

TEACHER INNOVATIVE WORK BEHAVIOR IN TAHFIDZ ISLAMIC BOARDING SCHOOLS: THE ROLE OF SELF-EFFICACY, TRANSFORMATIONAL LEADERSHIP, AND ORGANIZATIONAL SUPPORT

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Abstract : Innovative Work Behaviour (IWB) is increasingly required for teachers in responding to educational transformation. However, empirical evidence from faith-based boarding schools remains limited. This study aims to analyse the combined influence of self-efficacy, transformational leadership, and organizational support on teachers' innovative work behaviour in tahfidz-based Islamic boarding schools in Indonesia. A quantitative correlational design was employed involving 159 teachers selected through proportionate random sampling. Data were collected using validated Likert-scale instruments and analysed using Pearson correlation and multiple regression. The results indicate that self-efficacy ($\beta = 0.298, p < .001$), transformational leadership ($\beta = 0.355, p < .001$), and organizational support ($\beta = 0.332, p < .001$) significantly influence innovative work behaviour. These variables explain 83.2% of the variance in IWB ($R^2 = .832$), with transformational leadership as the strongest predictor. This study contributes theoretically by extending innovation behaviour models into faith-based educational settings, highlighting the dominant role of leadership in structured and value-based institutions.

Keywords : Work Behavior; Transformational Leadership; Self-efficacy; Organizational Support.

Abstrak : Perilaku Kerja Inovatif (Innovative Work Behavior/IWB) semakin dibutuhkan bagi guru dalam merespons transformasi pendidikan. Namun, bukti empiris yang berasal dari lembaga pendidikan berasrama berbasis keagamaan masih sangat terbatas. Penelitian ini bertujuan untuk menganalisis pengaruh simultan efikasi diri, kepemimpinan transformasional, dan dukungan organisasi terhadap perilaku kerja inovatif guru di pesantren tahfidz di Indonesia. Penelitian ini menggunakan desain kuantitatif korelasional dengan melibatkan 159 guru yang dipilih melalui teknik proportionate random sampling. Data dikumpulkan menggunakan instrumen skala Likert yang telah divalidasi dan dianalisis dengan korelasi Pearson serta regresi berganda. Hasil penelitian menunjukkan bahwa efikasi diri ($\beta = 0,298; p < 0,001$), kepemimpinan transformasional ($\beta = 0,355; p < 0,001$), dan dukungan organisasi ($\beta = 0,332; p < 0,001$) berpengaruh signifikan terhadap perilaku kerja inovatif. Ketiga variabel tersebut mampu menjelaskan 83,2% variasi perilaku kerja inovatif ($R^2 = 0,832$), dengan kepemimpinan transformasional sebagai prediktor yang paling dominan. Penelitian ini memberikan kontribusi teoretis dengan memperluas model perilaku inovasi ke dalam konteks lembaga pendidikan berbasis keagamaan, dan menegaskan peran dominan kepemimpinan dalam institusi yang terstruktur dan berlandaskan nilai-nilai keagamaan.

Kata Kunci : Perilaku Kerja; Kepemimpinan Transformasional; Efikasi Diri; Dukungan Organisasi.

INTRODUCTION

The contemporary educational landscape is undergoing profound transformation as a consequence of rapid technological advancement, globalization, and the transition toward the industry 4.0 and Society 5.0 eras. These developments have shifted educational priorities from knowledge transmission toward fostering creativity, innovation, adaptability, and lifelong learning (Al Shloul et al., 2024). Consequently, educational institutions are increasingly expected to cultivate learning environments that encourage continuous improvement and innovative practices (Chuaphun & Samanchuen, 2024; Yoto et al., 2024). Within this context, teachers have become the primary agents of educational transformation because the success of curriculum reform and digital integration largely depends on their ability to develop and implement innovative instructional practices.

Innovative work behaviour (IWB), defined as the intentional generation, promotion, and implementation of new ideas to improve organizational effectiveness (Fawaid et al., 2025), has therefore emerged as one of the most essential competencies for teachers. Teachers who demonstrate innovative work behaviour are more capable of integrating technology into learning, designing creative pedagogical strategies, responding to diverse student needs, and improving educational quality and student engagement (Chinchay et al., 2024; Yugo, 2025; Zohriah et al., 2023). Nevertheless, the development of innovative work behaviour remains inconsistent across educational institutions because it is influenced by both individual capabilities and organizational environments (Lambriex-Schmitz et al., 2020).

Previous studies consistently identify self-efficacy, transformational leadership, and organizational support as three important antecedents of teachers' innovative work behaviour. Self-efficacy represents teachers' confidence in their capability to organize and execute instructional activities successfully, enabling them to embrace challenges, experiment with new teaching approaches, and persist when encountering obstacles (Birhan et al., 2021; Grandey et al., 2019). At the organizational level, transformational leadership provides intellectual stimulation, inspirational motivation, individualized consideration, and idealized influence that encourage teachers to question conventional practices and pursue innovation (Majid et al., 2023; Pham et al., 2024). Likewise, perceived organizational support strengthens teachers' willingness to innovate by creating an environment characterized by trust, recognition, professional development opportunities, and adequate institutional resources (Duhaney et al., 2022; Hoepner et al., 2021). Collectively, these findings suggest that innovative work behaviour is not solely determined by teachers' personal competence but also by leadership practices and organizational conditions that facilitate innovation.

Despite the growing body of literature, several important limitations remain. First, most previous studies have examined self-efficacy, transformational leadership, and organizational support independently, providing only fragmented explanations of teachers' innovative work behaviour. Second, empirical evidence has been dominated by public schools, universities, and corporate organizations, whereas faith-based educational institutions remain substantially underrepresented. Third, limited attention has been given to understanding how psychological resources and organizational factors interact simultaneously in educational environments characterized by strong institutional values and religious norms. Consequently, current literature provides insufficient explanation regarding the integrated mechanisms through which individual beliefs, leadership practices, and organizational support collectively shape teachers' innovative work behaviour within value-based educational settings.

These limitations are particularly relevant in Islamic boarding schools (*pesantren*) with *tahfidz* programs. Unlike general educational institutions, *tahfidz*-based *pesantren* integrate formal academic education with intensive Qur'anic memorization, religious instruction, and character formation (Basri et al., 2024; Ismail et al., 2024). Teachers therefore encounter dual responsibilities: preserving religious traditions while simultaneously responding to increasing demands for pedagogical innovation and digital transformation. Such conditions often create practical tensions because innovation must remain aligned with institutional culture, hierarchical leadership structures, and religious values (Muis, 2025; Rofi & Setiawan, 2023). Previous studies report that teachers in *pesantren* frequently experience limited professional development opportunities, rigid organizational structures, and constrained institutional support, all of which may reduce their capacity to develop innovative teaching practices (Basori et al., 2023; Madkour & Alaskar, 2024; Souza & Debs, 2024). These distinctive characteristics make *tahfidz*-based Islamic boarding schools an important yet underexplored context for investigating innovative work behaviour.

Based on these gaps, this study proposes an integrative framework that simultaneously examines the influence of self-efficacy, transformational leadership, and organizational support on teachers' innovative work behaviour in *tahfidz*-based Islamic boarding schools. The novelty of this study lies in three aspects. *First*, it develops a comprehensive model that integrates psychological and organizational determinants of innovative work behaviour within a single empirical framework. *Second*, it extends the literature by investigating innovative work behaviour in faith-based educational institutions, a context that has received limited empirical attention despite its rapid growth in Indonesia. *Third*, this study positions transformational leadership as a strategic mechanism that legitimizes and facilitates innovation within value-based educational

institutions, where innovative practices must remain compatible with organizational structures and religious norms. Therefore, this study aims to examine the simultaneous effects of self-efficacy, transformational leadership, and organizational support on teachers' innovative work behaviour and to provide empirical evidence that contributes to both educational leadership theory and innovation management in Islamic educational institutions.

METHOD

This study employed a quantitative approach using a correlational survey design to examine the relationships between self-efficacy, transformational leadership, organizational support, and teachers' innovative work behaviour. A correlational design was selected because it enables the identification of the strength and direction of relationships among variables without manipulating the research setting, making it appropriate for investigating naturally occurring educational phenomena. The study focused on determining the extent to which the independent variables contributed to teachers' innovative work behaviour.

The population consisted of 450 teachers from Islamic boarding schools (*pesantren*) with *tahfidz* programs in Bogor Regency, Indonesia. Due to accessibility considerations and institutional willingness to participate, three Islamic boarding schools were selected, resulting in an accessible population of 263 teachers. The required sample size was calculated using Slovin's formula with a 5% margin of error, yielding a minimum sample of 159 teachers. Participants were selected through proportionate random sampling to ensure that each school was represented according to its proportion within the accessible population, thereby reducing sampling bias and enhancing the representativeness of the sample.

Data were collected using a structured self-administered questionnaire consisting of four measurement scales representing self-efficacy, transformational leadership, organizational support, and innovative work behaviour. All questionnaire items were adapted from previously validated international instruments and modified to suit the context of Islamic boarding schools. Responses were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Prior to the main survey, a pilot study involving 30 teachers with characteristics similar to the target respondents was conducted to evaluate the clarity of the questionnaire items, as well as the validity and reliability of the instruments. Item validity was examined using corrected item-total correlation, while reliability was assessed using Cronbach's alpha coefficient. All measurement scales demonstrated excellent internal consistency, with Cronbach's alpha

values ranging from 0.965 to 0.975, indicating that the instruments were highly reliable for the main data collection.

Data collection was conducted after obtaining permission from the participating schools and informed consent from all respondents. Participation was voluntary, and respondents were assured that their identities would remain anonymous and that all information would be used solely for academic purposes. Completed questionnaires were screened for completeness before being entered into the statistical analysis.

Data analysis was performed using descriptive and inferential statistical techniques. Descriptive statistics, including means, standard deviations, frequencies, and percentages, were used to summarize respondents' demographic characteristics and the distribution of each research variable. Pearson product-moment correlation analysis was employed to examine the bivariate relationships among the variables, while multiple linear regression analysis was conducted to determine the simultaneous and partial contributions of self-efficacy, transformational leadership, and organizational support to teachers' innovative work behaviour. Prior to regression analysis, classical assumption tests were performed to ensure the appropriateness of the regression model. These included tests of normality, linearity, multicollinearity, heteroscedasticity, and autocorrelation. The results confirmed that all assumptions were satisfactorily met, indicating that the regression model was statistically appropriate for hypothesis testing. Statistical analyses were conducted using the Statistical Package for the Social Sciences (SPSS), with a significance level of $p < 0.05$ adopted for all inferential tests.

RESULT AND DISCUSSION

1. Results

This section presents the empirical findings from 159 teachers working in Islamic boarding schools with tahfidz programs in Bogor Regency, Indonesia. The results are organized into respondent characteristics, correlation analysis, and regression analysis.

a) Respondent Characteristics

A total of 159 teachers participated in this study. Table 1 presents the demographic characteristics of the respondents based on gender, age, and educational attainment. Female teachers constituted the majority of the sample, accounting for 67.9% ($n = 108$), whereas male teachers represented 32.1% ($n = 51$). Regarding age, most respondents were between 20 and 30 years old (71.1%, $n = 113$), followed by those aged 31–40 years (23.9%, $n = 38$). In terms of educational qualifications, the majority of teachers held a bachelor's degree (63.3%, $n = 101$), indicating that most

participants had attained the minimum academic qualification required for professional teaching positions in Indonesia.

Table 1: Profile of Respondents

Category	Subcategory	n	%
Gender	Female	108	67.9
Gender	Male	51	32.1
Age	20–30 years	113	71.1
Age	31–40 years	38	23.9
Education	Bachelor's degree	101	63.3

The demographic profile provides important contextual information for interpreting the study findings. The predominance of female teachers reflects the staffing composition commonly observed in Indonesian Islamic boarding schools, where women often play a significant role in both academic instruction and student mentoring. Meanwhile, the high proportion of teachers in the 20–30-year age group suggests that the participating schools employ a relatively young workforce. Younger teachers are generally considered more receptive to educational change, digital technology adoption, and the implementation of innovative teaching strategies, although they may still be developing professional experience and pedagogical confidence.

Furthermore, the finding that most respondents possessed a bachelor's degree indicates that the sample consisted of academically qualified teachers with formal pedagogical preparation. Such educational backgrounds may provide a stronger foundation for engaging in innovative instructional practices because teachers are more likely to have been exposed to contemporary educational theories, curriculum development, and student-centered learning approaches during their higher education. At the same time, the combination of relatively young age and adequate academic qualifications suggests that the respondents possess considerable potential for professional growth and innovation when supported by favourable organizational conditions.

Thus, the respondent profile indicates that the sample is appropriate for investigating teachers' innovative work behaviour in *tahfidz*-based Islamic boarding schools. The demographic characteristics imply that the observed innovative work behaviour is likely to be influenced not only by teachers' personal competencies but also by organizational factors such as leadership practices and institutional support, which become particularly important in educational environments where teachers are

expected to balance pedagogical innovation with the preservation of religious values and institutional traditions.

b) Influence of Self-Efficacy, Transformational Leadership, and Organizational Support on Teachers' Innovative Work Behaviour

Pearson correlation analysis revealed strong positive relationships between all independent variables and innovative work behavior. Self-efficacy showed a strong correlation with innovative work behavior ($r = 0.880$, $p < 0.001$). Transformational leadership had the strongest correlation ($r = 0.903$, $p < 0.001$), followed by organizational support ($r = 0.892$, $p < 0.001$).

Table 2: Pearson Correlation between Variables

Relationship	r	Sig.
Self-Efficacy (X1) – Innovative Work Behavior (Y)	0.880	<0.001
Transformational Leadership (X2) – Innovative Work Behavior (Y)	0.903	<0.001
Organizational Support (X3) – Innovative Work Behavior (Y)	0.892	<0.001

Among the variables, transformational leadership demonstrated the highest correlation coefficient, indicating its prominent association with teachers' innovative work behavior compared to other predictors. Multiple correlation results also indicated strong joint relationships. The combination of self-efficacy and transformational leadership yielded $R = 0.905$ ($R^2 = 0.819$), while self-efficacy and organizational support yielded $R = 0.898$ ($R^2 = 0.806$). The combination of transformational leadership and organizational support yielded the highest value ($R = 0.910$; $R^2 = 0.828$). These results highlight those combinations involving transformational leadership consistently produce stronger relationships, suggesting its central role in influencing innovative work behavior.

Multiple regression analysis was conducted to examine the simultaneous contribution of self-efficacy, transformational leadership, and organizational support to innovative work behavior. The regression model was statistically significant ($F = 361.455$, $p < .001$), with a multiple correlation coefficient ($R = .912$) and coefficient of determination ($R^2 = .832$). This indicates that a substantial proportion of variance in innovative work behavior (83.2%) is explained by the combined effect of the three predictors.

All independent variables had significant positive effects on innovative work behavior. Transformational leadership showed the strongest contribution ($\beta = .355$, p

< .001), followed by organizational support ($\beta = .332, p < .001$), and self-efficacy ($\beta = .298, p < .001$).

Table 3: Multiple Regression Results

Predictor	β	t	Sig.
Constant	0.215	3.512	0.001
Self-Efficacy (X1)	0.298	4.455	<0.001
Transformational Leadership (X2)	0.355	4.998	<0.001
Organizational Support (X3)	0.332	4.821	<0.001

The standardized coefficients show that transformational leadership contributes the most to innovative work behavior, followed by organizational support and self-efficacy. This pattern reinforces the dominant role of leadership among the predictors examined. Thus, the findings consistently demonstrate that both individual and organizational factors are significantly associated with teachers' innovative work behavior, with transformational leadership emerging as the most influential predictor across correlation and regression analyses. These results provide a quantitative basis for further interpretation in the discussion section. This visual summary helps clarify how individual and organizational factors jointly contribute to fostering innovation among teachers in *tahfidz*-based Islamic boarding schools.

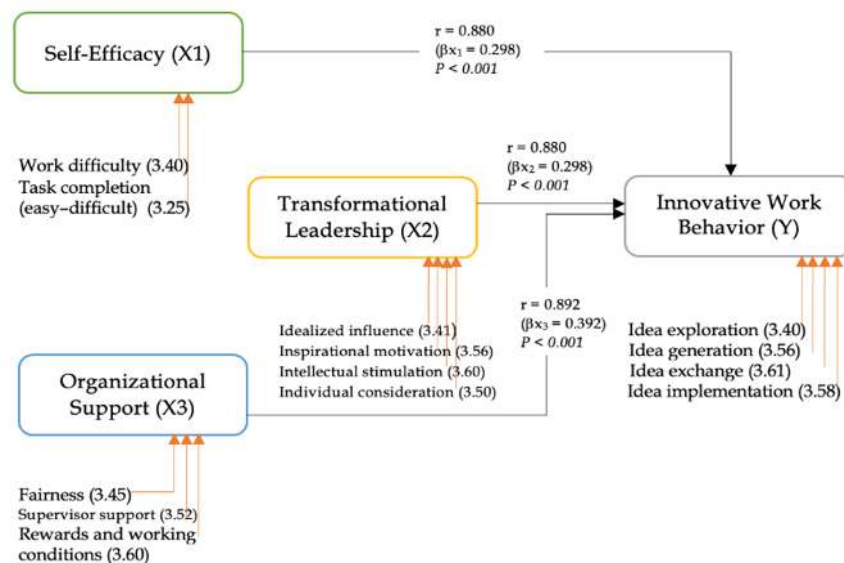


Figure 1. Research Model of Teachers' Innovative Work Behavior

Figure 1 illustrates the research model and summarizes the relationships among the study variables. The model indicates that self-efficacy, transformational leadership, and organizational support are all positively associated with teachers' innovative work behavior.

innovative work behaviour. Among the three independent variables, transformational leadership demonstrates the strongest relationship with innovative work behaviour ($r = 0.892$; $\beta = 0.392$; $p < 0.001$), followed by organizational support ($r = 0.880$; $\beta = 0.298$; $p < 0.001$) and self-efficacy ($r = 0.880$; $\beta = 0.298$; $p < 0.001$). These findings suggest that although teachers' confidence in their own abilities and organizational support are important drivers of innovation, leadership plays the most influential role in encouraging teachers to generate, develop, and implement innovative ideas.

The figure also presents the average scores for each construct and its dimensions. Self-efficacy was reflected by relatively high perceptions of work difficulty (3.40) and task complexity (3.25), indicating that teachers generally felt capable of managing challenging teaching responsibilities. Transformational leadership received consistently high evaluations across its dimensions, with intellectual stimulation obtaining the highest mean score (3.60), followed by inspirational motivation (3.56), individualized consideration (3.50), and idealized influence (3.41). Similarly, organizational support showed favourable perceptions, particularly regarding rewards and working conditions (3.60), supervisor support (3.52), and fairness (3.45). Regarding innovative work behaviour, teachers reported the highest engagement in idea exchange (3.61), followed by idea implementation (3.58), idea generation (3.56), and idea exploration (3.40), suggesting that collaborative knowledge sharing and translating ideas into practice were the most prominent forms of innovation among teachers in *tahfidz*-based Islamic boarding schools.

2. Discussion

The present study examined the simultaneous influence of self-efficacy, transformational leadership, and organizational support on teachers' innovative work behaviour in *tahfidz*-based Islamic boarding schools. Three principal findings emerged from the analysis. First, all three predictors demonstrated significant positive relationships with innovative work behaviour. Second, transformational leadership consistently emerged as the strongest predictor across both correlation and regression analyses, indicating that leadership exerts a greater influence than individual psychological factors alone. Third, the regression model explained 83.2% of the variance in innovative work behaviour, suggesting that the interaction between individual competence and organizational context provides a comprehensive explanation of teachers' innovative behaviour within faith-based educational institutions. These findings indicate that innovation in Islamic boarding schools is not merely an individual

capability but is embedded within organizational structures that either facilitate or constrain teachers' opportunities to innovate.

One noteworthy finding concerns the pattern of innovative work behaviour itself. Teachers reported higher scores for idea exchange and idea implementation than for idea exploration. This suggests that innovation within *tahfidz*-based Islamic boarding schools tends to emphasize collaborative refinement and practical application of ideas rather than the exploration of entirely new approaches (Li et al., 2024; Molefi et al., 2024). Such a pattern is understandable because educational innovation in *pesantren* is expected to preserve institutional stability while responding to changing educational demands. Rather than encouraging unrestricted experimentation, teachers are more likely to adapt existing instructional practices into forms that remain compatible with religious values and institutional traditions (Chakwizira, 2022; Karim et al., 2025). Consequently, innovation becomes an evolutionary rather than a disruptive process, where improvements are gradually incorporated without compromising the school's educational identity.

The significant contribution of self-efficacy confirms the central proposition of Social Cognitive Theory Bandura, (2019), which argues that individuals' beliefs about their capabilities shape their motivation, persistence, and behavioural choices. Teachers who possess greater confidence in their instructional abilities are more willing to experiment with new teaching methods, integrate educational technology, and persist when encountering instructional challenges (Maimunah et al., 2025; Mohlas et al., 2025). However, the descriptive findings reveal that confidence decreases when teachers face increasingly complex teaching tasks. This result suggests that self-efficacy alone may not be sufficient to sustain innovation within *pesantren* settings because teachers simultaneously manage academic instruction, Qur'anic memorization programs, character education, and religious guidance (Fan et al., 2024; Hasan et al., 2022). These multiple responsibilities increase task complexity and require teachers to continuously balance pedagogical innovation with religious obligations. Therefore, the relationship between self-efficacy and innovative work behaviour in this study appears to be context-dependent, where psychological confidence becomes effective only when supported by conducive organizational conditions.

The finding that transformational leadership is the strongest predictor of innovative work behaviour deserves particular attention. Previous studies have consistently identified transformational leadership as an important driver of organizational innovation (Marhum et al., 2026; Tahir et al., 2021). Nevertheless, the

present findings suggest a broader interpretation within Islamic boarding schools. Leadership not only motivates teachers to innovate but also functions as an institutional mechanism that legitimizes innovation. In highly structured educational environments where organizational culture and religious values strongly influence decision-making, teachers often require explicit encouragement and approval from school leaders before implementing new instructional practices. Consequently, transformational leaders reduce uncertainty by providing a clear vision, intellectual stimulation, and psychological safety, enabling teachers to perceive innovation as an organizational expectation rather than an individual risk.

This interpretation is reinforced by the dimensional analysis, which showed that intellectual stimulation obtained the highest mean among the leadership dimensions. The result indicates that teachers value leaders who encourage critical thinking, problem-solving, and professional reflection more than leaders who merely serve as symbolic role models. Intellectual stimulation appears particularly important because educational innovation frequently requires teachers to redesign learning activities, integrate digital technologies, and respond creatively to students' diverse learning needs. However, the relatively lower score for idealized influence suggests that opportunities remain to strengthen leaders' role-modelling behaviours, especially in demonstrating how innovation can coexist with Islamic educational values. Thus, leadership effectiveness in *pesantren* extends beyond administrative competence toward the ability to integrate organizational change with institutional identity.

Organizational support also demonstrated a substantial positive contribution to innovative work behaviour, supporting Organizational Support Theory, which posits that employees reciprocate favourable organizational treatment through greater commitment and proactive behaviour (Mundiri et al., 2025). Teachers who perceive adequate institutional support including fair treatment, supportive supervision, appropriate working conditions, and professional recognition are more willing to invest additional effort in developing and implementing innovative teaching practices. Interestingly, rewards and working conditions received the highest ratings, whereas fairness obtained the lowest. This pattern suggests that although schools have provided sufficient material and supervisory support, teachers may still perceive inconsistencies in how opportunities, recognition, or responsibilities are distributed. Within hierarchical educational organizations such as *pesantren*, perceptions of procedural fairness may become particularly important because they directly influence teachers' willingness to contribute ideas and participate in institutional innovation.

An important contribution of this study lies in demonstrating that innovative work behaviour cannot be adequately explained by isolated predictors. Instead, innovation emerges from the interaction between teachers' internal psychological readiness and the organizational environment in which they work. Teachers may possess strong self-efficacy, but without supportive leadership and institutional encouragement, innovative ideas are unlikely to be translated into actual classroom practices. Conversely, organizational support and inspirational leadership may create opportunities for innovation, yet these opportunities will remain underutilized if teachers lack confidence in their own capabilities. The exceptionally high coefficient of determination ($R^2 = 0.832$) reinforces this interpretation by indicating that the combined influence of psychological and organizational factors provides a robust explanation of innovative work behaviour in faith-based educational institutions.

Theoretically, these findings extend existing innovation literature by demonstrating that transformational leadership assumes a more strategic role in value-based educational institutions than has been reported in many mainstream educational contexts. Whereas previous studies generally conceptualize transformational leadership as a motivational resource, this study suggests that leadership additionally functions as a legitimizing mechanism through which innovation becomes institutionally acceptable within organizations governed by strong cultural and religious norms (Bradford et al., 2024; Subaveerapandiyana & Gozali, 2024). This perspective enriches transformational leadership theory by emphasizing that leadership effectiveness is contextually constructed and influenced by institutional values rather than universal managerial practices alone (Adeoye et al., 2025; Saleha & Hina, 2023). Moreover, the study advances research on innovative work behaviour by proposing an integrative framework that simultaneously incorporates psychological resources, leadership processes, and organizational support in explaining teachers' innovative behaviour within Islamic educational institutions.

From a practical perspective, the findings indicate that efforts to enhance teachers' innovative work behaviour should not rely exclusively on improving individual competencies through professional development programs. Educational leaders should simultaneously cultivate transformational leadership practices, establish transparent and fair organizational systems, strengthen mentoring mechanisms, and create psychologically safe environments where teachers are encouraged to share, test, and implement innovative ideas without fear of failure. Such integrated strategies are particularly relevant for *tahfidz*-based Islamic boarding schools, where educational

innovation must remain consistent with institutional values while responding to the demands of contemporary education.

Despite its contributions, this study has several limitations. The cross-sectional design restricts causal interpretation, while the sample was drawn exclusively from Islamic boarding schools with *tahfidz* programs in Bogor Regency, potentially limiting the generalizability of the findings to other educational contexts. Future studies are encouraged to employ longitudinal or mixed-method designs to examine how innovative work behaviour develops over time and to investigate additional mechanisms, such as organizational culture, psychological empowerment, innovation climate, or digital leadership, that may further explain teachers' innovative behaviour across different types of faith-based educational institutions.

CONCLUSION

This study confirms that teachers' innovative work behavior in *tahfidz*-based Islamic boarding schools is shaped by the interaction between individual capacity and organizational context. While self-efficacy contributes to teachers' confidence in innovation, transformational leadership emerges as the most influential factor in enabling and legitimizing innovative practices within structured and value-based institutions. Through inspirational motivation, intellectual stimulation, individualized consideration, and the articulation of a shared vision, transformational leaders create conditions that encourage teachers to move beyond routine instructional practices while maintaining alignment with the educational and religious values of the institution.

The study contributes to the refinement of Social Cognitive Theory, Transformational Leadership Theory, and Organizational Support Theory by providing empirical evidence that transformational leadership is the most influential predictor of teachers' innovative work behavior, surpassing the effects of self-efficacy and perceived organizational support. While Social Cognitive Theory emphasizes the importance of individual beliefs in shaping behavior, the findings suggest that teachers' innovative practices in religious educational institutions are more strongly driven by leadership processes that inspire a shared vision, foster trust, provide intellectual stimulation, and encourage continuous professional growth. Likewise, although Organizational Support Theory highlights the role of institutional support in enhancing positive work attitudes, the results indicate that organizational support alone is insufficient to stimulate sustainable innovation without effective transformational leadership. These findings extend the existing literature by demonstrating that leadership serves as the primary mechanism through which individual capabilities and organizational resources are translated into innovative

behavior within value-based educational organizations. Consequently, the study reinforces the contextual relevance of transformational leadership in Islamic educational institutions, where shared values, collective commitment, and moral influence shape teachers' professional engagement and innovation.

Despite its contributions, this study has several limitations that should be acknowledged. *First*, the cross-sectional design captures participants' perceptions at a single point in time, limiting the ability to examine causal relationships and the dynamic evolution of the investigated constructs. Future studies should adopt longitudinal research designs to explore how these relationships develop and change over time. *Second*, the study was conducted within a specific geographic and institutional context, which may limit the generalizability of the findings to other Islamic educational settings with different socio-cultural and organizational characteristics. Expanding the research to diverse regions, educational levels, and institutional types would enhance the external validity of the findings. Furthermore, future research is encouraged to employ Structural Equation Modeling (SEM) to simultaneously examine direct, indirect, and mediating relationships among the variables, thereby providing a more comprehensive understanding of the underlying mechanisms that shape organizational and educational outcomes in Islamic educational institutions.

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