IMPROVING TEACHER INNOVATIVENESS THROUGH SERVANT LEADERSHIP, TEAMWORK, PERSONALITY AND ACHIEVEMENT MOTIVATION IN STATE SENIOR HIGH SCHOOL PNS TEACHERS IN EAST JAKARTA

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ABSTRACT

This study aims to produce optimal strategies, methods and solutions to improve Teacher Innovation through strengthening the variables of Servant Leadership, Teamwork and Personality as independent variables and the variable of Achievement Motivation as an intervening variable. The sample selected based on the Slovin formula from a population of 287 resulted in 168 samples taken by proportional random sampling in 10 Districts in East Jakarta. This study uses a survey method with a path analysis approach and SITOREM analysis.

The results of the study indicate that there is a significant positive direct effect between servant leadership, teamwork, personality and achievement motivation on teacher innovation. There is a significant positive direct effect between servant leadership, teamwork, personality and achievement motivation on teacher innovation on achievement motivation. There is a significant positive indirect effect between servant leadership on teacher innovation through achievement motivation. Achievement Motivation cannot function effectively as an intervening variable between servant leadership and teacher innovation. There is a significant positive indirect effect between teamwork on teacher innovation through achievement motivation. Achievement motivation cannot function effectively as an intervening variable between teamwork and teacher innovation. There is a significant positive indirect effect between personality and teacher innovation through achievement motivation. However, achievement motivation cannot function effectively as an intervening variable between personality and teacher innovation. The results of the SITOREM analysis show that the indicators that are still weak and need to be improved are: 1st Emotional stability, 2nd Conscientiousness, 3rd Agreeableness, 4th Success, 5th Desire, 6th Passion, 7th Determination, 8th Building group cohesion, 9th Active Participation, 10th Communication, 11th Rewards for Performance, 12th Altruistic Calling, 13th Listening Behavior, 14th Empathy Behavior, 15th Healing Emotional Turmoil, 16th Learning Method, 17th Procedure/Methods, 18th Improvement of Work Governance, and 19th Service. Meanwhile, the indicators that are maintained and developed are: 1) Extraversion, 2) Openness to Experience, 3) Encouragement, 4) Goals, 5) Homogeneity of

Membership, 6) Complementary Attitude of Membership, 7) Wisdom Behavior, 8) Openness and Persuasion Behavior (Organizational Stewardship), 9) Humility Behavior, 10) Educator Competency Certification, 11) Learning Media, 12) Learning Implementation Plan (RPP)/Teaching Module, 13) Improving Educator Competency (Teachers), 14) Service, and 15) Customer Communication.

1. INTRODUCTION

Educational institutions are a place that produces human resources who have knowledge in forming reasoning power so that they are able to provide considerations based on their clear minds. Humans who have skills are expected to be able to actualize themselves for the benefit of themselves and their environment. This is because education seeks to transform the state of a society towards a better state. In addition, education seeks to provide experience and skills to students to be able to survive in an era of uncertainty like today. Education is the axis that must be considered in implementation (Mustafa, M. N., 2018). Education is a means to increase self-confidence, develop the potential that exists within oneself because so far education has only developed aspects of intelligence without being balanced with attitudes and behavior that have character and the skills needed in life. Students have a basic soul where the original state is according to their own nature and has not been influenced by the conditions of the environment (Ainia, 2020).

The most important thing in educating is the same understanding between teachers and educators, so that educating is "humanizing", namely educating is a process of humanizing humans, with the existence of an education system it is expected to be able to raise the standard of living towards better changes (Zuriatin et al, 2021). (Minister of Education and Culture Regulation Number 12 of 2024) contain the implementation of the Independent Curriculum as a curriculum that applies to early childhood education, elementary education, to secondary education. The Independent Curriculum itself is a curriculum that provides flexibility and focuses on essential material. The independent learning policy initiated by the Minister of Education and Culture has relevance to the development of character education. The goal is to develop student competencies as students with Pancasila characters. The Independent Curriculum provides educators with the flexibility to create quality learning that is in accordance with the needs and learning environment of students. Teachers have the flexibility to choose various teaching tools so that learning can be adjusted to the learning needs and interests of students (Ministry of Education and Culture, 2024). Therefore, teacher creativity is needed so that it will help improve teacher innovation so that educational goals are achieved.

The implementation of the independent curriculum requires creative teachers, where teachers are required to be able to see the changes that are always happening. Creative teachers are not only good at making decisions and dominating the class, but also good at designing teaching styles that involve students in decision making, so that students are active, varied and creative in every learning session. Creativity is very much needed in order to improve the quality of education. Education should emphasize efforts to develop creativity, by providing opportunities to create a learning climate that supports the achievement of these goals. Teacher creativity has become a demand that must be developed immediately at all levels of education. Teacher creativity in learning is an important factor in creative teaching, which has become an important trend in the development of education. There are several aspects of teacher creativity, namely curiosity; persistent development of ideas; respect for student ideas; Implementation of novelty in learning activities; and dare to take risks (Makhrus et al., 2022).

Creative teachers are a primary need, but this is different from empirical facts in the field which show that the level of teacher creativity is lacking in learning, so that teacher innovation is also low. Creativity is a way of thinking creatively from a mind that is trained by paying attention to intuition, bringing imagination to life, expressing new possibilities, opening up amazing perspectives and generating unexpected ideas, teacher creativity is an action that produces useful and better results in the form of ideas or real works that are relatively different from what already exists (Sumarni, A., 2021).

Umyati et al, (2019) stated that what is meant by teacher creativity is the teacher's action that produces new thoughts/ideas in solving problems and taking innovative actions during teaching and learning activities. This teacher creativity explains the way teachers or students think in learning and producing information. Creative thinking and learning include the ability to evaluate (the ability to capture root causes, inconsistencies and missing elements), divergent thinking (flexibility, originality and elaboration) and redefinition.

The importance of teacher creativity in learning, among others: 1) teacher creativity is useful for increasing student interest in the subject. The application of teacher creativity products, for example in the form of instruments that can invite students to learn in the real world through visualization, will be able to reduce student boredom and increase their interest in the lesson; 2) teacher creativity is useful in transferring information more completely. The results of innovation in the form of educational assistance instruments will provide complete data or information, this can be seen in the active senses of students, both the senses of sight, hearing and smell, so that students seem to face a situation that is like the original; 3) teacher creativity is useful in stimulating students to think more scientifically in observing social phenomena or natural phenomena that are the objects of study in learning; and 4) teacher creativity will stimulate student creativity (Rais et al., 2022).

There is a difference between creativity and innovation. Innovation is defined as the process of improving existing products or processes, while creativity is the heart of innovation. The higher the teacher's creativity, the wider the teacher's innovation will be. Teacher creativity can be directed at two components of classroom learning, namely creative products and innovation results that support classroom management and creative results and innovation results in the form of learning

media. Creativity in classroom management is the teacher's activity in managing classroom dynamics, organizing existing resources and planning activities carried out in the classroom to be directed towards a better learning process. Creativity in the use of learning media here is intended to utilize tools/objects that can be used to support the learning process in the classroom (Relisa et al, 2019).

Based on Law Number 11 of 2019, the National Science and Technology System states that Innovation is the result of thinking, research, development, study, and/or application, which contains elements of novelty and has been applied and provides benefits, economic and/or social. In other words, innovation is something new, so that a new atmosphere of life is created because of the creation of new ways/new ideas to meet human needs which will ultimately bring more effective and efficient benefits. The success of an innovation is determined by various factors. The interaction of these various factors forms a related system. An innovation system is defined as a unity in which there are actors, institutions, interactions and productive processes that influence the direction of development, speed and diffusion of an innovation (Nisa, L, S 2022). Through the innovations planned and carried out, the school is expected to be able to encourage the realization of national education hopes, such as educating life and developing humans as a whole. The creation of a good life order can create quality human resources. This is a manifestation of improving the existing education system. The rapid development of the era and technology leads us to a goal to continue to be able to innovate by producing various breakthroughs. For this reason, schools and the various elements in them are required to be able to strive to achieve excellence and success in organizing education. Schools are encouraged to be able to compete in realizing a healthy education process.

A leader is expected to maximize his role well. A leader is a person who has special skills with or without official appointment who can influence the group he leads to make joint efforts towards achieving certain goals (Kartono, 2018). Schools are expected to be able to make a positive contribution to improving human resources, especially teachers who interact directly with students as the nation's successors (Purnamasari et al, 2020). This means that an educational leader will be faced with the task of selecting teaching staff before being accepted at the school he leads, as well as how the principal places teaching staff according to their expertise. (Supriyana et al, 2022). Quality education will create quality human resources, so that the quality of human resources in Indonesia can increase optimally, education must be able to keep up with the times. This is in accordance with Law Number 20 of 2003 concerning the National Education System, Article 1 paragraph 2, "National Education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times". The role of teachers is very strategic both as managers and learning leaders. Teacher innovation in designing and managing learning practices will have an impact on educational innovation. Innovation does not always have to be big, even small changes if carried out simultaneously and continuously will have a positive impact on learning and education (Sholihah et al, 2021).

Teachers as educators have a very important role in creating an optimal learning process. Teachers are the spearhead of education in schools which will later produce quality output. The teacher's task

is so heavy, namely as the spearhead of education in producing quality human resources, they are required to be able to work competently and professionally (Putri, I.A, 2022). Teachers are required to have academic qualifications, competencies, teacher certificates, be physically and mentally healthy, and have the ability to realize national education goals which in this case emphasize three important aspects in improving the quality of education in Indonesia as seen from educators and education personnel, namely qualifications, certification, and welfare (Somantri, D. 2021).

A teacher must educate students to have a polite and courteous attitude, teach lessons that are not yet understood, guide and direct students in a good direction, train and assess students' abilities, and evaluate students' abilities. Teachers as one of the educational staff are resources that play a very important role in realizing the implementation of education so as to be able to create intelligent, dignified and quality students (Husein, L. 2017). Teachers must position themselves as role models, inspirers, and facilitators for students. Therefore, teachers should have an innovative spirit in order to be able to improve the quality of education and create a dynamic and relevant learning environment for students. Teacher innovation is the level of individual behavior in utilizing new ideas, methods, media, and learning systems, to make modifications by adjusting to the conditions experienced so as to obtain interesting and useful results to support a more effective and efficient learning process (Pramono, E, et al, 2024).

Facing the era of globalization that is changing very rapidly. Requires teachers to continue to develop and teachers have heavy duties and missions. It is only right that teachers have innovations in carrying out their duties as educators. Innovations made by a teacher in carrying out learning activities greatly affect the quality of learning outcomes received by students. Innovative teachers will make new breakthroughs in improving the quality of student learning outcomes. Such as creating new strategies in carrying out their duties. This can be done through certain media that are adjusted to needs, or through the use of sophisticated technology, so that it can help facilitate the work and duties of a teacher as an educator. Learning activities will take place in an interesting and not boring way for students. This makes learning objectives can be achieved efficiently. (Nurhasan, A.K. Rubini, B., Sunaryo, W., 2021).

The rapid development of information technology that is currently occurring encourages teachers to be sensitive to existing changes so that the development of the learning process is not hampered. This can of course be built from innovation in teachers. Teacher innovation is the activity of a teacher creating new ideas and turning them into useful applications, with new processes and systems, which can provide benefits. A teacher who is innovative in his work will demonstrate his skills and creativity in his work, such as: creating PTK, creating RPP, creating innovative learning media, always revising teaching materials according to the needs of teaching and learning activities, so that it will have an impact on the smooth running of teaching and learning activities in schools and improving the quality of service to students (Yustiqvar, M. et al, 2019).

The more innovations made by teachers, the more productive things teachers do such as thorough teaching preparation, preparation of attractive learning rooms that support student learning, media that attract students to learn more actively, the development of school policies related to learning both in and outside the classroom and so on. The rapid development of science and technology also

requires a teacher to always follow it and have creative initiatives. This condition requires a teacher to be literate in information and technology. Don't let a teacher become a figure who is technologically illiterate and does not follow the dynamics of technological developments that are developing so rapidly. A teacher can empower the existing science and technology media. Teachers should not be hesitant in finding material information in fulfilling students' learning needs, with their pedagogical and professional skills a teacher is believed to be able to present the right material or content for students (Zulhafizh, 2020).

The innovations made should be valuable for the survival of humans and the applicable system for mutual progress and success. Basically, educational innovation is a new change towards improvement, which is different from what existed before, which is carried out intentionally and planned (Arifah, 2016). This has the meaning of an effort to improve aspects of education in practice, so that educational goals can be achieved as expected (Usmayadi, D., et al, 2020). In that context, it can be understood that educational innovation is a new and qualitative change that is different from the previous state, deliberately attempted to increase the ability to achieve certain goals optimally in education. Strictly speaking, educational innovation is an update in the field of education or innovation that is carried out to solve educational problems. In educational organizations, teacher innovation is the behavior or actions of teachers in creating ideas or updating existing ideas in teaching and learning activities such as creating Learning Implementation Plans (RPP), learning models, media and tools used in learning, assessment systems and class management that require an implementation process of the results of these learning products and socializing them to all students (Suharyati., 2018).

Based on research conducted by (Noviyanti et al, 2021) concluded that to increase teacher innovation, it is necessary to strengthen the variables of achievement motivation, teamwork, and organizational climate. The desire to excel in competition, improve oneself to be better. The need for long-term work/career success, love of challenges and competition, maintaining knowledge and information and social emotions to the maximum. To strengthen the organizational climate variable, it is necessary to increase indicators of appreciation and support systems and maintain supportive management, policies, freedom of expression, and school concern. Meanwhile, the results of research conducted by (Sukmanasa et al, 2021), prove that there is a strong or significant relationship between knowledge management, transformational leadership, and personality with teacher innovation. SITOREM analysis shows based on the priority order of improvements that need to be improved into improvement recommendations, namely: 1) knowledge dissemination, 2) awareness, 3) openness to experience, 4) individual consideration, 5) business innovation, and 6) organizational innovation. while the maintained order can be proposed to develop an action plan, namely: 1) idealized influence, 2) product innovation, 3) emotional stability, 4) process innovation, 5) inspirational motivation, 6) application of knowledge, 7) knowledge storage, 8) agreeableness, 9) service innovation, 10) knowledge acquisition, 11) intellectual stimulation, 12) extraversion, and 13) knowledge evaluation. From the description above, teacher innovativeness is one of the interesting variables and is of concern to be studied in educational institutions, because teachers are actors who help control the situation in learning, especially related to the achievement or success of student learning. This achievement is the meeting point of educational goals that can be observed through learning activities carried out by teachers. Teachers' innovation to continue to be creative in

designing or innovating in carrying out their duties as a teaching profession. Through innovations planned and carried out by schools, it is hoped that they can encourage the realization of national education hopes, such as educating life and developing humans as a whole. The creation of a good way of life can create quality human resources. This is also a manifestation of improving the existing education system.

The fact in the field is that the problem of teacher innovation is still an obstacle that makes progress in education experience obstacles. Based on data obtained at the preliminary survey location, the level of innovation of 30 civil servant teachers spread across five state high schools in East Jakarta is still low, this is proven by the lack of scientific work produced, and the low interest of teachers to conduct classroom action research or similar research, this proves that teacher innovation has not shown the expected conditions, besides these problems, basically what hinders teacher innovation is the lack of flexibility of teachers to changes in the times that require us to always adjust so as not to be left behind by technological advances.

2. LITERATURE REVIEW

a) Teacher Innovation

Ancok, (2012) in his book entitled "Psychology of Leadership and Innovation", states that innovation is a process of thinking and implementing thoughts, so as to produce new things in the form of products, services, business processes, new methods, policies and so on, with the following dimensions: 1) Process innovation, including efficiency of work processes/new work processes to make leaps to achieve organizational work results. 2) Method innovation, including the methods used to achieve organizational goals. 3) Organizational structure innovation, including changes in organizational structure. 4) Innovation that includes customer relationships and partnerships in business. 5) Strategy innovation, including systems used to develop a business. 6) Mindset innovation, including actions taken in dealing with problems. 7) Product innovation, including the development or renewal of a product. 8) Service innovation, including improving quality and developing services to achieve customer satisfaction.

Robbins& Judge, T., (2013) in their book entitled "Organizational Behavior", stated that innovation is a new idea that is applied to start or improve products, processes, and services. Innovation indicators include: 1) product innovation which means a small improvement to changing the product. 2) Process innovation, which is introducing new ideas in doing work. 3) Service innovation, concerning all activities to improve customer relationships and satisfaction. Kreitner, R., (2013) in his book entitled "Organizational Behavior", stated that innovation can be interpreted as the activity of creating new ideas and turning them into useful applications, especially new goods and services. Innovation can be measured by several dimensions, namely: 1) innovation process; changes in the way a product, 2) service process; produced or distributed. 3) Product innovation; changes in the appearance/performance of a product or service/new creation, 4) additional innovation; creation of products, services or technologies that are widely adapted, 5) radical innovation; creation of products, services, or technologies that replace existing products.

Scott (2014) in his book entitled "Education for Innovation and Independent Learning", describes that innovation is something that is more often associated with novelty, which arises from human

creativity. This is marked by the following dimensions/indicators: 1) novelty (ideas or products), 2) creativity (creating products), 3) change process (understanding of the organization). Based on the description of several theories above, it can be synthesized that Innovation is an action or activity in creating new ideas/developing existing ideas, products/services and implementing them into new products/services that have practical uses. Based on the synthesis of innovation, the synthesis of innovation can be formulated, namely an action taken to measure teacher innovation, there are several dimensions/indicators as follows: 1) product innovation (making/producing products and updating/modernizing old products). 2) Process innovation (reforming work planning and developing more effective work methods/ways). 3) Service innovation (improving service quality and increasing the use of information technology). 4) Business innovation (improving competence and developing professionalism). 5) Organizational innovation (improving work governance and certification of educator competence).

b) Servant Leadership

Servant leadership is a leadership style based on educational values, the motivation underlying servant leadership emphasizes efforts to empower and develop the existence of all members, followers or people being led. (Emily, M. H. et al, 2013) states that servant leadership is a comprehensive perception of followers about the extent to which their leaders demonstrate servant leadership to be directed at their entire team, and apply consistent servant behavior to all followers. This servant leadership can be measured by the following dimensions/indicators: 1) forming relationships, namely forming good relationships with followers. 2) Empower followers, namely empowering followers. 3) help followers grow and succeed, namely helping followers grow and succeed by providing opportunities to improve their followers' skills. 4) Behave ethically, namely behaving ethically by keeping promises, adhering to agreed values, etc.). 5) Demonstrate conceptual skills, namely demonstrating skills according to the correct concept, aligning daily work with a future-oriented vision for the organization. 6) Put followers first by promoting follower success, which is putting followers first by promoting their success. 7) Create value for outside the organization, which is creating value for others outside the organization, such as encouraging followers to engage in community service outside the organization.

Rachmawati, A. W., (2014) argues that servant leadership is leadership behavior that is based on the motivation to prioritize service rather than leadership that is identical to power, organizing and directing. According to Ani, servant leadership can be measured by several dimensions/indicators as follows: 1) empowering & developing people, which is empowering and developing others by providing service, trust, assistance and influencing change. 2) Humility, which is sharing leadership with others and prioritizing subordinates voluntarily. 3. Authenticity, which is expressing oneself consistently according to one's personality. 4) Interpersonal acceptance, which is understanding and respecting others, overcoming emotional problems, forgiving. 5) Providing direction, which is providing direction by developing leadership that inspires and influences others according to the goals to be achieved. 6) Stewardship, namely building a community that is responsible for the organization's tasks/services.

Focht, A., (2015) stated that servant leadership is a leader's desire to provide services to his subordinates and direct his subordinates to develop further to achieve better goals, with the

following dimensions/indicators: 1) value people, which is respecting individuals/other people as they are. 2) humality, which is being humble and realizing the importance of other individuals to jointly achieve organizational goals. 3) Listening, this trusts others in order to be trusted by others. 4) Trust, which is trusting others in order to be trusted by others. 5) Caring, this is being friendly and caring for others. 6) Integrity, which is being honest and trustworthy and developing noble values in his subordinates. 7) Service, which is prioritizing service to others. 8) Empowering, which is empowering other individuals to carry out work responsibilities. 9) Serve other's Needs before their own, which is serving the needs of others before one's own needs. 10) Collaboration, which is trying to achieve higher goals for the good of all parties, shows the collaboration process between leaders and their followers. 11) Love, which is accepting, acknowledging, respecting others, developing trust and paying attention to vulnerability. 12) Learning, knowing that others do not know much about the organization so they want to learn from all sides of the organization. This shows comfort and enthusiasm for learning and high curiosity.

Chiniara, M., (2016) in her book entitled servant leadership to individual performance states that servant leadership is a unique form of leadership that is explicitly centered on people, to pay attention to the needs and development of its followers, with the following dimensions/indicators: 1) emotional healing, which is showing concern and sensitivity to the welfare of its followers. 2) Empowering, which is encouraging others to take responsibility and handle difficult situations in their own way. 3) help subordinates grow and succeed, which is helping subordinates to grow and succeed according to their fields of interest and providing opportunities for subordinates to improve their skills. 4) Put subordinates first, which is putting the interests of subordinates above their own interests. 5) Creating value for the community, which is involved in helping those in the community outside the organization and encouraging others to do the same. 6) demonstrates conceptual skills, which is demonstrating conceptual skills with full knowledge of the organization, its goals and tasks so that it can provide effective support to subordinates.

Behave ethically, which is acting and interacting openly, fairly and honestly with others. Based on the descriptions of several experts above, it can be synthesized that servant leadership is a leadership approach that is oriented towards others, helping others to gain knowledge/skills so that they are able to apply them in order to achieve success professionally and individually, prioritizing the needs of others as shared values, helping people grow together and creating the highest commitment to achieving common goals both inside and outside the organization. To measure servant leadership, it can be seen from several indicators as follows: 1) listening behavior, which is behavior based on a leader's deep commitment to listen actively and respectfully, ask questions to create knowledge, provide time for reflection and silence and become aware of what is not said. 2) empathy behavior, namely the behavior of leaders who try to understand their colleagues and are able to empathize with others. 3) healing behavior, namely the behavior of leaders in creating emotional healing and their relationships, or relationships with others, because relationships are a force for transformation and integration. 4) openness and persuasion behavior (organizational stewardship), namely leaders who emphasize openness and persuasion to build trust from others. 5) wisdom behavior, namely the behavior of leaders who are wise in making decisions. 6) humility behavior, namely the behavior of leaders who develop the potentials of others in areas that are in accordance with the personal conditions of others. 7) change behavior, namely behavior that is

based on a strong desire to make positive changes (altrusitic calling) and prioritize the interests of others to make better changes.

c) Teamwork

The ability to work in a team is one of the soft skills that supports success at work. Teamwork can determine how much a team can achieve its goals. If a team succeeds in getting maximum results by doing and prioritizing Teamwork, then it also affects the company's goals. (Greenberg, J., 2008) in his book entitled behavior in organizations, which states that the pattern of group work (teamwork) is a group of people who work in groups, who have the same goals, and use organizational resources effectively. Factors that influence group work are 1) members have the same goals, 2) homogeneity of group membership, 3) members have complementary skills, 4) the realization of interpersonal communication, 5) rewards for group performance, 6) group cohesion (cohessiveness). Kreitner, R & Kinicki, A., (2010) in his book entitled organizational behavior states that the Teamwork Pattern is a group of individuals who feel satisfied working in a group and each is willing to contribute to their group/team. Factors that influence group work are as follows; 1) Clear formulation of group goals. 2) Members participate actively. 3) Informal relationships between members. 4) Decisions are taken together (consensus). 5) openness of interpersonal communication. 6) clear group norms. 7) complementary abilities.

Robbins, S. P., (2013) in his book entitled organizational behavior states that a group work pattern is a group whose members produce group performance greater than the sum of individual performances, with indicators that; 1) collective performance nature. 2) synergy between group members. 3) prioritizing togetherness (not individuals). 4) members complement each other's skills and expertise. Smith, J. S., 2014) states that teamwork is a group of individuals who feel satisfied working in a group, who have the same goals, each member contributes, uses organizational resources effectively. The factors that play a role are as follows; 1) members have common goals, 2) homogeneity of group membership, 3) members have complementary skills, 4) active participation of members, 5) realization of interpersonal communication, 6) rewards for group performance, 7) group cohesiveness. Based on the description of several theories above, it can be synthesized that teamwork is a group of people who work in groups, and are willing to contribute to their group, so that they are able to produce greater group performance in realizing common goals, and using organizational resources effectively, with the following indicators: 1) have common goals in achieving organizational goals. 2) members have the same obligations in achieving goals and have the right to be treated equally in the organization. 3.) members have a desire to share knowledge, information, skills, and help each other improve their skills. 4) members want to be open to each other and communicate well in doing their jobs. 5) members are determined to be actively involved in every organizational activity and in solving problems that occur in the organization. 6) members want to receive rewards and appreciation for group performance. 7) members are determined to build togetherness to do group work and are always ready to face problems that occur.

d) Personality

Gibson, J. L., (2006) stated that personality is a set of relatively stable characteristics, tendencies, and temperaments significantly shaped by inheritance and social, cultural, and environmental

factors, with the following factors: 1) conscientiousness (hard worker, diligent, organized/regular and persistent. 2) extroversion (sociable/easy to get along with, likes to make friends, and assertive. 3) agreeableness (can work well with others on various trusts, warmth, and cooperation). 4) emotional stability (the ability shown by someone in dealing with stress by remaining calm, focused, and confident). 5) openness to experience, a person's interest in something new.

Luthans, F., (2011) defines personality as how a person can influence others and how they understand in viewing themselves, as well as their measurable inner and outer traits and one's interaction with the person's situation, with the following factors: 1) reliable (hard working, organized, self-disciplined, persistent, responsible). 2) emotional stability (calm, safe, happy, not worried. 3) agreeableness (cooperative, warm, caring, kind, polite, trusting actions. 4) extraversion (friendly, talkative, assertive, sociable. 5) openness to experience (curious, intellectual, creative, cultured, artistically sensitive, flexible, imaginative). Simarmata, R., (2014) concluded that personality is a person's dynamic and integrated character that is manifested in a unique and stable way of thinking, feeling and acting that characterizes a person's response to life situations, with indicators including: 1) awareness, 2) comfort in dealing with organizations, 3) friendliness, 4) emotional stability, 5) openness to experience which refers to an individual's ability to accept other experiences outside of their usual.

Colquitt, J. A., (2019) stated that personality refers to the structure and tendencies in a person that explain patterns of thought, emotions, and have characteristics in that person, with the following factors: 1) Conscientiousness (trustworthy, organized, ambitious, hardworking and persistent). 2) Agreeableness (friendly, responsive, sympathetic, helpful, civilized). 3) neuroticism (nervous, gloomy, emotionally jealous, and unstable). 4) openness to experience (curiosity, imaginative, creative, complex, refined and sophisticated). 5) Extraversion (talkative, sociable, enthusiastic, assertive, brave, dominant). Nurjanah, R., (2016) stated that personality is a trait based on the appearance, thoughts and feelings of an individual as a genetic result of an interacting environment, with indicator factors including: 1) Extraversion is a factor related to comfort in an organization, 2) friendliness is a personality related to an individual's attitude in understanding others, 3) a cautious attitude is an attitude that considers the causes and effects obtained later, this is related to the individual's reliability at work, 4) emotional stability is an individual's personality related to the ability to deal with stress at work. 5) openness to experience; is a personality related to the willingness to accept something new, several opinions of experts on personality, the author concludes by synthesizing that personality is a reflection of a person's characteristics/traits that describe patterns of thought, emotion, behavior that have characteristics in that person uniquely and relatively stable.

The results of the synthesis of personality variables found several indicators as follows; 1) Extraversion, an assessment of a person to what extent the person can socialize, is enthusiastic, assertive, and able to interact with others. 2) emotional stability, assessing the extent to which a person is calm, enthusiastic, able to survive in any situation. 3) openness to experience, assessing the extent to which a person has broad and imaginative interests, is fascinated by novelty, is artistic, sensitive, and intellectual. 4) agreeableness, assessing the extent to which a person has a good

nature, is cooperative, sympathetic and trusts each other. 5) conscientiousness, assessing the extent to which a person can be relied on, is responsible, works hard, and is committed to goals.

e) Achievement Motivation.

Gibson, J.L., (2019) stated that achievement motivation is the drive to work hard to achieve the expected goals by maximizing the skills and abilities possessed, the underlying factors include having the courage to achieve moderate goals, expecting feedback on the work done, and being responsible for the work done.

Ivancevich, J. M., (2008) stated that achievement motivation is the drive to work hard to achieve goals, and utilize the skills and abilities possessed in achieving goals, with the following factors: 1) having a strong will to get feedback on the performance carried out, 2) having the will to succeed in carrying out their work, and 3) having the intensity to work in carrying out tasks. Kinichi, A., (2008) stated that achievement motivation is the drive to stand out in doing something better effectively and efficiently to solve problems in achieving challenging goals, the size that can be observed from the definition with the following factors: 1) daring to take moderate risks. 2) wanting feedback on his work. 3) like challenges. 4) have responsibility for their tasks. 5) have inspiration and motivation from real problems they see.

Siagian (2009) stated that achievement motivation is the strength/drive of a person to contribute to achieving organizational success in achieving goals. This can be measured by several indicators, as follows: 1) strong desire to obtain feedback on performance. 2) the need to succeed in work. 3) high intensity to work in carrying out tasks. Description of several theories about achievement motivation above, Researchers synthesize achievement motivation is a desire/drive to work hard or do something by maximizing the skills and abilities possessed effectively and efficiently to obtain optimal results in accordance with the goals. Indicators of achievement motivation are as follows; 1) like the challenges of work by utilizing their abilities and expertise to achieve goals. 2) strong drive to obtain feedback. 3) calculate the risk in achieving success. 4) the need to achieve in work. 5) the desire to excel (succeed) in competition.

3. RESEARCH METHODS

The research was conducted on civil servant teachers of State Senior High Schools in East Jakarta which was carried out for 9 months from April 2024 to December 2024. This research uses a combination of Quantitative Research and SITOREM Analysis methods. The flow of this combined research methodology uses a quantitative research flow which is analyzed using SITOREM analysis. As stated by S. Hardhienata (2017), For the purpose of operations research in education management, we need to add the scientific identification theory mentioned above with statistical models and steps to obtain an optimal solution. Population is a generalization area consisting of: objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2019). The population of this study was civil servant teachers of State Senior High Schools in East Jakarta totaling 287 teachers. Using the Slovin Formula, a sample of 168 teachers was determined.
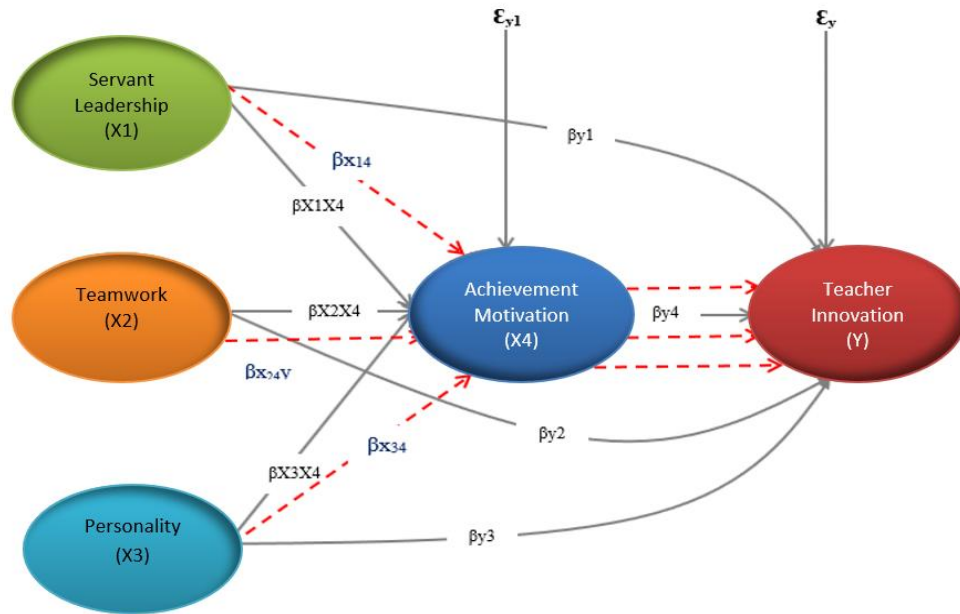
Figure 1. Constellation of Research Variables

4. Research Results

Table 1. Research Hypothesis

No	Hypothesis	Path Coefficient	Statistical Test	Decision	Conclusion
1.	Servant leadership (X1) towards teacher innovation (Y)	0,150	$H_0 : \beta y1 \leq 0$ $H_1 : \beta y1 > 0$	H0 rejected H1 accepted	Influential Direct Positive
2.	Teamwork (X2) towards teacher innovation (Y)	0,214	$H_0 : \beta y2 \leq 0$ $H_1 : \beta y2 > 0$	H0 rejected H1 accepted	Influential Direct Positive
3.	Personality (X3) towards teacher innovation (Y)	0,266	$H_0 : \beta y3 \leq 0$ $H_1 : \beta y3 > 0$	H0 rejected H1 accepted	Influential Direct Positive
4.	Achievement motivation (X4) towards teacher innovation (Y)	0,216	$H_0 : \beta y4 \leq 0$ $H_1 : \beta y4 > 0$	H0 rejected H1 accepted	Influential Direct Positive
5.	Servant leadership (X1) towards achievement motivation (X4)	0,240	$H_0 : \beta X1X4 \leq 0$ $H_1 : \beta X1X4 > 0$	H0 rejected H1 accepted	Influential Direct Positive
6.	Teamwork (X2) towards achievement motivation (X4)	0,304	$H_0 : \beta X2X4 \leq 0$ $H_1 : \beta X2X4 > 0$	H0 rejected H1 accepted	Influential Direct Positive

No	Hypothesis	Path Coefficient	Statistical Test	Decision	Conclusion
7.	Personality (X3) towards Achievement Motivation (X4)	0,287	H_0 : $\beta X3X4 \leq 0$ H_1 : $\beta X3X4 > 0$	H0 rejected H1 accepted	Influential Direct Positive
8.	Servant Leadership (X1) towards Teacher Innovation (Y) through Achievement Motivation (X4)	0,052	H_0 : $\beta 14y \leq 0$ H_1 : $\beta 14y > 0$	H0 rejected H1 accepted	Influence Indirectly Positive
9.	Teamwork (X2) towards Teacher Innovation (Y) through Achievement Motivation (X4)	0,066	H_0 : $\beta 24y \leq 0$ H_1 : $\beta 24y > 0$	H0 rejected H1 accepted	Influence Indirectly Positive
10.	Personality (X3) towards Teacher Innovation (Y) through Achievement Motivation (X4)	0,062	H_0 : $\beta 34y \leq 0$ H_1 : $\beta 34y > 0$	H0 rejected H1 accepted	Influence Indirectly Positive

Based on the constellation of influences between variables, the following statistical mathematical model is produced:
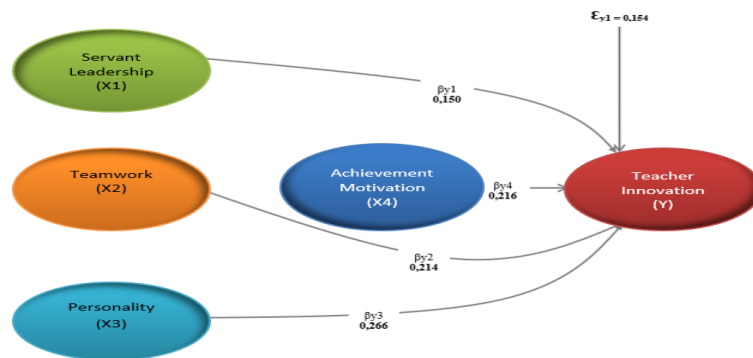
1) Sub structural Equation 1

Figure 2. Sub structural Equation 1

Based on the results of the path analysis, the path model in substructure-1 is as follows

$\hat{y} = 0,150x_1 + 0,214x_2 + 0,266x_3 + 0,216x_4 + \varepsilon_y$
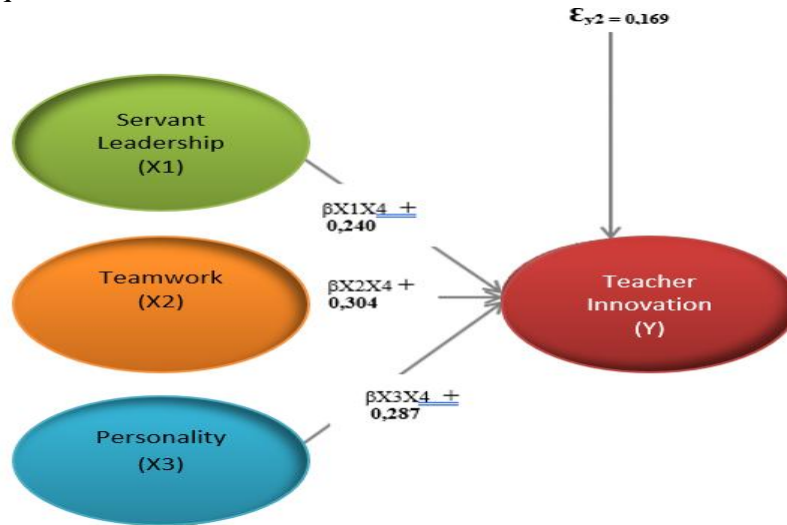
2) Sub structural Equation 2

Figure 3. Sub structural Equation 2

Based on the results of the path analysis, the path model in substructure-2 is as follows
$\hat{y} = 0{,}240x_1 + 0{,}304x_2 + 0{,}287x_3 + \varepsilon_{y2}$

The results of the hypothesis testing can be explained as follows:

a) Based on the results in the table, it can be seen that the t-statistic value resulting from the influence of servant leadership (X1) on teacher innovation (Y) through achievement motivation (X4) is 8.0746 with a significance value of 0.0000. The significance value is smaller than the significant alpha of 5% or 0.05. This means that there is a significant influence of servant leadership (X1) on teacher innovation (Y) through achievement motivation (X4). So the hypothesis that states "there is an indirect influence of servant leadership (X1) on teacher innovation (Y) through achievement motivation (X4)" is accepted. The coefficient value resulting from the indirect influence is 0.052, this value is smaller than the direct influence of 0.240, so it can be concluded that the mediating role of achievement motivation (X4) is partial mediation.

b) Based on the results in the table, it can be seen that the t-statistic value produced from the influence of teamwork (X2) on teacher innovation (Y) through achievement motivation (X4) is 7.9697 with a significance value of 0.0000. The significance value is smaller than the significant alpha of 5% or 0.05. This means that there is a significant influence of teamwork (X2) on teacher innovation (Y) through achievement motivation (X4). So the hypothesis that states "there is an indirect influence of teamwork (X2) on teacher innovation (Y) through achievement motivation (X4)" is accepted. The coefficient value produced from the indirect influence is 0.066, this value is smaller than the direct influence of 0.304, so it can be concluded that the mediating role of achievement motivation (X4) is partial mediation.

c) Based on the results in the table, it can be seen that the t-statistic value generated from the influence of personality (X3) on teacher innovativeness (Y) through achievement motivation (X4) is 4.1325 with a significance value of 0.0000. The significance value is smaller than the significant alpha of 5% or 0.05. This means that there is a significant influence of personality (X3) on teacher innovativeness (Y) through achievement motivation (X4). So the hypothesis

that states "there is an indirect influence of personality (X3) on teacher innovativeness (Y) through achievement motivation (X4)" is accepted. The coefficient value generated from the indirect influence is 0.062, this value is smaller than the direct influence of 0.287, so it can be concluded that the mediating role of achievement motivation (X4) is partial mediation.

Table 2. SITOREM analysis

SERVANT LEADERSHIP ($\beta y_1 = 0,150$)(Rank.IV)

Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value (IV)
1	Listening Behavior	1st	Wisdom Behavior (14.35%)	4.20
2	Empathy Behavior	2nd	Organizational Stewardship Behavior (14.35%)	4.14
3	Healing Behavior	3rd	Humility Behavior (14.35%)	4.14
4	Organizational Stewardship Behavior	4th	Altrusitic Calling Behavior (14.35%)	3.93
5	Wisdom Behavior	5th	Listening Behavior (14.35%)	3.87
6	Humility Behavior	6th	Empathy Behavior (14.35%)	3.74
7	Altrusitic Calling Behavior	7th	Healing Behavior (13.89%)	3.40

TEAMWORK ($\beta y_2 = 0,214$) (Rank.III)

Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value (IV)
1	Goals	1st	Goals (15.07%)	4.08
2	Membership Homogeneity	2nd	Building Group Cohesion (15.07%)	3.80
3	Membership Complementary Attitudes	3rd	Active Participation (14.16%)	3.97
4	Communication	4th	Communication (14.16%)	3.45
5	Active Participation	5th	Membership Homogeneity (14.15%)	4.27
6	Performance Rewards	6th	Membership Complementary Attitude (13.70%)	4.21
7	Building Group Cohesion	7th	Performance Rewards (13.70%)	3.45

PERSONALITY ($\beta y_3 = 0,266$) (Rank.I)

Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value (IV)
1	Extraversion	1st	Extraversion (21.15%)	4.03

2	Emotional stability	2nd	Opennes to Experience (19.87%)	4.05
3	Openness to Experience	3rd	Emotional stability (19.87%)	3.81
4	Agreeableness	4th	Consientiousness (19.87%)	3.40
5	Conscientiousness	5th	Agreeableness (19.23%)	4.12

MOTIVATION TO ACHIEVE (βy_4 = 0,216) (Rank.II)

Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value (IV)
1	Determination	1st	Success (20.27%)	3.89
2	Drive	2nd	Drive (20.26%)	4.11
3	Desire	3rd	Desire (20.26%)	3.87
4	Desire	4th	Passion (19.61%)	3.85
5	Success	5th	Determination (19.61%)	3.62

TEACHER INNOVATION (Y)

Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value (IV)
1	Lesson Implementation Plan (RPP)/ Teaching Module	1st	Educator Competency Certification (10.51%)	4.54
2	Learning Media	2nd	Learning Media (10.51%)	4.42
3	Learning Methods	3rd	Learning Implementation Plan (RPP)/ Teaching Module (10.51%)	4.34
4	Procedures/Methods	4th	Improving Educator (Teacher) Competency (10.51%)	4.34
5	Customer Communication	5th	Service (9.83%)	4.09
6	Service	6th	Learning Method (9.83%)	3.55
7	Improving Educator (Teacher) Competence	7th	Procedure/Methodology (9.83%)	3.62
8	Service	8th	Improvement of Work Governance (9.83%)	3.43
9	Improving Work Governance	9th	Service (9.49%)	2.84
10	Educator Competence Certification	10th	Customer Communication (9.15%)	4.15

SITOREMANALYSIS RESULTS

Priority Order of Indicators to be Strengthened		Retained indicators	
1st	Emotional stability	1	Extraversion
2nd	Conscientiousness	2	Openness to Experience
3rd	Agreeableness	3	Motivation

4th	Success	4	Objectives
5th	Desire	5	Homogeneity of Membership
6th	Passion	6	Complementary Attitudes of Membership
7th	Determination	7	Wisdom Behavior
8th	Building Group Cohesion	8	Organizational Stewardship Behavior
9th	Active Participation	9	Humility Behavior
10th	Communication	10	Educator Competency Certification
11th	Performance Rewards	11	Learning Media
12th	Behavior Change (Altrusitic Calling)	12	Lesson Implementation Plan (RPP)/Teaching Module
13th	Behavior Listening (Listening)	13	Improving Educator (Teacher) Competence
14th	Behavior Empathy (Empathy)	14	Service
15th	Behavior Healing Emotional Turmoil (Healing)	15	Customer Communication
16th	Learning Methods		
17th	Procedures / Procedures		
18th	Improvement of Work Governance		
19th	Service		

5. DISCUSSION

The positive influence between the independent variable and the dependent variable when viewed from the path analysis, then the relationship is a functional relationship where Teacher Innovation (Y) is formed as a result of the functioning of servant leadership (X1), teamwork (X2), personality (X3) and Achievement Motivation (X4). The discussion of the research results can be described as follows:

1) Positive Direct Influence of Servant Leadership Variable (X1) on Teacher Innovation Variable (Y)

Based on the results of the first hypothesis test, it is concluded that there is a positive direct influence between servant leadership and teacher innovation indicated by the path coefficient value ($\beta y1$) = 0.150, with t-count = 6.83 while t-table at the real level α = 0.05 obtained t-table = 1.65, then t-count>t-table means Ho is rejected and H1 is accepted. Thus, there is a positive direct influence of the servant leadership variable (X1) on teacher innovation (Y), meaning that the stronger the servant leadership (X1) will increase teacher innovation (Y) in PNS Teachers of State Senior High Schools in East Jakarta.

Based on SITOREM analysis, increasing Teacher Innovation is done by improving indicators that are still weak, namely: learning methods (9.83%) (3.55), procedures/methods (9.83%) (3.62), improvement of work governance (9.83%) (3.43), service (9.49%) (2.84), and maintaining or developing indicators: educator competency certification (10.51%) (4.54), learning media (10.51%) (4.42), learning implementation plan (RPP) / teaching module (10.51%) (4.34), improving educator (teacher) competency (10.51%) (4.34), service (9.83%) (4.09), and customer communication (9.15%) (4.15).

Meanwhile, strengthening servant leadership is carried out by improving indicators that are still weak, namely: change behavior (altrusitic calling) (14.35%) (3.93), listening behavior (14.35%) (3.87), empathy behavior (14.35%) (3.74), healing emotional turmoil behavior (healing) (13.89%) (3.40), and maintaining or developing indicators: wisdom behavior (14.35%) (4.20), openness and persuasion behavior (organizational stewardship) (14.35%) (4.14), humility behavior (14.35%) (4.14).

Research Mustaking & Arifuddin, (2023) found that there is a positive influence between servant leadership and teacher innovativeness of $\beta = 0.220$. The results of this previous study support the findings of the current study. In line with the "Integrative Model of Organizational Behavior" developed by (Colquitt, et al, 2019) which states that servant leadership has an influence on teacher innovation.

Based on the description above, it can be concluded that the findings in this study have been proven in accordance with the hypothesis of this study which states that there is a significant positive direct influence of servant leadership on teacher innovation. Strengthening the indicators of servant leadership that are classified as low, namely change behavior (altrusitic calling) (14.35%), listening behavior (listening) (14.35%), empathy behavior (empathy) (14.35%), behavior healing emotional turmoil (healing) (13.89%), and maintaining or developing indicators: wise behavior (wisdom) (14.35%), openness and persuasion behavior (Organizational Stewardship) (14.35%), humility behavior (humility) (14.35%). is predicted to increase teacher innovation.

2) Positive Direct Influence of Teamwork Variable (X2) on Teacher Innovation Variable (Y)
Based on the results of the second hypothesis test, it is concluded that there is a positive direct influence between teamwork and teacher innovation as indicated by the path coefficient value ($\beta y2$) = 0.214, with t-count = 8.57 while t-table at the real level $\alpha = 0.05$ obtained t-table = 1.65, then t-count>t-table means Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the teamwork variable (X2) on teacher innovation (Y), meaning that the stronger the teamwork (X2) will increase teacher innovation (Y) in PNS Teachers of State Senior High Schools in East Jakarta.

Based on SITOREM analysis, increasing Teacher Innovation is done by improving indicators that are still weak, namely: learning methods (9.83%) (3.55), procedures / methods (9.83%) (3.62), improvement of work governance (9.83%) (3.43), service (9.49%) (2.84), as well as maintaining or developing indicators: educator competency certification (10.51%) (4.54), learning media (10.51%) (4.42), learning implementation plan (RPP) / teaching module (10.51%) (4.34), improving educator (teacher) competency (10.51%) (4.34), service (9.83%) (4.09), and customer communication (9.15%) (4.15). meanwhile, strengthening teamwork is carried out by improving indicators that are still weak, namely: building group cohesion (15.07%) (3.80), active participation (14.16%) (3.97), communication (14.16%) (3.45), rewards for performance (13.70%) (3.45), and maintaining or developing indicators: goals (15.07%) (4.08), membership homogeneity (14.15%) (4.27), and complementary attitude of membership (13.70%) (4.21).

Research Zuraida, I. et.al. (2020) found that teamwork has a positive influence on teacher innovation of β = 0.227. The results of this previous study support the findings of this study. In line with the "Integrative Model of Organizational Behavior" developed by Colquitt et.al. (2019) which states that teamwork has an influence on teacher innovation.

Based on the description above, it can be concluded that the findings in this study have been proven in accordance with the hypothesis of this study which states that there is a significant positive direct influence of teamwork on teacher innovation. Strengthening low teamwork indicators, namely building group cohesion (15.07%), active participation (14.16%), communication (14.16%), performance rewards (13.70%), and maintaining or developing indicators: goals (15.07%), membership homogeneity (14.15%) (4.27), and complementary attitude of membership (13.70%) (4.21), is predicted to increase teacher innovation.

3) Positive Direct Influence of Personality Variable (X3) on Teacher Innovativeness Variable (Y)

Based on the results of the third hypothesis test, it is concluded that there is a positive direct influence between personality and teacher innovativeness indicated by the path coefficient value ($\beta y3$) = 0.266, with t-count = 14.52 while t-table at the real level α = 0.05 obtained t-table = 1.65, then t-count>t-table means Ho is rejected and H1 is accepted. Thus, there is a positive direct influence of personality variable (X3) on teacher innovativeness (Y), meaning that the stronger the personality (X3) will increase teacher innovativeness (Y) in PNS Teachers of State Senior High Schools in East Jakarta.

Based on SITOREM analysis, increasing Teacher Innovation is done by improving indicators that are still weak, namely: learning methods (9.83%) (3.55), procedures/methods (9.83%) (3.62), improving work governance (9.83%) (3.43), services (9.49%) (2.84), and maintaining or developing indicators: educator competency certification (10.51%) (4.54), learning media (10.51%) (4.42), learning implementation plans (RPP)/teaching modules (10.51%) (4.34), improving educator (teacher) competency (10.51%) (4.34), services (9.83%) (4.09), and customer communication (9.15%) (4.15).

Meanwhile, personality strengthening is carried out by improving indicators that are still weak, namely: emotional stability (19.87%) (3.81) and conscientiousness (19.87%) (3.40), as well as maintaining or developing indicators: extraversion (21.15%) (4.03), openness to experience (19.87%) (4.05), and agreeableness (19.23%) (4.12).

Based on the description above, it can be concluded that the findings in this study have been proven in accordance with the hypothesis of this study which states that there is a significant positive direct influence of personality on teacher innovativeness. strengthening personality indicators that are classified as low, namely emotional stability (19.87%), and conscientiousness (19.87%), as well as maintaining or developing indicators: extraversion (21.15%), openness to experience (19.87%), and agreeableness (19.23%), is predicted to increase teacher innovativeness.

4) Positive Direct Influence of Achievement Motivation Variable (X4) on Teacher Innovativeness Variable (Y)

Based on the results of the fourth hypothesis test, it is concluded that there is a positive direct influence between achievement motivation and teacher innovativeness indicated by the path coefficient value (βy4) = 0.216, with t-count = 4.99 while t-table at the real level α = 0.05 obtained t-table = 1.65, then t-count>t-table means Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the achievement motivation variable (X4) on teacher innovativeness (Y), meaning that the stronger the achievement motivation (X4) will increase teacher innovativeness (Y) in PNS Teachers of State Senior High Schools in East Jakarta.

Based on SITOREM analysis, increasing Teacher Innovation is done by improving indicators that are still weak, namely: learning methods (9.83%) (3.55), procedures/methods (9.83%) (3.62), improving work governance (9.83%) (3.43), services (9.49%) (2.84), and maintaining or developing indicators: teacher competency certification (10.51%) (4.54), learning media (10.51%) (4.42), learning implementation plan (rpp)/teaching module (10.51%) (4.34), improving teacher competency (teacher) (10.51%) (4.34), services (9.83%) (4.09), and customer communication (9.15%) (4.15).

Meanwhile, strengthening achievement motivation is carried out by improving indicators that are still weak, namely: success (20.27%) (3.89), desire (20.26%) (3.87), passion (19.61%) (3.85), determination (19.61%) (3.62), and maintaining or developing the encouragement indicator (20.26%) (4.11).

Research from Chalidjah R.C. (2023) found that achievement motivation has a direct positive influence on teacher innovativeness of β = 0.235. The results of this previous study support the findings of this study. In line with the "Integrative Model of Organizational Behavior" developed by Colquitt et.al. (2019) which states that achievement motivation has an influence on teacher innovativeness.

Based on the description above, it can be concluded that the findings in this study have been proven to be in accordance with the hypothesis of this study which states that there is a significant positive direct influence of achievement motivation on teacher innovation. Strengthening the indicators of achievement motivation that are classified as low, namely success (20.27%), desire (20.26%), passion (19.61%), determination (19.61%), and maintaining or developing the Encouragement indicator (20.26%) (4.11), is predicted to increase teacher innovation.

5) Positive Direct Influence of Servant Leadership Variable (X1) on Achievement Motivation Variable (X4)

Based on the results of the fifth hypothesis test, it is concluded that there is a positive direct influence between servant leadership and achievement motivation, indicated by the path coefficient value (βX1X4) = 0.240, with t count = 3.36 while t-table at the real level α = 0.05 obtained t-table = 1.65, then t-count>t-table means Ho is rejected and H1 is accepted. Thus there is a direct positive influence of the servant leadership variable (X1) on achievement motivation (X4), This means that

the stronger the servant leadership (X1) will increase the achievement motivation (X4) of PNS teachers at State Senior High Schools in East Jakarta.

Based on SITOREM analysis, strengthening achievement motivation is done by improving indicators that are still weak, namely: success (20.27%) (3.89), desire (20.26%) (3.87), passion (19.61%) (3.85), determination (19.61%) (3.62), and maintaining or developing the encouragement indicator (20.26%) (4.11).

Meanwhile, strengthening Servant Leadership is carried out by improving indicators that are still weak, namely: change behavior (altrusitic calling) (14.35%) (3.93), listening behavior (listening) (14.35%) (3.87), empathy behavior (empathy) (14.35%) (3.74), behavior to heal emotional turmoil (healing) (13.89%) (3.40), and maintain or develop indicators: wise behavior (wisdom) (14.35%) (4.20), openness and persuasion behavior (organizational stewardship) (14.35%) (4.14), humility behavior (14.35%) (4.14).

Based on the description above, it can be concluded that the findings in this study have been proven to be in accordance with the research hypothesis which states that there is a significant positive direct influence of servant leadership on employee motivation. achieve. Strengthening the indicators of servant leadership which are classified as low, namely success (20.27%), desire (20.26%), passion (19.61%), determination (19.61%), and maintaining or developing the indicators: wise behavior (14.35%) , openness and persuasive behavior (organizational stewardship) (14.35%), humility behavior (14.35%), are predicted to increase achievement motivation.

6) Positive Direct Influence of Teamwork Variable (X2) on Achievement Motivation Variable (X4)

Based on the results of the sixth hypothesis test, it is concluded that there is a positive direct influence between teamwork and achievement motivation indicated by the path coefficient value (βX2X4) = 0.304, with t-count = 3.71 while t-table at the real level α = 0.05 obtained t-table = 1.652, then t-count>t-table means Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the teamwork variable (X2) on achievement motivation (X4), meaning that the stronger the teamwork (X2) will increase the achievement motivation (X4) in PNS Teachers of State Senior High Schools in East Jakarta.

Based on SITOREM analysis, strengthening achievement motivation is done by improving indicators that are still weak, namely: success (20.27%) (3.89), desire (20.26%) (3.87), passion (19.61%) (3.85), determination (19.61%) (3.62), and maintaining or developing the encouragement indicator (20.26%) (4.11).

While strengthening teamwork is done by improving indicators that are still weak, namely: building group cohesion (15.07%) (3.80), active participation (14.16%) (3.97), communication (14.16%) (3.45), rewards for performance (13.70%) (3.45), and maintaining or developing indicators: goals (15.07%) (4.08), homogeneity of membership (14.15%) (4.27), and complementary attitude of membership (13.70%) (4.21).

Research by Sari, D.L. and Faisal, A. (2024) from the calculation results obtained the path coefficient value ($\beta x3x1$) = 0.309 with t-count = 3,086 and at the real level β = 0.05 obtained t-table (0.05) = 1.990, because the t-count value>t-table, then reject Ho, thus the path coefficient is very significant. From these findings, it turns out that teamwork has a direct positive effect on achievement motivation. In line with the "Integrative Model of Organizational Behavior" developed by Colquitt et.al. (2019) which states that teamwork has an influence on achievement motivation. Based on the description above, it can be concluded that the findings in this study have been proven in accordance with the hypothesis of this study which states that there is a significant positive direct effect of teamwork on achievement motivation. strengthening the low teamwork indicators, namely building group cohesion (15.07%), active participation (14.16%) (3.97), communication (14.16%), performance rewards (13.70%), and maintaining or developing indicators: objectives (15.07%) (4.08), membership homogeneity (14.15%) (4.27), and complementary membership attitudes (13.70%) (4.21), are predicted to increase achievement motivation.

7) Positive Direct Influence of Personality Variable (X3) on Achievement Motivation Variable (X4)

Based on the results of the seventh hypothesis test, it is concluded that there is a positive direct influence between personality and achievement motivation indicated by the path coefficient value ($\beta X3X4$) = 0.287, with t-count = 16.45 while t-table at the real level α = 0.05 obtained t-table = 1.65, then t-count>t-table means Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of personality variable (X3) on achievement motivation (X4), meaning that the stronger the personality (X3) will increase achievement motivation (X4) in PNS Teachers of State Senior High Schools in East Jakarta.

Based on SITOREM analysis, strengthening achievement motivation is done by improving indicators that are still weak, namely: success (20.27%) (3.89), desire (20.26%) (3.87), passion (19.61%) (3.85), determination (19.61%) (3.62), and maintaining or developing the encouragement indicator (20.26%) (4.11).

While strengthening personality is done by improving indicators that are still weak, namely: emotional stability (19.87%) (3.81) and conscientiousness (19.87%) (3.40), and maintaining or developing indicators: extraversion (21.15%) (4.03), openness to experience (19.87%) (4.05), and agreeableness (19.23%) (4.12).

Based on the description above, it can be concluded that the findings in this study have been proven in accordance with the hypothesis of this study which states that there is a significant positive direct influence of personality on achievement motivation. strengthening the low personality indicators, namely emotional stability (19.87%) and conscientiousness (19.87%), as well as maintaining or developing the indicators: extraversion (21.15%), openness to experience (19.87%), and agreeableness (19.23%), is predicted to increase achievement motivation.

8) Positive Indirect Effect of Servant Leadership Variable (X1) on Teacher Innovation Variable (Y) Through Achievement Motivation (X4)

Based on the results of the eighth hypothesis test, it is concluded that there is a positive indirect effect between servant leadership and teacher innovation through achievement motivation, indicated by the results of the indirect effect calculation obtained the path coefficient value (β14y) = 0.052, then Ho is rejected and H1 is accepted. Thus, there is a positive indirect effect between the servant leadership variable (X1) on teacher innovation (Y) through achievement motivation (X4), meaning that the stronger the servant leadership (X1) will strengthen teacher innovation (Y) through increasing achievement motivation (X4) in PNS Teachers of State Senior High Schools in East Jakarta.

The Z-count value (4.11) was obtained > Z-table value (1.97), with a significance level of α = 5%. And if seen from the probability value (significance) of the t-statistic test for the servant leadership variable (sig) which is 0.00 <α = 0.05. Then H0 is rejected and H1 is accepted, this shows that achievement motivation (X4) is able to mediate servant leadership (X1) towards teacher innovativeness (Y).

Based on SITOREM analysis, Based on SITOREM analysis, increasing Teacher Innovation is done by improving indicators that are still weak, namely: learning methods (9.83%) (3.55), procedures/methods (9.83%) (3.62), improving work governance (9.83%) (3.43), services (9.49%) (2.84), and maintaining or developing indicators: educator competency certification (10.51%) (4.54), learning media (10.51%) (4.42), learning implementation plans (rpp)/teaching modules (10.51%) (4.34), improving educator competency (teachers) (10.51%) (4.34), services (9.83%) (4.09), and customer communication (9.15%) (4.15).

Strengthening servant leadership is carried out by improving indicators that are still weak, namely: change behavior (altrusitic calling) (14.35%) (3.93), listening behavior (14.35%) (3.87), empathy behavior (14.35%) (3.74), healing emotional turmoil behavior (13.89%) (3.40), as well as maintaining or developing indicators: wisdom behavior (14.35%) (4.20), openness and persuasion behavior (organizational stewardship) (14.35%) (4.14), humility behavior (14.35%) (4.14).

Meanwhile, strengthening achievement motivation is carried out by improving indicators that are still weak, namely: success (20.27%) (3.89), desire (20.26%) (3.87), passion (19.61%) (3.85), determination (19.61%) (3.62), and maintaining or developing the encouragement indicator (20.26%) (4.11).

From the findings obtained in this study, it can be seen that servant leadership can contribute to increasing teacher innovation through achievement motivation. This is in line with the "Integrative Model of Organizational Behavior" developed by Colquitt et.al. (2019) that achievement motivation is one of the individual mechanisms that can be used as an intervening variable.

The t-statistic value resulting from the influence of servant leadership (X1) on teacher innovation (Y) through achievement motivation (X4) is 8.0746 with a significance value of 0.0000. This significance value is smaller than the significant alpha of 5% or 0.05. This means that there is a

significant influence of servant leadership (X1) on teacher innovation (Y) through achievement motivation (X4). So the hypothesis that states "there is an indirect influence of servant leadership (X1) on teacher innovation (Y) through achievement motivation (X4)" is accepted. The coefficient value resulting from the indirect influence is 0.052, this value is smaller than the direct influence of 0.240, so it can be concluded that achievement motivation does not function effectively as an intervening variable that mediates the influence of servant leadership on teacher innovation.

9) Positive Indirect Effect of Teamwork Variable (X2) on Teacher Innovation (Y) Through Achievement Motivation (X4)

Based on the results of the ninth hypothesis test, it is concluded that there is a positive indirect effect between teamwork and teacher innovation through achievement motivation, indicated by the results of the indirect effect calculation obtained the path coefficient value ($\beta24y$) = 0.066, then Ho is rejected and H1 is accepted. Thus, there is a positive indirect effect between the teamwork variable (X2) on teacher innovation (Y) through achievement motivation (X4), meaning that the stronger the teamwork (X2) will strengthen teacher innovation (Y) through increasing achievement motivation (X4) of PNS Teachers of State Senior High Schools in East Jakarta.

The Z-count value (5.89) was obtained > Z-table value (1.97), with a significance level of α = 5%. And if seen from the probability value (significance) of the t-statistic test for the teamwork variable (sig) which is 0.00 <α = 0.05. Then H0 is rejected and H1 is accepted, this shows that achievement motivation (X4) is able to mediate teamwork (X2) towards teacher innovation (Y).

Based on SITOREM analysis, Based on SITOREM analysis, increasing Teacher Innovation is done by improving indicators that are still weak, namely: learning methods (9.83%) (3.55), procedures/methods (9.83%) (3.62), improving work governance (9.83%) (3.43), services (9.49%) (2.84), and maintaining or developing indicators: educator competency certification (10.51%) (4.54), learning media (10.51%) (4.42), learning implementation plan (rpp)/teaching module (10.51%) (4.34), improving educator (teacher) competency (10.51%) (4.34), services (9.83%) (4.09), and customer communication (9.15%) (4.15).

Strengthening teamwork is done by improving indicators that are still weak, namely: building group cohesion (15.07%) (3.80), active participation (14.16%) (3.97), communication (14.16%) (3.45), rewards for performance (13.70%) (3.45), and maintaining or developing indicators: Goals (15.07%) (4.08), homogeneity of membership (14.15%) (4.27), and complementary attitude of membership (13.70%) (4.21).

While strengthening achievement motivation is done by improving indicators that are still weak, namely: success (20.27%) (3.89), desire (20.26%) (3.87), passion (19.61%) (3.85), determination (19.61%) (3.62), and maintaining or developing indicators of encouragement (20.26%) (4.11).

From the findings obtained in this study, it can be seen that teamwork can contribute to increasing teacher innovation through achievement motivation. This is in line with the "Integrative Model of Organizational Behavior" developed by Colquitt et.al. (2019) that achievement motivation is one of the individual mechanisms that can be used as an intervening variable.

The statistical value resulting from the influence of teamwork (X2) on teacher innovation (Y) through achievement motivation (X3) is 7.9697 with a significance value of 0.0000. This significance value is smaller than the significant alpha of 5% or 0.05. This means that there is a significant influence of teamwork (X2) on teacher innovation (Y) through achievement motivation (X4). So the hypothesis that states "there is an indirect influence of teamwork (X2) on teacher innovation (Y) through achievement motivation (X4)" is accepted. The coefficient value resulting from the indirect effect is 0.066, this value is smaller than its direct effect of 0.304, so it can be concluded that achievement motivation does not function effectively as an intervening variable that mediates the influence of teamwork on teacher innovation.

10) Positive Indirect Effect of Personality Variable (X3) on Teachers' Innovativeness (Y) Through Achievement Motivation (X4)

Based on the results of the tenth hypothesis test, it is concluded that there is a positive indirect effect between personality and teachers' innovativeness through achievement motivation, indicated by the results of the indirect effect calculation obtained the path coefficient value ($\beta 14y$) = 0.062, then Ho is rejected and H1 is accepted. Thus, there is a positive indirect effect between personality variables (X3) on teachers' innovativeness (Y) through achievement motivation (X4), meaning that the stronger the personality (X3) will strengthen teachers' innovativeness (Y) through increasing achievement motivation (X4) in PNS Teachers of State Senior High Schools in East Jakarta.

The Z-count value (4.79) was obtained > Z-table value (1.97), with a significance level of α = 5%. And if seen from the probability value (significance) of the t-statistic test for the servant leadership variable (sig) which is $0.00 < \alpha = 0.05$. Then H0 is rejected and H1 is accepted, this shows that trust (X4) is able to mediate personality (X3) towards teacher innovativeness (Y).

Based on SITOREM analysis, Based on SITOREM analysis, increasing Teacher Innovation is done by improving indicators that are still weak, namely: learning methods (9.83%) (3.55), procedures/methods (9.83%) (3.62), improving work governance (9.83%) (3.43), services (9.49%) (2.84), and maintaining or developing indicators: educator competency certification (10.51%) (4.54), learning media (10.51%) (4.42), learning implementation plans (rpp)/teaching modules (10.51%) (4.34), improving educator (teacher) competency (10.51%) (4.34), services (9.83%) (4.09), and customer communication (9.15%) (4.15).

Personality strengthening is done by improving indicators that are still weak, namely: emotional stability (19.87%) (3.81) and conscientiousness (19.87%) (3.40), as well as maintaining or developing indicators: extraversion (21.15%) (4.03), openness to experience (19.87%) (4.05), and agreeableness (19.23%) (4.12)

While strengthening achievement motivation is done by improving indicators that are still weak, namely: success (20.27%) (3.89), desire (20.26%) (3.87), passion (19.61%) (3.85), determination (19.61%) (3.62), as well as maintaining or developing the encouragement indicator (20.26%) (4.11).

From the findings obtained in this study, it can be seen that personality is able to contribute to increasing teacher innovativeness through achievement motivation. This is in line with the "Integrative Model of Organizational Behavior" developed by Colquitt et.al. (2019) that achievement motivation is one of the individual mechanisms that can be used as an intervening variable.

The statistical value resulting from the influence of personality (X3) on teacher innovativeness (Y) through achievement motivation (X4) is 4.1325 with a significance value of 0.0000. This significance value is smaller than the significant alpha of 5% or 0.05. This means that there is a significant influence of personality (X3) on teacher innovativeness (Y) through achievement motivation (X4). So the hypothesis that states "there is an indirect influence of personality (X3) on teacher innovativeness (Y) through achievement motivation (X4)" is accepted. The coefficient value resulting from the indirect influence is 0.062, this value is smaller than its direct influence of 0.287, so it can be concluded that achievement motivation does not function effectively as an intervening variable that mediates the influence of personality on teacher innovativeness.

6. CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

1. A strategy is produced to improve teacher innovation through identification of the strength of influence between research variables. The strategy for improving teacher engagement is through strengthening the variables of servant leadership, teamwork, personality, and achievement motivation.

2. A way to strengthen research variables is produced. Some findings related to indicators in research variables need to be improved and some need to be maintained or developed.

3. An optimal solution is produced to improve teacher engagement, namely improving weak indicators and maintaining or developing good indicators. The indicators that need to be improved consist of: 1st emotional stability, 2nd conscientiousness, 3rd agreeableness, 4th success, 5th desire, 6th passion, 7th determination, 8th building group cohesion, 9th active participation, 10th communication, 11th rewards for performance, 12th altruistic calling, 13th listening behavior, 14th empathy behavior, 15th healing emotional turmoil, 16th learning method, 17th procedure/methods, 18th improvement of work governance, and 19th service. meanwhile, the indicators that are maintained and developed are: 1) extraversion, 2) openness to experience, 3) encouragement, 4) goals, 5) membership homogeneity, 6) complementary membership attitudes, 7) wisdom behavior, 8) openness and persuasion behavior (organizational stewardship), 9) humility behavior, 10) educator competency certification, 11) learning media, 12) learning implementation plan (RPP)/teaching module, 13) improving educator (teacher) competency, 14) service, and 15) customer communication.

Based on the results of the analysis, discussion of the research results and the proposed hypotheses, it can be concluded as follows:

   a. There is a significant positive direct effect between servant leadership (X1) on teacher innovation (Y) with $\beta y1 = 0.150$, so that strengthening servant leadership (X1) can increase teacher innovation (Y)), in PNS Teachers of State Senior High Schools in East Jakarta.

b. There is a significant positive direct effect between teamwork (X2) on teacher innovation (Y) with βy2 = 0.214, so that strengthening teamwork (X2) can increase teacher innovation (Y), in PNS Teachers of State Senior High Schools in East Jakarta.

c. There is a significant positive direct effect between personality (X3) on teacher innovation (Y) with βy3 = 0.266 so that strengthening personality (X3) can increase teacher innovation (Y), in PNS Teachers of State Senior High Schools in East Jakarta. 4) There is a significant positive direct effect between achievement motivation (X4) on teacher innovativeness (Y) with βy4 = 0.216, so that strengthening achievement motivation (X4) can increase teacher innovativeness (Y), in PNS Teachers of State Senior High Schools in East Jakarta.

d. There is a significant positive direct effect between servant leadership (X1) on achievement motivation (X4) with βx1x4 = 0.240, so that strengthening servant leadership (X1) can increase achievement motivation (X4), in PNS Teachers of State Senior High Schools in East Jakarta.

e. There is a significant positive direct effect between teamwork (X2) on achievement motivation (X4) with βx2x4 = 0.304, so that strengthening teamwork (X2) can increase achievement motivation (X4), in PNS Teachers of State Senior High Schools in East Jakarta. 7) There is a significant positive direct influence between personality (X3) on achievement motivation (X4) with βx3x4 = 0.287, so that strengthening personality (X3) can increase achievement motivation (X4), in PNS Teachers of State Senior High Schools in East Jakarta.

2. 8) There is a significant positive indirect influence between servant leadership (X1) on teacher innovation (Y) through achievement motivation (X4) with β14y = 0.052, so that strengthening servant leadership (X1) can increase teacher innovation (Y) through achievement motivation (X4). Achievement motivation (X4) cannot function effectively as an intervening variable between servant leadership (X1) and teacher innovation (Y) because the direct influence is greater than the indirect influence.

3. 9) There is a significant positive indirect effect between teamwork (X2) on teacher innovation (Y) through achievement motivation (X3) with β24y = 0.066, so that strengthening teamwork (X2) can increase teacher innovation (Y) through achievement motivation (X4). However, achievement motivation (X4) cannot function effectively as an intervening variable between teamwork (X2) and teacher innovation (Y) because the direct effect is greater than the indirect effect. 10) There is a significant positive indirect effect between personality (X3) on teacher innovation (Y) through achievement motivation (X4) with β34y = 0.062, so that strengthening personality (X3) can increase teacher innovation (Y) through achievement motivation (X4). However, achievement motivation (X4) cannot function effectively as an intervening variable between personality (X3) and teacher innovation (Y) because the direct effect is greater than the indirect effect.

The implications of this study are as follows:

1. If teacher innovation is to be improved, it is necessary to strengthen servant leadership, teamwork and personality as exogenous variables with achievement motivation as an intervening variable.

2. If servant leadership is to be strengthened, it is done by improving indicators that are still weak, namely: change behavior (altrusitic calling), listening behavior (listening), empathy behavior

(empathy), healing emotional turmoil behavior (healing), and maintaining or developing indicators: wisdom behavior (wisdom), openness and persuasion behavior (organizational stewardship), humility behavior (humility).

3. If teamwork is to be strengthened, it is done by improving indicators that are still weak, namely: building group cohesion, active participation, communication, rewards for performance, and maintaining or developing indicators: goals, membership, and complementary membership attitudes.

If personality is to be strengthened, then it is done by improving the indicators that are still weak, namely: emotional stability and conscientiousness, and maintaining or developing the indicators: extraversion, openness to experience, and agreeableness. 5. if achievement motivation is to be strengthened, then it is done by improving the indicators that are still weak, namely: success, desire, passion, determination, and maintaining or developing the encouragement indicator.

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