International Journal of Management and Business Intelligence (IJBMI)
Vol. 4 No. 2, 2026: 301-304

Strategies for Improving Teacher Innovativeness through Strengthening Transformational Leadership, Innovative Climate, Self-Efficacy, Digital Literacy, and Achievement Motivation

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ARTICLEINFO
Keywords: Teacher Innovativeness, Transformational Leadership, Innovative Climate, Self-Efficacy, Digital Literacy, Achievement Motivation

Received : 27, February
Revised : 28, March
Accepted: 30, April

ABSTRACT
This study examines strategies to enhance teacher innovativeness through transformational leadership, innovative climate, self-efficacy, digital literacy, and achievement motivation among public elementary school teachers in Depok. A quantitative survey method was employed, supported by path analysis and SITOREM. The findings reveal that all variables have significant positive effects on teacher innovativeness, with digital literacy and achievement motivation as the most influential factors. Additionally, self-efficacy demonstrates a stronger indirect effect through achievement motivation than its direct effect. The model explains 93.7% of the variance in teacher innovativeness. The study proposes a strategic framework prioritizing key indicators to improve sustainable innovation in educational practices.

DOI: https://doi.org/10.59890/ijmbi.v4i2.403
ISSN-E: 3025-5589
https://dmimultitechpublisher.my.id/index.php/ijmbi

INTRODUCTION

The increasing demand for innovative teaching practices in the digital era requires teachers to continuously adapt and generate creative instructional approaches. However, empirical observations indicate that teacher innovativeness remains suboptimal, particularly in public elementary schools. This gap highlights the need to examine key determinants influencing innovative behavior in educational settings. This study investigates the roles of transformational leadership, innovative climate, self-efficacy, digital literacy, and achievement motivation in enhancing teacher innovativeness. The contribution of this research lies in integrating these variables within a comprehensive path analysis model supported by SITOREM, offering both theoretical enrichment and practical prioritization strategies. The findings provide a novel framework for strengthening sustainable innovation in teaching practices and advancing educational management research.

LITERATURE REVIEW

The theory name here

This study is grounded in Transformational Leadership Theory and Innovation Behavior Theory, emphasizing leadership influence on innovative practices. Transformational leadership, innovative climate, self-efficacy, digital literacy, and achievement motivation are empirically linked to teacher innovativeness. Prior studies confirm positive relationships among these variables.

H1: Transformational leadership positively affects teacher innovativeness.

The theory name here

Explanation of theory here

H2: Innovative climate positively affects teacher innovativeness.

H3: Self-efficacy positively affects teacher innovativeness.

H4: Digital literacy positively affects teacher innovativeness.

H5: Achievement motivation positively affects teacher innovativeness.

After the hypothesis section, if your study is quantitative, please provide a contextual framework here, or your mind map, if qualitative.

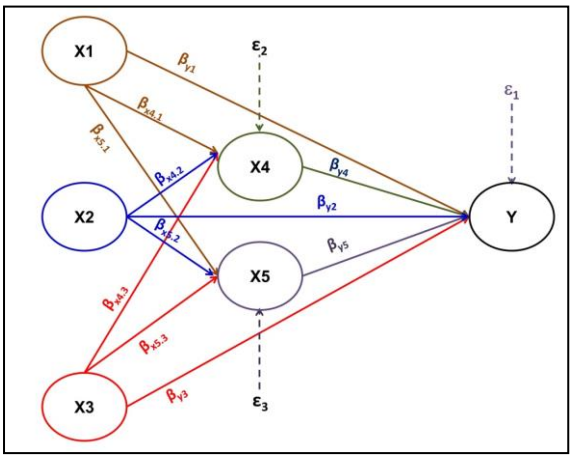

Figure 1. Conceptual Framework

METHODOLOGY

This study employed a quantitative survey design involving public elementary school teachers in Depok. Samples were selected using proportional techniques. Data were analyzed using path analysis to examine direct and indirect effects, supported by SITOREM to determine priority improvement indicators and strategic recommendations.

RESEARCH RESULT

Steps to test your results here

Data analysis followed prerequisite tests (normality, homogeneity, linearity) before applying path analysis. Results indicate significant direct and indirect effects among variables. The model achieved strong explanatory power (R^2=0.937). SITOREM analysis further identified priority indicators for improvement and those to be maintained, forming the basis for strategic recommendations.

Table 1. Here is the Three Box Method table in English, clearly structured and based on the dissertation results:

No	Variable	Coefficient (β)	Three Box Category	Rank
1	Achievement Motivation (X5)	0.385	High	1
2	Digital Literacy (X4)	0.297	High	2
3	Transformational Leadership (X1)	0.137	Medium	3
4	Innovative Climate (X2)	0.103	Medium	4
5	Self-Efficacy (X3)	0.098	Low	5

Three Box Criteria:
High: $\beta > 0.25$ → dominant variables (top priority)
Medium: 0.10 – 0.25 → supporting variables
Low: $\beta < 0.10$ → complementary variables
Brief Academic Interpretation:

Achievement motivation and digital literacy are the most influential variables in enhancing teacher innovativeness. While self-efficacy shows the lowest direct effect, it remains important due to its indirect influence, particularly through achievement motivation.

The findings confirm that teacher innovativeness is shaped by an integrated interplay of leadership, individual capacity, and contextual factors. Achievement motivation and digital literacy emerge as dominant drivers, indicating that internal drive and technological competence are critical in fostering innovation. Transformational leadership and an innovative climate provide essential external support, while self-efficacy strengthens innovativeness indirectly. These results reinforce existing theories and offer a comprehensive framework for sustaining innovation in educational practice.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that teacher innovativeness is significantly influenced by achievement motivation, digital literacy, transformational leadership, innovative climate, and self-efficacy within an integrated model. Achievement motivation and digital literacy are the most dominant factors. It is recommended that policymakers prioritize strengthening these variables through targeted training, leadership development, and supportive school environments to ensure sustainable innovation and improved educational quality.

FURTHER STUDY

This study is limited to a cross-sectional design and a specific regional sample, restricting generalizability. Future research should employ longitudinal approaches, expand to diverse educational contexts, and incorporate additional variables such as organizational culture or policy factors to enrich the model and strengthen the understanding of teacher innovativeness.

ACKNOWLEDGMENT

The author expresses sincere gratitude to academic supervisors, colleagues, and participating teachers for their valuable support and contributions. Appreciation is also extended to the affiliated institutions for facilitating this research. Their guidance, insights, and assistance were instrumental in the successful completion of this study.

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