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Transformative Strategies to Enhance Teacher Innovativeness: Addressing Challenges Through Strengthening Organizational Culture, Transformational Leadership, Self-Efficacy, and Achievement Motivation

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Abstract : *Research generally aims to produce strategies and ways to increase teacher innovation through efforts to identify the magnitude of the direct and indirect influence of Organizational Culture, Transformational Leadership, Self-Efficacy and Achievement Motivation. The research used survey methods and path analysis techniques which were then carried out by SITOREM analysis. The population in the study was 269 people with a sample taken randomly of 161 teachers using the Taro Yamane formula. The research results prove that there is an influence of Organizational Culture (βy1 = 0.176), Transformational Leadership (βy2 = 0.053), Self-Efficacy (βy3 = 0.188), and Achievement Motivation (βy4 = 0.156) on Teacher Innovativeness. Furthermore, the results of the SITOREM analysis found that the Organizational Culture variable needs to be improved on the indicators: Human Relations in the Organization, Signals, Human Relations with the Environment. The Transformational Leadership variable needs to be improved on the indicators: Intellectual Simulation, Ideal Influence, Inspirational Motivation. The Self-Efficacy variable needs to be improved on the indicators: Past Performance, Experience or Observation of Other People. The Achievement Motivation variable needs to be improved on the indicators: Enjoyment of Facing Challenges and Competition, Need to Work Intensively. It can be concluded that Teacher Innovativeness can be increased through strengthening Organizational Culture, Transformational Leadership, Self-Efficacy, and Achievement Motivation.*

INTRODUCTION

Innovation in education is a crucial element that can determine the success of the teaching and learning process (Tejedor et al., 2021; Southworth et al., 2023; Onu et al., 2024). In Indonesia, especially in big cities like Bogor, the challenges faced by teachers in implementing innovative teaching methods are increasing (Rustiadi et al., 2021; Rachmawati et al., 2021; Kawuryan et al., 2021). Data shows that about 63 percent of teachers in the region are still stuck in conventional teaching practices that are no longer effective in meeting the evolving needs of students (Selvaraj et al., 2021; An et al., 2021; Rana et al., 2022). This situation creates an urgency to explore the factors that influence teacher innovation, including organizational culture, transformational leadership, self-efficacy, and achievement motivation (Qusairi et al., 2023; Chuanchen, 2023; Basri et al., 2024). By understanding these factors, it is hoped that solutions can be found that can improve the quality of education and student learning outcomes.

Educational management theories, such as transformational leadership theory and motivation theory (Chan, 2020; Vermeulen et al., 2022; Ali, 2024), provide a relevant framework for analyzing the dynamics of innovation in education (Ramírez-Montoya et al., 2022; Khorram-Manesh et al., 2024l; Raman et al., 2024). Transformational leadership theory emphasizes the importance of leaders who are able to inspire and motivate teachers to achieve higher goals (Kilag et al., 2023; Saad Alessa, 2021; Baomar & Islam, 2024). On the other hand, self-efficacy theory highlights how an individual's belief in their abilities can affect performance and innovation (Hameed et al., 2021; Fino & Sun, 2022; Fryer & Leenknecht, 2023). By linking these theories to educational practice, this study aims to provide deeper insights into the interactions between the various factors that influence teacher innovation. This research not only has academic relevance but also significant practical implications for the development of more effective education policies.

The main problem that this study focuses on is the low level of innovation among teachers in private schools in Bogor. Although various efforts have been made to improve the quality of education, many teachers are still trapped in teaching methods that are no longer in line with the demands of the times. Some of the factors contributing to this problem include a lack of support from an innovative organizational culture, uninspiring leadership, and low self-efficacy and achievement motivation among teachers. Therefore, it is important to analyze in depth how these factors interact with each other and influence teacher innovation. This research aims to identify and understand the relationship between these variables and provide recommendations that can be applied to improve innovation in educational practice.

A literature review shows that several recent studies have explored the relationship between organizational culture, leadership, and innovation in the context of education. Research by Nurdjannah et al. in 2021 found that a positive organizational culture contributes significantly to teacher innovation, while research by Hafitriani in 2021 showed that transformational leadership can improve teacher motivation and performance. In addition, research by Purwanto and Sulaiman in 2023 highlights the importance of self-efficacy in encouraging

innovation among educators. Although these studies provide valuable insights, there is still a gap in understanding how these four variables interact with each other holistically in the context of Islamic education. This research aims to fill the gap by integrating existing variables and providing a more comprehensive analysis.

The existing research gap lies in the lack of studies that examine the interaction between organizational culture, transformational leadership, self-efficacy, and achievement motivation simultaneously in the context of teacher innovation. Most previous studies have tended to focus on just one or two variables without considering how they affect each other. This research will fill the gap by proposing an analysis model that integrates the four variables, thereby providing a deeper understanding of the factors that affect teacher innovation. Thus, this research is not only relevant but also makes a significant contribution to the development of science in the field of education management.

The novelty of this research lies in the approach used to analyze the factors that affect teacher innovation. This research not only identifies the variables that contribute to innovation but also explores the dynamic relationship between organizational culture, transformational leadership, self-efficacy, and achievement motivation. In addition, this study will apply more comprehensive analysis methods, including pathway analysis and SITOREM, to provide deeper insights into the interactions between variables. By offering new perspectives and innovative methods, this research is expected to provide significant added value in the field of educational management studies.

The main objective of this study is to identify and analyze the influence of organizational culture, transformational leadership, self-efficacy, and achievement motivation on teacher innovation in private schools in Bogor. By achieving this goal, it is hoped that this research can have a positive impact on improving the quality of education and student learning outcomes as well as make a meaningful contribution to the development of more effective and relevant education policies.

RESEARCH METHOD

In general, the research carried out used quantitative survey methods which were analyzed using Path Analysis (to prove the research hypothesis. Then the quantitative research results were strengthened with Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM) analysis (Zhou et al., 2020; Zhang et al., 2021; Lu et al., 2021). SITOREM analysis is used to strengthen the results of path analysis in more detail on research variable indicators, so that indicators can be found that need to be immediately improved and maintained or developed. In determining the priority order for handling indicators, SITOREM uses three criteria, namely: 1) Strength of influence between variables obtained from hypothesis testing; 2) Priority order for handling indicators resulting from expert assessments; and 3) Indicator values obtained from calculating data obtained from research respondents' answers.

The questionnaire in this research is a questionnaire where the answers have been provided so that respondents just have to choose one answer that suits them. The questionnaire designed was aimed at respondents, namely private high school teachers with "A" accreditation who work in Bogor City who are also the unit of analysis in this research.

The research stage begins with creating a research instrument. Next, the instrument was tested using statistical methods. After obtaining a valid and reliable instrument, the next stage is distributing the instrument to the sample. The constellation of the path analysis model between the independent variables and the dependent variable to be studied can be described as follows.

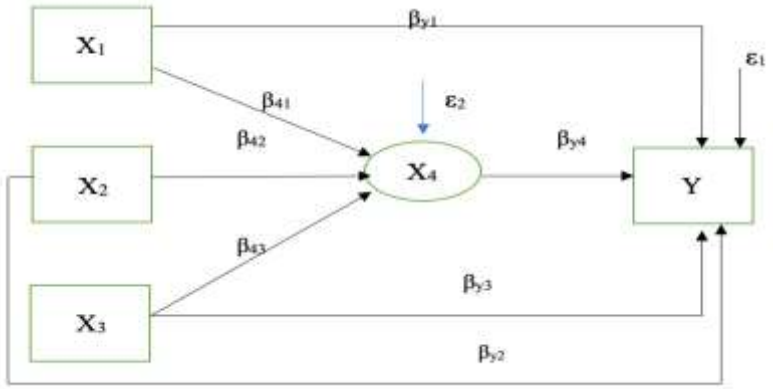

Figure 1. Constellation of Relationships Between Research Variables

The population in this study were all Permanent Foundation Teachers at Private High Schools Accredited "A" in the City of Bogor who, based on accreditation, have met 8 National Education Standards based on indicators that have been prepared by BAN-SM (National Accreditation Body for Madrasah Schools) so that teachers are expected to Still, the Foundation already has a basis for innovation. There are 269 A-accredited Private High School Permanent Foundation Teachers (GTY) in Bogor City. Next, the research sample was determined using the proportional random sampling technique using the Taro Yamane formula with a result of 161 people.

The data collection technique uses a questionnaire with Likert scale answer options consisting of 5 rating levels. Always (Sl) = 5, Often (Sr) = 4, Sometimes (Kd) = 3, Ever (P) = 2, and Never (TP) = 1. Next, after the data is collected, the data is analyzed as follows: (1) descriptive statistical analysis. (2) test analysis requirements (homogeneity, normality and linearity of regression), (3) test hypotheses with path analysis. After carrying out path analysis, the next stage is analyzing the indicators to determine indicators that need to be improved and indicators that need to be maintained or developed using SITOREM analysis.

FINDINGS AND DISCUSSION

Findings

The research results in this chapter were obtained through measuring Teacher Innovativeness (Y) as the dependent variable, Organizational Culture (X1), Transformational Leadership (X2), and Self-Efficacy (X3) as the independent variable, while Achievement Motivation (X4) as the intermediate

variable or intervening variable. The presentation of the research results begins with a description of the statistical data, then the analysis prerequisite tests consist of a normality test, homogeneity test and linearity test of the regression model. Next, a correlation test is carried out to see the strength of the relationship, a coefficient of determination test to see the magnitude of the influence, a partial coefficient test, a hypothesis test with path analysis to see the direct and indirect influence, then a SITOREM (Scientific Identification Theory to Conduct Operation Research) analysis is carried out. in Education Management) to support conclusions, suggestions and research implications. The following is a summary of statistical descriptions in table 1.

Table 1. Summary of Statistical Description

No	Statistical Measures	Results				
		Y	X1	X2	X3	X4
1.	Lots of Data	161	161	161	161	161
2.	Mean	130	138	151	141	138
3.	Median	109,5	120,5	114,5	138,5	143,5
4.	Modus	146	148	165	128	143
5.	Standard Deviation	16	11	18	13	12
6.	Varians	249	125	316	180	140
7.	Range	80	71	113	53	64
8.	Maximum Score	70	85	52	111	108
9.	Minimum Score	150	156	165	164	172
12.	Sum	20873	22223	24293	22708	22229

The table presents statistical measures for five variables (Y, X1, X2, X3, X4), showing that X2 tends to have the highest values and greatest variability, with a mean of 151, the largest range (113), and the highest variance (316). In contrast, Y has the lowest mean (130), median (109.5), and range (80), indicating less variability. The standard deviation and variance confirm that X2's data points are more spread out, while X1 has the least variability. The sum of values is highest for X2 (24,293) and lowest for Y (20,873), further emphasizing X2's dominance in terms of data magnitude. Overall, X2 demonstrates both higher values and greater dispersion compared to the other variables.

Analytical requirements research is a type of intuitive research that implies the continuity of parametric calculations. The prerequisite tests for this analysis require: 1) Normality test, namely if the data has a normal distribution then it can be continued with a parametric statistical test, 2) Homogeneity test, namely the intuition to know whether the sample objects under study have the same variance or not. This research is continued using analysis of variance (ANOVA) if the sample objects studied do not have the same variance, 3) The linearity test, namely the intuitive understanding of the relationship between variable Y (inherent) and variable linear regression.

Normality Test

Testing the normality of the estimated standard error using the Liliefors test. The Ltable value for N = 161 with a = 0.05 is 0.06736 at the 0.05 significance level. The requirement that the standard error of the estimate comes from a

normally distributed population is Lcount < Ltable. The following is a summary of the normality test results in the form of table 2.

Table 2. Summary of Estimated Standard Error Normality Test

No	Estimated Standard Error	Lcout	Ltable	Level of Trust	Conclusion
1.	Teacher Innovativeness (Y)	0.0472			Normal
2.	Organizational Culture (X_1)	0.0542			Normal
3.	Transformational Leadership (X_2)	0.0442	0.0673	a=0.05	Normal
4.	Self-Efficacy (X_3)	0.0564			Normal
5.	Achievement Motivation (X_4)	0.0235			Normal
The condition for Normal Distribution is the value of L count < L table					

Homogeneity Test

Homogeneity testing is carried out to intuitively find out whether the population variance is homogeneous or non-homogeneous. This test is carried out by grouping research data based on the variables studied. The formula used is the Bartlet Formula with significance testing using the Chi Square Table (Supardi, 2013), where data is called homogeneous if the Xcount < Xtable value with α = 0.05. The following is a summary of the homogeneity test results in the form of table 3.

Table 3. Summary of Data Variance Homogeneity Test

No	Group	Xcout	Xtable	Conclusion
1.	X_1 - Y	-759.724		Homogen
2.	X_2 - Y	54.193		Homogen
3.	X_3 - Y	129.686	249.127	Homogen
4.	X_4 - Y	116.027		Homogen
The condition for a homogeneous population is sig. > 0.05				

Next, a linearity test of the regression equation was carried out, the calculation results showed that all data were declared linear. Therefore, it can be continued at the testing stage of the path analysis of the substructure model which consists of substructure 1 and substructure 2. The following is table 4 of the path coefficient values for substructure 1.

Table 4. Path Coefficient Value in Substructure-1

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	119.608	18.692		6.399	.001
	Organizational Culture (X_1)	.108	.126	**.176**	3.858	**.001**
	Transformational Leadership (X_2)	.468	.083	**.053**	1.056	**.003**
	Self-Efficacy (X_3)	.322	.131	**.188**	5.169	**.007**
	Achievement Motivation (X_4)	.208	.149	**.156**	1.395	**.006**

a. Dependent Variable: Teacher Innovativeness (Y)

Based on the output of Model I Regression in the "Coefficients" table section, the path coefficient Organizational Culture (X_1) to Teacher Innovativeness (Y) is βY_1= 0.176; Transformational Leadership (X_2) to Teacher Innovativeness (Y) is βY_2= 0.053; Self-Efficacy (X_3) with respect to Teacher Innovativeness (Y) is βY_3= 0.188; Achievement Motivation (X_4) to Teacher Innovativeness (Y) is βY_4= 0.156 where respectively it is known that the significance value of the three variables is Transformational Leadership (X_2) = 0.026; Self-Efficacy (X_3) = 0.007; and Achievement Motivation (X_4) = 0.006. The significance values of X_1, X_2, X_3, and X_4 are less than 0.05. These results provide the conclusion that Regression Model I, namely X_1, X_2, X_3, and X_4.

Table 5. Summary of Empirical Model Results on Substructure-1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.404[a]	**.297**	.543	15.827

a. Predictors: (Constant), Achievement Motivation (X_4), Organizational Culture (X_1), Transformational Leadership (X_2), Self-Efficacy (X_3)

The model summary table above shows the calculation of the coefficient of determination marked R Square 0.297 or 29.7%. This shows that the contribution of X1, Meanwhile, the remaining effect is calculated using the formula 1-0.297=0.703, then the e (error) value can be calculated using the formula $\varepsilon 1 = \sqrt{}((1 - 0.297)) = 0.838$.

The influence model on each variable in substructure-2 consists of an endogenous variable, namely Achievement Motivation (X4) and three exogenous variables, namely Organizational Culture (X_1), Transformational Leadership (X_2), and Self-Efficacy (X_3) as well as one residue, namely $\varepsilon 2$. Based on this impact, the path model in substructure-2 is Achievement Motivation (X_4) = $\beta 4_1 X_1 + \beta 4_2 X_2 + \beta 4_3 X_3 + \varepsilon 2$. The results of calculations using SPSS found that the path coefficient in substructure-2 can be presented in the following table.

Table 6. Path Coefficient Value in Substructure-2

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	41.814	9.416		4.441	.002
	Organizational Culture (X_1)	.017	.057	**.016**	3.251	**.001**
	Transformational Leadership (X_2)	.144	.043	**.217**	5.367	**.004**
	Self-Efficacy (X_3)	.214	.057	**.158**	9.023	**.001**

a. Dependent Variable: Achievement Motivation (X_4)

Based on the output of Regression Model 2 in the "Coefficients" table section, the path coefficient of Organizational Culture (X_1) to Achievement Motivation (X_4) is $\beta 41$= 0.016; Transformational Leadership (X_2) to Achievement Motivation (X_4) is $\beta 42$= 0.217; and Self-Efficacy (X_3) with respect to Achievement

Motivation (X_4) is β43= 0.158. where respectively it is known that the significance value of the three variables is Organizational Culture (X_1) = 0.012; Transformational Leadership (X_2) = 0.004; and Self-Efficacy (X_3) = 0.001. The significance values of Organizational Culture (X_1), Transformational Leadership (X_2), and Self-Efficacy (X_3) are less than 0.05. These results provide the conclusion that Regression Model 2, namely Organizational Culture (X_1), Transformational Leadership (X_2), and Self-Efficacy (X_3) has a significant effect on Achievement Motivation (X_4). The magnitude of the influence of other variables outside Organizational Culture (X_1), Transformational Leadership (X_2), and Self-Efficacy (X_3) on Achievement Motivation (X_4) from the empirical model results is presented in Table 7 below.

Table 7. Summary of Empirical Model Results on Substructure-2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.705[a]	**.497**	.488	8.459

a. Predictors: (Constant), Self-Efficacy (X_3), Organizational Culture (X_1), Transformational Leadership (X_2)

The model summary table above shows the calculation of the determination coefficient marked with R Square 0.497 or 49.7%. This shows that the contribution of X1, X2, and X3 to X4 is 49.7% while the remaining 50.3% is the contribution of other variables not studied. While the remaining influence is calculated using the formula 1-0.274 = 0.503, then for the value of e (error) can be calculated using the formula $\varepsilon 2 = \sqrt{}$ ((1 - 0.497)) = 0.709.

According to the calculation of substructure-1 and substructure-2, it shows that there are 7 (seven) coefficients studied that have path coefficients identified as significant at □ = 0.005. The empirical path diagram of the study can be seen in Figure 2.

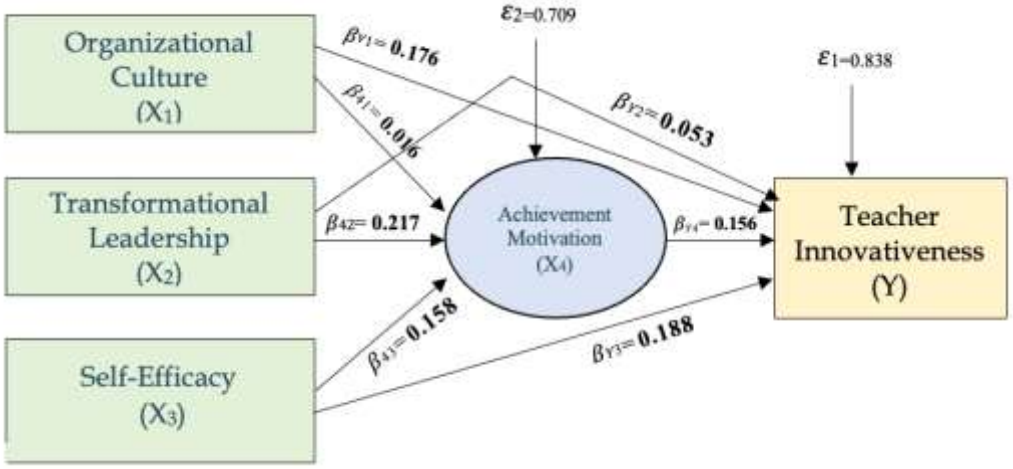

Figure 2. Path Coefficient of Organizational Culture, Transformational Leadership, Self-Efficacy, Achievement Motivation on Teacher Innovation

The figure 2 illustrates the structural relationships between organizational culture (X1), transformational leadership (X2), self-efficacy (X3), achievement motivation (X4), and teacher innovativeness (Y). Each variable has a path coefficient (β) that signifies the strength of the relationship. Organizational culture (X1) has both a direct impact on teacher innovativeness (βY1 = 0.176) and an indirect effect through achievement motivation (β41 = 0.016). Transformational leadership (X2) has a significant influence on both achievement motivation (β42 = 0.217) and teacher innovativeness (βY2 = 0.053). Self-efficacy (X3) also impacts both achievement motivation (β43 = 0.158) and teacher innovativeness (βY3 = 0.188). Achievement motivation (X4) serves as a mediator between these variables and teacher innovativeness, with a direct effect on innovativeness (βY4 = 0.156). The error terms (ε1 = 0.838 and ε2 = 0.709) represent unexplained variances for teacher innovativeness and achievement motivation, respectively. Overall, the model suggests that while organizational culture, transformational leadership, and self-efficacy positively influence teacher innovativeness, achievement motivation plays a key mediating role.

Discussion

The influence of organizational culture on teacher innovation can also be seen from how culture shapes teachers' attitudes, beliefs and behavior in facing learning challenges. When Organizational Culture encourages collaboration, appreciation for new ideas, and provides space for experimentation and learning from mistakes, teachers will be more motivated to innovate. Conversely, a rigid Organizational Culture that does not support change tends to hinder Teacher creativity and Innovation. Therefore, to improve Teacher Innovation, it is very important for schools to build and maintain an Organizational Culture that supports innovation, flexibility, and continuous learning. Based on SITOREM analysis, improving Teacher Innovation is done by improving indicators that are still weak, namely method development (16.5%) (3.85), product development (16.5%) (3.71), and improving customer service (16%) (3.76), as well as developing and maintaining indicators: customer satisfaction (18%) (4.01), service development (17%) (4.02), and improving work quality (16%) (4.14). Meanwhile, Organizational Culture is carried out by improving indicators that are still weak, namely interpersonal relations in the organization (18.3%) (3.80), interpersonal relations with the environment (16.1%) (3.82), and signals (15.6%) (3.81), as well as maintaining or developing indicators: prevailing values (17.2%) (4.01), values that should be (16.7%) (4.16), and observable rituals and ceremonies (16.1%) (4.04). The results of the study are in accordance with relevant research conducted by Suharyati, H., Thamrin Abdullah and Bibin Rubini (2016), that Organizational Culture, transformational leadership, and self-efficacy have an influence on Teacher Innovation. Likewise with the research of Fuad et al. (2022), which found that the organizational climate of Organizational Culture influences teacher innovation. Teacher Innovation was also studied by Hameed & Arachchilage. (2021), that Teacher Innovation is influenced by one of them, Organizational Culture. Other studies Saad Alessa. (2021), thus it can be concluded that Organizational Culture influences Teacher Innovation.

The influence of transformational leadership on Teacher Innovation is also seen from how the leader is able to build strong and trusting relationships with teachers. Transformational leaders encourage an open environment for discussion and collaboration, where teachers feel safe to convey new ideas and develop innovative teaching methods. In addition, transformational leaders also often provide constructive feedback, give awards for achievements, and support continuous professional development. Thus, transformational leadership directly contributes to increasing Teacher Innovation, which will ultimately have a positive impact on the quality of learning in schools. Based on SITOREM analysis, increasing Teacher Innovation is done by improving indicators that are still weak, namely method development (16.5%) (3.85), product development (16.5%) (3.71), and improving customer service (16%) (3.76), as well as developing and maintaining indicators: customer satisfaction (18%) (4.01), service development (17%) (4.02), and improving work quality (16%) (4.14). Meanwhile, strengthening transformational leadership is carried out by improving indicators that are still weak, namely intellectual simulation (30.8%) (3.93), idealized influence (23.4%) (3.92), and inspirational motivation (23.4%) (3.87), as well as maintaining or developing individual attention indicators (22.4%) (4.14). The findings of the research results have also been proven by studies that have been conducted, including(Lu et al.,, 2021). Thus it can be concluded that transformational leadership influences Teacher Innovation.

The influence of self-efficacy on Teacher Innovation is also reflected in how teachers with high self-efficacy tend to be more persistent in pursuing innovative educational goals. They do not give up easily when faced with obstacles and continue to seek solutions to overcome difficulties that arise in implementing new teaching methods. High self-efficacy also makes teachers more proactive in developing new skills and seeking the resources needed to support innovation in the classroom. Thus, increasing self-efficacy can directly increase Teacher Innovation, which leads to improving the overall quality of education. Based on SITOREM analysis, increasing Teacher Innovation is done by improving indicators that are still weak, namely method development (16.5%) (3.85), product development (16.5%) (3.71), and improving customer service (16%) (3.76), as well as developing and maintaining indicators: customer satisfaction (18%) (4.01), service development (17%) (4.02), and improving work quality (16%) (4.14). Meanwhile, strengthening Self-Efficacy is carried out by improving indicators that are still weak, namely generality/ past performance (16.4%) (3.61) and strength/ vicarious modeling (experience or observation of others) (15.3%) (3.84) and maintaining or developing indicators: magnitude/ arousal (strong desire) (17.5%) (4.19), strength/ enactive mastery (17.5%) (4.19), magnitude/ emotional cues (emotional cues) (16.9%) (4.08), and generality/ verbal persuasion (16.4%) (4.05). The findings of the research are supported by research from Nurhasan, et.al (2021) proving that there is a positive and significant relationship between Self-Efficacy and Innovativeness, thus, it can be concluded that self-efficacy influences Teacher Innovation.

The influence of Achievement Motivation on Teacher Innovation is also seen from how teachers with strong Achievement Motivation are not satisfied

with mediocre achievements. They always try to find ways to exceed the standards that have been set, which often drives them to innovate in teaching. Teachers with high Achievement Motivation will continue to evaluate and update their teaching practices, seek inspiration from various sources, and are not afraid to implement new ideas. This Achievement Motivation drives them to think creatively and dare to take measured risks in order to achieve better results, thus directly contributing to increasing innovation in education. Based on SITOREM analysis, increasing Teacher Innovation is done by improving indicators that are still weak, namely method development (16.5%) (3.85), product development (16.5%) (3.71), and improving customer service (16%) (3.76), as well as developing and maintaining indicators: customer satisfaction (18%) (4.01), service development (17%) (4.02), and improving work quality (16%) (4.14). Meanwhile, strengthening Achievement Motivation is done by improving indicators that are still weak, namely the pleasure of facing challenges and competition (16%) (3.76) and the need to work intensively (15.1%) (3.60), as well as maintaining or developing indicators: the drive to excel in competition (18.1%) (4.18), the need for a successful work/career, namely full responsibility (17.6%) (4.20), systematic work planning (16.6%) (4.03), and a strong desire to get feedback from their performance (16.6%) (4.19). This research is also supported by research conducted by (Hameed & Arachchilage, 2021), it can be concluded that Achievement Motivation influences Teacher Innovation.

The practical and theoretical contribution to Islamic education management can be seen from efforts to increase teacher innovation through strengthening organizational culture, transformational leadership, self-efficacy, and achievement motivation. Practically, the application of this strategy in the context of Islamic education can create a more dynamic and responsive learning environment to student needs, thereby improving the quality of education and learning outcomes. Theoretically, this study enriches the treasures of Islamic education management science by providing empirical evidence of the relationship between these variables and teacher innovation, as well as offering models that can be adapted by Islamic educational institutions to improve the effectiveness of teaching and learning. Thus, this study not only provides new insights in education management theory, but also provides practical guidance for Islamic education managers in creating a more innovative and quality education system.

CONCLUSION

The conclusion of this study highlights the important findings that strengthening organizational culture, transformational leadership, self-efficacy, and achievement motivation significantly affect teacher innovation in private schools in Bogor. The lesson that can be drawn from this research is the importance of creating a supportive environment for teachers to innovate, where a positive organizational culture and inspirational leadership can encourage teachers to be more confident and motivated in developing creative teaching methods. These findings not only provide new insights into understanding the factors influencing innovation in education, but also reinforce the existing

understanding that collaboration between various elements in education management is crucial to achieving optimal outcomes.

This research makes a significant contribution to science by introducing an analysis model that integrates variables that were previously underpaid in the context of Islamic education, as well as proposing a new approach in improving teacher innovation. Thus, this research enriches the existing literature and offers new perspectives that can be used as a reference for future research. However, this study has limitations, especially in terms of limited scope to private schools in one city, which may not reflect conditions in other areas or in different educational contexts. Therefore, further research is needed to explore other variables, such as gender and age differences, as well as use broader survey methods to get a more comprehensive picture. This is expected to provide a stronger foundation for more targeted and effective education policies in the future.

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