
Generating Teaching Innovation Among Teachers: What is the Role of School Administrators?

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Abstract: Innovation is a skill that employees must possess in the future. Teachers must also have the expertise to innovate so that the quality of teaching provided reaches the set standards. However, various constraints have to be faced by teachers making it difficult for them to innovate. However, there are a handful of teachers successfully detected to consistently produce innovation. This phenomenon is interesting to explore. This study was conducted to explore the role played by administrators at the school level in stimulating innovative teachers to innovate. This study was conducted in the form of a case study. Data were collected through semi-structured and in-depth interviews. Findings show that administrators in schools take five roles to stimulate the production of innovation among teachers, namely; 1) as a trigger for an innovative work culture, 2) verbal communication, 3) leveraging innovation in school programs, 4) equally innovating, and 5) leveraging existing innovative teacher expertise. The findings of the study provide guidance to administrators to devise steps to successfully create an innovative teaching culture in their schools.

Keywords: School Management; Management Support; Ekstrinsic Motivation; Teaching Innovation; Innovative Teacher.

INTRODUCTION

A career as a teacher is a stable career. However, in line with the development of today's world that demands innovation as the most needed skill by 2022 (Center for the New Economy and Society, 2018), then teachers cannot be comfortable with ordinary teaching methods. They need to transform themselves as innovative teachers in accordance with the new role in the world of careers in the future that is as innovation professionals (Center for the New Economy and Society, 2018). However, the production of innovation is considered difficult by teachers. Various obstacles and constraints were raised, including; 1) Self-produced Teaching Aids (BBM) require time, energy and focus and there is no specific provision for BBM (Kamarul Azmi Jasmi, Ab. Halim Tamuri and Mohd Izham Mohd Hamzah, 2011; Mohammad Amir Wan Harun et al., 2015; Mohd Syaubari Othman and Ahmad Yunus Kassim, 2017), 2) lack of skills (Mohd Faez Ilias, Muhamad Faiz Ismail and Kamarul Azmi Jasmi, 2013), 3) lack of knowledge (Siti Fatimah Ahmad and Ab. Halim Tamuri, 2010; Mohd Faez Ilias et al., 2016), 4) lack of creativity and negative teacher attitudes (Mohd Faez Ilias, Muhamad Faiz Ismail and Kamarul Azmi Jasmi, 2013), 5) dislike of innovation in teaching (Nurul Asiah Fasehah Muhamad, 2015), and 6) are quickly satisfied with anything available (Asmawati Suhid et al., 2016). However, there are still a handful of teachers who are detected to be active in producing teaching innovation (Wan Ali Akbar Wan Abdullah and Nursafra Mohd Zhaffar, 2016; Suhana Abdullah, 2018). This phenomenon is interesting to explore.

The issue of stimulus to act is the issue of motivation. Motivation means the wants and needs that motivate a person to act in a focused manner toward achieving his or her desired goals (Morris and Maisto, 2002). Some psychologists divide motivation into two, namely; intrinsic motivation and extrinsic motivation (Morris and Maisto, 2002; Reeve, 2005). Intrinsic motivation refers to the rewards obtained by performing an activity (Morris and Maisto, 2002). It is internal. Extrinsic motivation, on the other hand, refers to rewards that are not derived from the activity, but rather the effects of doing the activity (Morris and Maisto, 2002). Intrinsic motivation is actually more effective in motivating a person to act because it comes from within one's self (Amabile 1988).

However, the role of external motivation also cannot be denied its importance. There are external motivations that are recognized as motivators for a person to innovate (Azlisham et al., 2021). For example, through Motivation-Hygiene Theory, company and administrator policies, supervision, work situations and pay are listed as part of the hygiene or extrinsic motivation that can motivate a person to work (Herzberg, 2003). Amabile

(1988) also linked administrative policies such as money, recognition and goals set by others as part of the extrinsic motivation that is able to increase the creativity of an employee. These theories are confirmed, among them studies stating that there is a significant relationship between relationships with administrators and innovation performance (Messmann, Mulder and Gruber, 2010; Thurlings, Evers and Vermeulen, 2015; Fischer, Malycha and Schafmann, 2019). It is associated with the innovation eco-system created by educational leaders (Serdyukov, 2017).

As an education leader at the national level, the Ministry of Education Malaysia (MOE) has taken various measures to stimulate the production of innovation among teachers, including; emphasizing the value of creativity and innovation in the Malaysian Teacher Model (MGM) standard (Ministry of Education Malaysia, 2009), 2) the domain of creativity and innovation is also highlighted as one of the domains evaluated for teacher career paths for all career paths, whether Teaching and Learning paths (PdP), leadership pathway, or educational expertise pathway (Ministry of Education Malaysia, 2016), 3) propose innovation activities as one of the activities in Continuing Professional Development (PPB) (Ministry of Education Malaysia, 2013, 2015), 4) organize Teacher Competition Innovative annually (Wan Ali Akbar Wan Abdullah and Nursafra Mohd Zhaffar, 2018; Langkawi District Education Office, 2019), and 5) encourages collaboration to find the best methods in the delivery of teaching content through the implementation of PLC policies (Teacher Education Division, 2020). However, what is the role played by administrators at the school level in stimulating the production of innovation among teachers?

Research objective

The objective of this study was to design the role played by administrators in stimulating the production of teaching innovation among teachers.

Research methodology

This case study was conducted qualitatively. This approach is appropriate because only teachers who produce innovations know the role of administrators in stimulating them when producing innovations. Moreover, through this approach as well, future readers will be able to utilize these findings appropriately according to their life context and needs (Merriam, 2009). In terms of numbers, a total of seven study participants were selected. The total of seven study participants was the same as that done by the previous qualitative researchers, among them; Fatahiyah Elias (2020), Noraini Omar (2015) and Nur Hanani Hussin (2015). The selection of study participants was made using a sampling technique aimed at listing three criteria of study participants (Merriam, 2009), namely; 1) produce instructional innovation, 2) win instructional innovation competitions at least at the state level, and 3) are approachable and can provide collaboration.

Researchers tried to use network sampling, which is by asking the unit that manages teachers at the state and national levels, as well as the unit that manages the MOE innovation competition and the unit that manages SPLKPM data, but they could not supply any data on innovative teachers. This situation caused the researcher to use the snowball technique to collect eight study participants. The snowball technique is appropriately used when researchers seek to track study participants who can be likened to a hidden population (Noy, 2008). The snowball technique is acceptable if operated according to purpose (Yin, 2011), i.e. subject to pre-established criteria (Merriam, 2009). This method is also used by Fatahiyah Elias (2020). Researchers began contacting three original study participants from three different states. Relationships with the three participants of this original study have been established for a long time. It is named by Noy (2008) as a power relation. Of the three participants in this original study, stemmata were built up to the second generation. In short, this stemmata can be understood through the following diagram:

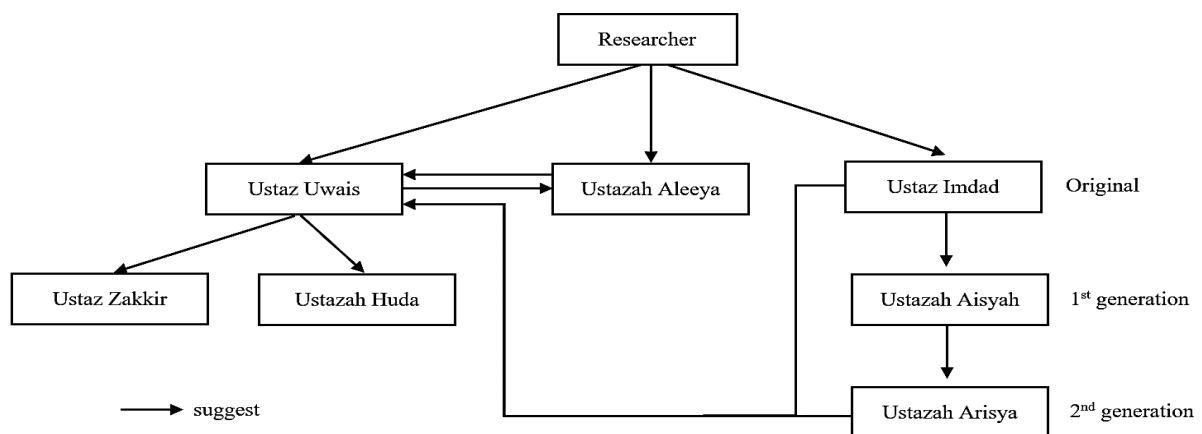


Fig.1: Stemmata of study participants

Data were collected from interviews. To improve the reliability of the study, an interview protocol was developed (Yin, 2011). The interview protocol was reviewed by three experts, namely; 1) qualitative research experts, 2) innovation experts in Islam, and 3) innovative teachers. They agreed that the protocol could be used in interviews and were believed to be able to answer research questions. Interviews were conducted using a semi-structured method and were conducted face-to-face. Each interview session takes between 45 minutes to an hour and a half. Interviews conducted in Malay. The interview process was recorded using an audio recording application on a mobile phone. Video recordings were also made when study participants explained about the innovations produced. Each recording is transcribed with the help of a transcriber. The transcription produced by the transcriber was reviewed by the researcher as suggested by Merriam (2009). Comparisons between the data of one study participant with that of another study participant create source triangulation, thus improving the validity of the study findings (Creswell and Miller, 2000).

Data collection took approximately 18 months. The period exceeds the period taken by other qualitative researchers such as; 12 months by Nursafira Mohd Zhaffar (2017) and 15 months by Fatahiyah Elias (2020). Long periods of being in the field increase the validity of studies (Creswell and Miller, 2000). This is because the built-in rapport between the researcher and the study participants resulted in no data to be covered as well as helping the existence of data saturation (Zanaton Iksan et al., 2016). Data were analyzed using Nvivo Plus 12. The analysis process includes the process of selection, reduction and giving meaning to the data obtained (Patton, 2002). Continuous comparison methods are also applied, allowing comparisons between data sets from one study participant at different times and different locations to be performed (Bogdan and Biklen, 2003).

Findings

Study participants acknowledged that all teachers are capable of producing teaching innovations. Yet, to spark an innovative work culture, an external stimulus is needed. Among the best stimuli came from administrators (Fauziyana et al., 2021). Ustazah Arisya explained, "Able je (all GPIs innovate) actually, only he will not encourage Like an administrator, here is a push." Findings show that administrators in schools take five roles to stimulate the production of innovation among teachers, namely; 1) as a trigger for an innovative work culture, 2) verbal communication, 3) leveraging innovation in school programs, 4) equally innovating, and 5) leveraging existing innovative teacher expertise.

Triggers of Innovative Work Culture

Administrators used two different methods to stimulate the innovative work culture of study participants, namely; 1) place innovation as a work target, and 2) organize innovation competitions.

Innovation as a Work Target

Ustaz Uwais mentioned that his former principal was the individual responsible for opening up space and stimulating him to embark on his engagement steps with innovation. Ustaz Uwais said, "He is the trigger. Ana has been an outstanding teacher since 2009. 2009 rocking her legs. 2010 shaking legs. 2011, came the driving factor. Dr. R, the person in charge. ". The method used by the principal at that time was to make innovation the target of the work of all excellent teachers, including study participants. Ustaz Uwais narrated:

That time I was just shocked. We tell you, we do so much, so much. He said, "Everything is normal. What the hell are you doing? Because you are an excellent teacher. " From seconds and seconds, what did he say? "In that case, from now on, you have to think of one innovation for the school, one innovation for the field, one innovation for the committee, one innovation for the individual. Four innovations "

Finally, the study participants successfully completed the task as a result of collaboration with other outstanding teachers. However, the study participants also acknowledged that his selection of innovations to be featured as a school representative to the state-level innovation competition has stimulated him to be more active and remain in innovative activities. This is with the other three outstanding teachers as they have lost momentum to remain immersed in innovative activities, presumably because there is no greater stimulus to ensure they continue to innovate. Ustaz Uwais said:

In the field of action research at school. LADAP. So, a lot of the presentations, the principals choose to have an action research to put in the state. Because there is less motivation. There is a feeling, if someone doesn't come in, they will die too... Which in the beginning, it was forced. But right now, like it

Innovation Competition

Ustazah Aleeya has been stimulated in her involvement in the production of innovations by the Senior Academic Assistant Teacher (GPK) in her school. The method used by GPK is to organize innovation competitions between committees in schools. While acknowledging that he had never been involved and had no knowledge of innovation, the study participants had created a prototype of the innovation prior to the competition yet. Friends in the committee took the easy way out by proposing the prototype to be featured and Ustazah Aleeya became the committee representative. Ustazah Aleeya said, "I really don't know about innovation. It's true that everyone sits at school, right? After that ... Competition between the Committee. When

the Islamic Education Committee. "Aleeya, do you have the ingredients? That's what you do. " After the competition, the innovation participants of the study won the competition, then were appointed as school representatives to the district level innovation competition. From then on, Ustazah Aleeya continued to work by producing various teaching innovations.

Oral communication

There were six methods of verbal communication used by administrators to study participants, either at the beginning of involvement in innovation, up to ensuring that study participants continued to produce innovation (Norazmi et al., 2019). One, dismantle the strengths of study participants to be manipulated in the production of innovations. Ustazah Huda explained, "My slaves, I will look, my slaves have built that, I don't need to be angry... Dr. R is visible. He said, Huda, you control the boy, never get angry. You speak of motivation ". Since then, Ustazah Huda knows her own strengths and manipulates those strengths to produce motivation -based innovations. Two, asked the development of innovation projects of study participants. Ustazah Aleeya explained, "(After winning for the first time), it feels like there is something I want to do. Another reason is that the principal is like, "Ustazah, what is this year's innovation?" ... If you look at Google, this is CoSpace Edu ". Three, give words of encouragement and reflection on what the study participants are working on. This is as stated by Ustaz Zakkir, "He gave me words of encouragement to produce that innovation. He said ustaz, I heard ustaz has this suggestion, I think it is really good and can increase people's understanding. Another one can fill the students' free time ... So the ustazah is GKMP ". Four, persuade study participants to participate in innovation competitions. Ustaz Imdad explained, "We also don't really want to enter (the competition), he (principal) told us to enter, ok enter, good sir". Among the ways to persuade administrators is to ask study participants to think about future journeys that are still far away. Ustaz Imdad said, "The principal told me to come in. Ustaz, come in Ustaz ... his style is like persuading "Come in Ustaz. Ustaz is young again." Five, advising study participants to seize the rewards of grade promotion by using innovation to meet the required criteria. Ustaz Zakkir explained, "He also encouraged me to take GC. He said you have innovation material, so what's wrong with you applying for GC ... Innovation is one of the criteria for selecting GC ". Six, advised that innovative activities continue, even after his transfer to another school. Ustazah Aleeya explained, "That is the mandate (of the former principal as well) ... It should be continued. Similarly to this program, the innovation program must continue. This year, send one. Send a boy entry".

Leveraging Innovation in School Programs

Study participants felt that when the innovations they compiled were used in formal school programs on the principal's direction, the desired impact of the innovations became more widespread. This situation pushes him to be increasingly motivated to produce innovations. Ustazah Huda said, "If we work near the assembly, we use it. Because before the principal Dr. R must all memorize (Trademark innovation akak ni). So he became a trademark (at school). Won the state level. The impact of him, is well known. Many schools call akak talk, ustazah, halalkan patern".

Innovate together

Study participants recognized that administrators who shared their expertise were able to stimulate the generation of innovation. Ustazah Huda collaborated with two principals to produce Trademark. The first collaboration, with the old principal, Dr. R. Dr. R admitted to having a lot in common with him, always discussing innovation ideas together. Ustazah Huda said, "This is the trademark of nilah school. These words will be combined with our JUSA. I'm retired. He's a brilliant principal. Jusa ... Mentor is smart... I always talk to him, right? ... Sometimes he calls, ustazah, free isn't it cool? ... I have an idea, I want to do this ". The second collaboration, along with the existing principal. The same innovation, namely Trademark, wants to be improved by getting a touch of its new principal. Ustazah Huda narrated:

This year I learned first. Next year I want to have an opening ceremony. Make the principal officiate. It's a trademark. That's right, he said, I want to go in a little ... It's ok. Like I used to be with Dr. R tu. He looked at me, Doctor, Huda, let's make a trademark, shall we? ... So I decided to combine the two. In addition, study participants also shared their experiences observed by administrators, thus causing administrators to share their expertise to improve existing innovations. This is as experienced by Ustazah Arisya who narrated her experience observed by GPK. He said:

Administrators also play a role. That day I was observed, I made a song, right? Teacher, what other priest doesn't have a song? I said Bukhari with Ghazali. so he did it for him and sent it to me, told the boy to sing.

This coaching process involves the cooperation of three parties; administrators, study participants and students. Administrators sparked the idea of song -based innovation (Norazmi, 2020). Then, send it to the study participants for completion. The singing is done by the students. The process is repeated until the result is a complete song. Ustazah Arisya said, "He made a song, a Bukhari song, a kun anta song. He sent it to me, told

the boy to sing. He made half pahtu, I continued it half separuh I gave ammar the boy who is good at singing... Then I gave him also near form 4 even though he didn't learn the title... Look at the guitar song code ”.

Study participants acknowledged that observation was able to force them to ensure that their teaching was always of the best quality. Ustazah Aisyah explained, “That observation actually makes us kind of motivated as well. (Observation) from the time administrator we teach ... If there is no observation, it feels like many teachers are asleep. I also slept in a coat. That means that is one of our motivators (to innovate) ”. Partnership after partnership from administrators who are also interested in the creation of innovation is acknowledged to stimulate themselves to continue to innovate (Norazmi et al., 2020). Ustazah Arisya said, “She seems to be interested in begging like that. So he is now like one of the people who pushed me to create something new ”.

Leverage Existing Innovative Teacher Expertise

Study participants acknowledged their expertise was used to spur innovative activities in their schools (Zaid et al., 2020). For example, Ustazah Aleeya said that she has been appointed as the Committee of the Action Research Unit in her school. He said, “That time he appointed me again. Innovation Action Research Committee under cluster schools ”. Ustaz Zakkir's expertise is used as a judge to evaluate the best innovations produced by other teachers. He said, “The principal suggested a competition. Among the teachers here ... He told me to be a judge ... Then, everyone stretched... He told the committee, everyone did. The committee selects the best (and stretches at the school level) ”. Ustaz Imdad, on the other hand, was used as an example lesson in the PLC program conducted at his school. He said, “Support from the administrator, there are many... He suggested that we make a PLC... Tengok caya teach one... There is indeed a new PLC to start making. Coincidentally, we too, enliven that thing... For PLCs at that time to direct innovation ”. The same thing was experienced by Ustaz Zakkir who was asked by the administrator to present the results of his previous innovations as a guide to other teachers. He explained, "He told me to stretch first. You can open your mind a little, right? Of course, even my committee, I shared the idea. Because I didn't come in. Yes, because Haji Z, my principal (told me) to be a judge. Ustaz did not enter ”.

CONCLUSION

Findings show that administrators in schools take five roles to stimulate the production of innovation among teachers, namely; 1) as a trigger for an innovative work culture, 2) verbal communication, 3) leveraging innovation in school programs, 4) equally innovating, and 5) leveraging existing innovative teacher expertise. In terms of its role as a trigger for an innovative work culture, in some cases administrators are forced to take a dictatorial step by forcing teachers to initiate innovative steps. After the teachers feel the pleasure of innovating, then they will continue to innovate without having to be told. However, encouragement and encouragement should always be given. This is done by verbal communication. In addition, administrators also show leadership by example by also actively engaging in helping and together with teachers produce teaching innovations. They do not shy away from sharing the expertise they have by guiding teachers to produce innovations based on the knowledge and skills they have. Administrators also do not waste existing innovation expertise. They make extensive use of these innovations for the use of other teachers. This situation also stimulates teachers to produce more innovations. Teachers who have consistently produced innovations and have gained external recognition are also utilized to help other teachers to also be involved in the production of innovations.

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