

Innovative Work Management of Teachers of SMA Negeri 1 South Halmahera and SMA AL-Khairaat of Labuha in South Halmahera District (Multi Site Study)

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ABSTRACT

This study aims to find out 1). Innovative work planning for teachers of SMA Negeri 1 of South Halmahera and SMA AL-Khairaat Labuha, 2). The implementation of innovative work of teachers of SMA Negeri 1 Halmahera and SMA Al-Khairaat Labuha, 3). Supervision of innovative work of teachers of SMA Negeri 1 Halmahera and SMA Al-Khairaat Labuha, and 4). The assessment of innovative work of teachers of SMA Negeri 1 Halmahera and SMA Al-Khairaat Labuha. This study used qualitative approach with narrative research method and the research design used was a multi-site study, where first site is SMA Negeri 1 south Halmahera and second site is SMA AL-Khairaat Labuha where the locus located in south Halmahera district. The results showed that 1). The teachers innovative work planning at the two research sites was compiled through a process consisting of two stages, problem identification and alternative problem-solving option. Establishing teachers' innovative work development plan and applying the principles of deliberation and consensus, 2). The implementation of innovative work of teachers at the two research sites based on the predetermined work plan and is supported by managerial behaviour in the form of providing motivation, communicating face to face and through the electronic medium such as smartphone and supported by teacher behaviour in the form of being committed to achieving innovative work development goal, 3). Supervision of teacher innovative work consists of three types of supervision which include before, during, and after the implementation of the teachers' innovative work development plan, 4). The assessment of teachers' innovative work is carried out through an assessment process consisting of three stages of measuring, comparing, and taking managerial action.

Keywords: Innovative Work, Learning Method, Supervision, Work Plan

INTRODUCTION

The ability of innovate is closely related to the quality of human resources (Dharma, 2009, p. 9). In other word, each teachers' ability to innovate is related to teacher quality and individual innovation. In this regard, De Jong and Hartog (2008, p. 6) explained that individual innovation is a set of behaviours, started from their foresight to detect gaps in work, the find out the opportunities in order to improve them. the search for these opportunities will give the new ideas. Furthermore, those new ideas are promoted to their associates and headmaster in order to get the support in implementing them.

Bringing up the ideas about teacher innovation in the context of school is actually very possible with a policy on school-based management as a principle in the management of education held in school (UU No. 20/2003). However, the reality that occurs in the education today is mostly developed at the central level. linovations are developed to become a new program that must be implemented by teachers in schools. Teachers are only used as a policy innovation tryout so the teachers' ability to innovate in learning does not develop properly.

The opportunities for teachers to develop innovative work in school can actually be made possible by the existence of school-based management policies (MBS). Through the MBS policy, principle and teachers are given the authority to take the initiative to develop innovations and implement them in order to improve the learning. However, teachers tend to focus more on the of teaching tasks and function such as, preparing lesson plan, using various learning methods, using learning media and learning assessment without being accompanied by the development of ideas and work innovation at school.

In addition, the opportunities for teachers to develop innovative work in school also supported by government policy in Regulation of State Minister for Empowerment of State Apparatus and Bureaucratic Reform Number Per/16/M.PAN-RB/11/2009 concerning teachers' functional position and credit scores which among other things stipulates that one of the details of a teacher task is to create innovative work. Definitively, in Great Dictionary of Indonesian Language (2017, p. 525), the term creation means work.

The research on an innovative work in organization has been carried out by researchers according to the perspective used. At first, researcher used behavioural perspective so generating to the theory of innovative work behaviour (innovative work behavior, IWB). According to Waenink (2012, p. 151), when examining individual innovation in organization, it can be said as innovative work behaviour. Meanwhile, De Jong and Hartog (2008, p. 63) stated that innovative work behaviour aims to initiate or introduce deliberately the new and useful ideas, processes, products and procedures. According to Yuan and Woodman (2010) in Natalia and Sandroto (2020), innovative work behavior is the desire of organizational members to introduce, propose, apply ideas and new products, processes, and procedures into their work or organization. Therefore, Taoefik, Fakhruddin, and Partono (2017, p. 216) recommended that the behaviour of teachers' innovative work need to be created and maintained, and also given motivation and support.

If initially the research on innovative work more focused on the use of behaviour perspective, then in the further development the attention of researcher begins to turn into the use of management perspective. For example, the research conducted by Ma Prieto and Pérez-Santana (2014, p. 92) on management support contribution on innovative work and creating the concept of managing innovative work behavior. Even though the management perspective used is still limited in one dimension of a supportive working environment, one thing that should be appreciated is that the result of the research conducted by Ma Prieto dan Pérez-Santana has opened new insights about the important and the urgency of the use of management perspective in studying innovative work in an organization.

Basically, this study used management perspective, but it is not only seen as one dimension of the organizational working environment, but is seen as a management function that is integrated with the innovative work of teachers. On the basis of this integration and the results of the preliminary studies that have been carried out, the researchers developed the concept of innovative teachers work management.

The result of the preliminary study before formal research was carried out in the field showed that there was a problematic situation regarding the innovative work management of teachers at SMA Negeri 1 South Halmahera and SMA Al-Khairaat Labuha are not optimal yet. Some of the problematic situations identified include the tendency to use conventional teaching methods for some teachers, there is no initiation of teachers to offer innovative learning models such as the scientific learning model which is a demand for teachers to implement the new curriculum or the 2013 curriculum (K-13), there is no effort to carry out classroom action research as an innovation in practicing innovative learning and using the result of the study to improve learning

practice and the quality of students learning process and outcomes, there are some teachers who tend to be indifferent about knowing and applying appropriate learning models which have been obtained through training, the headmaster who do not make an effort to encourage teachers to innovate in school, there are no teacher who participate in learning practice competition and also some teachers who tend to be resistant to reform in school.

In addition, it also identified that there were teachers who had relatively new ideas for reform, but stopped midway due to school condition that were not conducive for them to innovate in learning and lack of courage in submitting critical suggestions and taking risks, so the ideas only end in wishful thinking as in the teachers' mind. Teachers who have innovations will always be awaited by students because they provide new learning methods. This has the potential to increase students' enthusiasm for learning.

The description of identified problematic situations shows that there is a problem with the innovative work management of teachers at SMA Negeri 1 Halmahera and SMA Al-Khairaat Labuha in South Halmahera district. The problem indicators identified by researchers during the study included planning, implementation, supervision, and assessment of the innovative work of senior high school teachers are not optimal yet and there are supporting factors that have not been fully utilized.

If the problem indicators are not resolved through research, it can be suspected that they have the potential to worsen the quality of innovative work management of teachers in the two high schools. Therefore, research on the innovative work management in SMA Negeri 1 and SMA Al-Khairaat Labuha South Halmahera is necessary to be done. There are at least four reasons why this research is important to do. First, research on innovative work management in school and the teachers as a subject is still rarely conducted compared to research in non-educational field such as corporate and government organization and the subject is employee and civil servant.

Second, throughout the search for information through bibliography, national and even international journal, no research has been found on the innovative work management of high school teachers in the context of autonomous region of South Halmahera regency. Third, the result of this research can be used as a contribution to improve and expand the body of knowledge, regarding the innovative work management of high school teachers. Fourth, the results of this research are study material for the preparation of innovative work development programs for high school teachers and the formulation of policies for developing innovative work for high school teachers in South Halmahera district.

The headmaster of school as a manager, not only responsible in administration management and learning, but also in innovation management of the school generally and in innovative work management of the teachers particularly. The role of headmaster as a manager of work innovation management of the teachers in school can be implemented through planning, implementing, monitoring and assessing.

Planning

Planning is the first step in the entire management process. Robbins and Coulter (2009, p. 266) stated that planning is a management function that includes defining goals, strategy determining to achieve the goals, and plan development to integrate and coordinate the activity. Kurniadin and Machali (2012, p. 141) explained that education planning can be interpreted as a systematic process in preparing education activities in the future. Based on this definition, it can be indicated that the planning on teachers' work innovative is a systematic process in preparing education activities in the future.

Teachers' innovative work planning cannot be separated from the scope of planning. Regarding from the time dimension, planning can be divided into long-term planning,

medium-term planning, and short-term planning (Kurniadin & Machali, 2012, p. 144). Meanwhile, in Government Regulation Number 13 of 2015, it has been regulated that each education unit is managed on the basis of an annual work plan which is a detail description of the medium-term work plan of the education unit covering a period of four years.

Thus, innovative work plans for teachers in schools can be prepared by the headmaster, together with teachers in the form of medium-term plan and annual work plans. Whether the innovative work of teachers in school has been accommodated in the formulation of the vision, mission, goals and targets which are described in the work program as outlined in the school mid-term work plan and the school annual work plan, will depend on the data that will be obtained through this research.

Implementation

After determining the work program as a result of the planning process, the next step is implementing the plan. In this regard, Kurniadin and Machali (2012, p. 174) stated that the implementation plan is a plan that has been formulated. Systematically, the implementation of the plan related to how to organize, coordinate, lead, communicate, and motivate the innovative work of teachers. In addition, the implementation of the plan cannot be separated from the supporting and inhibiting factors. It means, the success and the failure of the implementation plan depends on the extent of the influence of the supporting and inhibiting factors found in this study. Therefore, the examining on the implementation plan in this study emphasizes on how the headmaster implements the plan and what supporting and inhibiting factors which influence the innovative work management of the teachers.

Monitoring

The next step is monitoring. Robbins and Coulter (2009, p. 268) proposed that monitoring is a management function that include supervising, comparing, and correcting the performance. According Suharsaputra (2010, p. 11), monitoring is a control step so the implementation can be in accordance with what is planned and to ensure whether the organization goals are achieved, because the plan is an important benchmark or criterion so supervision can be carried out effectively. This definition emphasizes how important the plan as a benchmark in monitoring. In other words, what is done under monitoring are something that cannot be separated with what has been planned. In relation to the management of the innovative work behaviour of teachers in schools, the implementation of the monitoring function is directed on how to monitor the implementation plan that have been set.

Assessment

Assessment is commonly used in all areas of life, including education. According to Suryanto and Djatmiko (2009, p. 14), in the context of education management, assessment can be comprehended in two definitions. Firstly, assessment is an activity to obtain the information on the achievement of learning outcomes and students learning progress and make them as an effective use to achieve education goals.

Secondly, assessment is an activity designed to measure the effectiveness of an education system. Thus, the concept of educational assessment used in this book is to see the effectiveness of educational programs which include teaching evaluation, curriculum evaluation, and staff evaluation.

Amtu (2010, p. 62) argued that assessment is making judgments according to a set of agreed and accountable criteria. Tayler in Suryanto and Djatmiko (2009, p. 14) proposed that assessment is determining process on how extent to which educational goals have been achieved. Daresh (1989, p. 211) stated that mengemukakan bahwa assessment

as a process for determining the basic worth of something by measuring that 'something' against established standards or criteria.

The Concept of Innovation in School Organization

The Definition of Innovation

Etymologically, the term innovation comes from the Latin *novus* (Ottosson, 2006, p.8) or *innovare* (Suharyati, 2017, p. 229), which means something new or making something new. The term of innovation is associated with creativity. Basically, creativity is a way of thinking that produces new ideas, while innovation is the implementation from those new ideas (Lussier, 2009, p. 207).

In education, it is uncommon to mention the concept of innovation product and innovation process. Lussier (2009, p. 207-208) explained that the product of innovation is a something new and the process of innovation is the new ways in doing something new. The scientific learning model that is being implemented by teachers in schools and includes innovation product related to the implementation of the new curriculum is 2012 curriculum or K-13. Suharyati (2017, p. 230) mentioned that innovation is an activity of creating ideas and updating the product or late service. Rogers in Suharsaputra (2010, p. 283) argued that berpendapat bahwa innovation is an idea, practice, or object that is perceived as new thing by an individual or other unit of adoption.

West and Farr (1990, p. 5) defined innovation as the intentional introduction and application (within an individual, group or organization) of ideas, processes, products or procedures which are new to the relevant unit of adoption, designed to significantly benefit the individual, the group, organization or wider society.

Innovation is defined as the intentional introduction and application (in individual, group or organization) of new ideas, processes, products or procedures to relevant adoption units, designed to provide significant benefits to individual, group, organization or society. Examining the definition from experts, there are three concepts about the type of innovations, the process of innovation, the service of innovation and the product of innovation. The innovation in this study is a process, service or product that is perceived by teachers as an adopter used to improve learning in order to achieve school goals.

The Perspective of Innovation

According to Suharsaputra (2010, p. 285), to understand the concept of innovation can be viewed from the structuralist perspective, the perspective of innovation process, and individual perspective. These three perspectives of innovation can be explained as:

Structuralist perspective emphasizes that innovation determined by structural characteristic factor. In this perspective, innovation viewed as a linear and static process focusing on innovation adoption. one of the innovation models included to this perspective is diffusion of innovation. This model views the decision process of adopting or rejecting an innovation as an event in a linear process. Time variable plays an important role as an independent variable and the process variable consist of a series of actions and choices based on internal factors in a social system. Structural characteristics that determine innovation include environment, centralization, formalization, differentiation, and strategies applied within the organization.

The perspective of innovation process, the adherents of this perspective view that innovation resulted from the influence of interaction between structure and individual behaviour characteristic. In this perspective emphasize that innovation is a complicated process characterized with surprise, deployment, innovative, capabilities and context.

Individual perspective, if structural perspective views innovation influenced by structural characteristic and the perspective of innovation process views innovation as interaction, then individual perspective views innovation determined by individual competence to innovate. The role of characteristic context in this case is more moderates as a result of innovation that occur in organization.

Teachers' innovative work behaviour can be explained from the perspective of the innovation process which includes idea generation, idea promotion, and idea realization. On the other hand, the structural perspective and the individual perspective are the factors that determine the innovative work process of teachers in school organization.

RESEARCH METHOD

This research used qualitative method. The research on the work management of high school teachers in the study is in a natural setting, where the researchers collect the data by doing directly interaction (talking) to informants and observing their behaviour and action. The researchers as the main instrument collects data through document review, observing behaviour and interviewing informants. In addition, qualitative research design is emergent design because the initial research plan cannot be determined precisely, and some processes may change after their researchers enter the field and collect the data. Due to this research is directed to narrate matters related to processes, activities and events related to innovative work management of high school teachers, the relevant research design used is narrative.

Since the research design is multi-site, two stages were carried out, started with a single site analysis and then cross site analysis.

1. Single Site Analysis

In the first stage, the researcher conducted a research on each setting in sequence, started from SMA Negeri 1 of South Halmahera, and then on the next site SMA Al-Khairaat Labuha. A series of study from first site (SMA Negeri 1 of South Halmahera) to second site (SMA Al-Khairaat Labuha) were used as an inseparable part.

The items presented on first site include a description of the general description of the location and research data, research findings, making tables containing conceptual points, and compiling propositions.

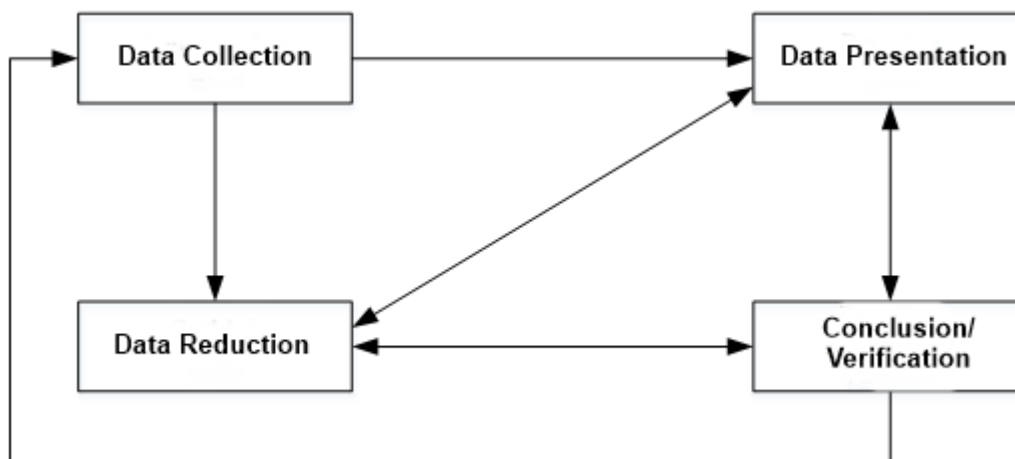
2. Cross Site Analysis

The activities carried out by the researchers were to obtain the same themes or findings, which were different related to the innovative work management of teachers in school. In cross site analysis, the researchers analyzing the combined conceptualized research findings, creating tables for presenting research findings, and compiling the combined propositions of first site and second site.

The research located in SMA Negeri 1 South Halmahera and SMA Al-Khairaat Labuha. This research had been conducted for six months, started from July 2019 until January 2020.

Data Analysis Technique

In this study, these researchers will adapt the interactive model of Miles and Huberman (1994, p. 12). As shown in the figure, qualitative data analysis activities are carried out interactively. Qualitative data analysis starts from data collection and then to data reduction and data presentation. Every time a conclusion is drawn, it means that data collected from interviews, observation, documentation and audio-visual material from various data sources have reached a saturation point. Therefore, after drawing a conclusion, the researchers return to collecting data.



RESULTS AND DISCUSSION

Teachers' Innovative Work Planning

The results showed that the first function applied in the context of innovative work management of teacher is school is planning. Every school manager should realize that planning is very important in starting the innovative work management. Robbins and Coulter (2009, p. 266) suggested several reasons why planning is important for school manager. Firstly, planning can provide guidance for headmaster as manager of the school and teachers in implementing innovative work of teachers in school. Secondly, planning can reduce uncertainty in doing a change, considering the effect of change, and developing the accurate responds. This is necessary to understand thus making certainty in innovative work of teachers. Thirdly, planning can determine the purpose or standard used in monitoring. It means, when planning innovative work, headmaster and teachers can develop the purpose of innovative work.

This results also showed that planning of innovative work is a process consist of the steps of planning. 1). Problem identification of the result of innovative work which will be formulated as the goal and the alternative of problem-solving, and 2). The establishment of innovative work development, which means determining the goals which intend to achieve and the activities which will be done. The process of innovative work planning applies the principle of deliberation and consensus. Therefore, the result of innovative work planning is the result of discussion and deliberation between headmaster and teachers.

The purpose stated in the development plan is the reflection from innovative work, for example, learning tool. Based on that result, it has determined the purpose that teachers create learning tool to use in learning process. Plunkett, Attner, and Allen (2009, p. 56) proposed that the determination of purpose and selected-solution are important steps in the basic process of planning.

Regarding the determination of deliberation and consensus principle in arranging the plan can be interpreted as a rational way, because Pancasila democratic values is the basic need which is required to be used as the basic of plannin, including the planning of innovative work.

The Implementing of Innovative Work

The implementing of innovative work of teachers in school supported by internal and external factors. The behaviour of headmaster and teachers as internal factor, support the implementing of innovative work of teacher. The behaviour of headmaster found is providing motivation to teachers, doing a communication face to face or through

electronic medium such as smartphone, and good coordination between headmaster and teachers. While the behaviour of teachers who support the implementing of innovative work in school is a commitment to achieve the purpose of development plan of innovative work.

The theory of managing innovative work behavior proposed by Ma Prieto and Pérez-Santana (2014, p. 92) is a theory raised based on a research. This theory explained that management and work partner support are contributed on innovative work. Even though this theory born from non-education background, yet this theory opened new insight that the less or more support of headmaster is really influenced in determining the implementation of innovative work.

In first site, it has found the behaviour of teachers' innovation such as creating ideas, promoting ideas, and implementing ideas. Some experts have found dimensions that are used to be reference to measure them. De Jong (2007, p. 6) explained that individual innovation is a set of behaviour started from the foresight to detect gaps in work, then looking for the opportunity to fix them. This work behaviour called opportunity exploration.

The search of these opportunities is individual behaviour which will raise new ideas. This innovative work behaviour called as idea generation. Furthermore, these new ideas promoted to teachers and headmaster, this behaviour called as championing or idea promotion. After getting support from teachers and headmaster, then implementing the innovation into learning process, this is called as application or idea implementation.

Kheng, Mahmood, and Beris (2013, p. 93) divided the dimension of innovative work behaviour into two stages, initiation stage and implementation stage. Initiation stage includes two intertwined dimensions of innovative work behaviour, opportunity exploration and idea generation. The implementation phase includes two intertwined dimensions of innovative work behaviour championing or idea promotion and application or idea implementation.

Referring to the explanation of Kheng, Mahmood and Beris (2013), innovative work behaviour is not only seen as a dimension, but also important to be seen as a process. Therefore, it is a rational if Taoefik, Fakhruddin, and Partono (2017, p. 74) recommended that innovative work of teachers needs to be created, to give motivation and support. This recommendation also implies that even though the behaviour of teachers shown to be committed to achieve goals is important, however, the behavior of innovative work seen as a process is also important to support the implementing of innovative work of teacher in school.

Teachers' Innovative Work Monitoring

Bateman, Snell and Konopaske (2009, p. 14) proposed that one form of supervision carried out by organizational managers is the type of bureaucratic control. By definition, bureaucratic supervision can be conceptualized as a type of supervision from the principal who uses rules, regulations, and authority to guide the innovative work of teachers in school. This theory supports the research findings that the regulation of the state minister for Administrative Reform and Bureaucratic Reform Number Per/16/M.PAN-RB/11/2009 concerning teacher functional positions and credit scores is used by school principal as a guide used in the context of teachers' innovative work management in school.

Research findings regarding the monitoring of teachers' innovative work in school are also shown from the types of supervision carried out. The types of monitoring found included monitoring before, after and during the implementation of plan development of innovative work teachers.

At the beginning, researchers suggested that these findings are new. However, after conducting the study, has been found theory about the types of monitoring and these types have been developed in business organizations whose have an autonomy in work management. This finding considered as rational because there is a government policy that requires schools to do a management includes managing school independently, transparently, and accountability.

The types of monitoring are feedforward control, concurrent control, and feedback control (Robbins and Coulter, 2009, p. 422). Feedforward control is a type of monitoring done before the implementing of plan development of innovative work. This type of monitoring is to prevent unwanted problems in the implementation process. Concurrent control is a monitoring done during the implementation of innovative work development in school. The principals' managerial action is more about correcting the problem that are happening. Feedback control is a type of monitoring done after the implementation of innovative work development. According Robbins and Coulter (2009, p. 422), this type of monitoring has two advantages. Firstly, when this type of feedback control is used, it can provide principals with meaningful information about how effective planning efforts are. Secondly, if this type of feedback control is used, it can improve headmaster's motivation to monitoring well the implementation of innovative work.

Teachers' Innovative Work Assessment

The innovative work of teachers' assessment in this study is not understood as an assessment of teacher learning outcomes as done by teachers in assessing students' task. The assessment in this study means examining the effort of innovative work in school. Innovative work teachers include making innovation work such as modifying or making learning tools. The assessment of innovative work in this study is a process consists of three stages, measuring, comparing, and taking managerial action from headmaster or principal.

Measuring is a first stage in the assessment process of work innovative in school. Things that need to be understood by the principal at this assessment stage are how to take measurements and what criteria are used as measurements standards. The findings in this study indicate that the measurements are carried out based on reports on activities to create innovative works such as practical tools from science teacher.

Comparing is a second stage in the assessment of innovative work. The things need to be understood by headmaster is comparing the innovative work that measured by determined innovative work standard, such as simple category get score 2 and complex category get score 4.

Taking managerial actions is third stage of the assessment of innovative work. The things need to be understood by headmaster is how to correct or improve innovative work of teachers in accurate way.

CONCLUSIONS

Based on the results, it can be concluded that 1). The planning of innovative work on two sites of the study arranged through the planning process consisting of two stages, problems identifications and alternatives choice in problem-solving, and the plan of innovative work development and implementing the principle of deliberation and consensus, 2). The implementing of innovation work on two sites of study based on determined innovation work is supported by the behaviour of managerial such as providing motivation, doing communication face to face or through electronic media (smartphone), and supported by the behaviour of teachers in the form of committed to achieve the purpose of innovative work development, 3). The monitoring of innovative work consisting of three stages, including before, during, and after the development of

innovative work, and 4). The assessment of innovative work done through three stages, measuring, comparing, and taking managerial actions.

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