

THE IMPACT OF TRANSFORMATIONAL LEADERSHIP, WORK MOTIVATION AND ORGANIZATIONAL INNOVATIVE CLIMATE ON TEACHER'S INNOVATIVE WORK BEHAVIOR

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Abstrak

Penelitian ini bertujuan untuk menentukan sinergi antara determinan lingkungan, khususnya kepemimpinan transformasional dan iklim organisasi yang inovatif, serta faktor pribadi, seperti motivasi kerja, dalam membentuk perilaku kerja inovatif guru. Kerangka penelitian menggunakan Social Cognitive Theory (SCT). Dengan pendekatan desain penelitian kuantitatif, penelitian ini mengumpulkan data menggunakan instrumen digital (Google Forms) dan fisik dengan sampel 233 guru dari 11 SMA di Kabupaten Maluku Tenggara, Provinsi Maluku. Data dianalisis menggunakan Structural Equation Modeling – Partial Least Squares (SEM-PLS). Hasil penelitian menunjukkan bahwa kepemimpinan transformasional dan iklim organisasi yang inovatif meningkatkan perilaku inovatif guru. Selain itu, struktur organisasi dan faktor lingkungan memiliki pengaruh yang lebih langsung dan terlihat terhadap perilaku. Sementara itu, motivasi pribadi berpengaruh ketika diaktifkan oleh kondisi pendukung yang sesuai dalam lingkungan sekolah. Secara teoritis, hasil penelitian ini memperluas cakupan Social Cognitive Theory dengan menawarkan dukungan empiris untuk kerangka resiprokal triadik, khususnya perilaku kerja inovatif pendidik. Secara praktis, hasil penelitian ini mengungkapkan bahwa inovasi seorang guru harus didekati dengan pendekatan sistemik dan tidak semata-mata bergantung pada insentif individu.

Kata kunci: kepemimpinan transformasional; motivasi kerja; iklim organisasi; perilaku kerja inovatif; teori kognitif sosial.

Abstract

This study aims to determine the synergy between environmental determinants, specifically transformational leadership and an innovative organizational climate, and personal factors, such as work motivation, in shaping teachers' innovative work behavior. The research framework uses Social Cognitive Theory (SCT). With a quantitative approach as the research design, this study collected data using digital (Google Forms) and physical instruments with a sample of 233 teachers from 11 high schools in Maluku Tenggara Regency, Maluku Province. Data were analyzed using Structural Equation Modeling – Partial Least Squares (SEM-PLS). The results show that transformational leadership and an innovative organizational climate enhance teachers' innovative behavior; also, organizational structure and environmental factors have a more direct and visible influence on behavior. Meanwhile, personal motivation is influential when activated by appropriate supporting conditions within the school environment. Theoretically, the results of this study expand the scope of Social Cognitive Theory (SCT) by offering empirical support for the triadic reciprocal framework, specifically educators' innovative work behavior. Practically, the results of this study

reveal that a teacher's innovation must be approached with a systemic approach and not solely dependent on individual incentives.

Keywords: *transformational leadership; work motivation; organizational climate; innovative work behavior; social cognitive theory.*

A. INTRODUCTION

The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia has two flagship and innovative programs named "Sekolah Penggerak " and "Guru Penggerak" (Kemendikbudristek., 2021). This initiative is expected to transform teachers from curriculum implementers to active catalysts for teaching reform (Dumbi & Indrasari, 2024). This shift in teachers' roles is expected to address local educational challenges such as infrastructure gaps and low literacy and numeracy skills. Teachers demonstrated their innovation through digital learning, authentic assessment, and modern learning implementation strategies (Žydzīūnaitė & Arce, 2021).

However, the government's mandate for continuous innovation is often inconsistently implemented. Research suggests that many teachers may innovate, but only occasionally, and then revert to established, conventional routines. The research explore the way to maintain creativity with consistency (Lambriex-Schmitz et al., 2020); (Zhu & Tabajen, 2024). The research also observes how the Innovative Work Behavior (IWB) present in long-lasting period in schools using mediated actions like generating, promoting, and realizing the new ideas. Innovation requires teachers' long-term innovative work behavior (Jankelová & Joniaková, 2021). IWB is a cyclical process of exploring opportunities, formulating concepts, and ensuring the sustainability of educational improvement in the long term and should be integrated as a permanent professional attribute that is important for contemporary educators. Thus, teachers' innovative work behavior becomes a series of innovation processes in schools that start from the ability to see opportunities, plan ideas conceptually and ensure their implementation for the progress of the school (Gkontelos et al., 2022).

Schools increasingly need to internalize the IWBs to adapt to rapid technological advances, evolving social dynamics, and changing national policies. Modern changes due to rapid and dynamic advances in educational technology, including changes in the direction of national education, require schools to adapt quickly (Zainal & Matore, 2020). Innovation drives schools to develop their curricula to compete globally; and innovation also encourages teachers to position their schools as competitive centers of innovation (Thurlings et al., 2015). Teachers are truly innovators, driving schools to develop a modern learning ecosystem that impacts the quality of education (Afsar & Umrani, 2020).

In the Indonesian educational context, IWB teachers struggle with personal and structural challenges closely related to pedagogical competencies such as lesson preparation, school resource support, and teacher readiness to adopt new learning methods (Fitriyah et al., 2024). Furthermore, factors such as teachers' limited or inadequate economic conditions and high workloads, particularly administrative ones (Giantama, et al, 2024), as well as communication barriers between teachers and students (Fitriyah et al., 2024), also hinder IWB (Lambriex-Schmitz et al., 2020).

Therefore, a fundamental challenge is developing and strengthening teachers' innovative work behavior (IWB) so that it becomes a stable and sustainable work pattern. A teacher's IWB is not formed in isolation but through the interaction of various factors that influence each other. In his book, *Social Cognitive Theory (SCT)*, Bandura emphasized that individual behavior is shaped by a triadic reciprocal model encompassing the interaction of personal factors (such as personality), behavior, and environmental influences (Bandura, 1989a).

Although previous research on this reciprocal relationship of leadership (Zainal et al., 2021); (Basar et al., 2024); (Agusven et al., 2024)), and organizational climate (Alyaza & Fauziah, 2025), as well as work motivation ((Daud et al, 2024); (Nuraini et al., 2024)) is limited, the SCT approach still considers environmental and personal factors that influence teachers' innovative work behavior (IWB). In this study, transformational leadership and organizational innovation climate are conceptualized as environmental factors influencing teachers' IWB, along with work motivation as a personal factor.

Transformational leadership is a key element in this research because it is considered one of the most relevant leadership models. Transformational leaders gain strong relevance because they create a cohesive environment where employees feel comfortable sharing ideas and solutions, taking initiative, and making important decisions (Knezović & Drkić, 2021). Within this leadership style, transformational leaders also encourage their followers to question the status quo, redefine problems, develop new ideas, and inspire them through motivation, relationship building, and a clear organizational vision (Baafi et al., 2021). Transformational leaders hold a special place because they are understood as ideal role models for employees, capable of stimulating and encouraging innovative work behavior, providing inspirational motivation, and supporting and guiding their followers to achieve the organization's shared vision and goals (Afsar & Umrani, 2020). A transformational leader provides personal support, inspires, and stimulates followers (Jasmine & Utomo, 2024).

Zhao et al. (2020) stated that in the educational context, a principal with transformational leadership can positively influence teacher instructional innovation and establish a strong correlation between intellectual stimulation and instructional management (Zhao et al., 2020). Transformational principals are those who are able to increase teacher motivation by communicating a vision of the future that aligns with the institution's goals and recognizes teachers' creative contributions. Because of such leadership, the work environment created supports a continuous cycle of creativity and work outcomes within the framework of innovative work behavior (Zainal & Mohd Matore, 2021);(Zhu & Tabajen, 2024). Therefore, the following hypothesis is proposed:

H1. Transformational leadership has a positive and significant impact on innovative work behavior.

In motivation theory, an employee's innovative work behavior is largely determined by their work motivation. Nilasari et al. (2022) state that an employee's intrinsic motivation serves as an internal driving force that drives them to address complex problems, including refining their problem-solving approaches and improving the quality of work processes (Nilasari et al., 2023). This intrinsic motivation significantly influences innovative work behavior and significantly contributes to the creation of an innovative organizational climate (Xu et al., 2022). It has become clear that extrinsic motivation plays a crucial role in shaping innovative

work behavior (Dai et al., 2022). Intrinsic motivation, which enhances organizational performance, increases when a transformational leader provides constructive feedback and appreciation to employees (Liow et al., 2022). Intrinsic and extrinsic motivation, which can enhance employee work innovation, can be achieved through the provision of benefits, leave, educational funding, rewards, and punishments (Junaedi et al., 2021). Teachers and principals with strong intrinsic motivation are able to create high-quality learning environments, set meaningful school goals, demonstrate a strong sense of responsibility in completing their work, demonstrate greater engagement in their work, be productive, including in academic publications, and be innovative. Highly motivated principals and teachers also tend to enjoy their work more and experience greater job satisfaction (Criado-Del Rey et al., 2024). Based on these findings, the following hypothesis is proposed:

H2. Work motivation has a significant and positive effect on innovative work behavior.

Furthermore, a climate of innovation fostered within the organization will significantly support employees' innovative work behavior. Organizations with a strong climate of innovation encourage their employees to be productive, produce, share, and actively integrate creative ideas into innovation programs (Jiang et al., 2023). In other words, an innovation-friendly organization will create a work environment that encourages employees to be willing to face challenges, provides them with robust technological support to manage risks, and provides challenging tasks to foster innovative work approaches (Waheed et al., 2019). With an innovative school climate, the result of the work of the principal and teachers, students will also be motivated to innovate (Dai et al., 2022). In Social Cognitive Theory, Bandura (1989) stated that the work environment of teachers and other stakeholders will reciprocally influence each other's behavior (Bandura, 1989). A positive innovation climate will encourage innovative behavior and strengthen the relationship between individual innovation motivation and innovation performance. This is the environment that occurs in educational institutions when organizations foster an innovation climate, actively involve individuals in institutional initiatives, and facilitate the development of innovative work behaviors among employees (Jiang et al., 2023) and (Ali et al., 2020). An organizational innovation climate fosters work attitudes and behaviors, both in individuals and teams, including creative behavior (Newman et al., 2020). Building an innovative work environment that nurtures employees' innovation capacity is crucial and forms the basis of the following hypothesis:

H3. An organizational innovation climate has a significant and positive impact on innovative work behavior.

The purpose of this study is to analyze the formation of teachers' innovative work behavior (IWB) in the context of secondary education in Indonesia. The theoretical framework is Social Cognitive Theory (ICT). Specifically, the objectives of this study are: first, to examine the influence of transformational leadership (TFL) and organizational innovation climate (OIC) as environmental factors on teachers' IWB; second, to analyze the role of work motivation as a personal factor in enhancing IWB; and third, to explain the reciprocal interaction between personal, environmental, and behavioral factors in shaping consistent and sustainable teachers' IWB. The results of this study are expected to contribute theoretically to the development of IWB-based IWB models and practically to the culture of innovation in schools.

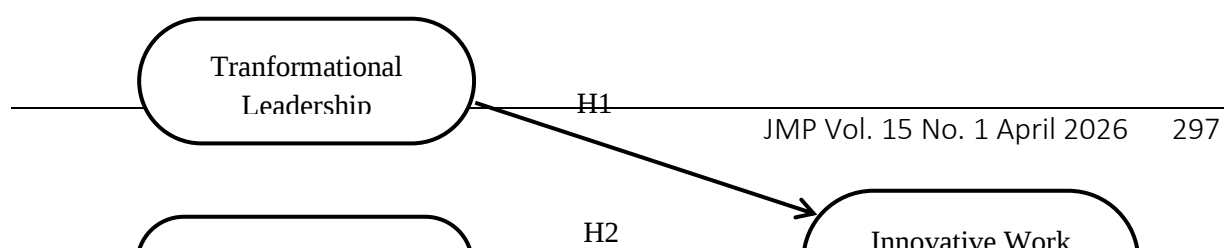


Fig. 1. Research Model

B. RESEARCH METHODS

Using a quantitative research design, this study examines the causal relationships among the established variables. This design follows Bandura's Social Cognitive Theory (SCT) framework. Using a cross-sectoral survey, this study sought to capture teachers' perceptions of leadership dynamics, motivation, and organizational climate at specific points in time in the designated research locations.

This study population included teachers and principals at public and private high schools in Maluku Tenggara, Maluku Province. A total of 16 high schools served as the study population, with a population size of 345 teachers and principals. The data collection technique used was stratified random sampling to ensure data collection in locations and regions with their specific characteristics. Data collection took place between August and October 2024 using Google Forms (99 responses) and through printed, distributed questionnaires (142 valid responses), for a total of 241 respondents, representing 70% of the 11 high schools that responded. Of these, 233 (68%) were valid and processed in the final analysis.

This structured questionnaire was developed based on the research problem formulation and the literature reviewed to ensure content validity. Using a 1-5 Likert scale, the following variables were measured: Innovative Work Behavior (IWB) was measured through four dimensions: idea exploration, idea generation, idea promotion (support), and idea implementation. Transformational Leadership was measured through the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Work Motivation was measured through intrinsic, identified, introjected, and external regulation. Organizational Innovative Climate was measured through an assessment of teachers' perceptions of institutional support, resource availability, and psychological safety for innovation.

Researchers conducted data analysis using Structural Equation Modeling – Partial Least Squares (SEM-PLS) with SmartPLS software. This software was chosen because it can test complex structural models with latent variables and the nature of the research, which is the

context of this study: developing theory (predictions) in the context of education in a region such as Maluku Tenggara. The data analysis procedure followed a two-stage protocol (Hair et al., 2019): The outer model included testing convergent validity (factor loading > 0.70 and AVE > 0.50), discriminant validity (cross-loading), and construct reliability (Cronbach's alpha and composite reliability > 0.70). The inner model was conducted by assessing the coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), and bootstrapping to determine statistical significance (p -value) and direction of the relationship between variables.

C. RESULTS AND DISCUSSION

Results

The respondent profile depicted in this study is as follows: The majority of respondents were male (71%) and held a Bachelor's degree (95%). Teachers with other academic degrees were postgraduate. Respondent ages were as follows: Millennials (59%), Generation X (29%), and Baby Boomers (12%). This age data indicates that respondents were concentrated among young to mid-career educators. Respondents' working ages were as follows: 5–14 years (39%) and 15–24 years (35%), with only a small proportion having very long tenure, approximately >25 years. The teaching experience of these teachers appeared relatively evenly distributed across all categories. However, the number of teachers in early to mid-career working ages remained more prominent. These characteristics or profiles of the respondents highlight potential limitations of this study, namely that the sample does not fully represent gender balance (due to the overwhelming number of male respondents), the majority of academic qualifications being Bachelor's degrees, or the smaller population of more senior teachers (26%).

Table 1. Demographic Characteristics of Respondents

Gender	Male	165	71%
	Female	68	29%
Aducational Attainment	Bachalor's Degree	222	95%
	Master's Degree	8	3%
	Doctoral Degree	3	1%
Generation Cohort	Millenial (1981-1996)	138	59%
	Gen X (1965-1980)	68	29%
	Baby boomer (1946-1964)	27	12%
Teaching Tenure at Current School	< 5 years	45	19%
	5-14 years	92	39%
	15-24 years	82	35%
	25-34 years	12	5%
	>35 years	2	1%
Teaching Experience	<5 years	63	27%
	5-9 years	48	21%
	10-14 years	49	21%
	15-20 years	50	21%
	>20 years	23	10%

Note: PLS-SEM Analysis Results (2025)

Data analysis using Structural Equation Modeling-Partial Least Squares (SEM-PLS) demonstrated the influence of transformational leadership, work motivation, and organizational innovation climate on innovative work behavior. The analysis yielded the following model (Figure 2).

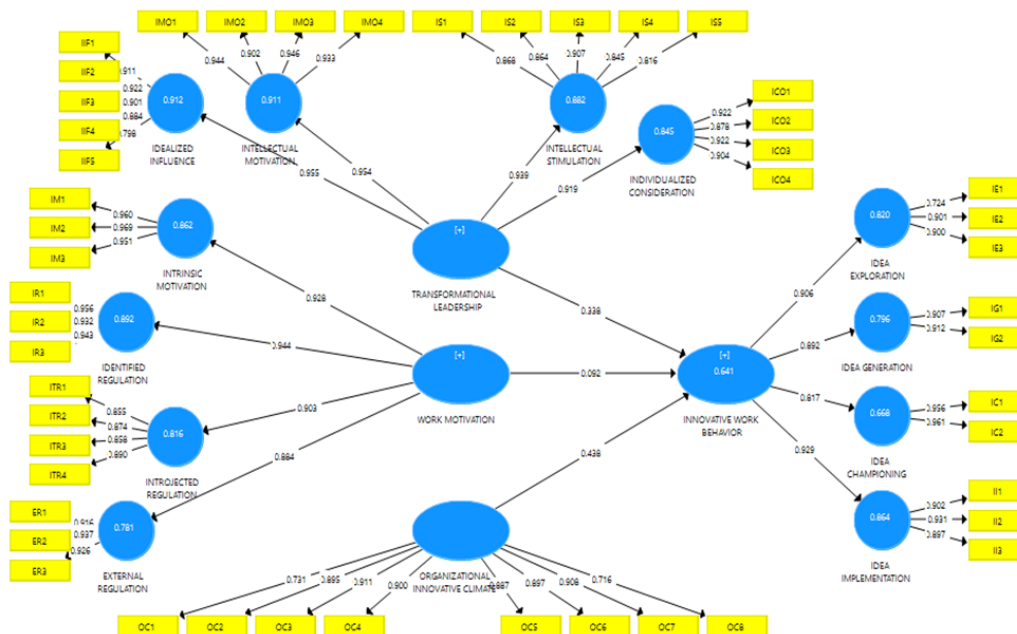


Fig.2. Research Result Model

After the structural model examining the influence of transformational leadership, work motivation, and organizational innovation climate on innovative work behavior was analyzed and the results were described, the next step was the analysis and evaluation of the external loading model. The external loading model, which included convergent validity, was evaluated through factor loadings and average variance extracted (AVE), and construct reliability using composite reliability and Cronbach's alpha. After conducting this data loading and analysis, the results showed that all indicator loadings exceeded the recommended threshold of 0.70. This confirms adequate convergent validity and a strong relationship between the manifest indicators and their respective latent constructs. The data from this analysis also showed that the AVE values for all constructs were above 0.50, thus meeting the criteria for convergent validity (Hair et al., 2019).

The reliability analysis also showed that all constructs in this study achieved Cronbach's alpha values, and composite reliability values were greater than 0.70. These results indicate that this study achieved satisfactory internal consistency (Hair et al., 2017). These figures also strongly confirm that the measurement model is valid and reliable. Thus, these results support the suitability for further structural model analysis. The following sections will explain the more detailed results of the AVE and reliability tests.

Table 2. Assessment of Construct Validity and Reliability

Variable & Dimensions	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	Remarks
Idea Championing	0.912	0.958	0.919	Valid and reliable
Idea Exploration	0.796	0.882	0.716	Valid and reliable
Idea Generation	0.791	0.905	0.827	Valid and reliable
Idea Implementation	0.896	0.935	0.828	Valid and reliable
Innovative Work Behavior	0.938	0.948	0.645	Valid and reliable
Idealized Influence	0.929	0.947	0.782	Valid and reliable
Intellectual Motivation	0.949	0.963	0.868	Valid and reliable
Intellectual Stimulation	0.912	0.934	0.741	Valid and reliable
Individualized Consideration	0.928	0.949	0.822	Valid and reliable
Transformational Leadership	0.976	0.978	0.709	Valid and reliable
Intrinsic Motivation	0.957	0.972	0.922	Valid and reliable
Identified Regulation	0.938	0.961	0.890	Valid and reliable
Introjected Regulation	0.892	0.925	0.756	Valid and reliable
External Regulation	0.918	0.948	0.858	Valid and reliable
Work Motivation	0.966	0.969	0.710	Valid and reliable
Organizational Innovative Climate	0.948	0.957	0.738	Valid and reliable

Note: PLS-SEM Analysis Results (2025)

Table 1 shows that all latent variables exhibited average variance extracted (AVE) values exceeding 0.50 (Hair et al., 2019), confirming adequate convergent validity of the measurement indicators. These data also demonstrate satisfactory discriminant validity, as evidenced by further cross-loading assessments, which showed that each indicator loaded more strongly on the intended construct than on the others. The resulting reliability data showed that all latent constructs reported Cronbach's alpha values above 0.70, thus, internal consistency was acceptable. Regarding the composite reliability values for all constructs, the results showed that they exceeded the recommended threshold of 0.70 (Hair et al., 2017). This reinforces the conclusion that the measurement model exhibits strong reliability. The external model testing was complete, allowing the researchers to proceed to the next stage, testing the internal model, which consisted of R-square, F-square, Q-square, and GoF. The r-square values obtained are shown in the following table:

Tabel 2. R-square

Variable	R Square
Innovative Work Behavior	0,641

Note: PLS-SEM Analysis Results (2025)

The results of the study, as depicted in Table 2, show that the R-squared value for innovative work behavior is 0.641. This figure means that transformational leadership, work motivation, and organizational innovative climate collectively explain 64.1% of the variance in innovative work behavior among principals and teachers in this study. The remaining 35.9% can be

attributed to other factors that are actually beyond the scope of this study. Furthermore, the analysis describes the f-squared effect sizes for transformational leadership, work motivation, and organizational innovative climate, which are 0.118, 0.010, and 0.191, respectively. These results indicate a small to moderate level of effect. The results of this study also describe the Q-squared value obtained, which indicates the predictive relevance of the model as follows:

Tabel 3. Q-square

Dimensions	SSO	SSE	Q ² (=1-SSE/SSO)
External Regulation	699.000	235.513	0.663
Idea Championing	466.000	182.349	0.609
Idea Exploration	699.000	292.887	0.581
Idea Generation	466.000	161.898	0.653
Idea Implementation	699.000	202.512	0.710
Idealized Influence	1165.000	344.068	0.705
Identified Regulation	699.000	153.466	0.780
Individualized Consideration	932.000	291.774	0.687
Innovative Work Behavior	2330.000	1380.503	0.408
Intellectual Motivation	932.000	201.352	0.784
Intellectual Stimulation	1165.000	411.407	0.647
Intrinsic Motivation	699.000	151.235	0.784
Introjected Regulation	932.000	363.089	0.610
Organizational Innovative Climate	1864.000	1864.000	
Transformational Leadership	4194.000	4194.000	
Work Motivation	3029.000	3029.000	

Note: PLS-SEM Analysis Results (2025)

This study shows that the Q-squared value exceeds zero, indicating that the observed and reconstructed data and the structural model demonstrate predictive relevance. Meanwhile, the Goodness of Fit (GoF) value for the structural model is 0.408. This is quite high and indicates that the overall model in this study has a good level of fit.

The hypothesis testing results presented in Table 4 show a t-statistic compared to the t-table value of 1.96, indicating that the significance of the hypothesis is assessed using the p-value, which is compared to the 1% (0.01), 5% (0.05), and 10% (0.1) significance levels.

Table 4. Hypothesis Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Decision
Transformational Leadership -> Innovative Work Behavior	0,338***	0,334	0,066	5,161	0,000	Accepted
Work Motivation -> Innovative Work Behavior	0,092	0,102	0,071	1,292	0,197	Rejected

Organizational Innovative Climate -> Innovative Work Behavior	0,438***	0,427	0,077	5,697	0,000	Accepted
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Note: ***significant at 1%; **significant at 5%; *significant at 10%

Note: PLS-SEM Analysis Results (2025)

The statistical analysis depicted in Table 4 of this study reveals several key points related to the drivers of innovative work behavior (IWB). First, this study explains that transformational leadership in schools has a positive and meaningful impact on IWB. This positive impact is reflected in the p-value, which is below the threshold ($0.000 < 0.05$). Based on these results, it is concluded that H1 is accepted. This finding reinforces the notion that visionary leadership plays a significant role in fostering innovation in educational institutions. The research data, with a path coefficient of 0.338, illustrates that teachers are more likely to engage in creative professional practice when they have transformational, inspirational, or supportive leaders.

The results of this study indicate that educator work motivation has a positive but statistically insignificant relationship with IWB, as the p-value exceeds the significance level of $0.197 > 0.05$. Thus, this study strongly indicates that H2 is not supported. This figure indicates that motivation is not the primary determinant of an educator's innovative behavior. However, the positive path coefficient (0.092) in this study indicates that, although educator motivation is higher and can be translated into increased IWB, the effect does not reach statistical significance, instead, the innovative climate of the organization has a strong and significant positive effect on IWB with a p value < 0.05) This supports H3, which states that the institutional environment is an important catalyst for innovation from an educator. The path coefficient figure in this study with a substantial figure of 0.438 illustrates that the school culture of the respondents in this study, which actively supports new ideas, is very effective in encouraging greater innovative work behavior among its staff.

Discussion

This study utilizes Bandura's (1989) Social Cognitive Theory, which emphasizes the ongoing reciprocal interaction between personal characteristics, environmental conditions, and individual actions. Bandura's view aligns with the findings of this study, namely that teachers' innovative work behavior (IWB) is a dynamic process influenced by and reflects their work motivation, which encompasses both intrinsic and extrinsic drivers. The respondents' innovative work behavior (IWB) reflects key personal functions and attributes.

This study confirms its findings that transformational leadership and an organizational innovation climate are important environmental determinants in educators engaging in innovative practices in their institutions. From this perspective, this study successfully provides an in-depth understanding of how individual professional characteristics and the broader institutional environment synergistically contribute to the development of educators' innovative work behaviors. This highly positive perspective aligns with the research objectives. This alignment is outlined as follows:

First, organizational factors have successfully increased the innovative behavior of teachers in high schools in Maluku Tenggara Regency, the population of this study. Successfully implemented transformational leadership in schools positively influences

teachers' innovative work behavior. School leaders, as transformative leaders, successfully communicate their vision clearly, inspire, and provide appropriate support to their staff. This inspiration and communication of vision create an atmosphere inherently conducive to creativity and foster a culture of growth by empowering the teachers' work teams and providing them with the autonomy necessary for professional and personal advancement (Afsar & Umrani, 2020).

The results of this study are consistent with previous research highlighting the importance of transformational leadership in driving organizational change ((Baafi et al., 2021); (Karimi et al., 2023); (Tan et al., 2023)). In the high school context, as described in this study, principals with strong transformational qualities, through their inspiration and innovation, play a crucial role in enhancing teachers' innovative tendencies. This positive influence, in turn, serves as a powerful motivator for teachers to engage in broader learning innovation (Meng, 2022). This transformational and inspirational leadership paradigm fosters sustained innovative behavior among educators. These inspirational leaders successfully encourage teachers to go beyond routine and boring teaching patterns and actively motivate them to explore and implement new strategies in the learning environment, driven and inspired by their leaders (Zhu & Tabajen, 2024). This study also illustrates that an innovative work climate that is successfully established and continuously strengthened within an organization has a positive and significant impact on innovative work behavior. This aligns with Social Cognitive Theory (SCT), which emphasizes that environmental factors play a crucial role in shaping individual behavior. This is evident in the findings of this study. Previous research ((Ali et al., 2020); (Khan, 2022)) also aligns with these findings: innovation orientation and organizational climate are external stimuli that significantly influence the psychological safety, intrinsic motivation, and innovative work behavior of those within the organization (Xu, 2022). Therefore, this study demonstrates a strong relationship between organizational innovation climate and employee innovative work behavior. In the context of the high school educational institution used in this study, schools with a clear innovative vision, strong collaboration between principals and teachers, institutional support for innovation, autonomy in the creative process, and incentives for innovative ideas encourage and sustain innovative work behavior.

Second, the statistics in this study indicate that work motivation did not have a significant influence on innovative work behavior in this sample. These findings are consistent with the perspective that although work motivation (especially intrinsic work motivation) plays a significant role in improving employee performance in general, it does not inherently guarantee increased innovative practices in the workplace (Karadeniz et al., 2021). This finding contradicts the findings of (Nasir et al., 2019), who studied lecturers and found that intrinsic motivation had a positive influence on their innovative work behavior.

Another study, Venketsamy & Lew (2024), also reported that intrinsic motivation, organizational support, and extrinsic rewards significantly contributed to innovative work behavior (Venketsamy & Lew, 2024). The conclusions drawn by several other studies also suggest that motivation has a positive and significant influence on innovative work behavior. In addition to the points above, the results of this study also indicate that, in the context of high school education in Maluku Tenggara Regency, although teachers may have strong work

motivation, this does not necessarily translate into increased innovative work behavior in the institution (Nilasari et al., 2022); (Hussain & Zhang, 2023); (Alabood & Manakkattil, 2023)) .

Third, an interesting theoretical pattern emerged from the results of this study, namely that organizational factors (transformational leadership and organizational innovative climate) positively and significantly influence a teacher's innovative work behavior (IWB); meanwhile, work motivation does not have a direct and significant influence. Social Cognitive Theory, which describes the principle of reciprocal determinism, is also reflected in the results of this study, where reciprocal behavior results from the interaction between personal factors, the environment, and the behavior itself. However, this reciprocal interaction or behavior is not always balanced. In educational institutions, environmental factors often play a more dominant role. These environmental factors determine whether an individual's potential can be realized in practice. The findings of this study are also consistent with the results of research revealed by Alghamdi (2026). He stated that environmental factors, such as cultural identity, tend to be stronger predictors than personal factors in shaping individual behavior, especially moral identity (Alghamdi, 2026).

In the context of this research in Maluku Tenggara, transformational leadership in high schools serves as a catalyst for social learning and an innovative organizational climate created in the workplace, providing psychological safety and resources that enable teachers to experiment and consistently implement their new ideas. In this study, work motivation showed an insignificant figure. This assertion suggests that respondents' motivation does not automatically result in innovative behavior if they are not supported by an innovative environment. (Schunk & DiBenedetto, 2020) and (Schunk & DiBenedetto, 2020) have already stated in their research results, which reflect the findings of this study, that motivation is a necessary but not sufficient condition, as it requires cognitive mechanisms such as self-efficacy to translate into concrete actions by an educator. An educator's motivation will remain at the cognitive level without being translated into behavior when the organizational environment does not strengthen their self-confidence and opportunities to act, meaning their environment is not sufficiently supportive. It can be concluded that the innovative behavior of teachers in this study is more influenced by the quality of the organizational context, namely a climate that supports creativity, rather than solely by the educator's personal motivation. Interventions to enhance educator innovation need to focus on strengthening transformational and inspiring leadership and a positive organizational climate that supports creativity and innovation.

D. CONCLUSION

This study uses Social Cognitive Theory (SCT) as a framework to investigate the relationship between environmental determinants, specifically transformational leadership and organizational innovation climate, and personal factors, namely work motivation, in fostering teachers' innovative work behavior (IWB). Our research findings illustrate the fundamental challenges that high school teachers typically face in maintaining their long-term consistency in innovation. In detail, the findings confirm that educators' innovative work behavior is not simply a byproduct of their work, but rather a behavioral manifestation that emerges from the ongoing reciprocal relationship between the individual's internal disposition and an organizational climate conducive to educator innovation. This study strongly suggests that educators' long-term innovation is fundamentally systemic, not personal. It also demonstrates

that successful educator innovation relies heavily on active and sustained synergy, even reciprocity, between leadership, the individuals involved, and the institutional environment that supports innovation within their environment.

Theoretically, this study significantly contributes to a wealth of knowledge in three significant and meaningful ways. First, this study expands the scope of Social Cognitive Theory (SCT) by offering empirical support for the triadic reciprocity framework, particularly in the area of innovative work behavior among educators. Second, this study enhances the cross-cultural and sectoral relevance of SCT in educational governance and educational organizations, particularly at the high school level. Third, the results of this study reinforce reciprocal determinism, which suggests that the institutional framework, specifically the internal organizational style and atmosphere, acts as a key catalyst for educator leadership in sustaining consistent professional innovation among educators. Practically, these findings suggest that innovation among teachers requires a systemic approach rather than individual and partial encouragement. This study emphasizes that educational leaders and policymakers must strengthen transformational leadership skills and a strong institutional culture (conducive, inspiring, and supportive) so that educators feel psychologically safe and supported in their innovation.

Despite its innovative findings in the field of high school education, this study has several limitations that require serious consideration. First, the cross-sectoral nature of the study hinders the establishment of definitive cause-and-effect relationships and the dynamics of reciprocity. Second, data collected through self-administered questionnaires are potentially subject to perceptual bias. In future research, we propose to address this limitation by adopting a longitudinal research design that allows for a more detailed examination of how personal and environmental factors interact over time in educational institutions.

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