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RESEARCH ARTICLE

Analysis of the Influence of the Factors of Innovative Work Behavior of SMPN Teachers in the City of Bogor Mediated by Work Engagement and Learning Goal Organization

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ABSTRACT

This study aims to evaluate teachers' innovative work behavior strategies in schools through the application of new concepts involving leadership, organization, and individuals. The research method used is a quantitative approach with cluster random sampling technique and descriptive data analysis and structural equation model (SEM).The results showed that transformational leadership has a negative effect on work engagement, while leader-member exchange (LMX) has a positive effect. Creative self-efficacy has a positive effect on work engagement, while job demand has a negative effect. Job resource has a positive effect on work engagement, and procedural justice has a positive effect on perceived organizational support (POS). Learning goal orientation has a positive effect on innovative work behavior, while work engagement has a negative effect. Recommendations are given to principals, teachers, and organizations to improve the quality of education and teacher work effectiveness and explore other factors that influence teachers' innovative work behavior.

1. INTRODUCTION

Indonesia still faces serious challenges related to the high dropout rate, especially at the junior high school (SMP) level. Data from the 2020/2021 school year recorded 44,516 dropouts across all provinces, although there was a slight decrease from 59,443 children in the previous school year (MOEC, 2021). In West Java Province, the dropout rate in the same period reached 10,884 students (Mulyani, 2017). These conditions indicate that the problem of school dropouts still needs deep attention, especially because it hampers the nation's social and economic progress. In fact, Article 31 of the 1945 Constitution guarantees the right of every citizen to education, and obliges the state to provide free basic education. Law No. 20/2003 on the National Education System also affirms that the government and local governments are responsible for ensuring the availability of education funds for children aged 7-15 years, in the nine-year compulsory education program. However, the challenges faced include some internal factors, such as a lack of interest and motivation to learn among students. In Bogor City, for example, the Education Office noted that in 2020 there were 514 cases of school dropouts, with the junior high school level having the highest number of 236 cases, which were concentrated in South Bogor Sub-district (Metropolitan.com, 2021).

In addition to internal factors, problems also arise from external aspects, such as low levels of family welfare and lack of parental attention. Many students feel that education is irrelevant and would rather work or get married than continue their studies (Hakim, 2020). Another contributing factor is the low competence of teachers, with data showing that the national average score for the Initial Competency Test (UKA) for teachers was only 42.25 on a scale of 0-100, indicating that many

teachers do not meet the ideal standard (Sabon, 2018). This low teacher competence has an impact on the quality of learning, making it unable to provide an attractive environment for students to stay in school (Danim, 2016). Furthermore, according to Suryana (2020) research, traditional learning methods that focus on lectures often make students feel bored and less motivated, which ultimately increases the risk of dropping out of school.

Several studies state that teachers' innovative work behavior needs to be improved as an effort to create a conducive learning environment. Research shows that innovative behavior in teaching can increase students' motivation, making them more interested in participating in teaching and learning activities (Kadek, 2022; Damayanti & Jirana, 2018). Pedagogical innovation by teachers is proven to be positively correlated with students' interest in learning, as explained in a study by Sri Ambar (2021), where teachers who have a creative approach can increase student involvement in the learning process. An interesting learning model is expected to arouse students' enthusiasm for learning, thereby reducing the dropout rate. In addition, improving the quality and qualifications of teachers as drivers of the Merdeka Belajar program is very important, because teachers are the main factor in shaping student interest and motivation (Alfath et al., 2022; Verbyani & Handoyo, 2021).

Overall, reducing dropout rates requires collaboration between the government, schools and communities in providing a supportive learning environment and improving the quality and professionalism of educators. An innovation-oriented educational environment can encourage students to stay in school and foster a sense of shared responsibility in advancing education and the nation's competitiveness.

LITERATURE REVIEW

Teachers' innovative work behavior

Jansen, 2000 states that innovative work behavior is the application of new ideas in work roles, groups or organizations, to obtain role, group, or organizational performance benefits. According to De Jong & Den Hartog, 2010 innovative work behavior is behavior that includes the exploration of new opportunities and ideas, it can also include the behavior of implementing new ideas, applying new knowledge and to achieve improved personal or business performance (Kurniawan et al., 2021). innovative work behavior is often associated with employee creativity in shedding ideas and ideas. Farr (1990), De Jong & Den Hartog (2010) view innovative work behavior as individual behavior directed at the initiation and deliberate introduction (in a work role, group or organization) of new and useful ideas, processes, products or procedures. Meanwhile, Spreitzer (1995) defines innovative work behavior as a reflection of creating something new or different. Scott & Bruce (1994) defines innovative work behavior as the production of usable products, processes, or services that stem from problem identification and idea generation (Abukhait et al., 2019).

Transformational leadership

Burns (1978) defined transformational leaders as leaders who are competent to push their admirers up from insignificant worries and make them work for a common goal and to achieve things that are believed by all to be impossible (Bass, 1999). A recent study conducted by Tepper et al. (2018) showed that team members behave well when managed by transformational leaders, especially when they face the most severe difficulties at work (Ahamad & Kasim, 2016). Transformational leadership is a widely trusted leadership style (Wang et al., 2014). According to Yukl (2012), transformational leadership is a method of encouraging important changes in the perspectives and assumptions of team members and making them committed to the team's goals or objectives. Transformational leaders incorporate role modeling, making special bonds with team members, motivating them, encouraging for brainstorming and also for active observation to reach the highest echelons (Pearce & Conger, 2002).

Leader member exchange (LMX)

LMX is a theory that focuses on the quality of the relationship between leaders and subordinates to understand the influence of the leader's role on members, teams or organizations (Erdogan & Bauer, 2014). The quality of LMX in schools is divided into two, namely high LMX quality (in-group) and low LMX quality (out-group). The high quality of LMX can be seen from the teachers and education staff

in a group carrying out their work based on the agreed work duties. Teachers and education personnel included in the in-group are also reliable for carrying out tasks. Teachers always want to volunteer for additional work, and are willing to take responsibility (Harthantyo & Rahardjo, 2017). Subordinates who are close to the leader (in-group) will receive and offer a series of useful results, including attention and support from the leader, and provide more time to work, willingness and awareness to provide and problem-solving ideas (Fatmalasari, 2021).

Creative self efficacy (CSE)

Creative self-efficacy is one of the variables that can foster employee confidence to behave creatively (Mulyani, 2017). In shaping the ability to be creative can be done by the ability of oneself and the environment. Someone who has creative self efficacy will be able to produce creativity, namely ideas that are original and relevant and useful for the organization (Oldham & Cummings, 1996). With Creative Self Efficacy, it is possible for employees to perceive themselves as having the necessary skills to complete the next task and so the employee becomes less motivated to spend more effort in the next creative act (Chen et al., 2004). Excessive Creative Self Efficacy can also lead to unrealistic goal pursuit and risky goal setting, which may no longer be beneficial to creativity (Hirst et al., 2018). This is in accordance with the expression of Liu et al., 2012 which states that Creative Self Efficacy is a self-belief in the abilities possessed that can change behavior and encourage creative work results.

JD-R (Job demand and job resource)

The definition of job demand is the job characteristics shown in the psychological, physical, social and organizational aspects of the job that require physical and mental strength that produce physical and psychological fatigue in employees. While job resources are job characteristics shown in the psychological, physical, social and organizational aspects of the job that help in achieving goals, stimulate employee self-development and help overcome physical and psychological fatigue of employees (Demerouti et al., 2001). The JD-R model is a refinement of two previously developed job stress models, namely the demands-control model (DCM) Karasek Jr (1979) and the effort-reward imbalance model (ERI) (Siegrist, 1996). DCM states that job stress is caused by high job demands at work and low control or autonomy of workers in doing a job (Bakker et al., 2007).

Perceived organizational support (POS)

Perceived Organizational Support is perceived organizational support is the employee's perception that the organization values their contribution and cares about their well-being (Eisenberger et al., 1986). Perceived organizational support (POS) can be defined as employee perceptions regarding the extent to which the organization provides support to employees and the extent to which the organization is ready to provide assistance when needed. According to Eisenberger and Rhoades (2002) in Wann-Yih & Htaik (2011) perceived organizational support refers to employees' perceptions of the extent to which the organization values their contributions and cares about their well-being. Perceived organizational support (POS) is an important concept in the behavioral literature of an organization where organizational support can provide an explanation of the relationship between organizational behavior, attitudes and behavior of employees towards their work and organization.

Work engagement

Work engagement is a concept of thought where employees who have a sense of engagement in other words feel bound to their work so that when they work they will be more enthusiastic in doing their work. Bakker et al. (2004) defines work-engagement as something positive related to behavior at work which includes thoughts about the relationship between workers or employees and their work, which is characterized by vigor and dedication and absorption in work. According to Kahn (in Marwick, 2013) work engagement in work is conceptualized as a member of the organization, a sense of belonging to the job and pride, more effort (time and energy), enthusiasm and interest, commitment in carrying out work.

Procedural justice

Procedural Justice Colquitt (2001) explains that individuals not only evaluate the distribution of outcomes, but also evaluate the procedures for making these allocations. Al-Zu'bi (2010) states that, "procedural justice refers to participants' perceptions about the fairness of the rules and procedures that regulate a process". Tyler & Blader (2001) explain that, "procedural justice is about optimism about the ability of social authorities to bridge differences in interests and values, and find acceptable resolutions for disputants". to bridge differences in interests and values, and find resolutions that are acceptable to the parties to the dispute". The definition explains that Procedural Justice is about optimism about the social ability to bridge differences in interests and values, and find a resolution that the party at issue will accept.

Learning goal orientation

Learning goal orientation is a stable dispositional trait of a person that shows a desire to learn and master new skills and situations (Dweck, 1986). Learning goal orientation is also defined as an internal mindset that encourages employees to increase their knowledge by learning new talents. Learning goal orientation is often accompanied by a person's persistence when faced with a problem and has a desire to find alternative problem solving, as well as enjoying the problem at hand (Eppler & Harju, 1997). VandeWalle (1997)stated that learning goal orientation is a willingness of each individual in developing their competence by learning new skills and facing a condition that has never been faced before. According to Joo & Park (2010) learning goal orientation is a person's willingness to improve competence by developing skills and mastering new situations, characterized by adaptive response patterns that lead to positive results. Someone who has a learning goal orientation views intelligence as flexible and can be developed continuously through experience and effort (Creed et al., 2009).

Thinking framework

In this study, the authors intend to determine strategies to improve teachers' innovative work behavior to reduce student dropout rates in the Bogor city area. Based on several previous studies, there are several factors that influence the occurrence of innovative work behavior (Y) in an organization including leadership, organizational and individual behavioral factors in the organization (Al-Omari et al., 2019). The factors mentioned above, namely: Transformational Leadership (X1), LMX (Leader Member Exchange) (X2), Creative Self Efficacy (CSE) (X3), Job Demand (X4), Job Resource (X5), Perceived Organizational Support (X6), Work Engagement (Z1), Procedural Justice (Z2), Learning Organizational Support (Z3), are expected to increase teachers' innovative work behavior (Y) in schools so that students are more active in the learning process, Students participate more in the learning process, discuss material together with other students, practice doing problems, are innovative, creative, which in turn can increase interest and motivation to learn so that it is expected to reduce the dropout rate.

Based on the description above, the framework in this study can be described as follows:

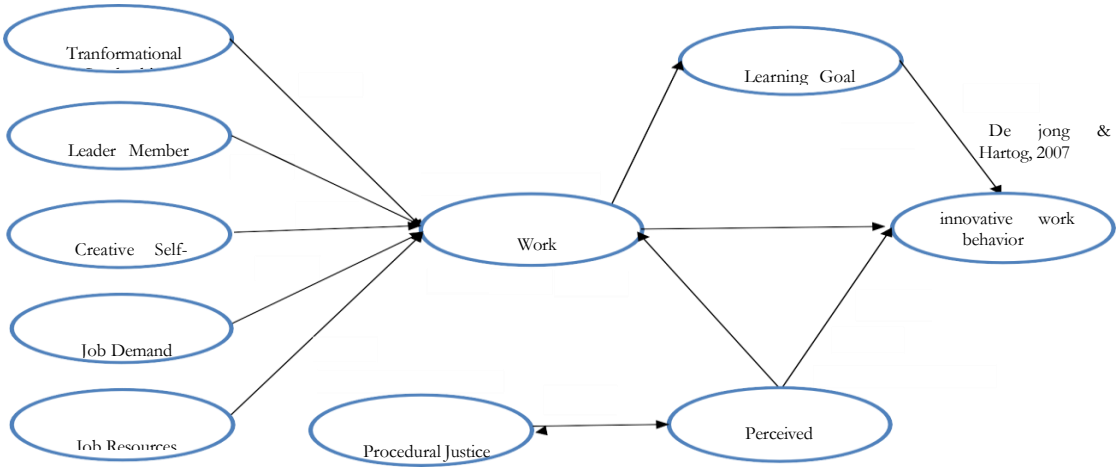

Figure 1: Research model/framework

METHODOLOGY

Sampling and data collection

Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics. The population in this study were all junior high school teachers in the Bogor City Region. The population in this study amounted to 809 public junior high school teachers in the Bogor City Region. Determination of the sample size will use the inverse square root method which is the minimum sample size for research using partial least square structural equation modeling (PLS-SEM), namely 160 (Kock & Hadaya, 2018). The number of samples used in this study was 440 teachers.

The sampling technique used in this study is Cluster random sampling because the researcher ranks from a large population. So that the population is selected based on the group/class. In this study, schools have been divided by region per sub-district. The use of Cluster random sampling is also based on efforts to maintain the existence of samples in each treatment and due to external and internal conditions. In this study, the sample was selected randomly. The population of 20 schools was randomized using Cluster random sampling.

The data collection techniques in this study included several main methods. First, the author conducted direct observation of the research respondents by visiting schools in Bogor City and interviewing several teachers to understand the condition of the school and the teaching-learning system. Second, the author distributed questionnaires to the respondents, in the form of written statements to obtain general opinions related to the leadership process, knowledge sharing behavior, and innovative work behavior of elementary school teachers in the Jabodetabek area. Third, a literature study was conducted to obtain theories related to innovative work behavior, leadership, and organizations to increase student interest and motivation. In addition, field data such as dropout data and its percentage in Bogor City were also collected. The questionnaires used were closed-ended with a Likert scale of 1-5 to measure the variables studied, where respondents could choose the answers that corresponded to their views. Primary data was obtained from questionnaires distributed to teachers in Junior High Public Schools in Bogor City. Innovative work behavior is defined as employee behavior that is planned to bring innovation in the form of new products, processes, procedures, or ideas that can solve problems and benefit the organization.

Measurement

Research instruments are tools to measure the value of the variables under study in order to obtain supporting data in conducting a study. The number of instruments to be used for research depends on the number of variables to be studied. The research instruments commonly used in research are several lists of questionnaire questions given to each respondent who is the sample in the study, namely junior high school teachers in the Bogor City Region. The questionnaire in this study was made based on the theoretical basis of the variables studied, namely innovative work behavior, Transformational Leadership, Leader Member Exchange, Creative Self Efficacy, JDR Model, Perceived Organizational Support, Procedural Justice, Work Engagement, Learning Goal Orientation, all of which are contained in the appendices.

Data analysis

Data Analysis Methods Data analysis is carried out after the data collection stage has been completed, with the help of statistics to describe the data, test the relationship between variables, and test hypotheses. In this study, data analysis used a partial least squares structural equation modeling (PLS- SEM) approach with the help of the latest SmartPLS version 3.3.3 software (Ringle et al., 2015). Where PLS-SEM is a statistical modeling method used to explain the relationship between variables using the relationship between multiple regression equations. These equations describe relationship between constructs (independent variables and dependent variables) to be analyzed, where each construct has several latent factors.

Thus PLS-SEM is a unique combination of several multivariate statistical techniques such as multiple regression analysis and factor analysis (Hair et al., 2017). In PLS-SEM analysis, a model generally

consists of two sub-models, namely the measurement model (measurement model or outer model) and the structural model (structural model or inner model).

RESULTS

Model design

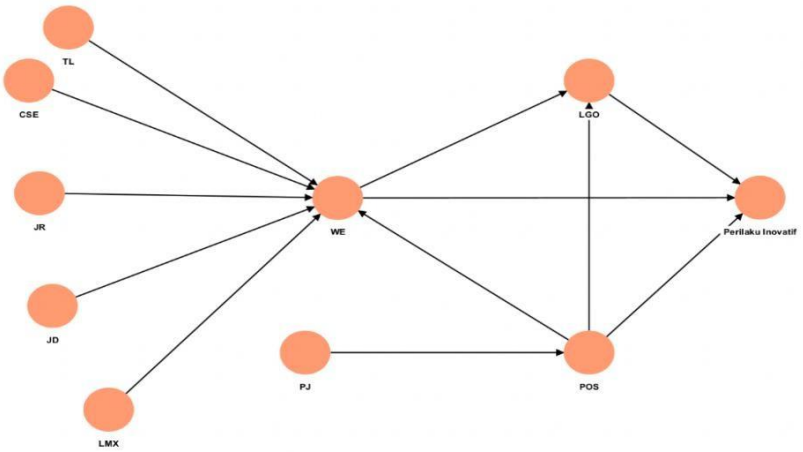

Figure 1: Inner model design

Figure 1 is the design of the inner model of SmartPLS software processing results where the blue environment is symbolic of the research variables. Transformational Leadership is denoted by TL, Creative Self Efficacy is denoted by with CSE, Job Demand denoted by JD, Job Resource denoted by JR, Perceived Organizational Support denoted by POS, Procedural Justice denoted by PJ, Work Engagement denoted by WE, Learning Goal Orientation denoted by LGO, Innovative Work Behavior denoted by PLS.

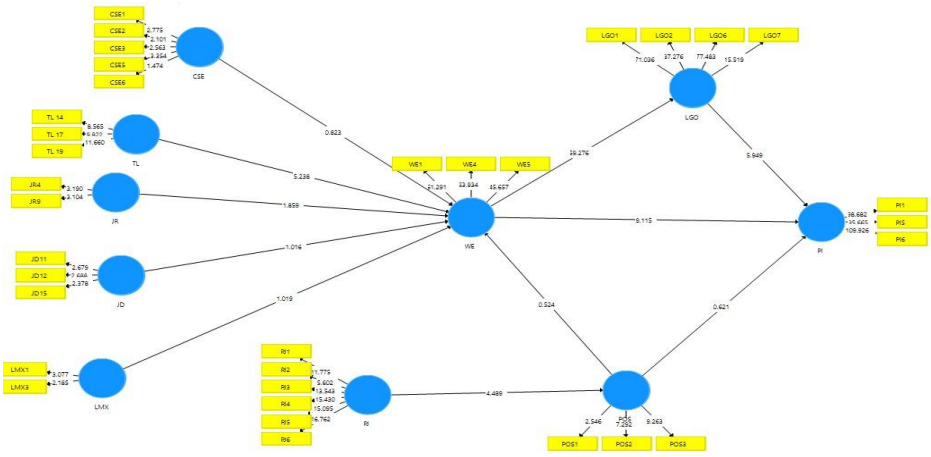

Figure 2: Outer model design

Figure 2 shows that Transformational Leadership is measured by 3 indicators, namely TL14, TL17, TL19. Creative Self Efficacy is measured by 5 indicators, namely CSE 1, CSE 2, CSE 3, CSE 5, CSE 6. Job Demand is measured by 3 indicators, namely JD11, JD12, JD15. Job Resource is measured by 2 indicators, namely JR4, JR9. Perceived Organizational Support is measured by 4 indicators, namely POS1, POS2, POS3. Procedural Justice is measured by 6 indicators, namely PJ1, PJ2, PJ3, PJ4, PJ5, PJ6. Engagement is measured by 3 indicators, namely WE1, WE3, WE5. Learning Goal Orientation is measured by 4 indicators, namely LGO1, LGO2, LGO6, LGO7. LMX is measured by 2 indicators, namely LMX1, LMX3 Innovative Work Behavior is measured by 4 indicators, namely PL1, PL5, PL6.

Data analysis

Analysis of the measurement model (outer model) in this study was carried out using validity and reliability tests. The validity test consists of convergent validity and discriminant validity. While the reliability test is expressed in the calculation of the composite reliability value and Cronbach's Alpha. Discriminant validity can be seen in the Fornel Larcker criterion and the value of indicator loading and cross loading. The Fornel-Larcker criterion calculation process is carried out by comparing the AVE root of each construct to the correlation between other constructs in the research hypothesis model (Ghozali, 2008).

If the results of the calculation of the Fornel-Larcker Criterion show that the root AVE value of each construct is greater than the correlation value between one construct and another, then the discriminant validity is declared good, the value of discriminant validity based on the Fornel-Lacker Criterion in this research model can be seen in Table 1 below:

Table 1: Cross loading value

	CSE	**JD**	**JR**	**LGO**	**LMX**	**PI**	**PJ**	**POS**	**TL**	**WE**
CSE	0.716									
JD	0.033	0.742								
JR	-0.004	0.095	0.788							
LGO	0.111	0.072	0.104	0.931						
LMX	0.039	0.072	-0.018	0.061	0.824					
PI	0.083	0.089	0.086	0.909	0.055	0.932				
PJ	0.047	0.002	-0.035	0.026	0.101	0.029	0.774			
POS	-0.029	0.048	0.029	-0.045	0.033	-0.047	0.170	0.738		
TL	0.048	0.019	0.032	0.397	-0.003	0.377	0.057	-0.052	0.747	
WE	0.074	0.079	0.096	0.890	0.059	0.927	-0.000	-0.039	0.315	0.889

Table 1 shows that the loading factor value on the variable is greater than the cross loading value. Therefore, this shows that all indicators of all variables used in this study are declared valid. Discriminant validity can also be seen from the AVE (Average Variance Extracted) value. The criteria for a good AVE value is above 0.5 (Ghozali, 2014). The AVE value in this study can be seen in Table 4.4 below:

Table 2: Average variance extracted

Variabel	**AVE**
CSE	0.514
JD	0.550
JR	0.620
LGO	0.735
LMX	0.679
PI	0.869
PJ	0.600
POS	0.545
TL	0.558
WE	0.789

The next analysis after the validity test is the reliability test. The instrument reliability test is carried out to determine the consistency of the regularity of the measurement results of an instrument even though it is carried out at different times, locations, and populations. Construct reliability is measured by two different criteria, namely composite reliability and Cronbach's Alpha (internal consistency reliability). A construct is declared reliable if the value of composite reliability is more than 0.7 and

the Cronbach's Alpha value is more than 0.6 (Fornell & Larcker, 1981). The results of the reliability test calculation on composite reliability and Cronbach Alpha are shown in Table 4.5 below:

Table 3: Composite reliability and cronbach's alpha

Variabel	Composite Reliability	Cronbach's Alpha
PI	0.952	0.898
WE	0.918	0.916
LGO	0.916	0.933
PJ	0.898	0.933
CSE	0.834	0.980
LMX	0.806	0.958
TL	0.791	0.880
JD	0.786	0.987
POS	0.774	0.950
JR	0.766	0.900

The results of measuring Composite Reliability and Cronbach's Alpha in the table show that all variables for Composite Reliability have values above 0.70 and all variables for Cronbach's Alpha have values above 0.60. Thus, these results can be declared valid and have a fairly high reliability.

Table 4: R Square

Variable	R Square	Prediction Model
LGO	0.787	Strong
PI	0.893	Strong
POS	0.029	Weak
WE	0.118	Weak

The innovative work behavior variable has an r-square value of 0.893 after calculation through SmartPLS 3.0, this means that the variance ability that can be explained by the Transformational Leadership variable, Creative Self Efficacy, Work Engagement, Perceived Organizational Support, Procedural Justice, Job Demand, Job Resource, Leader Member Exchange to the Innovative Work Behavior variable is 89%.

The next process after the R square value is obtained is to conduct a significance t-test of the structural path parameter coefficient. The significance of the influence between latent variables can be seen from the statistical significance value. The significance value of the parameter coefficient can be calculated using the bootstrapping method. Bootstrapping is a non-parametric procedure that can be applied to test whether coefficients such as outer weights, outer loadings, and path coefficients are significant by estimating the standard error for the estimate. Bootstrapping in this test is carried out using a sub-sample with a significance level of 0.5. The path coefficient table can be seen in Table 5 and the bootstrapping output can be seen in Figure 2.

Table 5: Hypothesis testing of direct influence

Hypothesis	Pathway		riginal Sample	t Statistik	p value	Description
	From	To				
Hypothesis 1	TL	WE	0.308	5.168	0.000	Supported
Hypothesis 3	LMX	WE	0.055	1.006	0.157	Not Supported
Hypothesis 5	CSE	WE	0.054	0.826	0.204	Not Supported
Hypothesis 7	JD	WE	0.061	1.017	0.155	Not Supported
Hypothesis 9	JR	WE	0.082	1.819	0.034	Supported
Hypothesis 11	PJ	POS	0.170	4.421	0.000	Supported
Hypothesis 14	WE	PI	0.927	79.016	0.000	Supported
Hypothesis 15	LGO	PI	0.887	58.970	0.000	Supported
Hypothesis 12	POS	PI	-0,003	0,206	0,418	Not Supported

The results of hypothesis testing showed that some relationships between variables were significant, while others were not. Hypothesis 1, which links TL (Transformational Leadership) to WE (Work Engagement), was supported with a contribution of 0.308, a t of 5.168, and a p value of 0.000, indicating a strong relationship. In contrast, hypothesis 3 (LMX to WE), hypothesis 5 (CSE to WE), and hypothesis 7 (JD to WE) were not supported, as each had a p value above 0.05, indicating that these relationships were not statistically significant.

However, hypothesis 9 linking JR (Job Resources) to WE is supported with a contribution of 0.082, a t of 1.819, and a p value of 0.034, so this relationship is significant. Furthermore, hypothesis 11 (PJ to POS) shows support with a contribution of 0.170, t of 4.421, and p value of 0.000, indicating that PJ (Perceived Justice) significantly affects POS (Perceived Organizational Support). Hypothesis 14 linking WE with PI (Performance Intention) was also supported with a high contribution of 0.927, t of 79.016, and p value of 0.000, showing a very strong relationship. Similarly, hypothesis 15 (LGO to PI) is significant, with a contribution of 0.887, t of 58.970, and p value of 0.000. Finally, hypothesis 12 linking POS to PI is not supported, with a contribution of -0.003, t of 0.206, and p value of 0.418, showing an insignificant relationship. Overall, hypotheses that have a p value < 0.05 are supported, while hypotheses with a p value ≥ 0.05 are not supported.

Table 6: Hypothesis testing of indirect influence

Hypothesis	Pathway		By	Original Sample	t Statistic	p value	Description
	From	To					
Hypothesis 2	TL	PI	WE	0.178	4.308	0.000	Supported
Hypothesis 4	LMX	PI	WE	0.032	1.008	0.157	Not Supported
Hypothesis 6	CSE	PI	WE	0.032	0.798	0.212	Not Supported
Hypothesis 8	JD	PI	WE	0.035	0.994	0.160	Not Supported
Hypothesis 10	JR	PI	WE	0.047	1.781	0.038	Supported
Hypothesis 13	PJ	POS	PI	-0.002	0.546	0.292	Not Supported
Hypothesis 16	WE	PI	LGO	0.348	6.228	0.000	Supported

This table summarizes the results of hypothesis testing for various relationships between variables with mediator variables and indicates whether each hypothesis is supported. Hypothesis 2 linking TL (Transformational Leadership) to PI (Performance Intention) through WE (Work Engagement) is supported, with a contribution of 0.178, a t of 4.308, and a p value of 0.000, indicating a significant effect. In contrast, hypothesis 4 (LMX to PI through WE), hypothesis 6 (CSE to PI through WE), and hypothesis 8 (JD to PI through WE) were not supported as they had p values above 0.05, meaning these relationships were not significant.

However, hypothesis 10 linking JR (Job Resources) to PI through WE is supported with a contribution of 0.047, t of 1.781, and p value of 0.038, indicating a significant effect. Meanwhile, hypothesis 13 that links PJ (Perceived Justice) with PI through POS (Perceived Organizational Support) is not supported, with a contribution of -0.002, t of 0.546, and p value of 0.292, indicating that this relationship is not significant. Finally, hypothesis 16 linking WE with PI through LGO (Learning Goal Orientation) was supported with a contribution of 0.348, t of 6.228, and p value of 0.000, showing a significant relationship

DISCUSSION

Based on the test results, teacher work engagement acts as a mediator on the Job Resource variable on Innovative Work Behavior. This is in accordance with the Job Demands- Resources theory (JD-R Theory) explaining how the organizational environment impacts employee well-being and performance (Bakker et al., 2007), In a school, leadership plays an active role in supporting the performance of teachers, job stress can be reduced with a positive Job Resource (JR) from the organization. When the work environment demands an employee to increase his/her workload and

there is a lack of job resources to cope with the demands, employees must achieve their goals through psychological accommodation (Hu et al., 2017).

Rothmann & Jordaan (2006) also suggested that job resources, such as opportunities for self-development, organizational support, and promotion affect work engagement in the aspects of vigour and dedication. Job demands, in this case overload, have a positive impact on dedication when organizational support is low (Rothmann & Jordaan, 2006). Research conducted by Hakanen & Peeters (2015) shows that the existence of job resources will definitely affect work engagement. According to Hakanen & Peeters (2015) that employees who have control over their work and feel valued will show high work engagement.

The test results found that the main factor that is most decisive is the role of the teacher's Learning Goal Orientation which mediates the teacher's work engagement factor (Work Engagement) on his innovative work behavior. This is in line with the Broaden and Build Theory of emotions proposed by Fredrickson (1998) that positive emotions possessed by a person can expand various thoughts and actions so as to improve their emotional well-being. Conversely, negative emotions actually narrow a person's thoughts and actions (Fredrickson, 2004). This states that when a teacher has a high Learning Goal Orientation towards his job, the teacher will have positive emotions to always improve his professional abilities and expertise as a teacher, this is done by the teacher to improve the quality of teaching in the classroom in accordance with changes in the existing curriculum, pay attention to the indicators of the accuracy of the existing curriculum.

This is done by teachers to improve the quality of teaching in the classroom in accordance with changes in the existing curriculum, pay attention to student achievement indicators with teaching methods according to student needs, teachers are more interactive in teaching, use appropriate technology in developing learning innovations, pay attention to the condition and readiness of students to learn, conduct summative and formative evaluations in order to improve the quality of student learning in the classroom, foster a sense of love and compassion for students so that these positive emotions can increase the innovative work behavior of teachers in schools and can increase student interest and motivation to learn so that students' thoughts of being lazy to study at school, the desire not to continue school can be reduced.

CONCLUSION AND RECOMMENDATION

The conclusion of this study shows that transformational leadership and organizational support can affect teachers' work engagement and innovative work behavior. Principals who apply transformational leadership style play an important role in improving teachers' work innovation through charisma, intellectual stimulation, motivation, and individual attention. However, the results state that Transformational Leadership does not have a significant effect on work engagement and innovative work behavior (H1 and H2). Individuals (teachers) also play an important role in increasing work engagement and innovation through creative self-efficacy (CSE). Teachers with high CSE are more likely to adopt new and creative teaching methods, although the results show CSE has no significant effect on innovative work behavior through work engagement (H6). Organizational support has a significant effect on work engagement and innovative work behavior, mainly through fairness in organizational support which includes evaluation, promotion, and supervision. However, the role of job resources was not shown to increase innovative work behavior through job attachment (H11). The managerial implications of these findings suggest that principals need to support teachers through effective communication and organizational justice to increase teacher motivation and innovation. In addition, teachers need to have high self-efficacy to be creative and develop competencies. This study is limited to junior high school teachers in Bogor City, so the results cannot be generalized. Suggestions for future research are to add mediating variables such as psychological empowerment, organizational culture, and work commitment to deepen understanding of the factors that influence teachers' innovative work behavior.

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