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Strategies to Improve Innovative Behaviour of Madrasah Tsanawiyah Teachers Through Learning Organization, Personality, and Job

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Abstract

Education requires innovative teachers to improve learning quality, but challenges like limited technology and unsupportive policies persist. A survey in MTs (Islamic junior high schools) in Bogor Regency reveals that many teachers struggle to recognize, generate, promote, and implement innovative ideas. This study offers strategies to enhance teachers' innovative behavior through strengthening learning organizations, job satisfaction, and IT-based training. A quantitative survey method with path analysis and SITOREM Analysis was used to examine variable relationships and determine strategies for improving teachers' innovative behavior. Data were collected through questionnaires from 252 certified teachers in private MTs in Bogor Regency, with descriptive and inferential statistical analysis measuring the research variables' direct and indirect effects. The findings show that Learning Organization, Personality, Job Satisfaction, and Organizational Commitment significantly influence teachers' Innovative Behaviour. Job satisfaction and organizational commitment act as intervening variables in some relationships, except for organizational commitment, which is ineffective as a mediator between personality and innovative behavior. These results emphasize the importance of a supportive work environment and job satisfaction in fostering teacher innovation.

Keywords: Innovative Behaviour, Learning Organization, Personality, Job Satisfaction, Madrasah Tsanawiyah Teacher

INTRODUCTION

Education plays an important role in facing global challenges, including the development of information and free markets. By Law No. 20 of 2003, education aims to improve the quality of Indonesian human beings. Innovative teachers must develop curriculum, methods, learning media, and assessment systems to make the learning process more effective. However, limited

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science and technology, infrastructure, and unsupportive policies still hamper teacher innovation. PISA and UNESCO emphasize the importance of innovation in education, while Indonesia still ranks low, so continuous improvement is needed for a better educational future.

The Number of MTs teachers in 2023 will reach 317,568, far more than the 171,750 MA teachers, demonstrating the government's priority on secondary basic education. However, teachers' innovative behavior is still influenced by job satisfaction, including salary, where Indonesia lags behind other countries. Innovative behavior includes awareness of educational innovations, experimentation, and applying and evaluating new ideas in learning. Innovative teachers strive to improve the quality of education through creative solutions, collaboration, and high commitment. According to PISA 2023, teacher innovation includes student engagement, problem-solving, and project-based learning, which are key to effective and sustainable learning.

A preliminary survey in 30 MTs in Bogor Regency in June 2024 showed that 32% of teachers are still weak in recognizing problems (*Opportunity Exploration*), many have not utilized technology, and are less sensitive to social issues. As many as 36% are still weak in generating ideas (*Idea Generation*), tending to maintain traditional methods without actively involving students. In addition, 56% of teachers lack *idea promotion* and innovation and do not utilize social media to share ideas. Meanwhile, 37% are still weak in *Idea Implementation*, having ideas but not realizing them. Teachers' innovative behavior is very important in improving professionalism and the quality of education.

Teachers' innovative behavior contributes positively to the school, promotes professional development, improves the quality of learning, and creates a competitive work environment. Teachers must think critically, manage emotions, uphold professional ethics, and be committed to the organization. Policies such as the Guru Penggerak and the belajar.Id account supports innovation in the Merdeka Curriculum. However, the June 2024 survey shows that certified teachers in private MTs in Bogor Regency still need to improve innovation, especially in differentiated learning, to be more creative and in line with students' needs in order to realize the profiles of Pancasila Students and Rahmatan Lil'alamin Students.

The actuality of this research theme can be seen from the Number of studies on teachers' innovative behavior. For example, research by Dasmo et al. (2022) examines improving teachers' innovative behavior through technological leadership, ICT literacy, and self-efficacy. Rusmawan's (2021) research discusses how empowerment, organizational culture, and personality can increase teacher job satisfaction. Meanwhile, Karmila et al. (2020)) examined the innovative behavior of lecturers with an empowerment, personality, and self-efficacy

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approach.

This research offers novelty by examining the factors that influence the improvement of teachers' innovative behavior, which is rarely discussed in previous studies. This research produced a strategy to improve teachers' innovative behavior by strengthening learning organizations, personality, job satisfaction, organizational commitment, and a guidebook and IT-based training.

METHOD

This study uses a quantitative survey method to test the causal relationship between variables and analyze independent variables' direct and indirect effects on the dependent variable. Innovative behavior (Y) as the dependent variable is influenced by four independent variables, namely Learning Organisation (X1), Personality (X2), Commitment (X3), and Job Satisfaction (X4). Data analysis was conducted in two stages: *path* analysis to test the hypothesis and SITOREM analysis to strengthen the research findings.

Location and Time of Research

The research was conducted at Private Madrasahs in Bogor Regency in 2024. There are 136 Private Madrasah Tsanawiyah spread across 19 sub-districts in the central part of Bogor Regency. The implementation of this research was carried out for 6 months, from July to December 2024.

Data Source

This research uses primary data from Non-ASN certified teachers of Madrasah Tsanawiyah Swasta in Bogor Regency in the 2023-2024 academic year and secondary data from various literatures, such as books, journals, articles, and relevant internet sources.

Research Population and Sample

Based on data from the Madrasah Education Section of the Bogor Regency Ministry of Religious Affairs Office for the 2023-2024 academic year. The population in this study consisted of non-ASN private MT teachers in the Central Bogor district area, with a total of 678. Meanwhile, the sampling conducted in this study was determined using the *proportional random sampling* technique. The calculation of the Number of samples with the Slovin Formula

$$n = \frac{N}{1 + Ne^2}$$

Description:

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n = Number of
N= Population Size
e = Error Tolerance Limit (5%)

$$n = \frac{678}{1 + 678\ (0{,}05)^2} = \frac{678}{1 + (1{,}695)} = \frac{678}{2{,}695} = 251{,}6\ dibulatkan\ menjadi\ 252$$

So many samples were used in this study: 252 certified teachers.

Data Collection Technique

The data collection technique in this study used a questionnaire with a Likert Scale and a Behavioural Rating Scale. The Likert Scale is used to measure respondents' attitudes, opinions, and perceptions, with an answer ranging from "strongly agree" to "strongly disagree" (Fryer & Nakao, 2020). Meanwhile, the Behavioral Rating Scale assesses behavior based on the frequency, intensity, and range of the problem, with answers from "always" to "never" (Nevid, Rathus, & Greene, 2018)

Data Analysis Technique

1. Descriptive Statistics

   Descriptive statistical analysis partially described the research data through frequency tables, histograms, and mean, median, mode, standard deviation, and score range calculations.
2. Inferential Statistics

   Inferential statistical analysis is used to generalize sample results to the population through prerequisite tests and path analysis. Prerequisite tests include normality test with One Sample Kolmogorov-Smirnov (normal data if significance > 0.05), homogeneity test with Bartlett formula (homogeneous data ifx^2 count >x^2 table), and significance and linearity test with ANOVA to test the relationship between variables. After the data proved homogeneous and normally distributed, path analysis was conducted to measure the direct and indirect effects of variables X_1, XX_2, $_3$, and X_4 on Y through the relationship substructure in the theoretical model.
3. SITOREM Analysis

   The analysis of the value of research results with SITOREM is carried out through stages, namely:

   a. Contribution (Coefficient of Determination) analysis is used to calculate the coefficient of determination and assess the contribution of the independent variable to the dependent variable.

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b. Analysis of research variable indicators to assess the actual condition of each variable indicator based on the average score.
c. **Indicator indicators weight analysis** to determine the weight of using expert judgment based on the criteria of "Cost, Benefit, Urgency, and Importance" on a scale of 1-5.
d. **Determination of indicator classification** to group indicators into those needing improvement (high weight, low score) or maintained (high weight, high score).

RESULTS AND DISCUSSION

Research Results

1. Descriptive Analysis

Table 3. Summary of Statistical Description of Research Variables

No.	Statistics	Y	X_1	X_2	X_3	X_4
1	Many data	252	252	252	252	252
2	*n*	125	131	125	131	132
3	*Meridian*	126	133	124	130	132
4		133	140	121	127	129
5	*Std. Deviation*	20	20	11	11	12
6	*Variance*	398	382	111	119	152
7		115	110	89	61	65
8	Minimum	56	61	92	98	98
9	Maximum	171	171	181	159	163
10	Total	31606	32902	31540	33128	33378

2. Analysis Prerequisite Testing

a) Normality Test

Table 4. Summary of Normality Test of Estimated Standard Error

No.	Error Standardised Estimates	L count	L table (sig)	Confidence Level	Conclusion
1.	Learning Organisation (X_1)	0,95164	1,960	*a=0*,05	Normally Distributed
2.	Personality (X_2)	0,96038	1,960		Normally Distributed
3.	Job Satisfaction (X_4)	0,95731	1,960		Normally Distributed

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No.	Error Standardised Estimates	L count	L table (sig)	Confidence Level	Conclusion
4.	Commitment to Organisation (X_3)	0,95893	1,960		Normally Distributed
5.	Innovative Behaviour (Y)	0,94991	1,960		Normally Distributed
The condition for Normal Distributions is the value of $L_{hit(u\|ng)} < L_{tab(e)(\|)(l)}$					

b) Homogeneity Test

Table 5. Summary of Data Variance Homogeneity Test

No.	Group	χ^2calculate	χ^2table	Conclusion
1	X_1 - Y	-1336,317	290,028	Homogeneous
2	X_2 - Y	-1195,835		Homogeneous
3	X_3 - Y	-1137,144		Homogeneous
4	X_4 - Y	-1349,102		Homogeneous
The Homogeneous Population Condition is $^2_{count} < \chi^2_{table}$				

c) Linearity Test

Table 6. Summary of Linearity of Regression Equation

Variable relationships	Linearity Test		Conclusion
	Sig	Available at	
$\hat{Y}$ over X_1	0.112	0,05	Linear.
$\hat{Y}$ over X_2	0.215		Linear.
$\hat{Y}$ over X_3	0.063		Linear.
$\hat{Y}$ over X_4	0.130		Linear.
X_3 over X_1	0.369		Linear.
X_3 over X_2	0.101		Linear.
X_4 over X_1	0.100		Linear.
X_4 over X_2	0.150		Linear.
Significance Terms: Sig value> α= 0.05 Hence, the conclusion that the equation is Linear			

3. Path Coefficient Model Analysis

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Path coefficient analysis was carried out after the requirements test was met, which showed 10 significant coefficients at α = 0.05 through the following diagram.

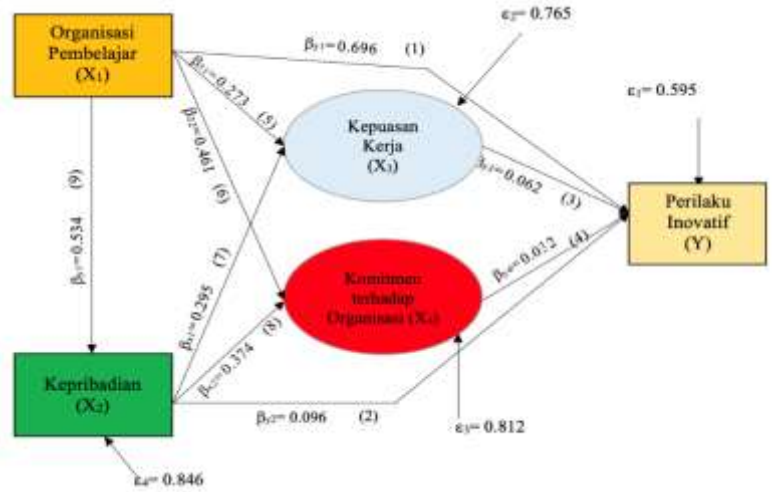


Figure 5. Path Coefficient of Learning Organisation, Personality, Job Satisfaction, and Commitment to Organisation on Innovative Behaviour

4. Hypothesis Testing

Table 7. Recapitulation of Hypothesis Testing Results

No.	Variables	Path coefficient	calculated/ statistical	t_{table}	Test decision
1	X_1 to Y	0,696	14.891	1,969	H0 rejected, H1 accepted.
2	X_2 to Y	0.096	7.925	1,969	H0 rejected, H1 accepted.
3	X_3 to Y	0.062	4.051	1,969	H0 rejected, H1 accepted.
4	X_4 to Y	0.032	10.584	1,969	H0 rejected, H1 accepted.
5	X_1 against X_3	0.273	4.851	1,969	H0 rejected, H1 accepted.
6	X_2 against X_3	0.461	8.186	1,969	H0 rejected, H1 accepted.
7	X_1 against X_4	0.295	4.934	1,969	H0 rejected, H1 accepted
8	X_2 against X_4	0.374	6.248	1,969	H0 rejected, H1 accepted
9	X_1 against X_2	0.534	9.435	1,969	H0 rejected, H1 accepted
10	X_1 to Y through X_3	0,017	4.234	1,969	H0 rejected, H1 accepted.
11	X_2 to Y through X_3	0,029	3.334	1,969	H0 accepted, H1 rejected

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12	X_1 to Y through X_4	0,094	3.852	1,969	H0 rejected, H1 accepted
13	X_2 to Y through X_4	0,012	1.361	1,969	H0 rejected, H1 accepted.

5. SITOREM Analysis

The results of the SITOREM analysis are as follows:

Table 8. Summary of Sitorem Analysis Results

SITOREM ANALYSIS RESULTS	
Priority Order of Strengthened Indicators	**Indicator retained/developed**
1. Explore opportunities	1. Team Learning
2. Generating ideas	2. Caution
3. Promoting ideas	3. Friendliness
4. Realising ideas	4. Emotional stability
5. Personal Mastery	5. Openness to experience
6. Shared Vision	6. Extraversion
7. System Thinking	7. Salary
8. Mental Models	8. Supervision
9. Jobs	9. Promotion
10. Colleagues	10. Willingness to engage in the organization
11. Open communication between subordinates and leaders	11. Acquisition of benefits from the organization
12. Sense of belonging	12. Do not want to look for job opportunities elsewhere
13. Responsibility	
14. Awareness of being loyal	

RESEARCH DISCUSSION

1. Direct Effect of Learning Organisation (X_1) on Innovative Behaviour (Y)

The calculation results show that Learning Organisation (X_1) has a positive and significant effect on Innovative Behaviour (Y) with path coefficient βy1 = 0.727 and $_{calculated} > t_{(table)}$, so H_1 is accepted. SITOREM analysis identified indicators that need to be improved in Innovative Behaviour, namely exploring opportunities, generating ideas, promoting ideas, and realizing ideas. In contrast, in learning organizations, indicators that need to be improved include

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personal mastery, shared vision, system thinking, and mental models, with team learning as the retained indicator.

Schools that implement a learning organization culture enhance teachers' innovative behavior by creating a reflective and collaborative environment that encourages the exploration and development of creative learning methods. From an IQF perspective, learning organizations support the improvement of teacher competencies according to qualification standards that demand critical thinking, problem-solving, and innovation. This finding is in line with the research of Muliawan et al. (2021), Azzahra (2024), Umalihayati et al. (2022), and Firdaus (2023), which proved that learning organizations contribute to teachers' innovative behavior so that their implementation is a key factor in improving the quality of education.

2. Direct Effect of Personality (X_2) on Innovative Behaviour (Y)

The calculation results show that Personality (X_2) has a positive and significant effect on Innovative Behaviour (Y) with a path coefficient βy2 = 0.118 and count> ttable, so H_1 is accepted. SITOREM analysis identified indicators that need to be improved in Innovative Behaviour, namely exploring opportunities, generating ideas, promoting ideas, and realizing ideas. Meanwhile, in the Personality variable, weak indicators include conscientiousness, friendliness, emotional stability, openness to experience, and extraversion.

A personality that is adaptive, proactive, and open to experience supports innovation because it encourages individuals to think creatively and face challenges with new solutions. In the KKNI perspective, personalities that support innovation align with the demands of work competencies that emphasize initiative, creativity, and critical thinking. This finding is consistent with the research of Rahmawati (2024), Oktaria et al. (2021), and Karmila et al. (2020), which proves that personality has a significant influence on innovative behavior, thus becoming an important factor in the development of innovation in the world of work and education.

3. Direct Effect of Job Satisfaction (X_3) on Innovative Behaviour (Y)

The calculation results show that Job Satisfaction (X_3) has a positive and significant effect on Innovative Behaviour (Y) with a path coefficient βy4 = 0.011 and count> ttable, so H_1 is accepted. SITOREM analysis identified indicators that need to be improved in Innovative Behaviour, namely exploring opportunities, generating ideas, promoting ideas, and realizing ideas. Meanwhile, in Job Satisfaction, weak indicators include promotion, job, and open communication between subordinates and leaders, while salary, co-workers, and supervision

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indicators are maintained or developed.

Job satisfaction contributes to increased innovative behavior, as individuals who are satisfied with their jobs are more motivated to contribute creatively. In the KKNI perspective, job satisfaction supports the achievement of professional competencies that demand a balance between technical skills and soft skills, including creativity and innovation. This research is in line with the study of Dahri & Aqil (2018), Widaningsih (2020), and Rusmawan (2021), which shows that job satisfaction has an impact on innovative behavior, so organizations that increase job satisfaction will encourage institutional effectiveness and competitiveness.

4. Direct Effect of Commitment to Organisation (X_4) on Innovative Behaviour (Y)

The calculation results show that commitment to the Organisation (X_4) has a positive and significant effect on Innovative Behaviour (Y) with path coefficient βy3 = 0.014 and $t_{()t(table)calculated}$>, so H_1 is accepted. SITOREM analysis identified weak indicators in Innovative Behaviour, such as exploring opportunities, generating, promoting, and realizing ideas. Meanwhile, in Commitment to Organisation, indicators that need to be improved include willingness to get involved, benefits from the organization, and desire to stay. In contrast, belonging, responsibility, and loyalty awareness indicators are maintained or developed.

Individuals with high organizational commitment are more motivated to contribute innovatively. Strong affective commitment encourages emotional involvement, openness to change, and initiative in finding new solutions. Normative and continuance commitments also play a role in improving institutional competitiveness through innovation. A supportive work environment, such as an inclusive work culture and a fair reward system, further strengthens this commitment. The results of this study are in line with the study of Ramadhani (2021), Nurjanah (2019), Taufik et al. (2020), and Ernanto & Indriyaningrum (2023), which shows that organizational commitment affects innovative behavior so that increased commitment can encourage institutional effectiveness and competitiveness.

5. Direct Effect of Learning Organisation (X_1) on Job Satisfaction (X_3)

The results show that Learning Organisation (X_{31}) has a positive and significant effect on Job Satisfaction (X_3) with path coefficient β31 = 0.320 and $_{calculated}$> $t_{(table)}$, so H_1 is accepted. While team learning was retained, SITOREM analysis identified weak indicators in the Learning Organisation, such as *personal mastery*, *shared vision*, and *system thinking mental models*. On Job Satisfaction, indicators that need to be improved include promotion, job, and open communication, while salary, co-workers, and supervision are retained or developed.

Learning Organisations increase job satisfaction by creating an environment that

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encourages professional growth, collaboration, and innovation. Support in training, mentoring, and access to learning resources makes individuals more confident and engaged in their work. A culture of continuous learning also reinforces a sense of personal achievement and ownership of work, thereby increasing motivation and productivity. This result is consistent with the research of Nasrullah & Sulaiman (2024), Putri & Hasanah (2022), and Darmawan (2016), which concluded that Learning Organisation has a positive impact on Job Satisfaction.

6. Direct Effect of Personality (X_2) on Job Satisfaction (X_3)

The results showed that Personality (X_2) has a positive and significant effect on Job Satisfaction (X_{43}) with path coefficient β32 = 0.450 and $_{calculated}$> $_{t(table)}$, so H_1 is accepted. SITOREM analysis identified weak indicators on the Personality variable, such as conscientiousness, friendliness, emotional stability, openness to experience, and extraversion, so all indicators are prioritized for improvement. Meanwhile, on the Job Satisfaction variable, the promotion, job, and open communication indicators must be improved while salary, co-workers, and supervision are maintained or developed.

Personality affects job satisfaction because individual characteristics influence their interactions in the work environment. Individuals with high openness are more adaptable, see change as an opportunity, and feel more satisfied with their jobs. Extroverted personalities also support teamwork and good communication, increasing the sense of belonging in the organization. This research is in line with the findings of Sambung (2020), Seniati (2006), Purba & Seniati (2004) that a positive personality encourages engagement, commitment, and long-term job satisfaction, previous research that confirms the relationship between personality and job satisfaction.

7. Direct Effect of Learning Organisation (X_1) on Commitment to Organisation (X_4)

The results show that Personality (X_2) has a positive and significant effect on Commitment to Organisation (X_4) with path coefficient β41 = 0.331 and $_{calculated}$> $_{t(table)}$, so H_1 is accepted. SITOREM analysis identified weak indicators in the Learning Organisation variable, such as personal mastery, shared vision, system thinking, and mental models, while the team learning indicator was retained. On the Commitment to Organisation variable, indicators that need to be improved include willingness to be involved in the organization, benefits acquisition, and unwillingness to seek other employment opportunities. In contrast, indicators of a sense of belonging, responsibility, and awareness of loyalty are maintained or developed.

Learning organizations directly influence a commitment to the organization as an

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environment that supports learning increases individual engagement and a sense of belonging. Organizations that provide training, mentoring, and career development opportunities create strong emotional bonds between employees and the organization. Opportunities to contribute to decision-making and innovation also strengthen individual loyalty. The results of this study are in line with the research of Abdallah et al. (2017), Anari (2011), Gunlu et al. (2010), and Radnawati (2023), which confirms that learning organizations contribute to increased commitment to the organization, which in turn has a positive impact on job satisfaction and organizational success.

8. Direct Effect of Personality (X_2) on Commitment to Organisation (X_4)

The results show that Learning Organisation (X_1) has a positive and significant effect on Commitment to Organisation (X_4) with path coefficient β42 = 0.349 and $_{calculated}$> $_{t(table)}$, so H_1 is accepted. SITOREM analysis identified weaknesses in the Personality variable, particularly in the indicators of conscientiousness, friendliness, emotional stability, openness to experience, and extraversion, all of which are prioritized for improvement. On the Commitment to Organisation variable, indicators needing improvement include willingness to be involved in the organization, benefit acquisition, and unwillingness to seek other employment opportunities, while indicators of a sense of belonging, responsibility, and awareness of loyalty were maintained or developed.

Personality (X_2) influences commitment to the organization, as individuals with stable personalities and clear goal orientation are more likely to be attached to the organization. Openness, loyalty, and perseverance increase an individual's involvement with organizational goals. In addition, extroverted individuals find building social relationships that strengthen loyalty easier. At the same time, conscientiousness and discipline increase responsibility and a sense of belonging to the organization. Thus, personality traits that support work ethic and social engagement contribute to an increased long-term commitment to the organization.

9. Indirect effect of Learning Organisation (X_1) on Personality (X_2)

The results show that Learning Organisation (X_1) has a positive and significant effect on Personality (X_2) with path coefficient β21 = 0.534 and $_{calculated}$> $_{t(table)}$, so H_1 is accepted. Learning organizations create an environment that supports the development of individuals, allowing them to be more open to experience and change. Individuals develop more stable, responsible, and innovative personalities through training, project-based learning, and teamwork. Research

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by Watkins Marsick (2021) also confirms that organizations that encourage self-development will form individuals who are more adaptive, proactive, and critical thinkers.

In addition, learning organizations contribute to developing individuals' social aspects, such as communication, teamwork, and conflict management. An environment emphasizing social learning helps individuals become more empathetic, cooperative, and resilient to stress. Extroverted personalities thrive better in organizational cultures that encourage collaboration and open communication. As such, learning organizations not only improve technical skills but also shape an individual's overall personality, supporting success in work and social interactions.

10. Indirect Effect of Learning Organisation (X_3) on Innovative Behaviour (Y) through Job Satisfaction (X_3)

The results show that Job (XSatisfaction) and Innovative Behaviour (Y) have a Sobel test value of 4.234 and a significance level of 0.000 <0.05. This indicates that a work environment that supports learning increases employee satisfaction, encouraging them to be more engaged and innovative. The opportunity to develop and learn in a learning organization makes individuals feel valued, increases motivation, and encourages the exploration of new ideas in completing tasks. 3) This can mediate the relationship between the learning organization (X_1.

In addition, high job satisfaction contributes to self-confidence and the courage to try creative solutions. When individuals feel their contributions are valued, they are more likely to think innovatively and take initiative in their work. Thus, learning organizations indirectly enhance innovative behavior through job satisfaction, creating an environment conducive to developing new ideas and improving organizational performance.

11. Indirect Effect of Personality (X_2) on Innovative Behaviour (Y) through Job Satisfaction (X_3)

The results showed that Job (XSatisfaction) and Innovative Behaviour (Y) had a Sobel test value of 3.334 and a significance level of 0.000 <0.05. Individuals with an open personality to experience are more likely to feel satisfied with challenging work that provides opportunities for experimentation. This satisfaction increases self-confidence and motivation to innovate in completing tasks.$_3$) was able to mediate the relationship between Personality (X_2

In addition, individuals with emotionally stable personalities can better manage stress and challenges at work and, thus, are more satisfied with work environments that provide freedom and autonomy. High job satisfaction encourages engagement in work and creates conditions that support innovative behavior. Thus, a personality contributing to job satisfaction is also a key enabler in fostering innovative behavior in the workplace.

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12. Indirect Effect of Learning Organisation (X_1) on Innovative Behaviour (Y) through Commitment to Organisation (X_4)

The results showed that Commitment to Organisation (X_4) was able to mediate the relationship between Learning Organisation (X_1) and Innovative Behaviour (Y) with a Sobel test value of 3.852 and a significance level of 0.000 <0.05. Individuals working in a learning organization are more committed because they feel supported in learning and self-development. This commitment creates a sense of responsibility and a desire to contribute more, including innovative behavior to improve organizational performance.

In addition, a strong commitment to a learning organization also strengthens individuals' motivation to think creatively and find new solutions to challenges. When employees feel valued and empowered, they are more encouraged to innovate for the betterment of the organization. Thus, learning organizations not only increase employee commitment but also become a key catalyst in driving innovative behavior.

13. Indirect Effect of Personality (X_2) on Innovative Behaviour (Y) through Commitment to Organisation (X_4)

The results showed that Commitment to Organisation (X_4) was not able to mediate the relationship between Personality (X_2) and Innovative Behaviour (Y) with a Sobel test value of 1.361 and a significance level of 0.086 > 0.05. Although individuals with an open personality to experience tend to be more attached to organizations that support learning and innovation, this attachment is not strong enough to directly increase innovative behavior through commitment to the organization.

Emotionally stable and achievement-oriented personalities may form a greater commitment to the organization, but this commitment does not significantly impact innovative behavior. While individuals with adaptive and proactive personalities look for new ways to solve problems, other factors are potentially more instrumental in driving innovation than just commitment to the organization.

CONCLUSION

From this study, it was concluded that:

1. A learning organization significantly affects innovative behavior (β = 0.696, p = 0.001), so the stronger the learning organization, the higher the innovative behavior.

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2. Personality significantly affects creativity (β = 0.096, p = 0.006), indicating that a strong personality increases creativity.
3. Job Satisfaction significantly affects Innovative Behaviour (β = 0.062, p = 0.003), so the higher the job satisfaction, the higher the innovative behavior.
4. Commitment to the Organisation significantly affects Innovative Behaviour (β = 0.032, p = 0.002), indicating high commitment increases innovative behavior.
5. Learning Organisation significantly affects Job Satisfaction (β = 0.273, p = 0.001) because a good learning organization increases job satisfaction.
6. Personality significantly affects Job Satisfaction (β = 0.461, p = 0.001). Therefore, a strong personality increases job satisfaction.
7. Learning Organisation significantly affects Commitment to Organisation (β = 0.295, p = 0.001), so a strong learning organization increases organizational commitment.
8. Personality significantly affects Commitment to the Organisation (β = 0.349, p = 0.001), so a strong personality increases organizational commitment.
9. Learning organization significantly affects personality (β = 0.534, p = 0.001), so a good learning organization improves personality.
10. Job Satisfaction is effective as an intervening variable between Learning Organisation and Innovative Behaviour (t = 4.234 > 1.969, β = 0.017).
11. Job Satisfaction is effective as an intervening variable between Personality and Innovative Behaviour (t = 3.334 > 1.969, β = 0.029).
12. Commitment to the organization is effective as an intervening variable between Learning Organisation and Innovative Behaviour (t = 3.852 > 1.969, β = 0.094).
13. Commitment to the organization is ineffective as an intervening variable between Personality and Innovative Behaviour (t = 1.361 < 1.969, β = 0.012).

Based on the conclusions and implications, teachers' innovative behavior can be improved by strengthening the learning organization by improving weak indicators, such as *personal mastery*, *shared vision*, and *system thinking mental models*, and maintaining good indicators, namely team learning. Strengthening personality is also needed by improving aspects that are still low while maintaining those already good. Job satisfaction needs to be improved similarly by improving weak indicators and maintaining optimal ones. In addition, commitment to the organization should also be strengthened through improving and maintaining relevant learning organization indicators.

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