

Teachers' Innovation Strategies Based on Local Wisdom Through Strengthening Servant Leadership, Employee Engagement, Organizational Climate, and Learning Organizations

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Abstract

This study aims to examine teachers' innovation strategies based on local wisdom through strengthening servant leadership, employee engagement, organizational climate, and learning organizations. Educational innovation is an important aspect in improving the quality of learning, and local wisdom as the foundation of innovation strategies can provide a relevant and contextual approach. This study adopts a quantitative approach using surveys to collect data from teachers and staff in several schools. The main variables studied include servant leadership, employee engagement, organizational climate, and learning organization, which are linked to the implementation of innovation based on local wisdom. The results show that strengthening servant leadership and employee engagement plays a significant role in creating an organizational climate that supports sustainable learning. Additionally, strong learning organizations can facilitate the effective implementation of innovation. These findings have practical implications for the development of education policies that focus more on human resource empowerment and the integration of local values into learning practices.

Keywords: Teacher innovation, local wisdom, servant leadership, employee engagement, organizational climate, learning organization.

INTRODUCTION

In this era of ever-evolving globalization, the education sector faces a major challenge in producing a generation that is not only academically excellent, but also possesses strong character and local wisdom. One way to address this challenge is to implement innovative



strategies in the learning process. As the spearhead of education, teachers play a vital role in creating a productive and creative learning environment that integrates local values into every teaching process. Therefore, an approach rooted in local wisdom is needed to enhance the quality of teaching and enrich students' learning experiences.

According to Fullan (2011), changes in education require sustainable innovation that can be effectively implemented within the existing education system. Fullan also emphasizes the importance of strengthening leadership to support such changes, with servant leadership serving as a model that can reinforce teachers' and education staff's commitment to achieving shared goals. In this context, servant leadership focuses on leaders who serve others' needs, empowering them to reach their full potential (Greenleaf, 1977). This servant leadership is believed to create a more inclusive and productive environment, which in turn will influence the quality of learning.

Additionally, employee involvement in an educational organization is a key factor in creating positive change. According to Hargreaves and Fullan (2012), employee involvement can improve work quality and motivate them to innovate, as they feel they have an important role in every decision made within the organization. This is in line with the learning organization theory proposed by Senge (1990), which emphasizes the importance of creating a climate where every member of the organization continues to learn, adapt, and share knowledge to improve collective performance.

Furthermore, the transformational leadership theory proposed by Bass (1985) is also relevant to support this innovative strategy. Bass explains that transformational leaders not only motivate followers to achieve organizational goals but also inspire them to exceed expectations through innovation and renewal. This type of leadership can serve as a catalyst in introducing and implementing strategies based on local wisdom in education. The integration of local wisdom in education can also strengthen the cultural identity of a nation. Damanik (2015) states that local wisdom is a valuable resource in developing character education. By incorporating local values into learning, education can be more profound and meaningful, providing students with more authentic experiences and encouraging them to appreciate and preserve their own culture.

By integrating local wisdom into every aspect of education, it is hoped that relevant learning can be created, the involvement of all educational elements can be enhanced, and a more inclusive organizational climate can be strengthened. Through strengthening servant leadership, employee engagement, a positive organizational climate, and building a learning organization, this innovative strategy based on local wisdom aims to produce higher quality,



relevant, and sustainable education amid increasingly complex challenges.

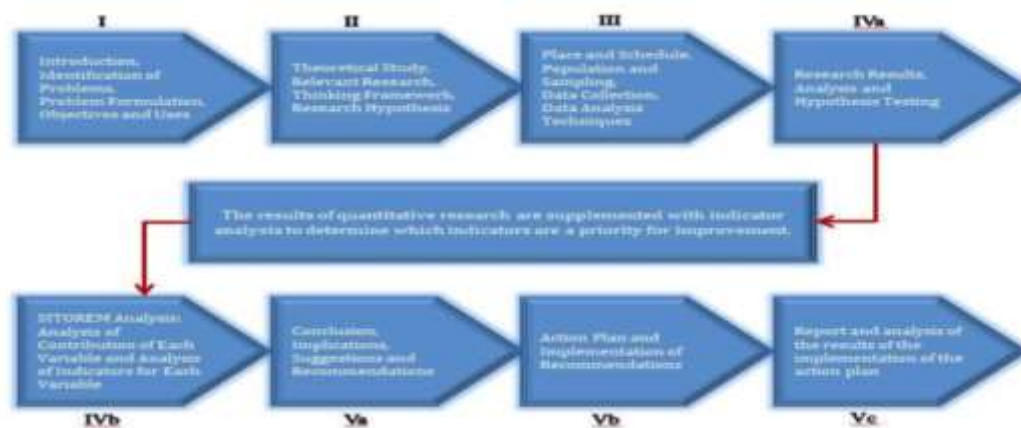
METHOD

This research design is divided into two categories, namely:

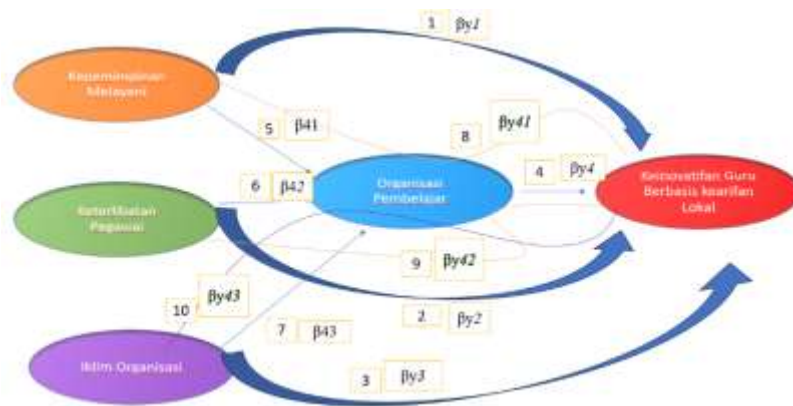
1. Quantitative research in the form of a survey to prove the research hypothesis.
2. Verification of quantitative research results using SITOREM analysis.

These steps can be seen in the chart below, Path Analysis research design and analysis SITOREM

These steps can be seen in the chart below. The research design is a comprehensive plan for the research, starting with a preliminary study to identify problems, formulate hypotheses and their operational implications, followed by a theoretical review to strengthen the variables to be studied so that their depth can be measured, then the definitive determination of the location and population to obtain the research sample, followed by the formulation of problems answered by the research results, then the use of SITOREM analysis to measure indicators that can be maintained or improved for recommendations based on the discussion, followed by conclusions and implications of the research results presented, as well as recommendations that can be provided based on the research results, then the Action Plan is implemented based on the recommendations from the SITOREM results, and finally a report is prepared after implementation.



Source: Widodo Sunaryo dan Sri Setyaningsih (2018)

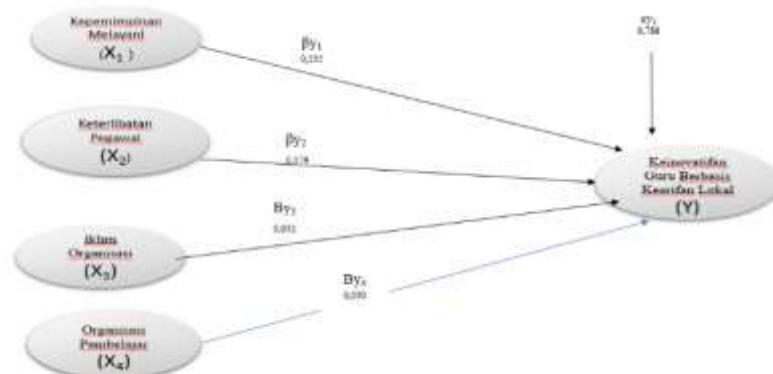


This shows that in implementing Organizational Climate on teacher innovation based on local wisdom through learning organizations, all school members must help strengthen professional services, loyalty, positive sustainability, and vertical and horizontal interactions so that they can successfully improve teacher innovation based on local wisdom through learning organizations.

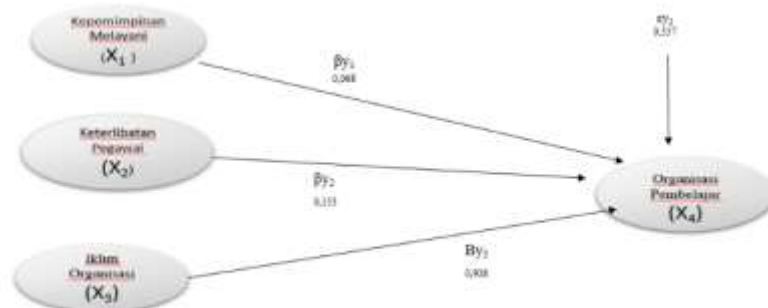
Based on this description, it is suspected that the Organizational Climate has an indirect positive influence on teachers' innovation based on local wisdom through the Learning Organization, so that strengthening the Organizational Climate is predicted to increase teachers' innovation through the Learning Organization.

independent and dependent variables, making the relationship indirect, unobservable, and unmeasurable.

- 1) Inter-variable Path Relationship Model in Substructure-1
- 2)



3) Inter-variable Path Relationship Model in Substructure-2



RESULTS AND DISCUSSION

The research data presented in this section were obtained from measurements of Teacher Service Quality Improvement, Organizational Citizenship Behavior, Interpersonal Communication, Organizational Climate, and Work Motivation, based on respondents' responses to the variable instrument items. Data were collected from 217 respondents. The description of the research data obtained from each variable Improvement in Teacher Service Quality (Y), Organizational Citizenship Behavior (X1), Interpersonal Communication (X2), Organizational Climate (X3), and Work Motivation (X4) was derived from the responses of the research sample and then processed using descriptive statistical calculations. The data used as the basis for the description of the research results are the instrument item scores referring to the four research variables, namely Teacher Service Quality Improvement (Y) as the endogenous variable, Organizational Citizenship Behavior (X1), Interpersonal Communication (X2), Organizational Climate (X3) as the exogenous variables, and Work Motivation (X4) as the intervening variable. From the calculation results, the path coefficient value (β_{zy3}) = 1.0427 with Z_{hitung} = 1.5696, while Z_{tabel} at the significance level α = 0.05 obtained Z_{tabel} = 0.353, so $Z_{hitung} > Z_{tabel}$ means H_0 is rejected and H_1 is accepted. Thus, there is a positive indirect effect of Organizational Climate (X3) on Teacher Innovation Based on Local Wisdom (Y) through the Learning Organization (X4), which means that the stronger the Organizational Climate (X3), the higher the Teacher Innovation Based on Local Wisdom (Y) through the Learning Organization (X4) among private high school teachers in Bogor Regency. An indirect positive influence means that the organizational climate does not only influence teacher innovation directly but also through the mediating role of the learning organization, meaning that the organizational climate strengthens the learning organization, which then enhances teacher innovation based on local wisdom.

a) Normality Test

No	Hipotesis	Lhitung	Ltabel ($\alpha=0,05$)	Kesimpulan
1	X1 terhadap Y	0.035	0,886	normal
2	X2 terhadap Y	0.050	0,886	normal
3	X3 terhadap Y	0.034	0,886	normal
4	X4 terhadap Y	0.036	0,886	normal
5	X1 terhadap X4	0.104	0,886	normal
6	X2 terhadap X4	0.094	0,886	normal
7	X3 terhadap X4	0.054	0,886	normal
Normal = Lhitung < Ltabel				

b) Homogeneity Test

No	Hipotesis	χ^2_{hitung}	χ^2_{tabel} ($\alpha=0,05$)	Kesimpulan
1	X1 terhadap Y	43.001	82.529	Homogen
2	X2 terhadap Y	55.173	75.624	Homogen
3	X3 terhadap Y	61.084	66.339	Homogen
4	X4 terhadap Y	59.746	80.232	Homogen
5	X1 terhadap X4	72.915	82.529	Homogen
6	X2 terhadap X4	-307.163	80.232	Homogen
7	X3 terhadap X4	- 4752204.199	80.232	Homogen
syarat homogen jika : $\chi^2_{hitung} < \chi^2_{tabel}$				

c) Test the linearity of the regression model.

No	Uji Linearitas	Fhitung	Ftabel	Signifikansi	Kesimpulan
1	Keinovatifan Guru Berbasis Kearifan Lokal (Y) → Kepemimpinan Melayani (X ₁)	89,3100	1,2610	.-2,24207	Linear
2	Keinovatifan Guru Berbasis Kearifan Lokal (Y) → Keterlibatan Pegawai (X ₂)	91,0853	1,2610	.-0,0163	Linear
3	Keinovatifan Guru Berbasis Kearifan Lokal (Y) → Iklim	56,9033	1,2610	.-3,18024	Linear

No	Uji Linearitas	F _{hitung}	F _{tabel}	Signifikansi	Kesimpulan
	Organisasi (X ₃)				
4	Keinovatifan Guru Berbasis Kearifan Lokal (Y) → Organisasi Pembelajaran (X ₄)	53,5863	1,2610	.-0,0102	Linear
5	Organisasi Pembelajaran (X ₄) → Kepemimpinan Melayani (X ₁)	116,07319	1,2610	.-201,0000	Linear
6	Organisasi Pembelajaran (X ₄) → Keterlibatan Pegawai (X ₂)	149,4577	1,2610	.-154,023	Linear
7	Organisasi Pembelajaran (X ₄) → Iklim Organisasi (X ₃)	451,4548	1,2610	.-433,312	Linear
8	Keinovatifan Guru Berbasis Kearifan Lokal (Y) atas Kepemimpinan Melayani (X ₁) melalui Organisasi Pembelajaran (X ₄)	49,6064	1,2610	301,6838	Linear
9	Keinovatifan Guru Berbasis Kearifan Lokal (Y) → Keterlibatan Pegawai (X ₂) melalui Organisasi Pembelajaran (X ₄)	48,6516	1,2610	97,8953	Linear
10	Keinovatifan Guru Berbasis Kearifan Lokal (Y) → Iklim Organisasi (X ₃) melalui Organisasi Pembelajaran (X ₄)	30,8342	1,2610	. - 99,806	Linear

Measurement accuracy rate

Based on the theoretically constructed causal model, a path analysis diagram and the calculated values of each path coefficient will be obtained. The model testing is as follows:

1) Path Influence Model Between Variables in Substructure-1

The model of influence between variables in submodel-1 consists of one endogenous variable, namely Local Wisdom-Based Teacher Innovation (Y), and four exogenous variables, namely Servant Leadership (X₁), Employee Engagement (X₂), Organizational Climate (X₃), and

Learning Organization (X4), as well as one residual variable, namely ϵy_1 . Based on these influences, the path model for Submodel-1 is as follows: $Y = \beta y_1 + \beta y_2 + \beta y_3 + \beta y_4 + \epsilon y_1$. The results of the test yielded the following path coefficients for Substructure-1:

<i>submodel-1</i>	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	4	33501.59	8375.398	30.6032	7.82798E-20
Residual	198	54188.04	273.677		
Total	202	87689.64			

a. Dependent Variable : Keinovatifan Guru Berbasis Kearifan Lokal_Y

b. Predictors: (Constant), Kepemimpinan melayani _X1, ,Keterlibatan pegawai _X2, Iklim Organisasi _X3, Organisasi Pembelajar _X4

The F-calculated value of 30.6032 is greater than the F-significance value of 0.0001 at the significance level $\alpha=0.05$, so the regression equation $\hat{Y} = 41.02 + 0.335x_1 + 0.379x_2 + 0.032x_3 + 0.050x_4 + \epsilon y_1$ is significant. This test result confirms that the equation can be used to predict teachers' innovation based on local wisdom, based on the scores for Servant Leadership (X1), Employee Engagement (X2), Organizational Climate (X3), Learning Organization (X4), and one residual variable ϵy_1 .

2) Model of the Influence of Paths Between Variables in Substructure-2

The model of the influence between variables in submodel-2 consists of one endogenous variable, namely Learning Organization (X4), and three exogenous variables, namely Servant Leadership (X1), Employee Engagement (X2), Organizational Climate (X3), and one residual variable, namely ϵy_2 . Based on this influence, the path model in submodel-2 is as follows: $Y = \beta y_1 + \beta y_2 + \beta y_3 + \epsilon y_2$. The results of the test yielded the following path coefficients in substructure-2:

<i>submodel-2</i>	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	3	46121.03	15373.68	164.1237	1.4614E-53
Residual	199	18640.58	93.67127		
Total	202	64761.62			

a. Dependent Variable : Organisasi Pembelajar _X4

b. Predictors: (Constant), Kepemimpinan melayani _X1, ,Keterlibatan pegawai _X2, Iklim Organisasi _X3,

The magnitude of the error coefficient $\sqrt{1-R^2}$ is $\sqrt{1-0.8170} = 0.5365$. Based on these calculations, the empirical causal relationship framework of variables X_1 , X_2 , X_3 to Z in submodel-2 is as follows: $\hat{Y} = 16.78 + 0.068 x_1 + 0.153 x_2 + 0.926 x_3 + \epsilon_2$. Thus, $R^2_{yx123} = 81.70\%$. The magnitude of the influence of other variables outside X_1 , X_2 , X_3 on Z in submodel-2 is $\epsilon_2 = 0.5365$.

3) Contribution Analysis (Contribution Coefficient)

No	Interdependence of Variables	Path Coefficient	Coefficient of Determination	Contribution (%)
1	Direct effect of Servant Leadership (X_1) on the Innovation of Teachers Based on Local Wisdom (Y)	0,335	0,308	30,8%
2	The indirect effect of Employee Engagement (X_2) on the Innovation of Teachers Based on Local Wisdom (Y)	0,379	0.312	31,2%
3	The indirect effect of Organizational Climate (X_3) on the Innovation of Teachers Based on Local Wisdom (Y)	0,323	0.221	22,1%
4	The indirect effect of Learning Organization (X_4) on the Innovation of Teachers Based on Local Wisdom (Y)	0,534	0.211	21,1%

CONCLUSION

The results of the linearity ANOVA table calculation obtained $F_{count} = 30.83$, while $F_{table} = 1.206$ at a significance level of $\alpha = 0.05$, so $F_{count} > F_{table}$. therefore H_0 is accepted, meaning the regression model follows a linear pattern. Thus, it can be concluded that the Organizational Climate (X_3) variable with Teacher Innovation Based on Local Wisdom through the Learning Organization (X_4) follows a linear pattern. The probability value $F_{sig} -99.81 < 0.05$, thus the regression equation $\hat{Y} = 50.5131 + 0.4502X_3 + 0.2571X_4$ is significant. The results of this test confirm that the equation can be used to predict Teacher Innovation Based on Local Wisdom based on Organizational Climate (X_3) and Learning Organization (X_4) scores.

The coefficient of determination (R-squared) value is 0.2357, indicating that the Organizational Climate (X_3) variable has a strong influence on Teacher Innovation Based on Local

Wisdom (Y) through the Learning Organization (X4) variable. The coefficient of determination (R square) value is 0.2357, indicating that 23.57% of the Local Wisdom-Based Teacher Innovation (Y) variable is influenced by the Organizational Climate (X3) and Learning Organization (X4) factors, while the rest is influenced by other factors.

From the calculation results, the path coefficient (β_{zy3}) is 0.029 with t -calculated = 38.28 and t -table = 1.97. Since t -calculated > t -table, H_0 is rejected and H_1 is accepted. Thus, there is a direct influence of the Organizational Climate (X3) variable on the Innovative Teaching Practices of Local Wisdom-Based Teachers (Y) through the Learning Organization (X4), meaning that the stronger the Organizational Climate (X3), the higher the Innovative Teaching Practices of Local Wisdom-Based Teachers (Y) through the Learning Organization (X4).

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