CREATING TEACHER'S INNOVATIVE WORK BEHAVIOR THROUGH GLOBAL LEADERSHIP AND KNOWLEDGE MANAGEMENT

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Abstract
The purpose of this study is to describe efforts to create innovative work behavior of teachers through global leadership and the application of knowledge management in a boarding Private High School in Bogor Regency. In this study is using a descriptive qualitative approach. Data collection techniques: interviews; observation; and documentation study. Data analysis in this study uses data reduction, data presentation and verification or conclusions. The results showed that in creating innovative work behavior, it needed a leader who was adaptive to the times, had cross-cultural and country abilities and skills in managing technology. With these skills, global leaders are able to apply knowledge management as an effort to create innovative work behavior of teachers in schools.

Keywords: innovative work behavior; global leadership; knowledge management.

I. INTRODUCTION

Entering the era of revolution 4.0, the challenges of industry, education and trade in Indonesia are increasingly severe, demanding increased competitiveness, for which effective and efficient management is needed, high-tech facilities and infrastructure as well as skilled human resources. Organizational effectiveness is strongly influenced by human behavior while humans are the main resource for all organizations [1-4]. Superior and innovative human resources are the main requirements for the realization of a developed nation and country. Human resources are very instrumental in determining the success or failure of an institution or institution.

In the context of education, Education takes a role as a determinant of the progress of a nation. Education contributes to providing workers who have the knowledge and skills to manage natural resources. Education makes a country have a competitive edge in creating quality products. In this digitalization era, education that has good quality is needed in order to create Indonesian people who are also of high quality and able to compete with developed countries. So the basic need now is to form human resources who have innovative work behavior.

Research on innovative work behavior (IWB) reveals that innovative work behavior is influenced by two main factors namely individual factors and organizational factors [5-6]. Individual factors include the tendency to innovate [7], intrinsic motivation [8], mastery orientation [9], understanding of problems at work ([10], and self-efficacy [11]. While organizational factors include supervisory behavior as the main driver [12-13] the influence of leadership [14-15].

The studies above revealed that innovative work behaviors contribute positively to performance. This is confirmed by [6] that

innovative work behavior has a significant effect on employee performance. Thus, every organization needs to create a situation that allows its members to innovate.

The reality that occurs in our education world is that more innovation occurs at the central level. These innovations then become programs that must be implemented in schools. Schools are only a place for testing policies, so that the impact on the low creativity of principals, especially teachers. Based on research with several teachers and students, several facts were obtained that did not indicate the existence of innovative work behavior of teachers, including: the teaching methods of some teachers that are still conventional and traditional or the lack of creative knowledge of teachers, there is no knowledge sharing about appropriate learning methods among micro MGMP members, and there is still a lack of interest in reading teachers and training.

Teacher's work behavior which is far from innovative will certainly hamper the achievement of learning objectives in school. Teachers who behave in innovative work will always have new things to give to students, so that their presence is always awaited by students. Students eagerly look forward to the next meeting with the teacher concerned. In such a position, an innovative teacher is made a central figure by students in terms of interest and enthusiasm for learning, especially in terms of subjects taught by the teacher. Therefore, innovative teachers will naturally have a major contribution in improving the quality of education in schools, especially through the teaching and learning process which not only teaches but also motivates students to be more creative and innovative. Considering the important role of innovative work behavior of teachers in relation to the great goal of improving the quality of Indonesian human resources, it becomes necessary to encourage the formation of innovative work behavior on each teacher figure.

Of course, the creation of innovative work behavior is driven by a figure of leader. The leader as the most influential person in organizing tasks and people (subordinates) contributes greatly to the innovative behavior of individuals in the organization [16]. Leadership in facing the era of digitalization certainly has knowledge across cultures and countries. Leadership that has an adaptive ability to deal with rapid technology. Leadership is similar to the notion of global leadership.

In addition to the leadership factor, knowledge management plays a role in creating innovative work behavior of the teacher. Knowledge management is able to create organizational learning that is able to improve capabilities through activities of obtaining, processing, storing, enriching and presenting knowledge. In the era of digitizing knowledge management is very useful for the formation of innovative work behavior in schools.

A. Innovative Work Behaviour

In accordance with the nature of innovative which refers to the nature of introducing something new or is renewal, it can be stated that innovative behavior is behavior that appears as part of non-formal behavior. Innovative work behavior is defined as a multistage process and is related to the emergence of ideas, adoption and implementation of new ideas [5, 17-18]. There are five characteristics of teachers who have innovative abilities including: 1) association skills, 2) questioning skills, 3) observing skills, 4) networking skills and 5) experimenting skills [19]. The dimensions of innovative work behavior include: 1) Opportunity Exploration, 2) Generativity, 3) Formative Investigation, 4) Championing, 5) Application [20].

B. Global Leadership

To be able to develop superior schools and be able to create innovative work behaviors for teachers in schools, leadership is needed that is able to think strategically and with a global perspective, such leadership is similar to global leadership. Global leadership is defined as someone who has the ability to be adaptive to future uncertainties, the ability to work across countries and across cultures and the ability to create innovative environments [21-23].

C. Knowledge Managemen

Knowledge management which is often known as KM is a systematic action to identify, document, and distribute all relevant knowledge to each member of the organization with the aim of increasing competitiveness and improving organizational performance [24-27]. The implementation of knowledge management in organizations that involve people, processes and technology is not the end goal of a company, but rather is a method so that companies always have the power to create and innovate in a fast time, so the company can maintain its life force [28].

II. METHODS

This research method uses a qualitative approach in one of the Boarding Private Schools in Bogor Regency. Data collection techniques are using three techniques, namely interviews, observation and documentation. Data obtained during the study were analyzed with steps namely data reduction, data presentation, and drawing conclusions. While checking the validity of the data is done by persevering observation and triangulation. Triangulation is done in two ways, namely triangulation of data sources and triangulation of data collection methods.

III. RESULTS AND DISCUSSION

Leaders influence the organization with its leadership style as a representation of leadership values that are applicable and implemented in managing employees [29]. The interaction of the leader with the person being led is a learning interaction which then gives a tone to the dynamics of the group work process. In this case, [30] argues that it takes socio-cultural learning that is realized in the group work process to be able to realize effective work behavior. Global leadership is considered capable of handling change, setting direction by compiling a vision of the future then uniting, communicating and inspiring people in the organization to achieve goals [31]. In addition, school principals are said to have global leadership as good leaders, at least have the ability to be adaptive to future uncertainties, the ability to work across countries and across cultures and the ability to create innovative environments [32]. So if the principal has global leadership, the level of employee expectations of innovative behavior is influenced by the level of positive appreciation of the innovative behavior of influential people around him.

Meanwhile, the ultimate goal of the application of knowledge management according [33] is to improve organizational intelligence, this is intended to create innovative work behavior. Of course, in an increasingly dynamic situation of life, a school absolutely needs innovative human resources to stay alive and exist amid increasingly competitive life constellations. Knowledge workers (teachers, principals and employees) in a school that has high innovative work behavior can work together effectively so that all the important people in the school organization are always upgraded and motivated by their knowledge. In the end, the school can have human resources who are able to develop the best ideas from all potential school organizations and then act with the same vision and mission in an integrated manner so that they will be able to brilliantly overcome any situation they face. In order for the functions and objectives of knowledge management to run effectively, various requirements are needed, one of which is intellectual capital, namely the ability to know (knowing capability) or a kind of human capital that includes knowledge, skills and capabilities that enable a person to act innovatively. Through the application of knowledge management, organizational activities to gain

knowledge from organizational experience, organizational policies, and experience with each other to achieve organizational goals, these activities are carried out by a combination of technology, organizational functions and cognitive-based strategies to gain knowledge and create new knowledge by means of improve the system of cognition in solving problems and making decisions, so as to create innovative high work behavior of teachers.

IV. CONCLUSION/RECOMENDATION

Innovative work behavior of teachers is needed, because innovative work behavior can be relied upon to realize the goals of school organizations. Therefore, school organizations have an interest in encouraging improvements in teacher innovative behavior that can be done through the role of global leadership and the application of knowledge management. If the principal has an adaptive capacity for future uncertainty, the ability to work across countries and across cultures and the ability to create an innovative environment through the application of effective knowledge management, so that it can indirectly create innovative work behavior of teachers in the school environment.

V. ACKNOWLEDGMENTS

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