
**THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND
ORGANIZATIONAL CULTURE ON INNOVATIVE BEHAVIOR OF CIVIL
SERVANT TEACHERS AT SMA NEGERI 1 SUNGAI RAYA KUBU RAYA WEST
KALIMANTAN**



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Abstract

Human resources are organizational elements that determine the continuity of activities and the achievement of objectives, including in public organizations within the state senior secondary education sector. At SMA Negeri 1 Sungai Raya, Kubu Raya Regency, dynamics are still found in the implementation of organizational culture and work behavior of Civil Servant (ASN) teachers, such as time discipline that is not yet fully consistent and differences in adaptability to technology-based learning methods. These conditions occur alongside the implementation of ASN work culture values BerAKHLAK and the continuously developing demands for instructional innovation. This study examines the influence of transformational leadership and organizational culture on the innovative behavior of Civil Servant teachers, both partially and simultaneously. This study aims to analyze the influence of transformational leadership and organizational culture on the innovative behavior of Civil Servant teachers at SMA Negeri 1 Sungai Raya, Kubu Raya Regency, West Kalimantan. This study uses a quantitative approach with an associative design. The research respondents consist of 52 ASN teachers, all of whom were used as samples through total sampling techniques. Data were collected through interviews and questionnaires using a Likert scale and analyzed using validity and reliability tests, classical assumption tests, multiple linear regression analysis, correlation and determination analysis, and simultaneous and partial hypothesis testing. The results show that transformational leadership and organizational culture have a positive and significant influence on teachers' innovative behavior, both partially and simultaneously. These findings indicate that inspirational leadership and an organizational culture that supports openness, cooperation, and adaptability play an important role in encouraging innovative behavior among teachers in carrying out their professional duties in public school environments.

Keywords: Transformational Leadership, Organizational Culture, Innovative Behavior, ASN Teachers

INTRODUCTION

Human resources are organizational elements that are directly related to the continuity of organizational activities and the achievement of organizational objectives. Human resource management includes processes of utilization, development, appraisal, compensation, and management of individuals within organizations (Sinambela, 2021). In the context of public organizations, leadership and organizational culture are part of managerial practices that shape work patterns and the behavior of civil servants. Leadership is an applied field within the social sciences whose formulations are used to understand and manage individual and group behavior within organizations (Sule & Priansa, 2018).

In the state senior secondary education sector, leadership and organizational culture exist within the context of school institutions involving Civil Servants (ASN) as the main implementers of the learning process. Leadership in school organizations is carried out through the use of various sources of power, such as legitimate power, expertise, rewards, referent power, and coercion (Sule & Priansa, 2018). One form of leadership applied in organizations is transformational leadership, which relates to leaders' ability to motivate organizational members to move beyond personal interests in order to achieve organizational goals (Sule & Priansa, 2018).

The phenomenon at SMA Negeri 1 Sungai Raya, Kubu Raya Regency, indicates dynamics in the implementation of organizational culture and ASN teachers' work behavior. Based on interviews with the Principal, teachers are still found to arrive late and enter classes late, which affects classroom conditions and the learning environment. In addition, some teachers experience difficulties adapting to changes in technology-based learning methods, even though training has been provided. These conditions are addressed through verbal warnings and support from colleagues who have been able to adapt to learning technologies.

ASN organizational culture in the school environment refers to the BerAKHLAK values as regulated in the Circular Letter of the Minister of Administrative and Bureaucratic Reform Number 20 of 2021. These values include service orientation, accountability, competence, harmony, loyalty, adaptability, and collaboration. At SMA Negeri 1 Sungai Raya, these values are socialized through visual media, oral communication during meetings and ceremonies, as well as school WhatsApp groups. The implementation of this organizational culture takes place simultaneously with the demands for instructional innovation that continue to develop along with curriculum changes and the utilization of educational technology.

Teachers' innovative behavior is part of work activities related to opportunity exploration, idea generation, idea promotion, and idea realization in carrying out tasks (Notosudjono et al., 2022). At SMA Negeri 1 Sungai Raya, various innovations have been implemented, including project-based learning, problem-based learning, collaborative learning, utilization of digital platforms, interactive learning media, hybrid learning, classroom management innovation, and student development through literacy and extracurricular programs. However, the implementation of these innovations shows varying responses among ASN teachers, where some teachers express objections to additional workloads, while others implement innovations according to their competencies.

Previous studies show consistent findings regarding the influence of transformational leadership on innovative work behavior among teachers. Rahmawati et al. (2022) proved a positive influence of transformational leadership on innovative work behavior of teachers at private senior high schools in Pamijahan District, Bogor, providing empirical evidence of the

relationship between the two variables in private school contexts, although not examining the role of ASN BerAKHLAK organizational culture nor applied to public schools with different administrative and structural characteristics of ASN teachers. In line with these findings, Setyaningrum et al. (2024) found that transformational leadership significantly influences teachers' innovative behavior at SMA Negeri 3 Slawi, while Pestalozi et al. (2019) also showed a positive direct influence of transformational leadership on innovativeness of public senior high school teachers in Lubuklinggau City. Overall, these studies affirm the relevance of transformational leadership in encouraging innovative behavior among teachers across various educational contexts.

Based on these conditions, this study is positioned to examine the influence of transformational leadership and organizational culture on innovative behavior of ASN teachers at SMA Negeri 1 Sungai Raya, Kubu Raya Regency, West Kalimantan. The research focuses on combining transformational leadership and ASN organizational culture variables within one analytical model in a public school context, with the research object limited to ASN teachers at the institution. The objective of this study is to analyze the influence of transformational leadership and organizational culture on innovative behavior of Civil Servant teachers at SMA Negeri 1 Sungai Raya, Kubu Raya Regency, West Kalimantan, in accordance with the variables, object, and research context that have been established.

REVIEW OF LITERATURE

Transformational Leadership

Transformational leadership is defined as a form of leadership that inspires, provides intellectual stimulation, and gives individualized consideration, and can be implemented both directive and participative (Bass, 1999 in Tumiran et al., 2022). In educational organizational contexts, transformational leadership of school principals is understood as the ability to transform influence to all school members effectively to develop and improve professional abilities through visionary work relationship management (Maris et al., 2016 in Saring, 2022). Indicators of transformational leadership refer to four main dimensions: idealized influence (charismatic), inspirational motivation, intellectual stimulation, and individualized consideration (Saring, 2022).

Empirically, Delastri et al. (2025) found that transformational leadership significantly influences teachers' innovative behavior. Rahmawati et al. (2022) also reported a positive influence of transformational leadership on innovative work behavior of teachers in private senior high schools. These findings indicate that transformational leadership has been consistently tested as a variable related to teachers' innovative behavior in educational contexts, although conducted in different locations and types of schools.

Organizational Culture

Organizational culture is understood as a system of shared meanings held by organizational members that distinguishes one organization from another, including values, beliefs, and assumptions that characterize the organization (Robbins & Judge, 2019). Organizational culture is also defined as values that serve as guidelines for human resources in carrying out their obligations and behaviors within organizations (Sulaksono, 2015). These definitions position organizational culture as a collective attribute reflected in members' work behavior patterns. Indicators of organizational culture in this study refer to six main characteristics: adaptability, attention to detail, outcome orientation, people/customer orientation, team orientation, and integrity (Robbins & Judge, 2019). These characteristics

describe work behavior orientations that develop within organizations and serve as an operational framework for observing organizational culture.

Previous studies indicate a relationship between organizational culture and innovative behavior. Masni'atin (2024) reported that organizational culture significantly influences teachers' innovative behavior, both directly and indirectly through teacher satisfaction. Sururi et al. (2022) also found that organizational culture significantly influences innovative work behavior in hospital nurse contexts. In addition, Pramesti et al. (2024) showed that organizational culture partially influences teachers' innovative work behavior. These findings indicate that organizational culture has been tested across professional and institutional contexts as a factor related to innovative behavior.

Innovative Behavior

Innovative behavior is defined as individuals' actions in exploring opportunities, generating ideas, promoting ideas, realizing ideas, and reflecting in professional work as an accumulation of physical and cognitive work to improve work effectiveness and quality (Dasmo et al., 2022). In educational contexts, teachers' innovative behavior is understood as actions in exploring opportunities, generating ideas, promoting, and realizing ideas to produce new and effective ways in carrying out and completing work (Notosudjono et al., 2022). Indicators of innovative behavior refer to three main dimensions: idea generation, idea promotion, and idea realization (Janssen, 2003 in Notosudjono et al., 2022).

Empirically, Pramesti et al. (2024) showed that teachers' innovative work behavior is partially influenced by transformational leadership and organizational culture, and simultaneously influenced by both variables. These findings are reinforced by Rahmawati et al. (2022), Delastri et al. (2025), Masni'atin (2024), and Sururi et al. (2022), which consistently examine innovative behavior as a dependent variable across organizational contexts. The variation in research contexts shows that innovative behavior has been analyzed as a relevant construct in leadership and organizational culture studies with relatively consistent indicators.

RESEARCH METHOD

This study uses a quantitative approach with an associative research type, which aims to analyze relationships between two or more variables (Siregar, 2017). This approach is used to test the relationship between Transformational Leadership (X1) and Organizational Culture (X2) on Innovative Behavior (Y) of Civil Servant (ASN) teachers at SMA Negeri 1 Sungai Raya, Kubu Raya Regency, West Kalimantan. The population in this study includes all ASN teachers at SMA Negeri 1 Sungai Raya, totaling 52 individuals in 2025, excluding the Principal. Given the limited population size, total sampling was used, where all population members served as research respondents (Sugiyono, 2021). The sample size is 52 ASN teachers at SMA Negeri 1 Sungai Raya, Kubu Raya Regency.

Data collection involved primary and secondary data. Primary data were obtained through interviews with the Principal to gather preliminary information relevant to the study, and questionnaires distributed to all ASN teachers as the main research instrument. Secondary data were obtained from official documents of SMA Negeri 1 Sungai Raya, including student numbers, educator and staff data, and students' average examination scores. All research variables were measured using a five-point Likert scale to measure respondents' attitudes, opinions, and perceptions (Sugiyono, 2021).

Data analysis was conducted through several statistical testing stages. Research instruments were first tested for validity and reliability to ensure measurement accuracy and consistency (Siregar, 2017). Classical assumption tests were then conducted, including normality, linearity, and multicollinearity tests as prerequisites for regression analysis (Purnomo, 2016; Nugraha, 2022; Ghazali, 2018). Hypothesis testing used multiple linear regression analysis to determine the influence of transformational leadership and organizational culture on innovative behavior. In addition, correlation coefficients were analyzed to measure relationship strength, determination coefficients to determine the contribution of independent variables to the dependent variable, and F-tests and t-tests to examine simultaneous and partial effects at a 5% significance level (Siregar, 2017).

RESULTS AND DISCUSSION

Test Research Instruments

a. Validity Test

Validity testing was conducted to ensure that each questionnaire item represents the studied construct. Testing was conducted by correlating item scores with total scores and comparing calculated r values with r table values of 0.273 (df = 50; $\alpha = 0.05$). Results are presented in Table 1.

Table 1. Validity Test Results

Variable	Indicator	r-count	r-table	Description
Transformational Leadership (X1)	X1.1	0.765	0.273	Valid
	X1.2	0.566		
	X1.3	0.444		
	X1.4	0.513		
	X1.5	0.589		
	X1.6	0.729		
	X1.7	0.552		
	X1.8	0.604		
	X1.9	0.717		
	X1.10	0.671		
	X1.11	0.410		
	X1.12	0.772		
Organizational Culture (X2)	X2.1	0.467	0.273	Valid
	X2.2	0.733		
	X2.3	0.431		
	X2.4	0.625		
	X2.5	0.608		
	X2.6	0.651		
	X2.7	0.485		
	X2.8	0.635		
	X2.9	0.532		
	X2.10	0.639		
	X2.11	0.626		
	X2.12	0.664		
	X2.13	0.656		

	X2.14	0.509		
	X2.15	0.630		
	X2.16	0.579		
	X2.17	0.615		
	X2.18	0.625		
	Y.1	0.620		
	Y.2	0.589		
	Y.3	0.664		
Teachers' Innovative Behavior (Y)	Y.4	0.633	0.273	Valid
	Y.5	0.667		
	Y.6	0.642		
	Y.7	0.707		

Source: Processed Data, 2026

Based on Table 1, all indicators for Transformational Leadership (X1), Organizational Culture (X2), and Teachers' Innovative Behavior (Y) have r values greater than 0.273. Thus, all research instruments are valid and suitable for use.

b. Reliability Test

The reliability test was conducted to assess the stability and consistency of the questionnaire as a measuring instrument using Cronbach's Alpha. The instrument is considered reliable if the Cronbach's Alpha value is ≥ 0.60 . The reliability test results for all variables are presented in Table 2.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Minimum Reliabilities	Description
Transformational Leadership (X1)	0,851		
Organizational Culture (X2)	0,892	0.60	Reliable
Teachers' Innovative Behavior (Y)	0,767		

Source: Processed Data, 2026

Based on the reliability test results in Table 2, all research variables have Cronbach's Alpha values above 0.60. Therefore, all instruments are declared reliable and feasible to be used as data collection instruments.

Classical Assumption Test

a. Normality Test

The normality test was conducted to ensure that the data are normally distributed using the Kolmogorov–Smirnov method. The results of the data normality test are presented in Table 3.

Table 3. Normality Test Results

Test	Value
N (Sample)	52
Test Statistic	.062
Asymp.Sig.(2-tailed)	.200 ^e

Source: Processed Data, 2026

Based on Table 3, the Asymp. Sig. (2-tailed) value of 0.200 is greater than 0.05, thus the research data are declared normally distributed.

b. Linearity Test

The linearity test was conducted to assess the linear relationship between the independent and dependent variables using the Test for Linearity. The relationship is considered linear if Sig. Linearity < 0.05 and Sig. Deviation from Linearity > 0.05. The linearity test results are presented in Table 4.

Table 4. Linearity Test Results of Transformational Leadership and Teachers' Innovative Behavior

Teachers' Innovative Behavior * Transformational Leadership		Sig.	Description
(Combined)		.001	Linear
Between Groups	Linearity	.000	
	Deviation from Linearity	.164	

Source: Processed Data, 2026

Based on Table 4, the Sig. Linearity value is 0.000 (< 0.05) and the Sig. Deviation from Linearity value is 0.164 (> 0.05), therefore the relationship between Transformational Leadership (X1) and Teachers' Innovative Behavior (Y) is declared linear.

The results of the linearity test for the Organizational Culture variable (X2) and Teachers' Innovative Behavior (Y) can be seen in Table 5:

Table 5. Linearity Test Results of Organizational Culture and Teachers' Innovative Behavior

Teachers' Innovative Behavior * Organizational Culture		Sig.	Description
(Combined)		.015	Linear
Between Groups	Linearity	.000	
	Deviation from Linearity	.218	

Source: Processed Data, 2026

Based on Table 5, the Sig. Linearity value is 0.000 (< 0.05) and the Sig. Deviation from Linearity value is 0.218 (> 0.05), therefore the relationship between Organizational Culture (X2) and Teachers' Innovative Behavior (Y) is declared linear.

c. Multicollinearity Test

The multicollinearity test was conducted to determine whether there is a high correlation among the independent variables in the regression model that could affect estimation accuracy. The multicollinearity test results based on SPSS analysis are presented in Table 6.

Table 6. Multicollinearity Test Results

Variable	Tolerance	VIF
Transformational Leadership	.561	1.784
Organizational Culture	.561	1.784

Dependent Variable: Teachers' Innovative Behavior

Source: Processed Data, 2026

Based on Table 6, the VIF value of 1.784 (< 10.00) and the Tolerance value of 0.561 (> 0.10) indicate that there is no multicollinearity problem among the independent variables in this study.

Hypothesis Test

a. Multiple Linear Regression Analysis

Multiple linear regression analysis was used to assess the influence of the independent variables on the dependent variable, both simultaneously and partially, as well as to form a

model of the relationships among variables. The regression coefficients results are presented in Table 7.

Table 7. Multiple Linear Regression Analysis Results

Variable	Coefficients	T Statistic	Significance Value
(Constant)	1.120	3.847	.000
Transformational Leadership	.346	3.967	.000
Organizational Culture	.240	2.079	.043

Dependent Variable: Teachers' Innovative Behavior

Source: Processed Data, 2026

Based on the results of the multiple linear regression analysis presented in Table 7 above and referring to the multiple linear regression coefficient equation, the results can be explained as follows:

$$Y = 1.120 + 0.346 X1 + 0.240 X2$$

- 1) The constant (a) of 1.120 means that when Transformational Leadership (X1) and Organizational Culture (X2) are zero, Teachers' Innovative Behavior (Y) remains at 1.120.
- 2) The regression coefficient value for Transformational Leadership (b1) is 0.346 and is positive, indicating that every increase of 1 (one) unit in Transformational Leadership will be followed by an increase in Teachers' Innovative Behavior of 0.346 units.
- 3) The regression coefficient value for Organizational Culture (b2) is 0.240 and is positive, indicating that every increase of 1 (one) unit in Organizational Culture will be followed by an increase in Teachers' Innovative Behavior of 0.240 units.

b. The correlation coefficient (R)

The correlation coefficient was used to assess the strength and direction of the relationship among variables using the Product Moment method. The correlation coefficient test results are presented in Table 8.

Table 8. Correlation Coefficient Test Results (R)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.728a	.530	.511	.45601

Predictors: (Constant), Organizational Culture, Transformational Leadership.

Source: Processed Data, 2026

Based on Table 8, the multiple correlation coefficient (R) value of 0.728 indicates that the relationship between Transformational Leadership and Organizational Culture with Teachers' Innovative Behavior is in the strong category, because it is within the coefficient interval of 0.60–0.799.

c. Determination Coefficient (R²)

Based on the determination coefficient (R²) test results presented in Table 8, the R-Square value obtained is 0.530. This value indicates that the Transformational Leadership and Organizational Culture variables are able to explain 53.0% of their influence on Teachers' Innovative Behavior. Meanwhile, the remaining 47.0% is influenced by other factors outside the variables examined in this study.

d. Simultaneous Test (F Test)

The simultaneous test (F test) was used to determine whether all independent variables simultaneously have a significant influence on the dependent variable in a study.

Based on the results of the simultaneous hypothesis test (F test) using SPSS, the simultaneous test results can be seen in Table 9.

Table 9. Simultaneous Test Results (F Test)

Model	Sum of Squares	Mean Square	F	Significance
Regression	11.497	5.749	27.644	.000 ^b
Residual	10.190	.208		

Dependent Variable: Teachers' Innovative Behavior Predictors: (Constant), Organizational Culture, Transformational Leadership.

Source: Processed Data, 2026

Based on the simultaneous test (F test) results in Table 9, the calculated F value is 27.644 which is greater than the F table value of 3.19, and the significance value is 0.000 which is smaller than 0.05. Therefore, it can be concluded that Transformational Leadership and Organizational Culture simultaneously have a significant influence on Teachers' Innovative Behavior.

e. Partial Test (t Test)

The partial test (t test) was used to examine the influence of each independent variable on the dependent variable. The results of the partial hypothesis test (t test) using SPSS are presented in Table 10.

Table 10. Partial Test Results (t Test)

Research Variable	Coefficients	T Statistic	Significance Value
(Constant)	1.120	3.847	.000
Transformational Leadership	.346	3.967	.000
Organizational Culture	.240	2.079	.043

Dependent Variable: Teachers' Innovative Behavior

Source: Processed Data, 2026

Based on the partial test (t test) results in Table 10, the calculated t value is then compared with the t table value. The t table value is 1.675. The partial t test results in Table 9 can be explained as follows:

- 1) The Transformational Leadership variable (X1) has a calculated t value of 3.967 which is greater than the t table value of 1.675, with a significance value of 0.000 which is smaller than 0.05. Thus, H₀ is rejected and H_a is accepted, so it can be concluded that partially Transformational Leadership has a significant influence on Teachers' Innovative Behavior.
- 2) The Organizational Culture variable (X2) has a calculated t value of 2.079 which is greater than the t table value of 1.675, with a significance value of 0.043 which is smaller than 0.05. Thus, H₀ is rejected and H_a is accepted, so it can be concluded that partially Organizational Culture has a significant influence on Teachers' Innovative Behavior.

DISCUSSION

The Influence of Transformational Leadership (X1) on Teachers' Innovative Behavior (Y)

Based on the partial test results (t-test), Transformational Leadership (X1) is proven to have a positive and significant influence on Teachers' Innovative Behavior (Y). This is indicated by a regression coefficient value of 0.346, a calculated t value of 3.967 which is greater than the t table value of 1.675, and a significance value of 0.000 < 0.05. This finding

indicates that an increase in transformational leadership will be followed by an increase in teachers' innovative behavior. These results show that a leadership style emphasizing vision, inspiration, motivation, and support for individual development is able to encourage teachers to be more open to new ideas, dare to try innovative learning methods, and be active in professional development. Transformational leadership provides a conducive psychological space for teachers to be creative and innovative in carrying out their duties. This research finding is consistent with Pramesti et al. (2024), which states that transformational leadership partially influences teachers' innovative work behavior. In addition, Delastri et al. (2025) and Rahmawati et al. (2022) also found that transformational leadership has a positive and significant influence on teachers' innovative behavior. This similarity of results strengthens empirical evidence that transformational leadership is an important factor in shaping teachers' innovative behavior in educational environments.

The Influence of Organizational Culture (X2) on Teachers' Innovative Behavior (Y)

The partial test results (t-test) show that Organizational Culture (X2) has a positive and significant influence on Teachers' Innovative Behavior (Y). This is evidenced by a regression coefficient value of 0.240, a calculated t value of 2.079 which is greater than the t table value of 1.675, and a significance value of $0.043 < 0.05$. Thus, the better the organizational culture that is formed, the higher the teachers' innovative behavior. These results indicate that the values, norms, and habits that develop within the school organization play an important role in encouraging teachers to innovate. An organizational culture that supports openness, cooperation, and continuous learning will create an environment that encourages teachers to develop new ideas and improve the quality of learning. This research finding is in line with Sururi et al. (2022), which found that organizational culture has a positive and significant influence on innovative work behavior. Similar results were also found by Masni'atin (2024), which states that organizational culture has a direct significant influence on teachers' innovative behavior. Therefore, the results of this study strengthen the view that organizational culture is a structural factor that supports the emergence of innovative behavior among teachers.

The Influence of Transformational Leadership (X1) and Organizational Culture (X2) on Teachers' Innovative Behavior (Y)

Based on the simultaneous test results (F-test), Transformational Leadership (X1) and Organizational Culture (X2) together have a significant influence on Teachers' Innovative Behavior (Y). This is indicated by a calculated F value of 27.644 which is greater than the F table value of 3.19, and a significance value of $0.000 < 0.05$. Thus, both independent variables simultaneously have a real contribution in influencing teachers' innovative behavior. In addition, the determination coefficient analysis shows an R^2 value of 0.530, which means that Transformational Leadership and Organizational Culture are able to explain 53.0% of the variation in Teachers' Innovative Behavior, while the remaining 47.0% is influenced by other factors outside the research model. The correlation coefficient (R) value of 0.728 also indicates that the relationship between the two independent variables and the dependent variable is in the strong category. This finding is consistent with Pramesti et al. (2024), which states that transformational leadership and organizational culture simultaneously have a significant influence on teachers' innovative work behavior. This similarity of results shows that a combination of inspirational leadership and a supportive organizational culture is a key factor in encouraging teachers to behave innovatively in a sustainable manner.

CONCLUSION

This study involved 52 Civil Servant (ASN) teachers at SMA Negeri 1 Sungai Raya and shows that transformational leadership and organizational culture play an important role in shaping teachers' innovative behavior. The multiple linear regression analysis produced the equation $Y = 1.120 + 0.346X_1 + 0.240X_2$, with a correlation coefficient value of 0.728 which falls into the strong category, and a determination coefficient of 0.530. These findings indicate that transformational leadership and organizational culture together are able to explain 53.0% of the variation in teachers' innovative behavior, while the remaining 47.0% is influenced by other factors outside the research model. The results of this study strengthen the development of innovative behavior studies in the educational context by emphasizing that teachers' innovative behavior is influenced not only by individual factors, but also by leadership and an organizational value system that operates simultaneously. Transformational leadership is proven to have a positive and significant influence on teachers' innovative behavior, as is an organizational culture that supports cooperation, openness, and continuous improvement. The main contribution of this study lies in strengthening the conceptual framework that places transformational leadership and organizational culture as complementary structural determinants in encouraging teacher innovation. The findings imply that schools need to develop inspirational and participatory leadership and build an organizational culture conducive to innovation in order to improve the quality of learning. For the development of future research, these results open opportunities to explore other variables not yet included, considering that there is still 47.0% of the variation in teachers' innovative behavior that remains unexplained. Further research with additional variables, different methodological approaches, or broader object coverage is expected to enrich theoretical and empirical understanding of teachers' innovative behavior.

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