Profile Of Innovative Behavior In Early Childhood Education Teachers

Umi Anugerah Izzati[1], Warih Handayaningrum[2], and Olievia Prabandini Mulyana[3]

Universitas Negeri Surabaya, Surabaya Indonesia

anggaradina412@gmail.com

Abstract. Teachers have an important role in supporting the world of education. Various individual behaviors, especially innovative behavior in early childhood education teachers in educational research is something interesting to study. This research aims to explore the description of Innovative Behavior in early childhood education teachers. This research uses qualitative research methods with 6 teachers participating in one of the foundations in Surabaya. Retrieval of data using semi-structured interviews. The research instrument was in the form of a semi-structured interview guide. The instrument was compiled by the research team using the concept of Innovative Behavior theory according to [1]. The results of this study indicate that in general the innovative behavior of early childhood education teachers is in the good category. Early childhood education teachers can demonstrate Idea Exploration, Idea Generation, Idea Championing, and Idea Implementation. This of course will be able to support early childhood education teachers in carrying out their duties.

Keywords: Innovative Behavior, Teachers, Early Childhood Education, Educational Research, Students.

1 Introduction

The teacher is a key role that can influence the success of education. Efforts to update the curriculum and apply teaching methods ultimately depend on the teacher himself, starting from the preparation of learning materials, to learning strategies to encourage students to achieve achievements [2]. The first level of formal education is Early Childhood Education.

Based on RI Law No. 23 of 2003 that Early Childhood Education is early childhood education on the formal education pathway. The purpose of having Early Childhood Education is that apart from helping growth and development it also aims to develop personality and self-potential listed in the Republic of Indonesia Law Number 20 of 2003. In addition, one of the goals of Early Childhood Education is to help provide an overview of the development attitudes, knowledge and creativity needed to adapt to the environment and the next stage of development based on Government Regulation.

Early childhood certainly has developmental tasks that need to be completed. According to [3] there are three developments that occur in early childhood, physically they will experience an increase in gross motor skills which will cause them to do more exploration, cognitive development where children will start to reason so that many questions will be raised, and finally related to language development, they begin to experience increased understanding related to language rules, and begin to be sensitive to phonology.

Therefore, this period is often referred to as the golden age. Children at this age will develop following their environment, one of which is the educational environment where this environment is focused on helping them achieve their developmental tasks. The curriculum is tailored to their needs as well as early childhood education teachers, they are required to have qualifications that support the learning process. Early childhood education teachers need to understand the stages of early childhood development, master learning methods by paying attention to scientific principles and compile evaluations of each absence based on developmental achievements on a regular basis [4]. In addition, because early childhood tends to start exploring, reasoning and adventuring a lot, here the teacher must also have innovation and creativity to facilitate channeling children's curiosity about the world. Innovation plays an important role in enhancing the quality of children's learning experiences. Innovation creates a prominent difference in individual performance and helps achieve success and survival [5]. The innovative atmosphere created by the teacher can increase student learning interest [6]. Teachers who display Innovative Behavior are creative educators who contribute ideas to improve school performance and the quality of education [7]. Innovative behavior is able to influence teacher performance, the stronger the innovative behavior that is raised this will also encourage increased performance [8].

[9] defines Innovative Behavior as creativity and innovation in the workplace, namely processes, results and products of efforts to develop and introduce new and better ways of doing things. Innovative behavior is an effort made to introduce and apply ideas, processes, procedures and products that are new or adapted in the role of work groups or organizations that are significantly formed to provide benefits on a wider scale [10]. Innovative behavior is a form of action that aims to achieve the initiation of the introduction of new ideas, process procedures that are beneficial to the work environment [1]. Innovative behavior is intentional creation by introducing and implementing new ideas in work at the individual, group or organizational level to achieve common goals [11].

Innovative behavior has four behavioral dimensions consisting of: (1) Idea Exploration, this dimension is defined as an individual's ability to find steps to improvise existing standards, where in this dimension individuals try to find other alternatives in solving problems or improving performance, (2) Idea Generation, this dimension refers to the individual's ability to combine information in solving problems or improving performance, (3) Idea championing, refers to the individual's ability to seek support to realize the idea, (4) Idea Implementation, refers to the ability individuals in implementing new ideas that have been created [1].

Preliminary studies have been carried out in interview sessions conducted with school principals and several representatives of early childhood education class teachers. The resource person stated that: twice a week the teacher brings students to study outside the school environment, the teacher always uses colorful media in providing learning both when introducing the alphabet or numbers, besides that during the learning process the teacher sometimes prepares his own media which is made at home.

Some previous research regarding Innovative Behavior in teachers, namely research conducted by [8] shows that Innovative Behavior has a positive influence on teacher performance, this also indicates that if Innovative Behavior is high, this will increase performance. Other research shows that innovative behavior along with work discipline and motivation can improve teacher performance [12]. Research conducted by [13]

shows that self-efficacy has an influence in bringing about innovation in the workplace, teachers who have higher self-efficacy will also show higher innovative behavior in the work environment.

Based on the preliminary studies that have been carried out and previous research that has been carried out, the researcher is interested in analyzing Innovative Behavior in early childhood education teachers, considering the urgency of the goal to help students achieve their developmental tasks in the golden age, the difference in this research compared to previous research lies in the subject research used where the majority of research focuses on industrial settings or higher level education, but no one has focused on setting the earliest level of education.

2   Methods

This research uses a type of research that is descriptive qualitative. Qualitative research is an attempt to understand situations in their uniqueness as part of a particular context and their interactions [14]. With a qualitative descriptive method, namely a method that begins with a simple qualitative approach with an inductive flow, which means this research starts from an explanatory process or event which will then lead to generalizing conclusions from the events shown [15].

The research subjects used teachers who worked in early childhood education schools in Surabaya. This school is under the auspices of the Foundation, the number of subjects used is twelve teachers who have worked between one and five years.

Data was collected through an interview process, the type of interview used was semi-structured which was flexible and not rigid. The instrument in this study was an interview guide which was developed using [1]. Innovative Behavior theory which aims to reveal a description of the dimensions of innovative work behavior. Validity and reliability tests are carried out by conducting expert judgment. The Expert Judgment in this study consisted of two senior teachers who had more than ten years of experience and work experience and had worked as experts in the field of child development psychology. The results of the validity and reliability tests indicated that the instrument was feasible and used as a guide in the interview process.

The data analysis technique used after the data has been collected consists of several stages, namely data compaction, data display and drawing conclusions. Data compression refers to the process of selecting, focusing, simplifying, abstracting and/or transforming data that appears in written notes, interview transcripts and others. Data display is the process of collecting compressed information and presenting data, and the last process is drawing conclusions and verification, from the initial data it is interpreted what is meant, noting patterns and causal flows [16].

Testing the validity of the data used the triangulation technique which was carried out by comparing the data with those closest to the participants, in this case the triangulation of data sources was carried out by involving the head of the foundation and the school principal to confirm the interview results. The head of the foundation and the school principal were chosen because they felt they best understood the teachers and the education system applied in the education process. The results of the credibility test show that the results of this study are in accordance with the existing conditions.

Findings and Discussion

This study aims to determine the description of Innovative Behavior in early childhood education teachers, the participants in this study were six teachers with a working period of one to five years. The data that has been collected is then analyzed based on the four dimensions proposed by [1] namely: Idea exploration, Idea generation, Idea championing and Idea implementation. The following is a description of each dimension.

3.1   Idea Exploration

This dimension refers to a person's ability to explore alternatives to improve performance or solve problems. The results of data collection that has been carried out show that in this dimension, teachers are able to find ways to improvise learning materials, indicated by material which is then packaged using colored props to facilitate children's understanding, teachers also appear to be able to provide services related to learning activities according to children students, shown by the teacher who gives more time after the hour is over to help children who have difficulty learning and the teacher seems to be able to carry out all existing learning processes, shown by classes that always start on time and end on time.
These results support research conducted by [11] where intrinsic motivation has a major influence in shaping innovative work behavior. The emergence of intrinsic motivation can come from the individual himself or from other factors. Cognitive Evaluation Theory states that the meaning and impact of work will increase genuine interest in the work, while the experience of competence and autonomy is the main driver of intrinsic motivation [17].

3.2   Idea Generation

This dimension refers to an individual's ability to combine information to improve performance or solve problems. The results of the study show that teachers are able to combine information to solve problems encountered during teaching and learning activities, this is indicated by difficult problems to focus on for children when studying. The teacher collaborates by combining learning and playing.
These results support research conducted by [18] showing that the work environment has an influence in encouraging the emergence of innovative work behavior. In addition, these results also support research from [19] which states that the non-physical work environment has an influence on innovative work behavior. Perceptions of the work environment are one of the factors that influence Innovative Behavior in a job, a company or workplace needs to improve innovative behavior as best as possible [20]. The results of the data show that with the support of peers in helping to solve problems (physical work environment) and facilities that support learning (non-physical work environment) can lead to innovative teacher behavior.

3.3   Idea Championing

This dimension relates to the individual's ability to defend and seek support to realize ideas. The results show that if there is a teacher who wants to implement a new learning module, the teacher seeks support from partners.

These results support research conducted by [21], these results indicate that perceptions of organizational support have a relationship with innovative work behavior. In addition, these results also support the research of [22], where perceptions of organizational support have a positive influence on innovative work behavior, where this indicates that the better the perceived organizational support, the more innovative work behavior will increase. When a person feels the perception of respect and organizational support, the employee will tend to exchange the support he has perceived with a positive attitude towards the organization, the perceived organizational support is created through various tangible or intangible employee experiences that can trigger Innovative Behavior [23].

3.4   Idea Implementation

This dimension refers to the individual's ability to implement previously designed ideas. The results that have been obtained show that teachers can apply ideas to real life, such as the use of media in learning, besides that the teacher seeks to implement ideas and solutions that have been created to contribute to the development of this school to be better, namely as an example with reactivation of activities or learning methods in the previous year which are still very necessary to be applied again. The teacher mentioned that when he was able to implement an idea and get good feedback from the principal or student guardians, the teacher felt a certain satisfaction which ultimately encouraged him to continue to innovate.

These results support research conducted by [24] where rewards can increase innovative work behavior. Rewards are rewards that aim to make individuals more active in doing their work in improving or enhancing the performance that has been achieved [25]. Employees who are appreciated (giving rewards) for their work to improve the quality of performance tend to do this again which will ultimately lead to an increase in innovative work behavior. Similar to what was done by early childhood education teachers who were participants, they will always continue to innovate ideas after receiving good appreciation from colleagues and school principals.

Based on the results above, it can be understood that in general the teachers have shown innovative behavior that tends to be good, as evidenced by the several behaviors that emerged and the tendency to continue to maintain this innovative behavior [26] state that there are factors that influence Innovative Behavior; namely internal factors including self-efficacy, attitudes and beliefs, as well as support factors from the environment which include support from colleagues, managers, organizational culture and facilities. If observed, the factors that can encourage the emergence of Innovative Behavior are intrinsic motivation, physical work environment and non-physical work environment, organizational support (colleagues and school principals) and giving rewards or awards.

Therefore, this results shows it can help school principals to create strategies that can encourage Innovative Behavior. In addition to increasing motivation, support, work environment and appreciation. According to [27] there is one step that can be used to

increase Innovative Behavior, namely by mastering skills, there are eight teaching skills that must be possessed by teachers, namely: asking questions, providing reinforcement, carrying out variations, explaining, opening and closing lessons, guiding small group discussions, managing classes and teaching small groups one on one.

3   Conclusion

The results of this study indicate that the Innovative Behavior of early childhood education teachers in a school in Surabaya as a whole has shown good criteria from the four dimensions proposed by [1]. This innovative behavior arises due to several influencing intrinsic and extrinsic factors, namely motivation, organizational support (colleagues and school principals), work environment both non-physical and physical, and rewards.

Based on the conclusions from this study, the principal can carry out further interventions related to increasing Innovative Behavior through identified factors or through several sources such as increasing teacher competency. For future researchers, if they want to do the same research, it is hoped that they can explore more deeply related to other triggering factors.

References

1. De Jong, J., & Den Hartog, D. (2010). Measuring innovative work behaviour. Creativity and Innovation Management, 19(1), 23–36. https://doi.org/10.1111/j.1467-8691.2010.00547.x
2. Ariani, N. (2021). Definisi konsep profesi keguruan. Seri Publikasi Pembelajaran Profesi Keguruan, 1(2), 1–8.
3. Santrock, J. W. (2011). Life-Span development (13th ed.). Mc Graw Hill.
4. Puspitarani, P., & Masykur, A. M. (2020). Makna menjadi guru taman kanak-kanak (Sebuah studi kualitatif fenomenologis). Jurnal EMPATI, 7(1), 308–314. https://doi.org/10.14710/empati.2018.20225
5. Hosseini, S., & Haghighi Shirazi, Z. R. (2021). Towards teacher innovative work behavior: A conceptual model. Cogent Education, 8(1). https://doi.org/10.1080/2331186X.2020.1869364
6. Khikmah, L. (2019). Teachers' Creativity in Designing Learning Activities: Sustaining Students' Motivation. English Review: Journal of English Education, 7(2), 85. https://doi.org/10.25134/erjee.v7i2.1639
7. Johari, A. B., Wahat, N. W. A., & Zaremohzzabieh, Z. (2021). Innovative Work Behavior among Teachers in Malaysia: The Effects of Teamwork, Principal Support, and Humor. Asian Journal Of University Education, 17(2), 1–13. https://www.scopus.com.eresourcesptsl.ukm.remotexs.co/record/display.uri?eid=2-s2.0-85111503478&origin=resultslist&sort=plf-f&src=s&st1=%22teachers%27+innovative+behavior%22&sid=776dd6fbd6b6c046885b0c6d3ece4fbe&sot=b&sdt=b&sl=46&s=TITLE-ABS-

KEY%28%22teachers%27+innovative+behavior%22%29&relpos=6&citeCnt=3&searchT
erm=

8. Fatonah, & Helmy, I. (2021). Pengaruh Perilaku Inovatif, budaya organisasi , dan etika kerja Islam terhadap kinerja guru (Studi pada Guru PNS Madrasah Tsanawiyah Negeri 6 Kebumen). JIMMBA: Jurnal Ilmiah Mahasiswa Manajemen, Bisnis Dan Akuntansi, 3(6), 1063–1079. http://journal.stieputrabangsa.ac.id/index.php/jimmba/article/view/954

9. Anderson, N., Potočnik, K., & Zhou, J. (2014). Innovation and Creativity in Organizations: A State-of-the-Science Review, Prospective Commentary, and Guiding Framework. Journal of Management, 40(5), 1297–1333. https://doi.org/10.1177/0149206314527128

10. Hatta, H. M., & Parahyanti, E. (2018). Hubungan Antara Identitas Organisasi Dan Perilaku InovatifDi Industri Kreatif: Studi Pada Karyawan Perusahaan X. Journal Psikogenesis, 4(1), 85. https://doi.org/10.24854/jps.v4i1.520

11. Adriyanto, A. T., & Prasetyo, A. (2021). Pengaruh Motivasi Intrinsik dan Knowledge Sharing terhadap Produktivitas Kerja melalui Perilaku Innovatif sebagai Variabel Intervening. Permana : Jurnal Perpajakan, Manajemen, Dan Akuntansi, 13(1), 35–45. https://doi.org/10.24905/permana.v13i1.115

12. Wachidah, N. (2019). Pengaruh Sikap Inovatif , Kedisiplinan Dan Motivasi Kerja Terhadap Kinerja Guru SMP Negeri. Journal of Educational Evaluation Studies (JEES), 1(1), 57–63.

13. Hsiao, H.-C., Chang, J.-C., Tu, Y.-L., & Chen, S.-C. (2011). The Impact of Self-efficacy on Innovative Work Behaviorfor Teachers. International Journal of Social Science and Humanity, January 2011, 31–36. https://doi.org/10.7763/ijssh.2011.v1.6

14. Merriam, S. B., & Tisdell, E. J. (2016). Qualitative research: A guide to design and implementation (4th ed.). John Wiley & SOns.

15. Yuliani, W. (2018). Metode penelitian deskriptif kualitatif dalam perspektid bimbingan dan konseling. Quanta, 2(2), 83–91. https://doi.org/10.22460/q.v1i1p1-10.497

16. Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitiative data analysis: A methods sourcebook (2nd ed.). Sage Publication.

17. Yidong, T., & Xinxin, L. (2013). How Ethical Leadership Influence Employees' Innovative Work Behavior: A Perspective of Intrinsic Motivation. Journal of Business Ethics, 116(2), 441–455. https://doi.org/10.1007/s10551-012-1455-7

18. Warso, R. S., Hendriani, S., & Jahrizal. (2022). Pengaruh Lingkungan Kerja Dan Kepuasan Kerja Terhadap Perilaku Inovatif Dan Kinerja Karyawan PT. Bank Negara Indonesia Cabang Pekanbaru. Jurnal Ekonomi Dan Bisnis, 11(3), 12–26.

19. Nardo, R., Evanita, S., & Syahrizal, S. (2018). Pengaruh Kepemimpinan Transformasional, Dan Lingkungan Kerja Non Fisik Terhadap Perilaku Inovatif. JEBI (Jurnal Ekonomi Dan Bisnis Islam), 3(2), 209. https://doi.org/10.15548/jebi.v3i2.179

20. Dewi, L. F. A. A., Yuniasanti, R., & Prahara, S. A. (2018). Hubungan Persepsi Terhadap Lingkungan Kerja Dengan Perilaku Inovatif Karyawan Bagian Penjualan. Insight: Jurnal Ilmiah Psikologi, 19(1), 13. https://doi.org/10.26486/psikologi.v19i1.59

21. Putri, R. M. A., Priyatama, A. N., & Satwika, A. P. (2021). Mengeksplorasi Hubungan Orientasi Pembelajaran, Persepsi Dukungan Organisasi, dan Perilaku Inovatifpada Karyawan Management Trainees. Jurnal Psikologi Teori Dan Terapan, 12(1), 37–51. https://doi.org/10.26740/jptt.v12n1.p37-51

22. Aini, I. S. N., & Raharja, E. (2023). Peran Perilaku Inovatifdalam memediasi pengaruh dukungan organisasi terhadap kinerja pegawai. Diponergoro Journal of Management, 12(1), 1–10.

23. Purwaningtyas, E., & Septyarini, E. (2021). Pengaruh Stres Kerja dan Persepsi Dukungan Organisasi Terhadap Produktivitas Karyawan yang di Mediasi oleh Self-Efficacy (Studi Pada Karyawan My Creative.Id Yogyakarta). J-MAS (Jurnal Manajemen Dan Sains), 6(1), 226. https://doi.org/10.33087/jmas.v6i1.248

24. Mahendra, I. K., & Subudi, M. (2019). Pengaruh Iklim Organisasi Dan Sistem Reward Terhadap Kepuasan Kerja Dan Komitmen Organisasional Pada Cv. Wiracana. E-Jurnal Ekonomi Dan Bisnis Universitas Udayana, 8(4), 395–412. https://doi.org/10.24843/eeb.2019.v08.i04.p04

25. Pramesti, R. A., Sambul, S. A. P., & Rumawas, W. (2019). Pengaruh Reward Dan Punishment Terhadap Kinerja Karyawan KFC Artha Gading. Jurnal Administrasi Bisnis, 9(1), 57. https://doi.org/10.35797/jab.9.1.2019.23557.57-63

26. Thurlings, M., Evers, A. T., & Vermeulen, M. (2015). Toward a Model of Explaining Teachers' Innovative Behavior: A Literature Review. Review of Educational Research, 85(3), 430–471. https://doi.org/10.3102/0034654314557949

27. Listiana, Y. R., Arfadila, A., Erlinda, E., Silvia, S., & Humaeroh, S. (2023). Pengaruh Penguasaan Keterampilan Mengajar dalam Upaya Meningkatkan Guru yang Inovatif. Journal on Education, 5(2), 1632–1638. https://doi.org/10.31004/joe.v5i2.798