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The Role of Psychological Capital and Organizational Culture in Improving Teacher Innovative Behavior: A Study at Muhammadiyah High School

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ABSTRACT

In the era of digitalization, innovation in work behavior is increasingly important to support the quality of education. This study aims to examine the effect of psychological capital and organizational culture on the innovative work behavior of SMA Muhammadiyah 2 Sidoarjo teachers either partially or simultaneously. The sample used in this research was 63 teachers at SMA Muhammadiyah 2 Sidoarjo. Primary data was obtained by distributing questionnaires through online surveys using Google Forms. The data analysis method uses multiple linear regression analysis using the SPSS application. The results show that psychological capital has a significant positive influence on innovative behavior and organizational culture. In addition, the combination of these two variables also contributes to the improvement of innovative work behavior. Schools must design development programs to increase teachers' psychological capital and create an innovative organizational culture to encourage creativity and effectiveness in learning.

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INTRODUCTION

Education is a major investment in the future. The progress or failure of a country can be seen from the quality of its educational aspects. The development of a country will be considered successful, as can be seen from the quality of education in the country. In this case, education's role is to form Human Resources (HR) to be more qualified and able to follow the development of science and technology. Along with the development of an increasingly advanced era, the world of education must also follow. Education is a process of forming fundamental basic individual abilities concerning thinking power (intellectuality) and emotional power (feeling) directed at real human nature, namely relationships with others. Quality education is education that can answer the needs of the times. To provide quality education, personnel who have superior competence are needed. Quality education is obtained from qualified and professional teachers (Dalyono & Agustina, 2016).

The development of information technology also encourages teachers to innovate in learning methods (Virmayanti et al., 2023). So, teachers are also required to innovate in developing learning methods. Innovative teachers can apply various methods, media, and models to achieve learning objectives. Based on data from the Central Statistics Agency (BPS), Indonesia currently has 3.37 million teachers for 2022/2023. This number increased by 2.70 percent compared to the previous school year of 3.28 million. However, with the number of educators inversely proportional if you look at the results of the Global Innovation Index (GII) data, it is recorded that Indonesia is ranked 66 out of 132 countries, one of the other weaknesses of Indonesia in the field of Education is the lack of knowledge workers or intellectual labor. Indonesia occupies the 126th position in this indicator (BPS, 2023).

The data shows a need to increase human resources, one of which is by increasing teachers' innovative behavior. Currently, many teachers are found unable to show an innovative nature, and many teachers cannot do combinations and collaborate in developing learning resources related to models, methods, and approaches to learning. Even when doing the work, teachers still wait for superiors' orders; innovation is very important for teachers to answer challenges. Teachers who do not innovate at work will disrupt the teaching and learning process, which is not optimal for achieving educational goals.

Teachers who have innovative work behaviors are expected to be able to adapt to changes and challenges and be able to provide quality learning to students (Putri & Rini, 2021). Innovative work behavior is not only beneficial for teachers' professional development but also has a positive impact on student performance. By implementing creative and innovative teaching methods, teachers can meet the diverse needs of students and improve overall learning outcomes (Komalasari et al., 2023). Educators or teachers who can innovate are known for having innovative work behavior. The severity of the work of being a teacher shows that innovative work behavior is an important instrument for an educator. Individuals who have innovative behavior tend to be able to think critically, seeking change in the environment. Seeking change has advantages, so it has value. In the hands of teachers who have innovative work behavior, students should get an education. So, innovative teachers' models, styles, and characters distinguish them from other teachers.

Organizations that continue to innovate have been found to achieve higher levels of organizational performance (Ogbonnaya & Valizade, 2018). The positive effects of IWB are mutually beneficial for the organization and the employees themselves in the form of, for example, better working conditions, higher job satisfaction, or improved well-being (Lukes & Stephan, 2017). New ideas will emerge at the application stage and through a more complex

process (De Jong & Den Hartog, 2010). In the process, individuals innovate, influenced by their resources, experience, knowledge, competence, and skills, making it easier for individuals to bring innovation to their work and provide efficient results.

The factors that affect innovative behavior are divided into individual and organizational, among which the individual factor is psychological capital (Li & Zheng, 2014). Psychological capital is defined as the psychological condition of a positive person, and it is characterized by four psychological resources: self-efficacy, hope, optimism, and resilience (Luthans, 2011). Employees with high psychological capital tend to be more excited, curious, and more willing to accept new ideas, which is an important condition for increasing willingness and ability to innovate (Chen et al., 2021). Studies show that Psychological capital positively influences employees' innovative behavior, as well as their job satisfaction and innovative intentions (Alshebami, 2021). Psychological Capital has a positive and significant effect on innovative work behavior in teachers; with an increase in Psychological Capital, innovative work behavior also increases (Dananjaya et al., 2024; Mousavi & Ebrahimi, 2023).

Organizational factors also influence the formation of innovative work behavior, and the organization's culture shapes and fosters innovative work behavior. Organizational culture plays a crucial role in encouraging creativity and facilitating organizational innovation (Tripathi & Dhir, 2024). The culture contained in the organization is very influential on the formation of a person's personality because organizational culture stimulates the growth of creativity to foster innovative work behavior from organizational members (Parashakti et al., 2016). Furthermore, (Prayudhayanti, 2014) Organizational culture is important for every organization in cultivating innovative work behavior to achieve organizational performance.

Organizational culture is important because the habits in the structure represent the rules of action imposed on the organization's members; organizational culture is also a source of strength and inspiration. According to (Luthans, 2010), organizational culture is the values and norms that direct the actions of organizational members by the prevailing culture and can be accepted by their environment. Studies show that organizational culture has a positive and significant effect on innovative work behavior among teachers; the implementation of a strong organizational culture will increase teachers' innovative work behavior (Fibriandhini et al., 2022; Sofiyan et al., 2022)Teachers will always understand techniques for carrying out tasks by paying attention to innovative work behavior patterns. Each teacher must comply with the procedures established by the organization in carrying out his duties. Communication between teachers and other co-teachers must also be carried out properly to realize the school's goals optimally.

SMA Muhammadiyah 2 Sidoarjo, more familiarly known as SMAMDA, was established in 1976. Armed with discipline in developing and improving the quality of education, the trust of the Sidoarjo community has increased, and SMA Muhammadiyah 2 Sidoarjo has become the most favorite school. SMAMDA, as a school that is a formal educational institution, has a very supportive role in producing qualified educators. The deed found problems regarding the phenomenon of innovative work behavior in the fact that in the field, many teachers are still lacking related to innovation; this was conveyed directly by Muhammad Alif, SE, M.M, as the head of Internal and External Quality Assurance Human Resource Development that teachers who have an old age are still lacking in operating technology so that the method in learning still uses the old method, the teacher should be required to innovate in learning methods. In addition, from the aspect of experience, it was found that teachers who have been certified are not more innovative in learning than teachers who have not been certified, even though teachers who have been certified tend to be experienced. Based on the description of the problems at SMA

Muhammadiyah 2 Sidoarjo, researchers wanted to know how much influence psychological capital and organizational culture had on innovative work behavior in teachers at SMA Muhammadiyah 2 Sidoarjo.

LITERATURE REVIEW

Innovative work behavior (IWB) includes physical and cognitive work activities performed by employees, both individually and collectively, to complete tasks necessary for innovative development (Boerner et al., 2007). Employees with innovative work behavior generate, introduce, and implement new ideas that benefit individuals and the company. This innovative behavior is a complex behavior consisting of three stages: "idea generation, idea promotion, and idea realization" (Rumijati & Hakim, 2023; Vargas, 2015). Innovative behavior is closely related to innovation. While innovative behavior, like innovation itself, is part of social change, the difference lies in the emphasis on the characteristics of the change. Innovation emphasizes aspects that see new changes in individuals and society. Meanwhile, innovative behavior emphasizes creative attitudes, a change from traditional to modern.

Psychological Capital (PsyCap), commonly referred to as PsyCap, is a concept at the individual level that aims to encourage improved performance in individuals. At the organizational level, it encourages organizations to gain a competitive advantage through employee performance (Luthans et al., 2007). Adiwibawa & Kusumawardhani (2014) Stated that psychological capital is a psychological state that is positive and is characterized by having the self-confidence that the individual can achieve his goals through cognitive aspects contained in the individual to perform an appropriate action, observe others, and be able to take lessons and set goals.

Organizational culture (OC) is a common view held by organizational members and a system that teaches togetherness (Robbins & Judge, 2016). Organizational culture can be understood through three main levels that vary in visibility and depth of meaning they bring to participants and observers. These levels describe from the most visible to the most fundamental in organizational culture, providing insight into how norms, values, and assumptions influence behavior and interactions within the organization (Schein, 2017). While (Mangkunegara, 2013) Organizational culture is a set of assumptions about beliefs, values, and norms that the organization carries out and that are used as a guide for members' actions in responding to internal and external adaptation problems.

PsyCap generally improves an individual's ability to innovate at work. Recent studies have consistently shown a positive and significant relationship between psychological capital and innovative work behaviors across different sectors. Several researchers found that psychological capital had a direct positive effect on innovative work behaviors in different contexts, including university lecturers (Supriyadi et al., 2020), manufacturing employees (Novitasari et al., 2020; Purwanto et al., 2021), and creative industry workers (Rulevy & Parahyanti, 2018). These findings suggest that increasing employees' PsyCap, characterized by self-efficacy, hope, optimism, and resilience, can encourage innovative behaviors in the workplace.

H1: Psychological Capital has a positive and significant effect on innovative work behavior

Organizational culture plays a crucial role in fostering innovative work behaviors among teachers. The stronger the culture built, the greater the influence on teachers' innovative work behavior (Priliantari & Raharja, 2022). The findings of the study show that organizational culture is significant to innovative work behavior (Asbari et al., 2019; Firdaus & Handoyo, 2021; Priliantari & Raharja, 2022; Sofiyan et al., 2022). Teachers tend to engage more in innovative work behaviors when an organization's culture supports innovation. This can improve teacher performance, especially in the face of challenges such as technology adoption (Sofiyan et al., 2022).

H2: Organizational culture has a positive and significant influence on innovative work behavior

Psychological Capital (PsyCap) and Organizational Culture are important factors in encouraging Innovative Work Behavior (IWB) among teachers. Innovative work behavior is influenced by psychological capital (Alshebami, 2021; Komalasari et al., 2023; Supriyadi et al., 2020), and influenced by organizational culture (Prayudhayanti, 2014; Priliantari & Raharja, 2022). Studies show that there is a significant influence between organizational culture and psychological capital on employees' innovative work behavior (Satria Efandi et al., 2023). The combined influence of the two suggests that organizations should focus on developing individual psychological resources and fostering a supportive culture that encourages innovation.

H3: Psychological Capital and Organizational Culture simultaneously influence Innovative Work Behavior

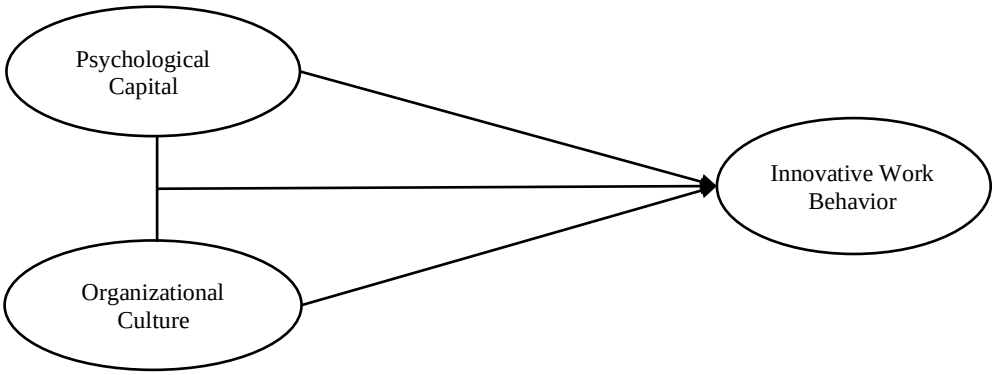

Figure 1. Reaseacrh Framework

RESEARCH METHOD

The location of this research is at SMA Muhammadiyah 2 Sidoarjo. This study used a survey method; the population in the study was teachers at SMA Muhammadiyah 2 Sidoarjo, and the number of samples was 63 respondents with a sampling technique using total sampling where if the subjects were below one hundred, it was better to take the entire population (Arikunto, 2010). The questionnaires were distributed online using Google Forms to all teachers at SMA Muhammadiyah 2 Sidoarjo. The variables used in this study are independent (x) psychological capital and organizational culture and the dependent variable (y) innovative work behavior. Data measurement is carried out using a Likert scale of 1-5 to measure a person's attitude, opinion, and perception of the phenomenon that occurs (Sugiyono, 2013). Data analysis techniques with multiple regression analysis and hypothesis tests (t-test & F-test) using SPSS software.

Luthans (2011) stated that psychological capital has several characteristics in individuals, including (1) self-efficacy, which is the confidence in taking every opportunity as a form of effort to succeed in challenging tasks. An individual who has this trait will make individuals feel more confident; (2) Hope has the perseverance to achieve goals, can see an opportunity that can be achieved, and raises hope in achieving success; and (3) Resiliency is the ability of individuals to overcome life's challenges and maintain them.

When individuals experience problems, they can overcome them and solve these problems to make changes for the better and achieve success. (3) Optimism creates a positive attribute in individuals about success in challenging tasks. Schein (2017) Organizational culture is divided into several levels: (1) Artifacts, (2) Espoused values, and (3) Basic underlying assumptions. De Jong & Den Hartog (2010) There are four indicators of innovative work behavior: (1) Idea Exploration, (2) Idea Generation, (3) Idea Championing, and (4) Idea Implementation.

RESULT AND DISCUSSION

In this study, the results of the distribution of questionnaires that had been carried out previously on 63 respondents consisting of all teachers at SMA Muhammadiyah 2 Sidoarjo. Based on the distribution of questionnaires, researchers obtain data on the characteristics of respondents as follows:

Table 1. Characteristics of Respondents

No	Content	Frequency	Percentage
1	**Gender**		
	Male	23	36,5 %
	Female	40	63,5 %
	Total	*63*	*100 %*
2	**Age**		
	25-35	27	42,9%
	36-46	16	25,4%
	47-56	20	31,7%
	Total	*63*	*100%*
3	**Education**		
	Bachelor (S1	27	42,9%
	Master (S2)	34	54,0%
	Doctor (S3)	2	3,2%
	Total	*63*	*100%*

Source: Primary Data Processed, 2023

Based on the data described above, it is known that the characteristics of respondents based on gender are dominated by women with a percentage of 63.5%, and for characteristics based on age range, dominated in the age range of 25-35 years with a percentage showing a figure of 42.9%. It can be concluded that the teachers at SMA Muhammadiyah 2 Sidoarjo are dominated by productive age and have a highly innovative spirit compared to the age scale range of 47-56 by getting a percentage value of 31.7%. In contrast, the educational background of teachers who were respondents was dominated by the level of Master Education with a percentage of 54.%.

Table 2. Reliability Test Results

Variable	Item	$r_{calculated}$	r_{table}	Information
Psychological Capital (X1)	X1.1	0,644	0,244	Valid
	X1.2	0,706	0,244	Valid
	X1.3	0,647	0,244	Valid
	X1.4	0,814	0,244	Valid
	X1.5	0,709	0,244	Valid
	X1.6	0,726	0,244	Valid
	X1.7	0,692	0,244	Valid
Organizational Culture (X2)	X2.1	0,793	0,244	Valid
	X2.2	0,713	0,244	Valid
	X2.3	0,748	0,244	Valid
	X2.4	0,593	0,244	Valid
	X2.5	0,817	0,244	Valid
	X2.6	0,766	0,244	Valid
Innovative Work Behavior (Y)	Y1.1	0,826	0,244	Valid
	Y1.2	0,676	0,244	Valid
	Y1.3	0,652	0,244	Valid
	Y1.4	0,752	0,244	Valid
	Y1.5	0,658	0,244	Valid
	Y1.6	0,81O	0,244	Valid
	Y1.7	0,693	0,244	Valid
	Y1.8	0,632	0,244	Valid

Source: Primary Data Processed, 2023

Based on the table above, the validity test results showed that each indicator contained in the study, including variables of psychological capital, organizational culture, and innovative work behavior at SMA Muhammadiyah 2 Sidoarjo, obtained a value of r count greater than the value of portable. So, it can be said that all question items distributed to respondents are declared valid for use as data analysis tools.

Table 3. Reliability Test Results

Variable	Cronbach Alpha	Information
Psychological Capital (X_1)	0,830	Reliable
Organizational Culture (X_2)	0,833	Reliable
Innovative Work Behavior (Y)	0,862	Reliable

Source: Primary Data Processed, 2023

The table above shows the reliability test results of the variables psychological capital, organizational culture, and Innovative Work Behavior for teachers at SMA Muhammadiyah 2 Sidoarjo. The results showed that the alpha value of the psychological capital variable was 0.830, organizational culture was 0.833, and innovative work behavior was 0.862. The result of each of these values has a coefficient greater than 0.6. This can mean that each variable is consistent if used as a measuring tool in research.

Table 4. Multiple Linear Regression Analysis Test Result

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	29.534	24.937		1.184	.241
	Psychological Capital (X1)	-.580	1.579	-.091	-.367	.715
	Organizational Culture (X2)	.575	1.669	.085	.344	.732
a. Dependent Variable: absresid						

Source: Primary Data Processed, 2023

$$Y = a + \beta 1X1 + \beta 2X2 + e$$

$Y = 3.734 + 0{,}508X_1 + 0{,}520X_2 + e$

The analysis of the coefficient of determination (R Square) in multiple linear analysis is used to determine the percentage of the influence of the independent variable (X) on the dependent variable (Y). This coefficient shows the contribution of the percentage of independent variable variation that can explain the dependent variable.

The R-square value of the independent variable (X) and the dependent variable (Y) is 0.539. Based on these data, it can be interpreted that the percentage contribution of psychological capital and organizational culture variables affects the dependent variable, namely innovative work behavior in SMA Muhammadiyah 2 Sidoarjo teachers, by 53.9%. In contrast, the other 46.1% is influenced by other factors that have not been studied.

Table 5. Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.734[a]	.539	.524	3.132

a. Predictors: (Constant), Organizational Culture(X2), Psychological Capital (X1)

Source: Primary Data Processed, 2023

The analysis of the coefficient of determination (R Square) in multiple linear analysis is used to determine the percentage of the influence of the independent variable (X) on the dependent variable (Y). This coefficient shows the contribution of the percentage of independent variable variation that can explain the dependent variable.

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Table 6. Normality Test Result

		Unstandardized Residual
N		63
Normal Parameters[a,,b]	Mean	.0000000
	Std. Deviation	35.30615952
Most Extreme Differences	Absolute	.072
	Positive	.054

		Unstandardized Residual
	Negative	-.072
Kolmogorov-Smirnov Z		.575
Asymp. Sig. (2-tailed)		.896

Source: Primary Data Processed, 2023

Table 6 shows that the significant value is 0.368. According to the decision-making rules, if 0.896 > 0.05, the value is normally distributed.

Table 7. Multicollinearity Test Result

Model		Collinearity Statistics	
		Tolerance	**VIF**
1	Psychological Capital (X1)	.994	1.006
	Organizational Culture (X2)	.994	1.006
a. Dependent Variable: Innovative Work Behavior (Y)			

Source: Primary Data Processed, 2023

The data in the table show that of the two variables, psychological capital has a tolerance value of 0.994 or a value above 0.10 and a value of VIF below 10.0. Therefore, these results indicate that the variables of psychological capital and organizational culture are free from symptoms of multicollinearity.

Table 8. Heteroscedasticity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.534	24.937		1.184	.241
	Psychological Capital (X1)	-.580	1.579	-.091	-.367	.715
	Organizational Culture (X2)	.575	1.669	.085	.344	.732

Source: Primary Data Processed, 2023

Based on the results of Table 9, it can be seen that the significant value of the variables Psychological capital (X1) is 0715 and organizational culture (X2) is 0.732. Decision-making is carried out using the Glejser method. If the value of the significance of the independent variable > 0.05, then there are no symptoms of heteroscedasticity. From the results obtained, the significant value of the variables of psychological capital and organizational culture was greater than 0.05, and it can be concluded that there is no heteroscedasticity.

Table 9. T Test Results

Variable	Nilai		Sig	Information
	$T_{calculated}$	T_{table}		
Psychological Capital (X_1)	2,307	1,670	0,025	Significant
Organizational Culture (X_2)	2,235		0,029	Significant
a. Variabel dependent: Innovative Work Behavior (Y)				

Source: Primary Data Processed, 2023

The significance value of the psychological capital variable (X_1) gets a value of 0.025 and a significance level of 0.05. It can be proved that 0.027 < 0.05. Moreover, the table's value is 1.607, and the count is 2.307. It can be interpreted that the calculated t value is greater than the table t (2.307 > 1.607). These results can be interpreted as H0 being rejected and H1 being

accepted, and then it is stated that psychological capital variables partially have a significant effect on innovative work behavior. The significant value of the organizational culture variable (X_2) gets a value of 0.029 and a significant level of 0.05. It can be proved that 0.029 < 0.05. Moreover, the table's t-value is 1.670, and the count is 2.235. means that the value of the calculated t is greater than that of the table t (2.235 < 1.670). It can be interpreted that H0 is rejected and H2 is accepted, and then it can be stated that organizational culture variables partially affect significantly innovative work behavior.

Table 10. F Test Results

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	688.813	2	344.406	35.099	.000[a]
	Residual	588.743	60	9.812		
	Total	1277.556	62			

a. Predictors: (Constant), Organizational Culture (X2), Psychological Capital (X1)

b. Dependent Variable: Innovative Work Behavior (Y)

Source: Primary Data Processed, 2023

Based on the results of Test F show that the Fcalculate value is 35.099 with an Ftable value of 3.15, so that the Fcalculate value > Ftable or 35.099 > 3.15 and a significant value of 0.000 < 0.05, it can be interpreted that psychological capital and organizational culture simultaneously affect innovative work behavior or H_3 is acceptable.

Based on the presentation of the results of the data analysis contained above, it can be seen that the results of hypothesis testing show the influence of psychological capital on innovative work behavior, where the higher the psychological capital that causes a positive development in individuals, the higher the innovative work behavior. Alternatively, in other words, if the individual's psychological condition experiences a positive increase, it can provide individual action for the appearance and introduction to the application of a new thing. The results of regression analysis evidence this: it is known that psychological capital variables have a positive and significant effect on innovative work behavior. This study supports the findings (Alshebami, 2021; Chen et al., 2021; Mousavi & Ebrahimi, 2023; Rahmi et al., 2024) That psychological capital affects innovative work behavior. Employee PsyCap is key because it results in productivity and positive attitudes and behaviors (Avey et al., 2011). Employees with high PsyCap showed greater enthusiasm and a willingness to accept new ideas, which was directly correlated with increased innovative behavior (Chen et al., 2021).

A strong organizational culture has a great influence on the behavior of its members. This situation is caused by the high level of togetherness that results in an internal climate and high behavioral control that can generate organizational loyalty and commitment. Organizational culture has a great influence on innovative work behavior. This means that the culture created in the organization effectively directly impacts teachers' innovative work behavior, which is in line with the results of regression analysis, which shows that organizational culture variables have a significant effect on innovative work behavior. The results of the study reinforce previous research by (Asbari et al., 2019; Esha & Dwipayani, 2021; Priliantari & Raharja, 2022; Sofiyan et al., 2022) which stated that organizational culture influences innovative work behavior.

Psychological capital and organizational culture simultaneously play an important role in the growth of the innovative abilities of teachers. However, in this study, the contribution of organizational culture plays a relatively superior role in influencing the level of innovation emergence. The reason is that all elements of the organization are driven to display their best performance, and the willingness to provide new ideas or contributions is more due to the sense of belonging generated through a culture of mutual trust. The results of this study reinforce previous research conducted by (Satria Efandi et al., 2023), which stated that psychological capital and organizational culture simultaneously affect innovative work behavior. Likewise, studies show that psychological capital (PsyCap) and organizational culture significantly influence innovative work behavior (Mutonyi, 2021).

PsyCap, through elements such as hope, efficacy, resilience, and optimism, encourages a positive attitude that supports innovation. Meanwhile, a supportive organizational culture creates an environment conducive to innovative behavior by providing resources and motivation (Mutonyi, 2021). This means that the higher and more positive psychological capital teachers own is supported by the better application of organizational culture, which will influence innovative performance improvement.

CONCLUSION

This study found that psychological capital and organizational culture significantly influence innovative work behavior in Muhammadiyah High School teachers. Psychological capital, which includes confidence, optimism, resilience, and hope, has encouraged teachers to be more active in creating new ideas in their work. In addition, an organizational culture that supports creativity and innovation plays an important role in facilitating innovative work behaviors. The results of multiple regression analysis and hypothesis testing show that psychological capital and organizational culture have a significant influence, separately and together, on teachers' innovative behavior.

In practical terms, these findings suggest the importance of schools building an environment that supports psychological capital and instilling a culture that encourages innovation to improve innovative work behaviors among teachers. Theoretically, this study enriches the literature on innovative behavior in the context of education, especially about the role of psychological capital and organizational culture. Limitations of the study include a limited sample number in one type of school and the use of cross-sectional designs that may not fully describe long-term dynamics. Further research is suggested to involve a more diverse sample and use a longitudinal design to reinforce the generalization of outcomes and explore other variables, such as leadership style or managerial support, that may also influence innovative behavior.

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