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ENHANCING TEACHERS' INNOVATIVE BEHAVIOR THROUGH ORGANIZATIONAL CULTURE STRENGTHENING, INFORMATION AND COMMUNICATION TECHNOLOGY LITERACY, AND WORK MOTIVATION

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Abstract

This study aims to formulate strategies and methods to enhance teachers' innovative behavior through a structural equation modeling analysis of the causal relationships between teachers' innovative behavior and organizational culture, ICT literacy, self-efficacy, and work motivation as input and educational recommendations. This quantitative research employed path analysis using Smart-PLS, followed by SITOREM analysis. Data was collected through questionnaires and analyzed using the F-test, t-test, and multicollinearity test. The sample in this study consisted of 153 English teachers in vocational high schools in Depok City, West Java Province. The results showed that innovative behavior was influenced by organizational culture and ICT literacy but not by self-efficacy and work motivation.

Meanwhile, work motivation was influenced by organizational culture and self-efficacy but not by ICT literacy. Teachers must have high self-efficacy and good ICT literacy skills, work in an environment with a supportive organizational culture, and be highly motivated. Improving teachers' innovative behavior is an ongoing process requiring various parties' Commitment and effort. Therefore, appropriate strategies and methods in implementing learning are expected to create a conducive learning and teaching environment so that teachers can be more innovative and effective and contribute to improving the quality of education.

Keywords: Innovative behavior, organizational culture, ICT literacy, self-efficacy, work motivation

INTRODUCTION

In the last decade, the world of education has undergone a significant transformation due to the development of information and communication technology. Teachers, as the frontline of learning, must be able to adapt and develop innovative teaching practices. Increasing teachers' innovative behavior is crucial in improving the quality of education. Creative behavior is essential to face the industrial revolution era, characterized by the development of digital technology as it is today. The success of education providers is influenced by the readiness of teachers to improve the quality of their work. Educational planning is essential in education, as it is where teachers develop solutions to potential problems or difficulties that may arise during the teaching process (Contreras et al., 2020). Implementing ICT in educational institutions does not always run smoothly, especially in environments with structural complexity and an established work culture (Usman & Bolaji, 2023).

Enhancing teachers' innovative behavior has become a central issue in efforts to improve the quality of education. In the era of Industry 4.0, teachers need to increase their understanding of information and communication technology (ICT) to enhance their work quality (Rachmadtullah et al., 2020). The challenge for teachers in the current industrial revolution is that they must be able to shift their mindset from utilizing to creating. In this regard, a conducive organizational culture serves as a foundation for the growth of teachers' innovative behavior. Furthermore, teachers' innovative

behavior results from an interaction of various factors, including organizational culture, ICT literacy, self-efficacy, and work motivation. This research will reveal the synergistic relationship among these four factors.

The Indonesian government has been actively involved in providing learning facilities that can be utilized in teaching activities. The Merdeka Mengajar Platform (PMM) is one of the government's supports expected to help teachers teach more interestingly, innovatively, and interactively. However, based on data obtained from the BBPMP West Java Province, 54% of educational institutions in West Java need to improve their use of PMM to innovate and compete with other educational institutions. This data can be seen in Figure 1.

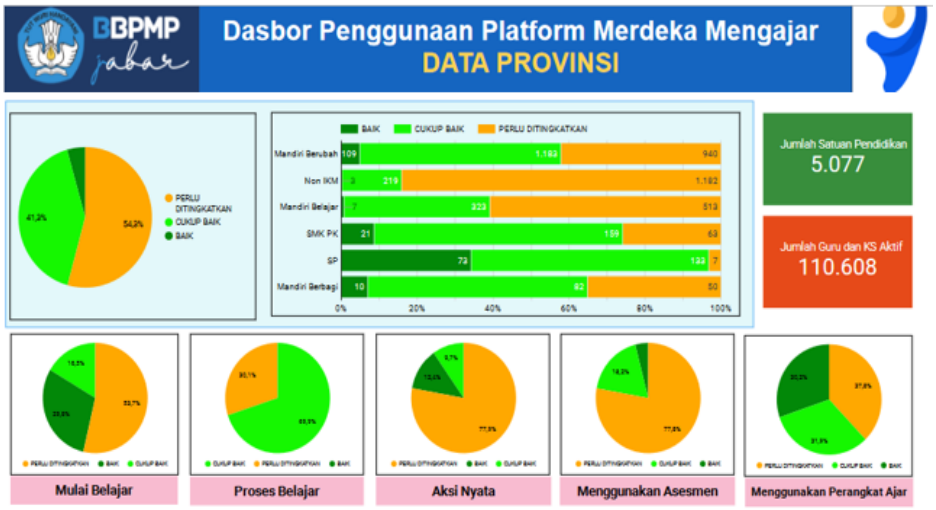

Figure 1

Data on the Utilization of the Merdeka Mengajar Platform by Educational Institutions, Teachers, and School Principals in West Java Province

Source: West Java Provincial Center for Teacher and Educational Personnel Development (BBPMP West Java). Updated December 25, 2023.

Figure 1 shows that out of 110,608 active teachers and school principals, 53.7% need to improve their ability to use the PMM, 30.1% need to improve the learning process using the PMM, 77.9% need to improve real-world actions in implementing learning as outlined in the PMM, 77.8% need to improve the use of PMM by utilizing assessments, and 37.7% need to improve the quality of learning using teaching materials. The Merdeka Mengajar Platform was developed to support the Implementation of the Merdeka Curriculum (IKM) and assist teachers in obtaining references, inspiration, and understanding of the Merdeka Curriculum. Furthermore, PMM is also expected to be a driving companion for teachers and school principals in teaching, learning, and creating. If it is not used well and optimally, then the objectives of creating PMM will not be achieved well. Many areas still need to be improved in terms of using PMM as a medium for teachers to create and innovate.

This study explores enhancing teachers' innovative behavior by strengthening organizational

culture, ICT literacy, self-efficacy, and work motivation. The aim is to develop effective strategies to increase teachers' innovative behavior and to find ways to implement these strategies optimally. This research is also expected to answer whether there is a direct and significant positive influence between the exogenous and endogenous variables. Theoretically, this research is expected to develop scientific knowledge, especially in the field of educational management, and practically, it can be used as a source of information about the factors that influence teachers' innovative behavior so that it can be improved and can be used as criteria or considerations in policymaking. This study examines the influence of organizational culture, ICT literacy, self-efficacy, and work motivation on teachers' innovative behavior. Organizational culture is a system of values, norms, beliefs, and behaviors that organizational members embrace, thus influencing the way they think, act, and interact (Pratiwi & Nawangsari, 2021). Organizational culture is believed to create a conducive environment for innovation, where shared values, norms, and beliefs encourage organizational members, including teachers, to think creatively and innovatively in implementing new ideas (Alassaf et al., 2020). A strong organizational culture will increase the achievement of organizational goals so that it can compete with other organizations (Alateeg & Alhammadi, 2024).

Improving teachers' innovative behavior is also closely linked to an individual's ICT literacy. ICT literacy is essential for understanding the ideas, concepts, benefits, and challenges underlying the growth of teachers' competencies (Huq Shamim et al., 2024). Self-efficacy is a person's belief in their ability to influence their actions to achieve goals. Self-efficacy contributes to a person's ability to face challenges and predict the potential success of their actions (Lestari et al., 2024). This self-belief becomes a motivating aspect for a person to succeed in completing tasks in a particular field. Therefore, self-efficacy plays an important role because it can significantly impact a person's thoughts, emotions, and behaviors in influencing themselves (Sibarani et al., 2024).

The novelty of this study lies in the approach used to analyze the influence of organizational culture, ICT literacy, self-efficacy, and work motivation on teachers' innovative behavior. By utilizing SITOREM analysis to identify both weak and strong indicators, effective strategies and methods for enhancing teachers' innovative behavior can be discovered. Based on calculations from path analysis and SITOREM analysis, it is expected to contribute practical solutions that can be implemented to overcome the identified obstacles, thereby improving teachers' innovative behavior.

METHOD

This quantitative descriptive study utilizes path analysis with PLS-SEM for data processing. The population of this study includes English teachers in vocational high schools in Depok City. At the same time, the sample consists of English teachers with a minimum of five years of teaching experience and a permanent status as a foundation teacher. The instruments used in this study are questionnaires regarding teachers' innovative behavior, organizational culture, self-efficacy, and work motivation, measured using a Likert scale. A 1-0 scale of a multiple-choice questionnaire was used for

the ICT literacy variable. The collected data was then analyzed using path analysis with the assistance of PLS-SEM. SITOREM analysis was used to analyze the indicators that need improvement or maintenance. Smart-PLS, an acronym for Smart Partial Least Squares, is a statistical analysis method used in empirical research to examine and assess the relationships between variables within a structural model. This methodology allows for identifying relationships and impacts among these variables, thereby facilitating the examination of the validity of the resulting hypotheses (Wuisan et al., 2023). The "Scientific Identification Theory to Conduct Operation Research in Education Management" (SITOREM) is a scientific method used to determine which indicators in each variable need immediate attention or improvement and which indicators should be maintained and developed to achieve optimal solutions (Setyaningsih & Sunaryo, 2021).

RESULTS AND DISCUSSION

Path Analysis Significance

Assessing significance is a hypothesis test of the constructed model. The research hypothesis test is conducted using the bootstrapping method in the Smart-PLS application. Ten paths, seven direct and three indirect paths, will be statistically tested. The results of the T-statistic test for the structural model can be seen in Figure 2.

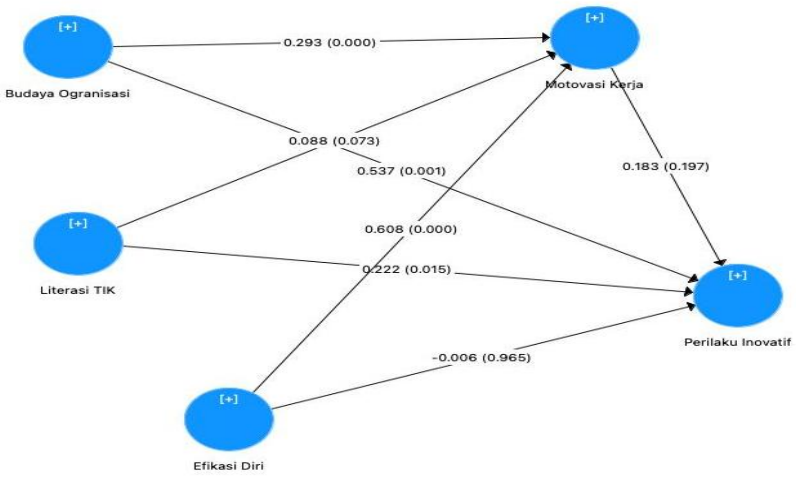

Figure 2 *Structural Model Significance Test Results*

Figure 2 presents the p-values for each path in the structural model. The primary focus is connecting organizational culture, ICT literacy, self-efficacy, and work motivation to innovative behavior. The table below presents the complete significance values for both direct and indirect effects of the structural model of teachers' innovative behavior.

Table 2. Path coefficient values, T-statistics, and p-values of direct effects.

	Path Coefficient	T-statistics	P-Values
Organizational culture → Innovative Behavior	0,537	3,197	0,001
ICT Literacy → Innovative Behavior	0,222	2,430	0,015

	Path Coefficient	T-statistics	P-Values
Self Efficacy → Innovative Behavior	-0,006	0,045	0,965
Work Motivation → Innovative Behavior	0,183	1,291	0,197
Organizational culture → Work Motivation	0,293	3,784	0,000
ICT Literacy → Work Motivation	0,088	1,797	0,073
Self Efficacy → Work Motivation	0,608	9,583	0,000

Based on Table 2, the direct effect of organizational culture on innovative behavior is significant and positive, with a path coefficient of 0.537 and a p-value of 0.001. This finding aligns with previous research by (Lestari et al., 2024), which suggested that organizational culture positively and significantly impacts innovation. A strong and supportive organizational culture, characterized by values like creativity, openness to change, and risk-taking, can encourage individuals to engage in innovative behavior. Such a culture fosters an organizational environment conducive to generating and implementing innovative ideas, enhancing performance and competitiveness. Similarly, the direct effect of ICT literacy on innovative behavior is significant and positive, with a path coefficient of 0.222 and a p-value of 0.015. This finding is consistent with research by (Bhatta et al., 2024), which indicated that ICT knowledge significantly influences innovative behavior. Information technology profoundly impacts modern learning (Borzenko et al., 2024). Global educational challenges necessitate individuals to adapt to technological advancements, particularly in education. Information technology can introduce new, flexible, and interactive methods, tools, and learning platforms by integrating information technology into the learning process.

However, the direct effect of self-efficacy on innovative behavior is insignificant, with a path coefficient of -0.006 and a p-value of 0.965. Self-efficacy does not have a direct positive influence on teachers' innovative behavior. Likewise, the direct effect of work motivation on innovative behavior is insignificant, with a path coefficient of 0.183 and a p-value of 0.197. It indicates that work motivation does not have a direct positive influence on teachers' innovative behavior. Organizational culture has a significant and positive direct effect on work motivation, with a path coefficient of 0.293 and a p-value of 0.000. ICT literacy, on the other hand, does not directly affect work motivation significantly, with a path coefficient of 0.088 and a p-value of 0.073. Lastly, self-efficacy has a significant and positive direct effect on work motivation, with a path coefficient of 0.608 and a p-value of 0.000

Table 3. Path coefficient values, T-statistics, and p-values of indirect effects

	Path Coefficient	T-statistics	P-Values
Organizational culture → Work Motivation → Innovative Behavior	0,054	1,971	0,032
ICT Literacy → Work Motivation → Innovative Behavior	0,016	0,990	0,036

	Path Coefficient	T-statistics	P-Values
Self Efficacy → Work Motivation → Innovative Behavior	0,111	1,289	0,198

Table 3 shows that the path coefficient value between organizational culture and innovative behavior through work motivation is 0.054 with a p-value of 0.032 < 0.05. Therefore, organizational culture indirectly influences teachers' innovative behavior through work motivation. The path coefficient value between ICT literacy and innovative behavior through work motivation is 0.016, with a p-value of 0.036 < 0.05. Therefore, ICT literacy indirectly influences teachers' innovative behavior through work motivation. The path coefficient value between self-efficacy and innovative behavior through work motivation is 0.111, with a p-value of 0.198 > 0.05. Therefore, self-efficacy does not indirectly influence teachers' innovative behavior through work motivation.

The direct effect of organizational culture on innovative behavior

There was a significant positive direct influence of organizational culture on innovative behavior. The path coefficient indicating the direct influence of organizational culture on innovative behavior was 0.537, with a p-value of 0.001 (<0.05), suggesting a significant positive direct relationship. This finding indicates that organizational culture is crucial in supporting individuals, especially teachers, to exhibit innovative behavior.

Organizational culture significantly positively impacted teachers' innovation, with a path coefficient of 0.210 ($p<0.01$). It suggests that a supportive organizational culture enhances teachers' ability to generate innovative ideas and improve the quality of learning (Supriyatna et al., 2023). A positive organizational culture can foster innovative behavior, while a negative culture can hinder the development of innovative teaching practices (Pîrău, L., & Baciu, 2023). Supportive organizational cultures, characterized by openness, trust, and risk-taking, significantly enhance innovative behavior among employees, including teachers, in public organizations, highlighting the importance of such cultures in fostering creativity and progressive thinking (Edward & Frinaldi, 2024). Organizational culture significantly influences teachers' innovative behavior by cultivating an environment encouraging creativity and experimentation. A strong innovative culture, supported by management, increases teachers' willingness to engage in innovative practices, ultimately benefiting educational institutions (Pirau, 2022).

The direct effect of ICT literacy on innovative behavior

The path coefficient representing the direct influence of ICT literacy on innovative behavior was 0.222, with a p-value of 0.015 < 0.05. It indicates a significant favorable influence of ICT literacy on teachers' innovative behavior. Teachers' digital Literacy positively impacts their innovative

teaching practices through ICT. This study found that higher digital Literacy enhances teachers' engagement and autonomy, which fosters innovative teaching practices, highlighting the importance of digital skills in educational settings (Park et al., 2023). The direct influence of Information and Communication Technology (ICT) literacy on teachers' innovation indicates that an increase in ICT literacy can significantly contribute to fostering innovative behaviors among vocational school teachers (Bakri et al., 2024). Digital Literacy significantly impacts teachers' performance, which may correlate with innovative behavior. By understanding and applying digital Literacy, teachers can encourage active student participation and create engaging learning environments, potentially enhancing their innovative practices (Ahyani et al., 2024). Digital competence positively impacts teachers' innovative work behavior, emphasizing the importance of technology literacy in adapting to change and enhancing creativity in the educational process, ultimately leading to improved teaching effectiveness and innovation (Sary et al., 2023). Previous studies have explored how technology or ICT literacy can positively impact teachers' innovative behaviors in implementing technology-integrated learning activities, motivating students to engage more actively in the learning process. ICT can facilitate learning activities and impact students' understanding and learning experiences, ultimately improving student achievement.

The direct effect of self-efficacy on innovative behavior

The path coefficient value of the direct influence of self-efficacy on innovative behavior is 0.006, while the p-value is 0.965 > 0.05. Therefore, self-efficacy has no direct positive effect on innovative behavior. Increasing teachers' innovative behavior can be achieved by enhancing their self-efficacy and promoting transformational leadership practices among school administrators, as these factors significantly influence innovative behavior, contributing to 47.0% of the variance in teachers' innovative behavior (Zainal & Mohd Matore, 2021). This research contradicts previous studies, considering that some of the respondents in this study are Generation Z, highly dependent on the digital world and influenced by social media, and baby boomers, approaching retirement age. Self-efficacy does not always influence innovative behavior, which can be caused by unsupportive school policies that limit teachers with high self-efficacy from implementing new ideas (Edward & Frinaldi, 2024). Self-efficacy will manifest differently depending on the situation and conditions. Limited resources, such as technology, time, support from both principals and peers, as well as a heavy workload and excessive administrative demands, are also factors that can divert teachers with high self-efficacy from innovating (Minsih et al., 2021). Although self-efficacy is important, other personality factors, such as teachers feeling experienced and not needing to innovate, also play a role. High teacher self-efficacy also makes teachers feel they no longer need to learn to implement the independent curriculum, thus not encouraging their innovative behavior (Harianto, 2023).

The direct effect of work motivation on innovative behavior

The path coefficient value of the direct influence of work motivation on innovative behavior is 0.183, with a p-value of 0.197 > 0.05. Therefore, work motivation does not directly influence teachers' innovative behavior. Compelling external motivation and intrinsic love for work significantly increase innovative behavior, highlighting the importance of leadership support and a culture that encourages innovation within organizations (Tian, 2024). Intrinsic motivation significantly influences innovative work behavior, increasing creativity and innovation (Li et al., 2024b). Theoretically, there should be an influence between work motivation and teachers' innovative behavior, but this study did not find such an influence. An individual's work motivation can be good if the organization provides good contributions in the form of rewards to employees who have worked well, which can foster innovative behavior. When related to this study, it can be seen that many private school teachers still do not have adequate welfare, resulting in low motivation and low innovative behavior. As a result, these teachers are just doing their jobs as usual and do not need to put in too much effort.

The direct effect of organizational culture on work motivation

The path coefficient value of the direct influence of organizational culture on work motivation is 0.293, with a p-value of 0.000 < 0.05, therefore, it can be concluded that there is a positive direct influence of organizational culture on teachers' work motivation. Organizational culture positively influences work motivation. A strong organizational culture positively impacts work motivation by increasing employee morale and behavior, which drives productivity (Samroh, 2024). Organizational culture significantly influences work motivation among lecturers in private universities in Central Kalimantan, indicating that a positive organizational culture increases motivation, thus potentially increasing overall work productivity in the academic environment (Kusumawardani et al., 2024). The study shows that a good organizational culture can increase an employee's work motivation. It will also positively impact the school's success in providing educational services to the school. A good school organizational culture will make teachers feel comfortable working at the school and can motivate teachers to work.

The direct effect of ICT literacy on work motivation

The path coefficient value of the direct influence of ICT literacy on work motivation is 0.088, with a p-value of 0.073 > 0.05. Therefore, ICT literacy has no direct positive influence on teachers' work motivation. The positive and significant influence of digital Literacy on teacher performance indicates that higher digital Literacy can increase teachers' work motivation, contributing to their overall effectiveness in the educational environment (Hobbs & Tuzel, 2017). The influence of technology literacy on teachers' work motivation. It focuses on the influence of teachers' work motivation and organizational support on the success of technology implementation in learning (Johny Taroreh et al., 2023). The results of this study contradict previous research, which stated that

teachers with high ICT literacy would have work motivation. However, sometimes, teachers who can master technology will become the mainstay for senior teachers, so teachers with good ICT literacy are reluctant to stand out in order to avoid additional administrative workloads that often rely on young teachers in the use of technology

The direct effect of self-efficacy on work motivation

The path coefficient value of the direct influence of self-efficacy on work motivation is 0.608, with a p-value of 0.000 < 0.05. Therefore, self-efficacy directly, positively, and significantly influences teachers' work motivation. Self-efficacy directly affects teachers' work motivation. Strengthening teachers' self-efficacy through professional development and recognition can increase their motivation, leading to increased job satisfaction and performance in educational settings (Xie et al., 2024). Higher self-efficacy increases teachers' motivation and Commitment to their work, emphasizing the importance of cultivating self-efficacy in educational training programs (Rossiandy & Indradewa, 2023). This research aligns with previous studies showing that self-efficacy influences work motivation. Self-efficacy requires a person to have the resilience to face all kinds of problems, especially teachers, to have patience in dealing with students; even though sometimes they have many personal problems, teachers still teach professionally.

The indirect effect of organizational culture on innovative behavior through work motivation

The path coefficient value of the indirect influence of organizational culture on innovative behavior through work motivation is 0.054 with a p-value of 0.032 < 0.05. Therefore, organizational culture positively and significantly affects innovative behavior through work motivation. Work motivation can mediate the relationship between organizational culture and teachers' innovative behavior. This finding implies that improving and strengthening organizational culture through work motivation will influence teachers' innovative behavior. Work motivation is needed as an intervening variable to increase teachers' innovative behavior because it contributes to increasing innovative behavior.

The indirect effect of ICT literacy on innovative behavior through work motivation

The path coefficient value of the indirect influence of ICT literacy on innovative behavior through work motivation is 0.016, with a p-value of 0.036 < 0.05. Therefore, ICT literacy significantly and indirectly influences teachers' innovative behavior through work motivation. This finding implies that if ICT literacy is improved and strengthened through the mediation of work motivation, it will influence innovative behavior. Work motivation is needed as an intervening variable to increase teachers' innovative behavior because it contributes to increasing innovative behavior. The results of this study provide an overview of how mastery of technology will support innovative behavior. Technology literacy will have a positive impact if it is utilized well and wisely.

The indirect effect of self-efficacy on innovative behavior through work motivation

The path coefficient value of the indirect influence of self-efficacy on innovative behavior through work motivation is 0.111, with a p-value of 0.198 > 0.05. Therefore, self-efficacy has no significant positive indirect influence on teachers' innovative behavior through work motivation. It indicates that self-efficacy, mediated by work motivation, does not significantly impact teachers' innovative behavior. It might be due to several factors, including working conditions, appreciation from leaders, and the availability of resources. Teachers with high self-efficacy might hesitate to demonstrate innovative behavior due to feeling unsupported and unappreciated (Ningrum & Abdullah, 2021). Additionally, teachers' personalities, experience, and task-oriented orientation cause work motivation to be directly linked to their innovative behavior (Harun et al., 2021). These findings suggest improvements are needed in each indicator of the variables to increase teachers' innovative behavior effectively.

The summary of the SITOREM analysis

Indicator analysis using SITOREM is conducted through several stages, namely: 1) Contribution analysis, 2) Analysis of research variable indicators, 3) Analysis of the weight of research variable indicators, and 4) Determination of indicator classification (Setyaningsih, 2021, p. 245). The summary of the SITOREM analysis results in Table 4 shows the indicators that need to be improved and the indicators that can be maintained:

Table 4. The Summary of SITOREM Analysis

Organizational culture (β_{y1}=0,537), Rangking 1		
Early Indicators	**Indicators after expert Judgement**	**Indicators Value**
1. Integrity	1st Integrity (27%)	4,17
2. Responsibility	2nd Collaboration (27%)	3,58
3. Collaboration	3rd responsibility (23%)	3,46
4. Discipline	4th Discipline (23%)	3,53
ICT Literacy (β_{y2}=0,222), Rangking 2		
Early Indicators	**Indicators after expert Judgement**	**Indicators Value**
1. Knowledge of ICT	1st Knowledge of ICT (16%)	0,82
2. Knowledge of managing and using ICT	2nd Knowledge of Information to function for society (15%)	0,81
3. Ability to manage ICT	3rd knowledge of integrating ICT (15%)	0,70

4. 3rd knowledge of integrating ICT	4th ability to manage ICT (14%)	0,65
5. Knowledge of evaluating ICT	5th knowledge of managing and using ICT (14%)	0,63
6. Knowledge of Information to function for society	6th knowledge of evaluating ICT (13%)	0,67
7. Knowledge of a variety of issues, ethics, law, and socioeconomic aspects in ICT	7th knowledge of a variety of issues, ethics, law, and socioeconomic aspects in ICT (13%)	0,63
Self- Efficacy (β_{y3}=-0,006), Rangking 4		
Early Indicators	**Indicators after expert Judgement**	**Indicators Value**
1. Be confident in your abilities	1st Be ConfidenceConfidence in own abilities (27%)	3,36
2. Commitment to completing tasks	2nd ability to work in a team and adapt (26%)	3,46
3. Confidence in solving problems	3rd ConfidenceConfidence in solving problems (25%)	4,01
4. Ability to work in a team and adapt	4th Commitment to completing tasks (22%)	3,41
MOTIVASI KERJA (β_{y4}=0,183), Rangking 3		
Early Indicators	**Indicators after expert Judgement**	**Indicators Value**
1. Responsibility to work	1st Desire to achieve (18%)	4,03
2. Desire to achieve	2nd Persistence in achieving goals (18%)	4,00
3. Earned Salary	3rd Rewards for achievement (18%)	3,47
4. Career Development	4th responsibility to work (16%)	3,34
5. Rewards for achievement	5th Earned Salary (16%)	3,24
6. Persistence in achieving goals	6th Career Development (15%)	3,43
Innovative Behavior		
Early Indicators	**Indicators after expert Judgement**	**Indicators Value**
1. Explore Opportunities	1st Implementation of ideas (18%)	3,57
2. Ideas Discovery	2nd Ideas Discovery (17%)	4,03

3. Implementation of ideas	3rd Explore Opportunities (17%)	3,66
4. Development ideas with ICT	4th Sharing ideas (17%)	3,33
5. Ideas evaluation	5th Development ideas with ICT (16%)	4,02
6. Sharing Ideas	6th Ideas evaluation (14)	3,61

Suppose the indicator value is more significant than four or for multiple-choice instruments (ICT literacy). If the indicator value is more significant than 0.75, then the indicator is considered good and can be maintained. However, if the indicator value is less than 4 or 0.75 for multiple-choice instruments, the indicator needs improvement. Based on the findings in Table 3, it was found that for the organizational culture variable, Integrity is a variable that is already good and needs to be maintained. In contrast, other variables still need to be improved. For the ICT Literacy variable, indicators that can be maintained are knowledge of ICT and knowledge of information to serve the community. For the Self-Efficacy variable, the indicator of self-confidence in solving problems can be maintained. For work motivation, indicators that can be maintained are the Desire to achieve and Persistence in achieving goals. Meanwhile, for the innovative behavior variable, indicators that can be maintained are the discovery of ideas and the development of ideas with ICT. Therefore, a way to implement a strategy to increase innovative behavior is to improve indicators that are still weak, less than four, or less than 0.75.

The implications of the findings in this study are as follows:

1. To enhance innovative behavior, it is necessary to strengthen organizational culture, ICT literacy, self-efficacy, and work motivation.
2. To strengthen organizational culture, it is necessary to improve weak indicators, namely cooperation, responsibility, and Discipline.
3. To strengthen ICT literacy, it is necessary to improve indicators that are still weak, namely: knowledge of integrating ICT, ability to manage ICT, knowledge of managing and using ICT, knowledge of evaluating ICT, and knowledge of various issues, ethics, laws, and socioeconomics in ICT.
4. To strengthen self-efficacy, it is necessary to improve indicators that are still weak, namely, belief in one's abilities, ability to cooperate and adapt, and Commitment to completing tasks.
5. To strengthen work motivation, it is necessary to improve weak indicators, namely recognition for achievements, responsibility for work, salary earned, and career development.

CONCLUSION

This study reveals that self-efficacy and work motivation do not significantly influence teachers' innovative behavior. ICT literacy has been found to have no significant impact on work motivation. Furthermore, work motivation does not mediate the relationship between self-efficacy and teachers' innovative behavior. These findings offer new insights into factors previously believed to be influential but no longer exert a significant impact. Numerous factors may underlie these results, including the rapid pace of technological advancements, the evolving perspectives of teachers shaped by social environments, mainly social media, and the reluctance of younger teachers to demonstrate their knowledge due to concerns about increased workloads. Moreover, senior teachers may exhibit a decreased motivation to acquire new skills, especially those related to technology.

A key lesson from this study is that many factors significantly influence teachers' innovative behavior in today's modern world. Therefore, understanding the organizational environment and its members is crucial for fostering positive, innovative behavior and achieving organizational goals.

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