

Constraint of Paud Teacher's Innovativeness

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Abstract : The purpose of this reasearch is to study the constraint of Paud teacher's innovativeness by examining the three variables which will become the strongest aspect to increase Paud teacher's innovativeness such as organization culture, transformational leadership and job motivation. The survey is conducted by taking sample of 144 teachers who had been graduated from The Teachers Training College by proportional random sampling technique at Paud teachers in Bogor, west Java, Indonesia. The research used a Sequential Explanatory Design Mixed Method. The quantitative research is firstly conducted then followed by the qualitative research to support the research more comprehensively understood. The quantitative research portrays that there is a very significant positive correlation between those three variables strengthening the Paud teacher's innovativeness. This relationship is also supported by the qualitative research which organizational culture, transformational leadership and job motivation give higher scores to support Paud teacher's innovativeness

Keywords : organization culture, transformational leadership, job motivation.

I. INTRODUCTION

Paud (as the early childhood education) becomes a basis for further children's education. The quality of graduate education is increasingly urgent in line with the development of society and the demand of work as well as changes in global competition that could not be avoided. A synergistic collaboration is needed between schools, communities, and the world of work as the output of education to reveal the quality graduate education. Teachers, as the school's resources, provide qualified human resources to work efficiently and effectively. Teachers have an important role in producing quality graduates. They become educators, facilitator and they must have charismatic, ideally smart in designing learning programs, have the ability in organizing and managing classroom. Otherwise they are constrained to be professional which requires special expertise. They should be creative and innovative. Their innovativeness will be influenced by the three aspects such as transformational leadership, organizational culture and job motivation.

In fact, the innovativeness of Paud teachers is still slow and has not been optimal. Teachers are still difficult to develop appropriate learning models used for early childhood. They do not mastered the updated curriculum. They are still used traditional learning media and former learning models activities.

From above background and identification of problem,the formulation of the problems are :

1. Does organizational culture positively affect Paud teacher's innovativeness ?
2. Does transformational leadership affect Paud teacher's

innovativeness ?

3. Does working motivation positively affect paud teacher's innovativeness ?
4. Do organizational culture, transformational leadership and working motivation altogether affect Paud teacher's innovativeness ?

II. LITERATURE REVIEW

The word innovation is taken from the Latin "innovare", meaning "create something new". Innovativeness is a behavior or action that shows the level of innovation that has been done. In this case innovativeness show changes in the behavior and actions of a person and not just his mind alone. Everyone is assumed to have potential to be innovative although not all can develop or use their potential fully.

Some experts provide the following theories of innovation. John R. Schermerhorn, James G. Hunt, Richard N. Osborn, Mary Uhl-Bien (2010) stated: innovation is the process of creating new ideas and then practice it. Innovation is a means of formation of creative ideas that apply in everyday life, practices that contribute to the improvement of consumer services and productivity of organization.

There are several ways of looking at innovation. Here innovation is considered as a process consisting of product and process innovation recorded from the start until the beginning of the development of ideas and implementation. The concept of innovations also stated by Wood, Wallace, Zeppane, Schermerhorn, and Hunt (2001) as follows: explain that innovation is a process of creating new ideas and practice.

Innovation is the way in which creative ideas can be found every day in the form of goods or services that are new to the satisfaction of consumers or of new systems and services that help organizations better make it.

In educational organizations, innovativeness of teacher is the behavior or actions of teachers in creating an idea or renew an existing idea in learning activities such as creating the Teaching and Learning Implementation Plan or Rencana Pelaksanaan Pembelajaran (RPP), a model of learning, media and tools used in teaching, assessment systems and classroom management requiring the implementation of the results of the learning product and spreading it all learners.

Organizational Culture stated by Jason A. Colquit, Jeffery A, Lepine and Michel J. Wesson (2009) that defines: "Organizational culture as the shared social knowledge within an organization regarding the rules, norms, and values that shape the attitudes and behaviors of its employees".

Based on the theories mentioned above, it can be synthesized that in school organization, organizational culture is a pattern of basic assumptions or basic philosophy agreed upon and developed at the school to be implemented and achieved.

Bernard M. Bass and Ronald E. Riggio (2006) defines transformational leadership as behavior which can stimulate and inspire followers to achieve results in the process of developing leadership skills, vision and goals given organization, to challenge itself to innovate, solve problems, and develop the ability of the leadership to subordinates through guiding, mentoring, challenging and supporting. "Transformational leaders, on the other hand, are then those who stimulate and inspire followers both in achieving extraordinary outcomes and developing their own leadership capacity".

Gary Yukl (2006) stated that transformational leadership is the behavior of a leader who is able to call on his followers moral values in their efforts to raise awareness of ethical issues and mobilize energy and resources to reform institutions. Factors associated with the above definition are: 1) communicating the vision, 2) expressive, 3) a risk taker and sacrificed himself, 4) communicating high expectations, 5) consistent behavior vision, 6) managing the respect of subordinates against leadership, 7) establishing the existence of a group or organization, 8) empowering subordinates.

Based on the theories mentioned above, it can be synthesized that transformational leadership is the behavior of a leader who can inspire subordinates (teachers) to commit to the vision of the school, communicating, motivating, directing, empowering subordinates, to be a model, developing the potential of subordinates as well as a new perspective in solving the problem. The dimensions and indicators are : 1) the influence of the ideal toward subordinates, 2) the inspiration that motivates, 3) intellectual stimulation, 4) treatment of subordinates, 5) communication skills, 6) the giver of challenge and support.

Lambert Deckers (2010) states that motivation is "a description of motivation as the process by the which a person is moved into action. Motivation can originate from internal sources, described as biological and psychological variables, and from external sources, such as incentives and goals.

Paul E. Spector (2008) defines motivation as an internal state of a person which is associated with certain behaviors. One perspective to mention the relationship between motivation with the direction, intensity, persistence behavior at the same time. Directions refers to the selection of the specific behavior of a large number of existing behavior. Intensity refers to the amount of effort for someone to do their job. Persistence refers to the ongoing relationship. Based on some theories above, it can be synthesized that motivation of teachers are energetic impulse from within themselves as well as influences from outside that encourage activity and give the power to determine the intensity and resistance to achieve the purpose. The dimensions and indicators of teachers' work motivation is:

- a. Intrinsic dimension which consists of indicators: 1) the encouragement of hard work in doing the job, 2) the drive to achieve the work, 3) the spirit of achieving success, b. Extrinsic dimension which consists of indicators: 1) collaboration with the personnel in the work environment, 2) the award of the environment, 3) support for leadership. Based on above description, the following hypothesis is formulated:
1. Organisational culture is positively related to Paud teacher's innovativeness.
 2. Transformational Leadership is positively related to Paud teacher's innovativeness.
 3. Working motivation is positively related to Paud teacher's innovativeness.
 4. Organisational culture, transformational leadership and working motivation altogether are positively related to Paud teacher's innovativeness.

III. METHODOLOGY

This study applies *Sequential Explanatory Design Mixed Method* where quantitative study is ahead of qualitative study to examine the relationship between variables tested in the study using three independent variables through data obtained from questionnaires. The independent variable is Organizational Culture (X1), Transformational Leadership (X2), and Working Motivation (X3), while the dependent variable is the Teacher's Innovativeness (Y). Teacher's Innovativeness is the result of evaluation to teachers conducted by school principals while variables of Organizational Culture, Transformational Leadership and Working Motivation are derived from teachers' self-rating toward those dimensions.

The population of this study is all 144 Paud teachers in the city of Bogor, Indonesia. Hypothesis testing is conducted by using regression analysis to determine the influence of

one or more independent variables on the dependent variable. The linearity assumption are prerequisites to proceed to further test. Hypothesis testing is performed at a significance level of 0.05.

Qualitative study for the purpose of confirmation was performed at three preschools representing upper, middle and lower class through observation and interview to key informant as well as conducting focus group discussion with school principal and teachers.

IV. RESULT AND DISCUSSION

The teachers of listed organisations were asked to participate in the survey by responding their opinions for four different measures in organizational culture, leadership, work satisfaction and performance. The linearity test is performed with *F-test*. Data is linear as the value of each variable is above the critical value for *F-test*.

A. Organizational Culture and Preschool Teachers' Innovativeness

In order to test whether data from organizational culture and teachers' innovativeness are linear, *F-test* has been conducted. Since the *F* value as shown in table 1 is higher than the critical value of *F* table, we can proceed to test the alternate hypothesis if organizational culture is positively related to teacher innovativeness within preschool organisations in Bogor, Indonesia. The strength of association of organizational culture (X1) to teacher's innovativeness. (Y) is observable from coefficient correlation (r_{x1}) = 0.34. Coefficient of correlation (r_{x1}) = 0.34 indicates a medium positive relationship between organizational culture and teachers' innovativeness. Coefficient of determination (r^2_{x1}) = 0.11 indicates that contribution of organizational culture to teachers' innovativeness is 11 %. This implies that when implementing organizational culture on the innovativeness of teachers is that all school members must strengthen the shared values that can improve the success of teachers' innovativeness.

B. Transformational Leadership and Teachers' Innovativeness

To test whether data from transformational leadership and teachers' innovativeness are linear, *F-test* has been conducted. The higher *F* value as shown in table 2 compared to the critical value of *F* table indicates the appropriateness of the model to test the alternate hypothesis if transformational leadership is positively related to teachers' innovativeness within preschool organisations in Bogor, Indonesia. The strength of association of transformational leadership (X2) to teachers, innovativeness (Y) is observable from coefficient correlation (r_{x2}) = 0.462. Coefficient of correlation (r_{x2}) = 0.46 indicates a moderate positive relationship between transformational leadership and teachers' innovativeness.

Coefficient of determination (r^2_{x2}) = 0.21 indicates that contribution of transformational leadership to teachers' innovativeness is 21 % while the rest 79.6% is determined by other factors not included in the model. This small figure may

due to the fact that the leader does not apply the appropriate leadership style yet within the preschool organization.

C. Working Motivation and Teachers' Innovativeness

Similar to previous model, to identify if data from working motivation and teachers' innovativeness are linear, *F-test* has been conducted. The higher *F* value as shown in table 3 compared to the critical value of *F* table indicates the appropriateness of the model to test the alternate hypothesis if working motivation is positively related to teachers' innovativeness within preschool organisations in Bogor, Indonesia. The strength of association of working motivation (X3) to teachers' innovativeness (Y) is observable from coefficient correlation (r_{x3}) = 0.436. Coefficient of correlation (r_{x2}) = 0.44 indicates a moderate positive relationship between working motivation and teachers' innovativeness.

Coefficient of determination (r^2_{x3}) = 0.19 indicates that contribution of working motivation to teachers' innovativeness is 19 % while the rest 81 % is determined by other factors not included in the model.

V. CONCLUSION

The findings prove that there is a positive and significant relationship between the organizational culture on teachers' innovativeness, transformational leadership on teachers' innovativeness and working motivation on teachers' innovativeness among teachers working in preschools located in Bogor, Indonesia. With particular reference to initial design of the interaction among variables, the results showed that the contribution of organizational culture variable on teachers' innovativeness is 80 %, transformational leadership is 51 %, and working motivation is 40 % indicating the highest individual contribution to the innovativeness of teachers is organizational culture. When combined together, contribution of the three variables of organizational culture, transformational leadership and working motivation achieve 72% indicating the contribution of other variables not included in the model to predict preschool teachers' innovativeness are only 28 % confirming this model is of high goodness of fit.

Based on interviews in qualitative study it is revealed other factors than organizational culture, transformational leadership, and motivation of teachers associated with teachers' innovativeness. Those factors are the school facilities and infrastructure, job satisfaction of teachers, the working environment of teachers, teachers' working discipline, intellectual and emotional intelligence of teachers, teacher work commitment, achievement motivation and teachers' work culture.

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