



ISSN 2964-3902 (Online)

**SUJANA (Journal of Education and Learning Review)**

<https://journal.ifpublisher.com/index.php/sujana>

Vol. 2 Issue. 3, (2023)

[doi.org/10.56943/sujana.v2i3.402](https://doi.org/10.56943/sujana.v2i3.402)

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## **Strengthening Commitment to Organization, Entrepreneurship, Empowerment and Personality in Improving Teachers' Innovativeness**

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### **ABSTRACT**

*The education in Indonesia requires the development of educational facilitators, including the teachers. Teachers has main role in the preparation of applicable learning materials that can be understand easily by students to develop their character and skills. Therefore, teachers must be highly innovative and able to provide learning equipment that can achieve learning goals. This research aims to obtain strategies and efforts to improve the innovativeness of teachers in Private Vocational High School in Bogor, and to identify the relationship between each variable to improve the innovativeness of a teacher. The research method used in this research is path analysis and SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) to examine the direct relationship and indirect relationship between exogenous and endogenous variables. The research findings revealed that there are significant positive direct impact between each variables that need to be maintained to improve the innovativeness of teacher.*

**Keywords:** Education, Innovative, Teachers

## INTRODUCTION

The education in Indonesia requires the development of educational facilitators, including the teachers. Teachers plays a main role in the preparation of applicable learning materials that can be understand easily by students to develop their character and skills. Therefore, teachers must be highly innovative and able to provide learning equipment that can achieve learning goals. In other words, teachers must be able to innovate in learning. Teacher innovativeness is needed in this technology era. The teachers has duties as providing facilities and motivation in improving learners' attitudes and perspectives. In addition, teachers is the role models in personality for each student, that resulting students in developing their character and skills. As a role model teacher, innovativeness is a major asset in entrepreneurship and character development. Teachers are expected to have innovativeness that can be applied during teaching and learning process. Therefore, teacher innovativeness is one of the important factors in achieving educational goals, that are generating high-quality graduates.

Based on the results of a preliminary survey on teacher innovativeness conducted in June 2021 by distributing questionnaires to 40 full-time teachers at private vocational schools in Bogor, it is known that there are still problems regarding teacher innovativeness, such following below:

1. There are 36% of teachers who have problems in project development, which can be seen from the number of teachers who have problems in updating student handbooks with updated materials and in updating learning modules for every meeting.
2. There are 45% of teachers who have problems in developing professional improvement, which can be seen from the number of teachers who have problems in improving their skills by conducting PTK classroom research actions and teachers who improve competency skills by relearning from other reliable sources.
3. There are 38% of teachers who have problems in method development, which can be seen from the large number of teachers who have problems in developing materials in accordance with KI/KD that are related to daily conditions.
4. There are 33% of teachers who have problems with work quality, which can be seen from the number of teachers who have problems in updating teaching material based on current conditions and teachers who have problems in developing learning tools according delivered material.
5. There are 29% of teachers who have problems in improving their professionalism, which can be seen from the number of teachers who have problems in apologizing if attending or completing lessons that exceeds the available time. In addition, there are numerous teachers who

have problems in evaluating student competency achievement targets according to the target of material taught at the end of each lesson.

6. There are 38% of teachers who have problems in improving student satisfaction, where it can be seen that many teachers have problems in developing an evaluation model by surveying competency achievement every meeting and teachers who have problems in developing the competency achievement by approaching students with the lowest scores.

Based on this data, it shows that on average 36.3% of teachers are still incapable of being innovative in learning activities. Teachers have not been able to conduct the product development in entrepreneurship learning. In addition, teachers have not fully conducted Classroom Action Research (PTK) based on the characteristics and students' needs in their respective schools. Teacher innovativeness is still relatively low in improving the quality of learning processes and outcomes. This phenomena indicates the need to increase teacher innovativeness.

The application of learning methods during teaching and learning process has not been varied because there has not been a significant increase in teaching method. This is resulting in overcoming the students' boredom in following the learning process, although it has not been significant. Even though it has not been significantly changed, this is helping pupils who were getting bored with the learning process. The improvement of teacher work procedures in increasing student learning quality has not been developed, especially during the pandemic. Due to the various evolving patterns of teaching methods used nowadays, teachers are expected to take a more proactive role in enhancing the learning environment.

The lack of teacher activeness in teaching and learning process has an impact on entrepreneurship learning since there is no change in teaching methods. Meanwhile, entrepreneurship is a subject that develops rapidly due to the pattern of consumer purchases which follows the technology development.

The empowerment factor is an effort to improve and develop self-potential both in economic social and cultural areas needed by an individual in their work role. It involves the fit between the needs of one's work role with their values, beliefs, and behaviors. In addition, it refers to self-efficacy specific to one's job, or belief in one's ability to perform work activities with their skill. Moreover, the individuals have sufficient autonomy in determining how to perform their work and have significant impact on what occurs in their organization. Furthermore, personality in an organization has an important role and have a significant relationship with teacher innovativeness. Personality is a character tendency that exists in an individual in the form of emotions, behavior, mindset, which can be impacted by heredity, social environment and the culture. A teacher's personality is the main factor in the success of student learning because a teacher's personality

can include all kinds of behaviors and characteristics. Moreover, self-awareness of behavior in a teacher will provide a level of confidence that creates the sympathy and strong self-control that allows the teacher to socialize well and deliver his lessons creatively and imaginatively. This specific characteristics of a teacher provides a response to students in terms of comfort level, positive emotions, that will help the implementation of teaching method and the responsibilities of the teacher optimally.

The research by Bawuro et al., (2019) towards 309 Junior High School teachers confirmed that motivation significantly impacts teachers' innovative behavior. Specifically, it was found that intrinsic motivation and meaningful work have a direct impact on teachers' innovative behavior. In addition, this research found that meaningful work mediates the relationship between intrinsic motivation and teachers' innovative behavior. The existing relationship between these constructs can be explained by considering that all constructs have the possibility of influencing the teaching and learning process. This means that having a high level of internal satisfaction and a sense of purpose in teaching leads to behaving more innovatively at work. Apparently, teachers who experience high levels of support of their intrinsic needs and perceive the job as valuable have more confidence in their own ability to initiate and implement new ideas to deal with future changes in educational field.

Moreover, the research conducted by Binti et al., (2017) towards 167 respondents who are running SMEs found that several entrepreneurial competencies impact the innovativeness. Thus, entrepreneurs must have the right competencies to do the innovative projects. Furthermore, SMEs are encouraged to expand their competencies in order to advance their business, or being left out in today's global marketplace that has no limitations. It is important for SMEs to build the competencies by adopting new techniques and deep-rooted system changes. In addition, entrepreneurial competencies support the innovative performance for SMEs.

In addition, Sunaryo et al., (2019) research on 278 teachers in the Merangin , Jambi, shows that commitment to the organization is very important to be improved in achieving the educational goals of producing quality students. Based on the research result, organizational commitment can be improved by strengthening organizational culture and interpersonal communication in school environment.

Prihadi et al., (2019) conducted their research on 407 vocational school teachers in Tangerang which found that commitment to the organization is important to be improved since it will help the development of the organization when the organizational member have a strong commitment towards the organization itself. Empirically, increasing commitment to the organization is impacted by organizational culture, self-efficacy and emotional intelligence.

Pratama et al., (2020) conducted their research on commitment to the organization, that describes the importance of commitment to the organization for

boarding schools. Based on the research result, it concluded that the development of commitment to the organization was affected by transformational leadership and organizational culture. Empirically, this research shows that the correlation between transformational leadership and organizational culture is very strong. Furthermore, Prasnavidya et al., (2020) research on 121 private high school teachers in Bogor indicates that commitment to the organization is important to be improved. From the research results, it is known that commitment to the organization can be improved by strengthening work quality, teamwork, and learning organizations.

Based on previous research above, there are several things that encourage the researchers in conducting research on teacher innovativeness and commitment to the organization. The development and progress in educational field requires innovative human resources in developing learning activities to create quality human resources as needed in society 5.0 era; teacher innovativeness must be able to adapt based on the current era where the business world is the target that should be mastered by students. Then, the teachers must be able to develop their entrepreneurial spirit in innovating during teaching and learning process. As a result, the innovation develops in line with current demands; and developing teacher innovativeness requires the encouragement from teachers themselves. Teachers must be able to empower their personality in positive things, one of which is to increase their innovativeness in learning activities. The existence of a teacher's commitment to their organization can ensure their loyalty and consistency in achieving educational goals to create high quality students.

This objective of this research is to obtain strategies and efforts to improve the innovativeness of teachers in Private Vocational High School in Bogor, as well as to identify the relationship between each variable to improve the innovativeness of a teacher. The acquisition of teacher innovativeness and commitment to the organization as well as several factors related to innovativeness is expected to provide benefits for improving the educational quality in Bogor, especially for vocational high school education. Furthermore, this research is expected to become a material consideration and recommendation for related parties, including teachers, school principals, and educational department.

## **RESEARCH METHODOLOGY**

### **Research Methodology**

#### **Path Analysis**

The research method used in this research is path analysis which is a statistical analysis technique developed from multiple regression analysis. This method is used to examine the direct relationship and indirect relationship between exogenous variables and endogenous variables. In this research, the exogenous variables are entrepreneurial, empowerment and personality. Meanwhile, the endogenous

variable are innovativeness and commitment to the organization that used as an intervening variable.

To obtain the research data, a measuring instrument is used in the form of a questionnaire which is prepared based on the indicators in research variables. The primary data are entrepreneurship, empowerment, personality, commitment to organization and innovativeness. Then, the measurement technique in this research is Likert scale technique, that prepared in the form of statement items from each indicator in research variable and each statement followed by 5 (five) answer responses that show the level of the respondent's attitude scale.

This research will be preceded by instrument making process, followed by instrument testing with statistical calculations. The next stages are obtaining instrument validation and instrument reliability, which then distribute the instrument to predetermined sample.

### **SITOREM Analysis**

SITOREM stands for Scientific Identification Theory to Conduct Operation Research in Education Management, which can be generally defined as a scientific method used to identify variables (theory) to conduct Operation Research in Education Management (Sunaryo et al., 2019). The basis for consideration for structuring the problem management includes 3 criteria, such as:

- a. The strength of the relationship between independent variable and dependent variable.
- b. The ranking of indicators on each variable that has been prioritized.
- c. Indicator values obtained on each variable as a research result (Mahdi et al., 2023).

### **Population and Sample**

#### **Population**

The population in this research is all Teachers in accredited "A" Private Vocational High Schools that have met the 8 National Education Standards based on indicators compiled by BAN-SM. Then, it is expected that the Teachers already have innovativeness in teaching and learning process. Moreover, there are 518 teachers at private vocational schools in Bogor.

#### **Sample**

The sampling technique in this research uses proportional random sampling technique, which collecting data by taking the population proportionally to be sampled. The formula used to determine the sample using Taro Yamane formula in Sugiyono (2019), such as:

$$n = \frac{N}{N(d^2) + 1}$$

Description:

n: Number of samples;

N: Number of population, which is 518 teachers

D: Precision (5%)

$$n = \frac{518}{518(0,05^2) + 1} = 225,7 \approx 226$$

Based on this formula, the sample size was determined as  $n = 226$ .

## RESULT AND DISCUSSION

### Direct Impact of Strengthening Entrepreneurship on Improving Innovativeness

The research results indicates that there is a positive direct impact of Entrepreneurship on increasing Innovativeness. The strength of entrepreneurship on increasing innovativeness is obtained from path coefficient value  $\beta_{zx1} = 0.152$  and significant value at 0.05 significance level. This means that strengthening entrepreneurship can increase innovativeness.

The research on increasing innovativeness through the impact of entrepreneurship has been conducted by Tarifi & Rawah (2021) entitled “The Relationship Between Entrepreneurship and Innovation” indicates that there is a positive relationship between entrepreneurship and innovativeness. This research proven that a person’s innovativeness can increase along with the improvement of his entrepreneurship.

Other research results that support this research are research conducted by Binti et al., (2017) in a journal entitled “Assessing The Role of Entrepreneurial Competencies on Innovation Performance: A Partial Least Squares (PLS) Approach”. This research concludes that there is a positive relationship between entrepreneurial competence and innovation ( $r = 0.662$ ;  $p < 0.05$ ) where two indicators of entrepreneurial competence, called conceptual competence and strategic competence have a significant relationship. This means that the development of innovativeness is affected by entrepreneurship improvement of the person themselves.

Based on the indicators assessment by expert judgment and the calculation of average indicator score in SITOREM analysis, continous learning (18%) has an average empirical findings with the score of 3.9; passion (17%) has an average empirical findings with the score of 4.4; high need for achievement (17%) has an average empirical findings with the score of 4.0; creative (16%) has an average empirical findings with the score of 3.4; explorative (16%) has an average empirical findings with the score of 3.9; and risk-takers (16%) has an average empirical findings with the score of 4.4. These values determine the classification of indicators that must be improved, including continuous learning, creative, and



explorative. Meanwhile, the indicators that need to be maintained are passion, high need for achievement, and risk-takers.

The research results indicate that the development of teacher innovativeness is depends on their entrepreneurship. In addition, the strategy used to increase innovativeness is conducted through the improvement of weak indicators, such as continuous learning, creative, and explorative. Thus, the results of this research are supported by previous research which proves that there is a positive direct impact of entrepreneurship on innovativeness.

### **Direct Impact of Strengthening Empowerment on Improving Innovativeness**

The results of statistical calculations indicate the path coefficient value  $\beta_{zx2}$  of 0.234,  $t_{count}$  of 4.203 and  $t_{table}$  of 1.97, and coefficient value that indicates the significant results. In addition, the regression equation between Empowerment and Innovativeness is  $\hat{Z} = 54.164 + 0.643X_2$  indicates highly significant results, means that the equation can predict the improvement of innovativeness by teacher empowerment. Thus, strengthening teacher empowerment can encourage the teacher innovativeness during teaching and learning process.

This research is supported by previous research conducted by Nurhasan et al., (2021) entitled “Strengthening Self-Efficiency, Organization Citizenship Behavior (OCB), And Empowerment in Effort to Increase Teacher Innovativeness: Empire on State School Teachers in Bogor.” This research found that there is a positive and significant relationship ( $r = 0.713$   $p < 0.05$ ) between empowerment and teacher innovativeness. This means that high teacher teacher innovativeness depends on high teacher empowerment.

The research from Purnamawati & Yuniarta (2016) entitled “The Impact of Psychological Empowerment, Empowering Leadership, Performance Measurement System on Intrinsic Motivation of First-Line Banking Employees” aims to determine the impact of psychological empowerment, empowering leadership, and performance measurement system on intrinsic motivation of first-line banking employees. The data used is primary data in the form of a questionnaire using a Likert scale of 1-5 and consists of 36 question items. Respondents in this study were first-line management in the banking sector, which were 35 people from 7 rural banks in Buleleng Regency. From the research findings, it was concluded that psychological empowerment, empowering leadership, and performance measurement system have a positive and significant impact on the intrinsic motivation of first-line banking employees using a 5% significance level.

A comparable research conducted by Saidah & Muhid (2021) entitled “The Role of Psychological Empowerment on Trust of Superiors in Subordinates: A Literature Review” concluded that the components of empowerment have a significant and positive relationship between superiors and subordinates. This research result indicates that a subordinate will be more empowered and motivated when their superior shows a sign of trust to them.



Based on the SITOREM analysis, trust (17%) has an empirical finding of an average score of 3.3; credibility (17%) has an empirical finding of an average score of 3.8; accountability (17%) has an empirical finding of an average score of 3.7; communication indicator (17%) has an empirical finding of an average score of 3.6; desire (16%) has an empirical finding of an average score of 4.1. Furthermore, confident (16%) has an empirical finding of an average score of 4.0. These values determine the classification of indicators that must be improved, including trust, credibility, accountability, and communication. Meanwhile, the indicators that need to be maintained are desire and confident.

The research results indicate that strengthening teacher empowerment can increase the teacher innovativeness. The strategy used to increase innovativeness is conducted by improving weak indicators, such as trust, credibility, accountability, and communication. Thus, the results of this study are supported by previous research which proves that there is a positive direct impact of Empowerment on innovativeness.

### **Direct Impact of Personality Strengthening on Improving Innovativeness**

The statistical calculations resulted in a path coefficient value  $\beta_{zx3}$  of 0.236 as well as a  $t_{\text{count}}$  of 4.610 and a  $t_{\text{table}}$  of 1.97. The path coefficient significance test shows that path coefficient value  $\beta_{zx3}$  is significant, because  $t_{\text{count}} > t_{\text{table}}$ . This means that there is a positive direct impact between personality on innovativeness. Thus, strengthening personality can increase innovativeness.

In addition, the regression equation of the relationship between personality and innovativeness  $\hat{Z} = 85.896 + 0.361X_3$  is highly significant, which means that the equation can predict an increase in innovativeness. Each increase of 1 unit of Personality score will result in an increase in Innovativeness of 0.361 at a constant of 85.896.

The research conducted by Dangmei et al., (2020) entitled “Impacts of Big Five Personality Traits On Innovative Behavior Among Business Students: An Empirical Study” concluded that there is a strong and positive relationship ( $r = 0.718$   $p < 0.05$ ) between the five main personality traits and innovativeness. This implies that an individual’s capacity for innovation will increase with their personality.

In addition, research by Samavi et al., (2013) with the title “Identification of Personality Traits Impactive on Creativity and Innovation among the Staff of Sarkhon and Qeshm Gas Refinery Company” concluded that factors of personality have a positive relationship with creativity and innovation ( $r = 0.35$   $p < 0.05$ ). Based on the results of the SITOREM analysis, conscientiousness (21%) has an empirical finding of an average score of 4.3; emotional stability (21%) has an empirical finding of an average score of 3.3; agreeableness (20%) has an empirical finding of an average score of 3.8; extroversion (19%) has an empirical finding of an average score of 3.2; and openness (19%) has an empirical finding of an average score of

3.5. These values determine the classification of indicators that must be improved, including emotional stability, agreeableness, extroversion and openness. Meanwhile, the indicators that need to be maintained is conscientiousness.

The research result show that the improvement of teachers' innovativeness is impacted by personality variables. The strategy used to increase innovativeness is conducted through improving the weak indicators, such as emotional stability, agreeableness, extroversion and openness. Thus, the results of this study are supported by previous research which proves that there is a positive direct impact of personality on innovativeness.

### **Direct Impact of Strengthening Commitment to Organization on Improving Innovativeness**

Based on the research result, it indicates that there is a positive direct impact of Commitment to the Organization on increasing Innovativeness. The strength of the impact of Commitment to the Organization on increasing Innovativeness is obtained from the path coefficient value  $\beta_{zy} = 0.374$  and the value is significant at the 0.05 significance level. Thus, there is a positive direct impact of Commitment to Organization on Innovativeness. This means that strengthening commitment to the organization can increase innovativeness.

In addition, the regression equation of the relationship between Commitment to Organization and Innovativeness was calculated in the equation of  $\hat{Z} = 37.572 + 0.733Y$ , which is highly significant. It means that the equation can be used to predict an increase in innovativeness. Every 1 unit increase in the Commitment to Organization score will result in an improvement in Innovativeness of 0.733 at a constant 37.572.

The similar research has been conducted by Wahyuni et al., (2021) entitled "The Mediating Role of Organizational Learning in the Relationship between Organizational Commitment and Lecturer Innovative Behavior" which concluded that organizational commitment has a direct impact on innovative behavior ( $r = 0.49$ ). Moreover, organizational commitment is also an intrinsic factor that is important in encouraging the growth of innovative behavior.

Based on SITOREM analysis, job condition (18%) has an empirical finding of an average score of 4.2, met expectation (17%) has an empirical finding of an average score of 4.2, benefits accrued (17%) has an empirical finding of an average score of 3.7, values indicator (17%) has an empirical finding of an average score of 4.2, felt-obligations (16%) has an empirical finding of an average score of 3.8, and job available (15%) has an empirical finding of an average score of 3.1. These values determine the classification of indicators that must be improved, including benefits accrued, felt obligations and job available. Meanwhile, the indicators that need to be maintained are job conditions, met expectation and values.

The research result indicates that increasing teacher innovativeness is impacted by the Commitment to Organization variable. The strategy used to increase

innovativeness is conducted through improving the weak indicators, such as benefits accrued, felt-obligations and job available. Thus, these findings are supported by previous research which proves that there is a positive direct impact of commitment to the organization on innovativeness.

### **Direct Impact of Entrepreneurial Strengthening on Improving Commitment to Organization**

Based on the research result, it is concluded that there is an impact of Entrepreneurship on Commitment to the Organization is positive and significant as indicated by the value of  $t_{\text{count}} > t_{\text{table}}$ , that  $t_{\text{count}} = 3.995$  and  $t_{\text{table}} = 1.97$ . The regression equation of the relationship between Entrepreneurship and Commitment to the Organization is  $\hat{Y} = 87.215 + 0.312X_1$ , which means that every increase of 1 unit of Entrepreneurship will result in an improvement in Commitment to the Organization by 0.312 at a constant 87.215. This means that strengthening Entrepreneurship can increase Commitment to Organization.

The strength of the impact of Entrepreneurship on Commitment to the Organization is obtained from the path coefficient value  $\beta_{yx1}$  of 0.270. This value shows a weak but positive impact, which means that good entrepreneurship will increase teacher commitment to their organization.

Research by Ramjerdy et al., (2014) entitled “The Relationship between Organizational Commitment and Internal Intrapreneurship (Shahrbabak Copper Complex Case Study)” concluded that there is a significant relationship between commitment to the organization and the dimensions of internal intrapreneurship. Then the organizational commitment variable can predict the level of internal intrapreneurship. Thus, these findings is supported by previous research proves that there is a positive direct impact of entrepreneurship on commitment to the organization.

### **Direct Impact of Strengthening Empowerment on Improving Commitment to Organization**

Based on the research result, there is a positive direct impact of Empowerment on Commitment to the Organization, with a path coefficient value  $\beta_{yx2}$  of 0.176. Based on the t-test significance test, it is known that  $t_{\text{count}}$  value is 2.537 and  $t_{\text{table}}$  is 1.97, it concludes that path coefficient value is significant. The regression equation of the relationship between empowerment and commitment to organization from statistical calculations is  $\hat{Y} = 91.279 + 0.306X_2$ , which means that every 1 unit increase in empowerment variable will result in an increase in the commitment to the organization score by 0.306 at a constant 91.279.

The research conducted by Jomah (2017) entitled “Psychological Empowerment on Organizational Commitment as Percieved by Saudi Academics” concluded that there is a positive and significant relationship between psychological empowerment and all dimensions of commitment to the organization ( $r = 0.852$ ).

Psychological empowerment is intended to increase the level of commitment in the institution. Basically, psychological empowerment is more concerned with the experience of personnel and their responsibilities in the organization rather than focusing on managerial activities. Therefore, this research establishes the validity of psychological empowerment in increasing the level of organizational commitment. Thus, these findings is supported by previous research proves that there is a positive direct impact of empowerment on commitment to the organization.

### **Direct Impact of Personality Reinforcement on Improving the Commitment to Organization**

Based on the research result, it indicates that path coefficient value is categorized as very weak, by  $\beta_{yx3} = 0.067$  with a  $t_{\text{count}}$  value of 1.042, while  $t_{\text{table}}$  value at 0.05 significance level is 1.97. This indicates that path coefficient value  $\beta_{yx3}$  is not significant, which means that personality has a direct impact on increasing commitment to the organization even though it is not very impactful.

Research conducted by Abdullah & Rashid (2013) entitled “Impact of Personality on Organizational and Employees’ Performance: Empirical Evidence From Banking Sector of Pakistan” concluded that personality dimensions, including extraversion, agreeableness, conscientiousness, and openness have a positive impact on increasing organizational commitment. Thus, the improvement of organizational commitment can be predicted by personality dimensions. The result obtained in this research are relevant to previous research. Thus, it can be concluded that Personality variable is not impactful in increasing the Commitment to Organization variable.

### **Indirect Impact of Entrepreneurship on Innovativeness through Commitment to Organization**

Based on the research result, it indicates that there is a positive indirect impact of Entrepreneurship on Innovativeness through Commitment to the Organization with a path coefficient of  $\beta_{zyx1} = 0.101$ . This research hypothesis is proven by demonstrating that the indirect impact is rated as being very weak using path analysis technique and Sobel Test.

Based on comparative analysis between the direct impact of Entrepreneurship on Innovativeness and indirect impact of Entrepreneurship on Innovativeness through Commitment to Organization, it indicates that path coefficient of direct impact of Entrepreneurship on Innovativeness ( $\beta = 0.152$ ) is bigger than path coefficient of indirect impact of Entrepreneurship on Innovativeness through Commitment to Organization ( $\beta = 0.101$ ). Based on the results of SITOREM analysis, the low impact is due to weak indicators of Entrepreneurship (Continuous learning, Creative, Explorative) and weak indicators of Commitment to the Organization (Benefits accrued, Felt-obligations, Job available).

This indicates that Commitment to Organization does not function impactively as an intervening variable on the impact of Entrepreneurship on Innovativeness through Commitment to Organization. Then, the efforts to improve weak indicators of Entrepreneurship and Commitment to Organization are predicted to increase the indirect impact of Entrepreneurship on Innovativeness through Commitment to Organization.

### **Indirect Impact of Empowerment on Innovativeness through Commitment to Organization**

Based on the research result, there is an indirect and significant impact of Empowerment on Innovativeness through Commitment to the Organization with a path coefficient  $\beta_{zyx2}$  of 0.066. This has been proven through testing the path analysis technique with the Sobel Test that the indirect impact is classified as very weak.

Based on the comparative analysis between the direct impact of Empowerment on Innovativeness and the indirect impact of Empowerment on Innovativeness through Commitment to the Organization, it shows that path coefficient of the direct impact of Empowerment on Innovativeness ( $\beta = 0.234$ ) is bigger than path coefficient of the indirect impact of Empowerment on Innovativeness through Commitment to the Organization ( $\beta = 0.066$ ). Based on the results of SITOREM analysis, the low impact is due to weak indicators of Empowerment (Trust, Credibility, Accountability, Communication) and the weak indicators of Commitment to the Organization (Benefits accrued, Felt-obligations, Job available).

This indicates that Commitment to Organization variable does not function impactively as an intervening variable in the impact of Empowerment on Innovativeness through Commitment to Organization. Then, the efforts to improve the weak indicators of Empowerment and Commitment to Organization are predicted to increase the indirect impact of Empowerment on Innovativeness through Commitment to Organization.

### **Indirect Impact of Personality on Innovativeness through Commitment to Organization**

Based on the research result, there is a positive indirect impact of Personality on Innovativeness through Commitment to the Organization with path coefficient value  $\beta_{zyx3}$  of 0.025 shows a positive value. Based on Sobel Test, the value is not significant since its value is very small, that almost close to zero.

Based on the comparative analysis between the direct impact of Personality on Innovativeness and Personality on Innovativeness through Commitment to Organization, it is known that path coefficient value of the direct impact of Empowerment on Innovativeness ( $\beta = 0.236$ ) is bigger than the path coefficient of the indirect impact of Empowerment on Innovativeness through Commitment to

Organization ( $\beta = 0.025$ ). This means that commitment to the organization does not function impactively as an intervening variable. Based on the results of SITOREM analysis, the low impact is due to weak indicators of Personality (Emotional stability, Agreeableness, Extroversion, Openness) and weak indicators of Commitment to the Organization (Benefits accrued, Felt-obligations, Job available). Then, the efforts to improve these indicators are expected to increase the indirect impact of personality on innovativeness through commitment to the organization.

## CONCLUSION AND SUGGESTION

### Conclusion

This research examines the strategies and ways to improve teacher innovativeness through identifying the strength of impact between research variables. Moreover, this research also identified several findings related to indicators in the research variables that need to be improved and maintained. Based on research results, there is a significant positive direct impact of entrepreneurship ( $X_1$ ) on innovativeness ( $Z$ ) with  $\beta_{zx1} = 0.152$ , so that strengthening entrepreneurship ( $X_1$ ) can increase teacher's innovativeness ( $Z$ ). There is a significant positive direct impact of empowerment ( $X_2$ ) on innovativeness ( $Z$ ) with  $\beta_{zx2} = 0.234$ , so that strengthening empowerment ( $X_2$ ) can increase teacher's innovativeness ( $Z$ ). There is a significant positive direct impact of personality ( $X_3$ ) on innovativeness ( $Z$ ) with  $\beta_{zx3} = 0.236$ , so that strengthening personality ( $X_3$ ) can increase teacher's innovativeness ( $Z$ ). There is a significant positive direct impact of commitment to the organization ( $Y$ ) on innovativeness ( $Z$ ) with  $\beta_{zy}$  of 0.374, so that strengthening commitment to the organization ( $Y$ ) can increase teacher's innovativeness ( $Z$ ). There is a significant positive direct impact of entrepreneurship ( $X_1$ ) on commitment to the organization ( $Y$ ) with  $\beta_{yx1}$  of 0.270, so that strengthening entrepreneurship ( $X_1$ ) can increase commitment to the organization ( $Y$ ). There is a significant positive direct impact of empowerment ( $X_2$ ) on commitment to the organization ( $Y$ ) with  $\beta_{yx2}$  of 0.176, so that strengthening empowerment ( $X_2$ ) can increase commitment to the organization ( $Y$ ). There is a significant positive direct impact of personality ( $X_3$ ) on commitment to the organization ( $Y$ ) with  $\beta_{yx1}$  of 0.067, so that strengthening entrepreneurship ( $X_1$ ) can increase commitment to the organization ( $Y$ ). There is a significant positive indirect impact of entrepreneurship ( $X_1$ ) on innovativeness ( $Z$ ) through commitment to the organization ( $Y$ ) with  $\beta_{zyx1} = 0.101$ , so that strengthening entrepreneurship ( $X_1$ ) can increase innovativeness ( $Z$ ) through commitment to the organization ( $Y$ ). However, commitment to the organization ( $Y$ ) cannot function impactively as an intervening variable between entrepreneurship ( $X_1$ ) and innovativeness ( $Z$ ) since the value of the direct impact is bigger than the indirect impact. There is a significant positive indirect impact of empowerment ( $X_2$ ) on innovativeness ( $Z$ ) through commitment to the organization



(Y) with  $\beta_{zyx2} = 0.066$ , so that strengthening empowerment ( $X_2$ ) can increase innovativeness (Z) through commitment to the organization (Y). However, commitment to the organization (Y) cannot function impactively as an intervening variable between empowerment ( $X_2$ ) and innovativeness (Z) since the value of the direct impact is bigger than the indirect impact. There is an insignificant positive indirect impact of personality ( $X_3$ ) on innovativeness (Z) through commitment to the organization (Y) with  $\beta_{zyx1} = 0.025$ , so that strengthening personality ( $X_3$ ) can increase innovativeness (Z) through commitment to the organization (Y). However, commitment to the organization (Y) cannot function impactively as an intervening variable between personality ( $X_3$ ) and innovativeness (Z) since the value of the direct impact is bigger than the indirect impact.

### Suggestion

Based on these implications, there are several efforts that can be made by vocational high schools in improving teacher's innovativeness at Accredited "A" Private Vocational Schools in Bogor. In addition, the efforts to increase innovativeness are by making improvements to low indicators and developing the good indicators. The implementation of each suggestion is based on the results of SITOREM analysis by considering the ability of organizational resources in each vocational high school.

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