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ENHANCING TEACHERS' INNOVATIVE WORK BEHAVIOR THROUGH SELF-EFFICACY, TRANSFORMATIONAL LEADERSHIP, AND ORGANIZATIONAL SUPPORT

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Abstract

This study aims to examine the relationship between self-efficacy, transformational leadership, organizational support, and teachers' innovative work behavior in Islamic Boarding Schools with tahfidz programs in Bogor Regency. A quantitative approach with a correlational design was employed. The sample consisted of 159 teachers selected through proportional random sampling. Data were collected using Likert scale questionnaires and analyzed using Pearson correlation and multiple linear regression. The findings indicate that self-efficacy, transformational leadership, and organizational support were positively and significantly associated with teachers' innovative work behavior. Simultaneously, the three variables made a significant contribution, with $R = 0.912$ and $R^2 = 0.832$, indicating that 83.2% of the variance in innovative work behavior was explained by the three predictors. Transformational leadership demonstrated the largest regression coefficient, followed by organizational support and self-efficacy. These findings highlight the importance of integrating individual capabilities, transformational leadership practices, and organizational support to strengthen teachers' innovative work behavior. The study provides practical implications for school leaders in developing supportive organizational environments that encourage

teachers to generate, promote, and implement innovative instructional practices.

Keywords: *Self-Efficacy,Transformational Leadership, Organizational Support.*

Abstrak

Penelitian ini bertujuan menganalisis hubungan efikasi diri, kepemimpinan transformasional, dan dukungan organisasi dengan perilaku kerja inovatif guru pada Islamic Boarding School dengan program tahfidz di Kabupaten Bogor. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Sampel penelitian berjumlah 159 guru yang dipilih melalui proportional random sampling. Data dikumpulkan menggunakan kuesioner skala Likert dan dianalisis melalui korelasi Pearson serta regresi linear berganda. Hasil penelitian menunjukkan bahwa efikasi diri, kepemimpinan transformasional, dan dukungan organisasi berhubungan positif dan signifikan dengan perilaku kerja inovatif guru. Secara simultan, ketiga variabel tersebut memberikan kontribusi yang signifikan dengan nilai R = 0,912 dan R^2 = 0,832, yang menunjukkan bahwa 83,2% variasi perilaku kerja inovatif dapat dijelaskan oleh ketiga prediktor tersebut. Kepemimpinan transformasional memiliki koefisien terbesar, diikuti dukungan organisasi dan efikasi diri. Temuan ini menegaskan pentingnya integrasi faktor personal, kepemimpinan, dan dukungan organisasi dalam memperkuat inovasi guru

Kata Kunci: *Efikasi Diri, Kepemimpinan Transformasional, Dukungan Organisasi.*

INTRODUCTION

Rapid and far-reaching global changes in the twenty-first century, particularly those associated with the Fourth Industrial Revolution and Society 5.0, have had substantial implications for various sectors, including education. Digital transformation, automation, artificial intelligence, and global connectivity require educational systems not merely to adapt technically but also to renew their paradigms of teaching and learning. Education can no longer focus solely on the acquisition of factual knowledge; it must also develop human resources capable of critical, creative, adaptive, and innovative thinking so that they can respond to increasingly complex and evolving challenges. In this context, education has become increasingly strategic as a foundation for human-resource development. Educational institutions are expected to produce individuals who are not only academically competent but also possess character, resilience, and the capacity to innovate in addressing real-life problems. Educational transformation therefore requires changes across the education system, including policy, curriculum, school management, and classroom

practice. Teachers are a key element in this transformation because they are at the forefront of educational implementation and are central actors in creating meaningful and relevant learning experiences (Agusta et al., 2021).

Teachers are no longer positioned merely as transmitters of instructional content but as facilitators, innovators, and agents of change. They are expected to design contextual learning experiences, use technology effectively, and create learning environments that encourage active student participation. Consequently, the success of educational transformation depends substantially on teachers' capacity to innovate and adapt to change. Innovative teachers can develop instructional strategies, methods, and media that respond to students' needs and evolving curriculum demands. Nevertheless, empirical studies indicate that instructional innovation in schools continues to face substantial challenges (Dilekli & Tezci, 2020; Rahmawati et al., 2022; Tampubolon & Hutagaol, 2015). Many teachers remain reliant on conventional teaching patterns centered on lectures, memorization, and routine assignments, with limited variation in instructional methods. Limited exploration of new ideas, reluctance to experiment with alternative pedagogical approaches, and constrained use of educational technology remain common problems across educational settings (Chiu, 2018). Such conditions may make learning less engaging and contextual and may limit the development of students' twenty-first-century competencies.

These challenges are not confined to general schools but are also evident in Islamic educational institutions, including Islamic boarding schools with tahfidz programs. Islamic boarding schools have distinctive characteristics because they integrate formal education, religious education, and residential schooling (Salwia et al., 2020). These institutions have considerable potential to develop students who demonstrate strong character, discipline, and academic competence while remaining grounded in Islamic values. Tahfidz programs, which are a defining feature of many Islamic boarding schools, play an important role in developing students' character, perseverance, and sense of responsibility. Nevertheless, this potential is not always accompanied by innovative instructional practices. Teachers in Islamic boarding schools often face high workloads, administrative demands, and limited time for professional development (Syafe'i, 2017). In addition, organizational cultures that do not fully support innovation may constrain teachers' efforts to explore and implement new instructional ideas. As a result, learning processes may become routine and insufficiently adaptive to students' changing needs and contemporary demands.

Teachers' innovative work behavior is therefore a central issue in efforts to improve instructional quality and the competitiveness of educational institutions. Innovative work behavior is not limited to generating new ideas; it also includes the willingness to implement ideas, evaluate their outcomes, and make continuous improvements (Hardianto et al., 2021; Ramdayana & Prasetyono, 2022). Teachers who demonstrate innovative work behavior can respond creatively to instructional problems, capitalize on opportunities, and introduce improvements that positively affect students and the school organization. However, innovative work behavior does

not emerge spontaneously. Rather, it results from the interaction between individual and organizational factors. Individual factors include teachers' personal characteristics, such as self-beliefs, motivation, and attitudes toward change. One important individual factor that can promote innovative work behavior is self-efficacy. Self-efficacy refers to teachers' beliefs in their ability to perform tasks, cope with challenges, and achieve instructional goals (Fauzi et al., 2022). Teachers with high self-efficacy tend to be more confident in trying new approaches, more resilient in the face of failure, and more persistent in developing instructional innovations (Bandura, 1997b; Hsiao et al., 2014).

Organizational factors are equally important in shaping teachers' innovative work behavior. School leadership is a key factor influencing the innovation climate within schools. Transformational leadership, characterized by leaders' capacity to inspire, provide intellectual stimulation, and offer individualized consideration, can encourage teachers to think creatively and embrace change (Shalahuddin, 2016; Sofiah Sinaga et al., 2021). Transformational school leaders can articulate a shared vision, build trust, and provide teachers with opportunities to participate actively in decision-making and innovation development (Nurdin et al., 2020).

In addition to leadership, organizational support plays a significant role in fostering teachers' innovative work behavior. Organizational support encompasses the extent to which an organization attends to teachers' well-being, values their contributions, and provides adequate resources and conducive working conditions (Gkontelos et al., 2023). Teachers who perceive strong organizational support tend to demonstrate stronger emotional attachment, higher work motivation, and greater readiness to contribute to their schools (Robbins, 1996). Adequate organizational support can also create psychological safety, enabling teachers to experiment with new ideas without fearing blame when they encounter failure (Gehrisch & Süß, 2023).

In Islamic boarding schools with tahfidz programs, the relationships among self-efficacy, transformational leadership, and organizational support are particularly relevant. The distinctive characteristics of these institutions, which emphasize Islamic values, discipline, and character formation, require leadership and management approaches capable of balancing tradition and innovation. Teachers are expected not only to preserve religious values but also to develop learning practices that are adaptive and relevant to contemporary developments. Therefore, a comprehensive understanding of the factors associated with teachers' innovative work behavior is important for informing human-resource development policies in Islamic educational institutions.

Previous studies have examined teachers' innovative work behavior, but many have focused on general school contexts and have not specifically addressed Islamic boarding schools with tahfidz programs. Moreover, studies integrating individual and organizational factors simultaneously remain relatively limited. Innovative work behavior is a multidimensional phenomenon that cannot be adequately explained from a single perspective. This gap underscores the need for empirical research examining the relationships among self-efficacy, transformational leadership,

organizational support, and teachers' innovative work behavior in Islamic educational institutions.

Accordingly, this study was conducted to provide empirical evidence regarding factors associated with teachers' innovative work behavior in Islamic boarding schools implementing tahfidz programs. The study is expected to contribute theoretically to educational management scholarship, particularly research on teachers' innovative work behavior. Practically, the findings may provide a basis for Islamic educational institutions to design teacher-development strategies focused on strengthening self-efficacy, transformational leadership, and effective organizational support. Such efforts may facilitate systematic and sustainable improvements in teachers' innovative work behavior and, ultimately, contribute to instructional quality and the quality of graduates.

RESEARCH METHODS

This study employed a quantitative approach with a correlational design to examine the relationships among self-efficacy, transformational leadership, organizational support, and teachers' innovative work behavior. The study was conducted in Islamic boarding schools with tahfidz programs in Bogor Regency, Indonesia. The population comprised all teachers in the participating institutions. Respondents were selected using proportional random sampling so that members of the population had proportional opportunities to be selected. Data were collected using Likert-scale questionnaires developed from indicators of each research variable. The instruments had undergone validity and reliability testing to ensure measurement adequacy and consistency. The data were analyzed using Pearson's correlation to assess the strength of relationships among variables and multiple linear regression to examine the simultaneous predictive contribution of self-efficacy, transformational leadership, and organizational support to teachers' innovative work behavior.

RESULTS AND DISCUSSION

Results

Respondent Characteristics

Table 1. Respondent characteristics

Gender	**n**	**Percentage**
Female	108	67.9%
Male	51	32.1%
Age	**n**	**Percentage**
20–30 years	113	71.1%
31–40 years	38	23.9%
41–50 years	5	3.1%
51–60 years	3	1.9%
Educational attainment	**n**	**Percentage**
Bachelor's degree (S1)	100	63.3%
Senior high school (SMA)	40	25.3%

Master's degree (S2)	11	7.0%
Other	7	4.4%
Length of service	**n**	**Percentage**
>5 years	39	24.7%
2–3 years	34	21.5%
<1 year	33	20.9%
1 year	32	20.3%
4–5 years	20	12.7%

The study involved 159 teachers working in Islamic boarding schools with tahfidz programs in Bogor Regency. Demographically, female respondents constituted the majority (67.9%), while male teachers accounted for 32.1%. In terms of age, most respondents were 20–30 years old (71.1%), followed by those aged 31–40 years (23.9%), with only a small proportion over 40. This composition indicates that the teaching workforce was dominated by relatively young adults who may possess substantial work energy and adaptability to change. Regarding educational attainment, most teachers held bachelor's degrees (63.3%), followed by senior high school qualifications (25.3%) and master's degrees (7.0%). In terms of work experience, respondents represented a range of teaching experience, from novice teachers to those with more than five years of service. This diversity provides a broad picture of teachers working in Islamic boarding schools with tahfidz programs and supports the interpretation of the findings across different respondent characteristics.

Descriptive Statistics

Descriptive analysis indicated that all research variables were within the moderate-to-high range. Innovative work behavior had a mean score of 3.54, indicating a relatively strong tendency toward innovative professional behavior. Among its indicators, idea sharing (M = 3.61) and idea implementation (M = 3.58) were relatively prominent, whereas idea exploration remained at a moderate level. Self-efficacy had a mean of 3.40, indicating that teachers generally had adequate confidence in performing their professional duties, although their perceived ability to handle highly difficult tasks was not yet optimal. Transformational leadership had a mean of 3.52, suggesting that school principals implemented transformational leadership practices fairly consistently, particularly through intellectual stimulation and inspirational motivation. Organizational support also had a mean of 3.52, indicating that teachers perceived relatively adequate fairness, supervisory support, and organizational recognition.

Table 2. Descriptive statistics of the research variables

Variable	Mean	Median	Mode	Variance	SD	Min	Max	Range
Innovative Work Behavior (Y)	3.54	3	5	1.549	1.244	1	5	4
Self-Efficacy (X1)	3.4	3	3	1.445	1.202	1	5	4
Transformational Leadership (X2)	3.52	4	5	1.513	1.23	1	5	4

Organizational Support (X3)	3.52	4	3	1.422	1.192	1	5	4

Assumption Testing and Pearson Correlations

The results of the assumption tests indicated that the data met the requirements for subsequent correlation and regression analyses. The Kolmogorov Smirnov normality test produced significance values greater than 0.05 for all variables, indicating that the data were normally distributed. The linearity test confirmed linear relationships between each independent variable and innovative work behavior. Furthermore, no multicollinearity was detected, as all Variance Inflation Factor (VIF) values were below 10 and all Tolerance values exceeded 0.10. The results also indicated no evidence of heteroscedasticity or autocorrelation, with a Durbin Watson value of 1.892. Overall, the findings indicate that the dataset satisfied the relevant assumptions for Pearson correlation and multiple linear regression analyses.

Pearson correlation analysis revealed positive and statistically significant relationships between all independent variables and teachers' innovative work behavior ($p < 0.01$). Self-efficacy demonstrated a strong positive correlation with innovative work behavior ($r = 0.880$), while transformational leadership showed a very strong positive correlation ($r = 0.903$). Organizational support was also strongly and positively correlated with innovative work behavior ($r = 0.892$). These findings indicate that higher levels of teacher self-efficacy, transformational leadership, and organizational support were associated with higher levels of innovative work behavior.

Table 3. Pearson Correlations Among Research Variables

	Self-Efficacy	**Transformational Leadership**	**Organizational Support**	**Innovative Work Behavior**
Self-Efficacy	1	0.842**	0.815**	0.880**
Transformational Leadership	0.842**	1	0.874**	0.903**
Organizational Support	0.815**	0.874**	1	0.892**
Innovative Work Behavior	0.880**	0.903**	0.892**	1

** $p < 0.01$; N = 159

Multiple Correlation and Regression Analysis

The multiple correlation analysis demonstrated strong relationships between combinations of the independent variables and teachers' innovative work behavior. The combination of self-efficacy and transformational leadership yielded $R = 0.905$ and $R^2 = 0.819$. The combination of self-efficacy and organizational support produced $R = 0.898$ and $R^2 = 0.806$, whereas the combination of transformational leadership and organizational support resulted in $R = 0.910$ and $R^2 = 0.828$. These results indicate that

each pair of predictors accounted for more than 80% of the variance in innovative work behavior within the respective regression models.

Table 4. Multiple correlation models

Predictor combination	R	R^2	Adjusted R^2	Std. Error
Self-Efficacy (X1) + Transformational Leadership (X2) → Innovative Work Behavior (Y)	0.905	0.819	0.815	0.152
Self-Efficacy (X1) + Organizational Support (X3) → Innovative Work Behavior (Y)	0.898	0.806	0.802	0.158
Transformational Leadership (X2) + Organizational Support (X3) → Innovative Work Behavior (Y)	0.910	0.828	0.824	0.148

Multiple linear regression analysis further demonstrated that self-efficacy, transformational leadership, and organizational support were jointly and significantly associated with teachers' innovative work behavior, $F(3, 155) = 361.455$, $p < 0.001$. The regression model yielded $R = 0.912$ and $R^2 = 0.832$, indicating that the three predictors collectively accounted for 83.2% of the variance in innovative work behavior, while the remaining 16.8% was attributable to factors outside the model.

At the individual predictor level, self-efficacy was positively and significantly associated with innovative work behavior ($B = 0.298$, $t = 4.455$, $p < 0.001$). Transformational leadership also demonstrated a positive and significant association ($B = 0.355$, $t = 4.998$, $p < 0.001$), as did organizational support ($B = 0.332$, $t = 4.821$, $p < 0.001$). Based on the reported coefficients, transformational leadership had the largest coefficient among the three predictors, followed by organizational support and self-efficacy. These results indicate that all three factors made significant contributions to the prediction of teachers' innovative work behavior within the regression model.

Table 5. Regression coefficients

Model	B	Std. Error	t	Sig.
Constant	0.215	0.061	3.512	0.001
Self-Efficacy (X1)	0.298	0.067	4.455	< 0.001

Transformational Leadership (X2)	0.355	0.071	4.998	< 0.001
Organizational Support (X3)	0.332	0.069	4.821	<0.001

Table 6. Regression model summary

R	R^2	Adjusted R^2	Std. Error
0.912	0.832	0.828	0.14591

Table 7. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	23.255	3	7.752	361.455	<0.001

The overall regression results provide empirical evidence that self-efficacy, transformational leadership, and organizational support are significant predictors of teachers' innovative work behavior. The relatively high coefficient of determination indicates that the combination of individual and organizational factors provides substantial explanatory power for innovative work behavior among teachers in the research setting.

Discussion

The findings demonstrate that self-efficacy, transformational leadership, and organizational support consistently contribute to teachers' innovative work behavior. Statistically, the multiple regression model showed that the three variables were significantly associated with variation in innovative work behavior ($F = 361.455$, $p < 0.001$; $R^2 = 0.832$). This result suggests that innovative work behavior should not be viewed as a random phenomenon but as an outcome associated with the interaction of teachers' personal capacities, leadership quality, and organizational support structures. Lee and Kim (2021), for example, argue that innovative behavior is more likely to develop when the work environment simultaneously supports personal competence and psychological safety. The present findings therefore reinforce the view that teacher innovation reflects the synergy of multidimensional factors rather than a spontaneous response to job demands.

Self-Efficacy and Innovative Work Behavior

Self-efficacy was significantly associated with innovative work behavior, as indicated by $t = 4.455$ and $p < 0.001$. This suggests that teachers who have stronger beliefs in their capabilities are more likely to explore ideas, try new instructional approaches, and implement innovations in teaching and learning. This finding is consistent with Bandura's (1997a) theory, which positions self-efficacy as an important determinant of creative and innovative action. Individuals with high self-efficacy tend to demonstrate greater cognitive flexibility, adaptability, and willingness to take intellectual risks. The finding is also consistent with Prabowo (2022) and

Wibowo and Hidajat (2020), who reported that teachers with high self-efficacy are better able to develop instructional innovations and adapt to changes in technology and information. Rahmawati et al. (2022) and Sarira et al. (2023) similarly found positive relationships between self-efficacy and teachers' ability to innovate through digital technology. Self-efficacy can therefore be understood as an important psychological foundation that supports teachers in creating, developing, and implementing innovations in their professional work.

Transformational Leadership and Innovative Work Behavior

Transformational leadership demonstrated a very strong and positive relationship with teachers' innovative work behavior, as indicated by $t = 4.998$, $p < 0.001$, and $r = 0.903$. This finding suggests that higher levels of transformational leadership among school principals are associated with a greater tendency among teachers to develop and implement innovative practices in instructional activities. Transformational leadership in this context is reflected in the principal's ability to inspire and motivate teachers, strengthen their awareness and professional commitment, stimulate creative and critical thinking through intellectual stimulation, and provide individualized consideration.

This finding is consistent with the theoretical perspective of Bass and Avolio (1994), which emphasizes that transformational leaders can elevate followers' awareness, strengthen their commitment to shared goals, and encourage them to move beyond narrow individual interests. Through inspirational motivation and intellectual stimulation, transformational leaders can create an organizational environment that encourages teachers to explore new ideas and adopt innovative approaches to teaching and learning. The present finding is also supported by previous empirical studies that have reported positive relationships between transformational leadership and teachers' professional creativity (Greimel et al., 2023; Suryani & Hartono, 2024; Widasti & Mursid, 2022).

Furthermore, Nurdin et al. (2020) reported that transformational leadership can encourage teachers to demonstrate greater openness to pedagogical experimentation and to adopt new instructional models. These findings indicate that transformational leadership plays an important role in creating conditions that facilitate teachers' innovative work behavior. Accordingly, school principals should not only provide direction and supervision but also foster an environment that supports intellectual exploration, professional autonomy, collaboration, and the implementation of new ideas in instructional practice.

Organizational Support and Innovative Work Behavior

Organizational support was positively and significantly associated with teachers' innovative work behavior ($t = 4.821$, $p < 0.001$, $r = 0.892$). This result indicates that when teachers perceive organizational support in the form of structural fairness, supervisory attention and feedback, recognition of performance, and adequate facilities and resources, they are more open to pedagogical experimentation, more proactive in generating creative ideas, and more committed to improving instructional quality. Gibson et al. (2012) explain that perceptions of

organizational recognition and concern for individual contributions can strengthen affective commitment, organizational identification, and extra-role behavior, including innovation. In education, organizational support may therefore function as a catalyst that strengthens teachers' willingness to take constructive risks, try new instructional approaches, and participate actively in solving instructional problems.

This finding is consistent with Anastasya and Umi (2022), who showed that organizational support plays an important role in strengthening teachers' ability to adapt and innovate during periods of instructional-system change, particularly amid rapid changes in educational technology. Similarly, Y. Lee and Ahn (2023) found that adequate facilities, professional-development opportunities, and a supportive work culture significantly encourage teachers to develop innovative instructional methods responsive to students' needs. Organizational support therefore does more than facilitate innovation; it also shapes the psychological and structural climate that enables teachers to translate creative ideas into instructional practice consistently and effectively.

Self-Efficacy and Transformational Leadership in Relation to Innovative Work Behavior

Self-efficacy and transformational leadership were jointly and positively associated with teachers' innovative work behavior, with R = .905 and R^2 = .819. The combination of these two variables explained 81.9% of the variance in innovative behavior in the reported model. This finding reinforces the argument that innovative work behavior is not determined solely by individual or social factors considered independently but may emerge from their synergistic interaction. Self-efficacy provides a psychological foundation through confidence in one's ability to confront challenges and generate new ideas, whereas transformational leadership provides a social environment conducive to creativity and pedagogical risk-taking.

Theoretically, this result is consistent with Bandura's (1997) view of self-efficacy as a determinant of creative action and with Bass and Avolio's (1994) transformational leadership model, which emphasizes inspiration, intellectual stimulation, and individualized consideration in shaping followers' innovative behavior. When leaders articulate a compelling vision and foster intrinsic motivation, teachers with strong self-efficacy may be better positioned to explore new ideas and apply them in instructional contexts.

Self-Efficacy and Organizational Support in Relation to Innovative Work Behavior

Self-efficacy and organizational support were jointly and positively associated with teachers' innovative work behavior, as indicated by R = 0.898 and R^2 = 0.806. This suggests that 80.6% of the variance in innovative behavior was explained by the combination of personal and organizational factors in the reported model. Innovation in education is therefore not solely a function of teachers' individual characteristics but is also associated with the structural conditions in which they work. From the perspective of Bandura's (1997) Social Cognitive Theory, self-efficacy plays an important role in how individuals initiate, sustain, and develop creative actions. Gibson et al. (2009) similarly argue that perceptions of organizational support

influence affective commitment and encourage extra-role behaviors such as innovation. Sarira et al. (2023) found that self-efficacy is a strong predictor of teacher innovation in instructional activities and technology use, while Anastasya and Umi (2022) reported that organizational support significantly strengthens teachers' creativity and adaptive capacity during changes in instructional systems. These findings suggest that self-efficacy and organizational support operate not in isolation but in mutually reinforcing ways to create psychological and structural foundations for innovative work behavior.

Teachers with high self-efficacy tend to be more prepared and willing to initiate pedagogical improvements, particularly when they believe they can overcome obstacles and cope with uncertainty in instructional practice. This capacity is likely to be strengthened when organizations provide adequate support, including instructional facilities, emotional support from leaders, access to professional-development programs, and reward systems that encourage and recognize innovation. De Jong and Den Hartog (2010) emphasize that innovative work behavior develops optimally when internal factors, such as self-efficacy, interact constructively with external factors, such as organizational support. Zagoto (2019) likewise reported that self-efficacy and organizational support can strengthen teachers' confidence in applying innovative instructional strategies.

Transformational Leadership and Organizational Support in Relation to Innovative Work Behavior

Transformational leadership and organizational support were positively and significantly associated with teachers' innovative work behavior, with $R = 0.910$ and $R^2 = 0.828$. This finding indicates that the combination of transformational leadership and organizational support accounted for 82.8% of the variance in innovative work behavior in the reported model. The result highlights the importance of integrating effective leadership practices with supportive organizational conditions in understanding teachers' innovative work behavior. Consistent with Bass and Avolio's (1994) transformational leadership model, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration can encourage teachers to strengthen their motivation, expand creative thinking, and explore innovative approaches to instructional practice.

Organizational support may further reinforce these conditions by providing recognition, feedback, resources, and a supportive work environment that enables teachers to develop and implement new ideas. Gibson et al. (2009) argue that perceived organizational support can facilitate extra role behaviors, including innovation, by fulfilling both affective and instrumental functions. Thus, transformational leadership and organizational support appear to provide complementary conditions for teachers' innovative work behavior. This interpretation is consistent with Li et al. (2021), who found that transformational leadership was significantly associated with teacher creativity through the development of a work environment that stimulates new thinking. Overall, the findings suggest that

strengthening teachers' innovative work behavior requires both inspirational leadership and sustained organizational support.

Self-Efficacy, Transformational Leadership, and Organizational Support in Relation to Innovative Work Behavior

Self-efficacy, transformational leadership, and organizational support were jointly and positively associated with teachers' innovative work behavior, as demonstrated by $F = 361.455$, $p < 0.001$, and $R^2 = 0.832$. The three predictors accounted for 83.2% of the variance in teachers' innovative work behavior in the regression model, indicating a substantial explanatory contribution. This finding reinforces the view that teachers' innovative work behavior is not attributable to a single factor but represents a multidimensional phenomenon shaped by individual capacity, leadership practices, and organizational support. Theoretically, this finding is consistent with the Innovative Work Behavior framework proposed by Janssen (2003), which conceptualizes innovative work behavior as comprising three stages: idea generation, idea promotion, and idea realization. These stages can be supported by individual confidence, transformational leadership practices, and organizational support. Accordingly, self-efficacy, transformational leadership, and organizational support appear to play complementary roles in facilitating the development and implementation of innovative ideas in instructional practice.

Previous studies also support the relevance of these three factors in explaining teachers' innovative work behavior. Wang and Deng (2022) argue that innovation develops more effectively when individual, social, and organizational factors interact within a mutually reinforcing system. Li et al. (2023) found that teachers are more likely to demonstrate consistent innovative behavior when they possess strong self-efficacy and work under leadership that provides inspiration and opportunities for intellectual exploration. Similarly, Anastasya and Umi (2022) reported that organizational support strengthens teachers' willingness to translate creative ideas from the conceptual stage into practical implementation. Taken together, these findings suggest that teachers' innovative work behavior is more likely to emerge and be sustained when personal capabilities are reinforced by supportive leadership and organizational conditions.

This study has several limitations that should be considered when interpreting the findings. First, the use of perception-based instruments may have introduced subjective response bias. Second, the study was conducted within a limited geographical area, which may constrain the generalizability of the findings to other educational contexts. Third, the research model included only three explanatory variables and therefore does not capture the broader range of factors that may influence teachers' innovative work behavior. Finally, although multiple linear regression provides evidence of significant associations and explanatory contributions, it does not adequately capture complex latent relationships or establish causal mechanisms. Future studies may therefore employ structural equation modeling to examine more comprehensive relationships among individual, leadership, and organizational factors.

CONCLUSION

The findings demonstrate that self-efficacy, transformational leadership, and organizational support are positively and significantly associated with teachers' innovative work behavior in Islamic boarding schools with tahfidz programs in Bogor Regency. The three predictors jointly explained 83.2% of the variance in innovative work behavior ($R^2 = 0.832$), with transformational leadership showing the largest regression coefficient, followed by organizational support and self-efficacy. These results indicate that teachers' innovative work behavior is shaped by the interaction of individual capacity, leadership practices, and organizational conditions. Accordingly, school principals are recommended to strengthen transformational leadership through inspirational motivation, intellectual stimulation, and individualized consideration, while schools should provide adequate resources, recognition, professional development, and supportive working conditions. Teachers should also be encouraged to strengthen their self-efficacy through continuous professional learning, reflective practice, and opportunities to experiment with innovative instructional strategies.

The practical implication of this study is that improving teachers' innovative work behavior requires an integrated approach that combines individual development with supportive leadership and organizational systems. School management should develop policies and professional development programs that strengthen teachers' confidence, encourage creative and innovative practices, and establish an organizational climate that values experimentation and continuous improvement. The findings also provide a basis for educational institutions to formulate leadership development and teacher empowerment strategies that support sustainable innovation. Nevertheless, the findings should be interpreted within the limitations of the study, particularly the use of perception-based instruments, the limited geographical research setting, and the inclusion of only three explanatory variables. Future research should consider broader samples and additional variables and may employ structural equation modeling to examine more complex relationships among individual, leadership, and organizational factors.

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