of Research Variables

Table 10. Interval Scale

Interval	Criteria
1.00 - 1.80	Very Bad
1.81 - 2.60	Not good
2.61 - 3.30	Enough
3.31 - 4.00	Good
4.24 - 5.00	Very good

Table 11. Respondents' Responses to Career Calling (X1)

Statement	SS	S	N	TS	STS	Response	Score Value	Mean
Feeling that work is something that is valuable, important, and has a positive impact on both oneself and others (Meaningfulness)								
My job helps me realize my life goals	60	45	14	2	1	122	487	4.32
I see my career as a path to my life goals.	55	56	9	2	0	122	530	4.34
Feeling that work is a "mission" or "destiny" that must be carried out (Trancedents Summons)								
I believe that I have been called to my current field of work.	65	46	11	0	0	122	542	4.44
The desire to provide benefits to others (Prosocial Orientation)								
My work contributes to the common good	69	42	11	0	0	122	546	4.47

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The most important aspect of my career is its role in helping meet the needs of others.	51	55	15	1	0	122	522	4.3

Table 12. Respondents' Responses to Talent Policy (X2)

Statement	SS	S	N	TS	STS	Total	Score Value	Mean
Organizations or companies screen or find employees who have extraordinary potential (Talent Identification)								
The school has a clear policy for identifying talented teachers.	49	53	20	0	0	122	517	4.24
The talent identification process is carried out objectively and transparently.	48	54	20	0	0	122	516	4.23
Organizations ensure the right people are in the right positions, at the right time (Talent Deployment/Succession)								
Schools place teachers according to their best fields or expertise.	61	52	9	0	0	122	540	4.43
Schools leverage talented teachers' skills in important projects	58	52	11	1	0	122	533	4.4
Actions taken by organizations to keep talented employees (Talent Retention & Incentives)								
Talented teachers feel valued and	61	44	16	1	0	122	531	4.35

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recognized by the school									
The school has a policy to retain high-performing teachers.	61	49	11	1	0	122	536	4.39	
The organization manages employees properly, monitors and measures performance (Governance, Monitoring & Evaluation)									
The school provides special training for high-achieving teachers.	45	56	21	0	0	122	512	4.2	
Talented teachers get more intensive professional development opportunities	54	51	17	0	0	122	525	4.3	
Schools support improving teacher competencies according to their needs.	58	50	13	1	0	122	531	4.35	

Table 13. Respondents' Responses to Work Engagement (Z)

Statement	SS	S	N	TS	STS	Total	Score	Mean
Employees have high work enthusiasm, are willing to try harder, and remain strong even when facing difficulties (Vigor)								
When I wake up in the morning, I feel like working	35	58	26	2	1	122	490	4.02
In my work, I always persevere, even when things are not going well.	38	62	21	1	0	122	503	4.12
Employees feel proud of their work and are driven to achieve higher goals (Dedication)								

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I am proud of the work I do	60	57	5	0	0	122	543	4.45	
My work inspires me	52	63	7	0	0	122	533	4.37	
Employees feel that they really enjoy their work to the point that they forget the time and are not easily distracted (Absorption)									
When I work, I forget everything around me.	29	40	32	20	1	122	442	3.62	
I feel happy when I work seriously	57	62	3	0	0	122	542	4.44	

Table 14. Respondents' Responses to Innovative Work Behavior (Y)

Statement	SS	S	N	TS	STS	Total	Score	Mean	
Employees actively seek and develop new solutions (Idea Generation)									
I create new ideas to improve performance	47	63	12	0	0	122	523	4.3	
I develop ways to get work done	48	67	7	0	0	122	529	4.34	
Employees try to gain support from coworkers, superiors, or related parties so that their ideas are accepted (Idea Promotion)									
I communicate new ideas to others	50	62	9	1	0	122	527	4.32	
I build relationships to support the implementation of new ideas.	46	65	11	0	0	122	523	4.3	
Employees turn approved ideas into concrete actions and implement them in their work (Idea Implementation)									
I turn ideas into something usable	46	63	13	0	0	122	521	4.3	
I implement new ideas in my work	55	58	9	0	0	122	534	4.4	

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Data analysis

Table 15. Outer Loading Values

	Career Calling (X1)	Innovative Work Behavior (Y)	Talent Policy (X2)	Work Engagement (Z)
X1.1	0.759			
X1.2	0.838			
X1.3	0.746			
X1.4	0.812			
X1.5	0.824			
X2.1			0.802	
X2.2			0.858	
X2.3			0.835	
X2.4			0.841	
X2.5			0.922	
X2.6			0.757	
X2.7			0.862	
X2.8			0.888	
X2.9			0.809	
Y.1		0.825		
Y.2		0.867		
Y.3		0.882		
Y.4		0.861		
Y.5		0.883		
Y.6		0.867		
Z.1				0.741
Z.2				0.803
Z.3				0.823
Z.4				0.868
Z.5				0.637
Z.6				0.787
Z.5				0.637
Z.6				0.788

Based on Table 15, all indicators are declared valid because they meet the convergent validity criteria, although some have outer loading values of 0.60–0.70 which are still acceptable (Hair et al., 2017; Latan & Noonan, 2017).

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Table 16. Average Variance Extracted (AVE) Value

No.	Variables	Average Variance Extracted (AVE)	Status
1	Career Calling (X1)	0.634	Valid
2	Innovative Work Behavior (Y)	0.747	Valid
3	Talent Policy (X2)	0.710	Valid
4	Work Engagement (Z)	0.608	Valid

Based on Table 16, it is known that all constructs have an AVE value > 0.5 and a Composite Reliability (CR) value > 0.70. This indicates that the indicators used are able to reflect the constructs well, thus meeting the convergent validity criteria and are suitable for use in further analysis.

Table 17. Results of Discriminant Validity Test Based on Cross Loading

	Career Calling (X1)	Talent Policy (X2)	Work Engagement (Z)	Innovative Work Behavior (Y)
X1.1	0.759	0.354	0.460	0.363
X1.2	0.838	0.440	0.565	0.512
X1.3	0.746	0.420	0.508	0.449
X1.4	0.812	0.459	0.533	0.373
X1.5	0.824	0.429	0.560	0.420
X2.1	0.358	0.802	0.429	0.520
X2.2	0.467	0.858	0.573	0.580
X2.3	0.513	0.835	0.528	0.418
X2.4	0.459	0.841	0.501	0.455
X2.5	0.519	0.922	0.602	0.576
X2.6	0.426	0.757	0.550	0.356
X2.7	0.419	0.862	0.515	0.643
X2.8	0.416	0.888	0.534	0.622
X2.9	0.441	0.809	0.482	0.552
Y.1	0.481	0.455	0.610	0.825
Y.2	0.517	0.567	0.603	0.867
Y.3	0.450	0.573	0.510	0.882

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Y.4	0.425	0.555	0.516	0.861	
Y.5	0.449	0.557	0.592	0.883	
Y.6	0.452	0.559	0.576	0.867	
Z.1	0.552	0.368	0.741	0.477	
Z.2	0.459	0.481	0.803	0.483	
Z.3	0.554	0.499	0.823	0.469	
Z.4	0.678	0.512	0.868	0.569	
Z.5	0.303	0.484	0.637	0.466	
Z.6	0.503	0.560	0.787	0.600	

Based on Table 17, all indicators have the highest cross-loading values for their respective constructs, thus meeting the discriminant validity criteria. This result is also supported by the Fornell-Larcker criteria (Rahadi, 2023).

Table 18. Results of the Discriminant Validity Test Based on the Fornell Larcker Criteria

	Career Calling (X1)	**Innovative Work Behavior (Y)**	**Talent Policy (X2)**	**Work Engagement (Z)**	
Career Calling (X1)	**0.796**				
Innovative Work Behavior (Y)	0.536	**0.864**			
Talent Policy (X2)	0.529	0.630	**0.843**		
Work Engagement (Z)	0.662	0.658	0.622	**0.780**	

Based on Table 18, the square root of the AVE for each construct is greater than the inter-construct correlation, thus the model meets the criteria for discriminant validity. Furthermore, the HTMT test using a threshold of 0.85–0.90 also ensures that each construct has clear differences (Rahadi, 2023).

Table 19. Results of Discriminant Validity Test Based on HTMT

	Career Calling (X1)	**Innovative Work Behavior (Y)**	**Talent Policy (X2)**	**Work Engagement (Z)**
Career Calling (X1)				
Innovative Work Behavior (Y)	0.595			

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Talent Policy (X2)	0.588	0.662		
Work Engagement (Z)	0.756	0.729	0.686	

Based on Table 19, all HTMT values are below the 0.85–0.90 limit, indicating that all constructs meet the discriminant validity criteria. Thus, the research model is able to clearly differentiate each variable.

Table 20. Cronbach's Alpha and Composite Reliability Values

	Cronbach's Alpha	Composite Reliability	Status	
Career Calling (X1)	0.855	0.896	Reliable	
Innovative Work Behavior (Y)	0.932	0.947	Reliable	
Talent Policy (X2)	0.949	0.957	Reliable	
Work Engagement (Z)	0.869	0.902	Reliable	

Table 20 shows that all constructs have Composite Reliability (CR) and Cronbach's alpha values above the minimum threshold of 0.7. This indicates that the indicators in each construct are able to consistently measure the variables. Therefore, this research model meets reliability criteria and can be used for further analysis.

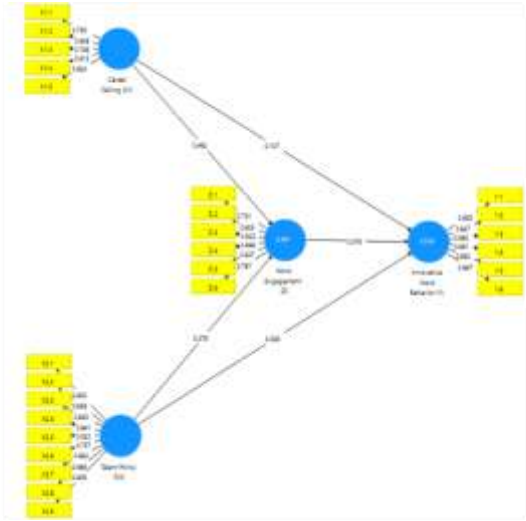


Figure 1Partial Least Square Model Scheme

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Table 21. R-Square Criteria

No.	Range	Category	Information
1.	**0.01 - 0.25**	**Weak**	**Shows that there is a small effect of exogenous variables on endogenous ones.**
2.	0.26 - 0.50	Moderate	Shows that there is a moderate effect of exogenous variables on endogenous ones.
3.	0.51 - 0.75	Strong	Shows that there is a strong effect of exogenous variables on endogenous ones.
4.	0.76 - 0.99	Very strong	Shows that there is a very strong effect of exogenous variables on endogenous ones.

Table 22. R-Square Value

No	Variables	R Square	R Square Adjusted	
1.	**Innovative Work Behavior (Y)**	0.519	0.507	
2.	**Work Engagement (Z)**	0.541	0.533	

Based on Table 22, the R-Square value of 0.519 (Innovative Work Behavior) and 0.541 (Work Engagement) indicates that the model has strong explanatory power.

Table 23. Effect Size (f2) Value Results

	f-square	Category
Career Calling (X1) -> Innovative Work Behavior (Y)	0.013	Weak

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Career Calling (X1) -> Work Engagement (Z)	0.335	Strong (Large)
Talent Policy (X2) -> Innovative Work Behavior (Y)	0.141	Medium
Talent Policy (X2) -> Work Engagement (Z)	0.224	Medium
Work Engagement (Z)-> Innovative Work Behavior (Y)	0.135	Medium

Based on the f-square (f^2) results, Career Calling has a strong influence on Work Engagement, while the influence of Talent Policy and Work Engagement on Innovative Work Behavior is classified as moderate. Meanwhile, the direct influence of Career Calling on Innovative Work Behavior is classified as weak.

Table 24. Results of Predictive Relevance Analysis (Q2)

Endogenous Variables	Q^2	Information
Innovative Work Behavior (Y)	0.378	Moderate/Good Predictive Relevance
Work Engagement (Z)	0.319	Moderate/Good Predictive Relevance

Based on Table 24, the Q^2 value for Innovative Work Behavior is 0.378 and Work Engagement is 0.319, indicating that the model has moderate predictive relevance. Thus, the model is able to predict the research variables quite well.

Table 25. Direct Effect Value

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Information
Career Calling (X1) -> Innovative Work Behavior (Y)	0.107	0.106	0.085	1,266	0.206	Not Significant
Career Calling (X1) -> Work Engagement (Z)	0.462	0.459	0.074	6,221	0,000	Significant

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Talent Policy (X2) -> Innovative Work Behavior (Y)	0.339	0.352	0.107	3,160	0.002	Significant
Talent Policy (X2) -> Work Engagement (Z)	0.378	0.381	0.068	5,551	0,000	Significant
Work Engagement (Z) -> Innovative Work Behavior (Y)	0.376	0.364	0.111	3,401	0.001	Significant

Based on Table 25, Career Calling does not significantly influence Innovative Work Behavior, but it does significantly influence Work Engagement. Meanwhile, Talent Policy significantly influences Innovative Work Behavior and Work Engagement, and Work Engagement also significantly influences Innovative Work Behavior.

Table 26. Indirect Effect Value

	Original Sample (O)	**Sample Mean (M)**	**Standard Deviation (STDEV)**	**T Statistics (|O/STDEV|)**	**P Values**	**Information**
Career Calling (X1) -> Work Engagement (Z) -> Innovative Work Behavior (Y)	0.174	0.169	0.063	2,750	0.006	Significant
Talent Policy (X2) -> Work Engagement (Z) -> Innovative Work Behavior (Y)	0.142	0.138	0.046	3,070	0.002	Significant

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Based on Table 26, Career Calling and Talent Policy have a significant effect on Innovative Work Behavior through Work Engagement as a mediating variable (p-value < 0.05).

Hypothesis Testing

Table 27. Hypothesis Testing Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Information
Career Calling (X1) -> Innovative Work Behavior (Y)	0.107	0.106	0.085	1,266	0.206	Not Significant
Career Calling (X1) -> Work Engagement (Z)	0.462	0.459	0.074	6,221	0,000	Significant
Talent Policy (X2) -> Innovative Work Behavior (Y)	0.339	0.352	0.107	3,160	0.002	Significant
Talent Policy (X2) -> Work Engagement (Z)	0.378	0.381	0.068	5,551	0,000	Significant
Work Engagement (Z) -> Innovative Work Behavior (Y)	0.376	0.364	0.111	3,401	0.001	Significant
Career Calling (X1) -> Work Engagement (Z) -> Innovative Work Behavior (Y)	0.174	0.169	0.063	2,750	0.006	Significant

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Talent Policy (X2) -> Work Engagement (Z) -> Innovative Work Behavior (Y)	0.142	0.138	0.046	3,070	0.002	Significant

Based on Table 27, of the seven hypotheses tested, six were accepted and one was rejected. Career Calling did not directly influence Innovative Work Behavior, but had a significant effect on Work Engagement. Meanwhile, Talent Policy significantly influenced Innovative Work Behavior and Work Engagement, and Work Engagement significantly influenced Innovative Work Behavior. Furthermore, Work Engagement was shown to mediate the influence of Career Calling and Talent Policy on Innovative Work Behavior.

DISCUSSION

The influence of career calling on innovative work behavior in teachers under the auspices of Muhammadiyah Ponorogo

The results showed that career calling did not significantly influence innovative work behavior among teachers under the auspices of Muhammadiyah Ponorogo ($p = 0.206 > 0.05$). This finding suggests that a sense of calling to the profession is more reflected in dedication and loyalty to teaching than directly encouraging innovative behavior.

The influence of career calling on work engagement among teachers under the auspices of Muhammadiyah Ponorogo

The results showed that career calling had a positive and significant effect on work engagement ($p = 0.000 < 0.05$). The stronger the sense of calling to the profession, the greater the teacher's commitment to their work because they view work as part of their life purpose and as having high meaning.

The influence of talent policy on innovative work behavior of teachers under the auspices of Muhammadiyah Ponorogo

The results of the study showed that talent policy had a positive and significant effect on innovative work behavior ($p = 0.002 < 0.05$). A good talent management policy can encourage teachers to be more creative and innovative in implementing the learning process.

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The influence of talent policy on work engagement of teachers under the auspices of Muhammadiyah Ponorogo

The results showed that talent policy had a positive and significant effect on work engagement ($p = 0.000 < 0.05$). This suggests that organizational policies that support teacher development and appreciation can increase their enthusiasm, dedication, and commitment to their work.

The influence of work engagement on innovative work behavior in teachers under the auspices of Muhammadiyah Ponorogo

The results showed that work engagement had a positive and significant effect on innovative work behavior ($p = 0.001 < 0.05$). Teachers with high work engagement tended to be more proactive, enthusiastic, and driven to create innovations in the learning process.

The influence of career calling on innovative work behavior through work engagement as a mediating variable in teachers under the auspices of Muhammadiyah Ponorogo

The results showed that career calling had a positive and significant effect on innovative work behavior through work engagement as a mediating variable ($p = 0.006 < 0.05$). This finding suggests that a sense of calling to the profession will encourage innovative behavior if it first increases teachers' engagement with their work.

The influence of talent policy on innovative work behavior through work engagement as a mediating variable in teachers under the auspices of Muhammadiyah Ponorogo

The results showed that talent policy had a positive and significant effect on innovative work behavior through work engagement as a mediating variable ($p = 0.002 < 0.05$). This indicates that an effective talent policy can increase teacher work engagement, which in turn encourages the emergence of innovative work behavior.

CONCLUSIONS

Based on the research results, it can be concluded that talent policy and work engagement have a positive and significant effect on the innovative work behavior of Muhammadiyah teachers in Ponorogo, while career calling does not directly influence innovative work behavior, but has a significant effect on work engagement. In addition, work engagement is proven to mediate the influence of career calling and talent policy on innovative work behavior, so that work engagement is an important mechanism in encouraging teacher innovative behavior. This finding confirms that increasing teacher

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innovation is not enough to rely only on professional calling, but also requires the support of effective talent management policies and high work engagement. The practical implication of this research is the need for schools and foundations to strengthen talent policies through competency development, reward systems, career opportunities, and the creation of a work environment that can increase work engagement so that teachers' innovative work behavior continues to develop.

This study has limitations because it was only conducted on teachers under the auspices of Muhammadiyah in Ponorogo Regency, using a cross-sectional design. Therefore, the results cannot be generalized widely. Furthermore, the study only involved two independent variables and one mediating variable, while there are still other factors that could potentially influence innovative work behavior, such as leadership, organizational culture, innovation climate, and self-efficacy. Therefore, further research is recommended to expand the scope of respondents, use a longitudinal or mixed methods design, and add other variables to obtain a more comprehensive understanding of the factors influencing teachers' innovative work behavior.

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