High Performance Work System (HPWS) and Teacher's Innovative Work Behavior: The Role of Proactive Behavior

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ABSTRACT

This study aims to determine the effect of the High-Performance Work System (HPWS) on the innovative work behavior of elementary school teachers with the role of the teacher's proactive behavior as mediation. There were 63 elementary school teachers in Pekaian District who worked for a minimum of 1 year as respondents in the study. Sampling was carried out using the convenience sampling method and analysis techniques using Structural Equation Modeling (SEM) with the help of the WarpPls 8.0 program. This study shows the results that the High-Performance Work System (HPWS) has a positive but not significant effect on the innovative work behavior of elementary school teachers in Pekaian District, while the High-Performance Work System (HPWS) has a positive and significant effect on teacher proactive behavior, and teacher proactive behavior has a positive effect and significant to the teacher's innovative work behavior. The role of the teacher's proactive behavior is able to mediate part of the relationship between the High-Performance Work System (HPWS) and the innovative work behavior of elementary school teachers in Pekaian District. The managerial implication of this research is that school principals must be able to motivate teachers to increase their proactive behavior and to improve the High-Performance Work System (HPWS) of the schools they lead so that they can increase teachers' innovative work behavior

Introduction

Innovative work behavior is a set of individual actions that lead to idea generating, idea promoting, and idea implementation (Bruce, 1994). The innovation process cannot be separated from the role of individual resources; the more knowledge, which consists of competencies, experience and skills acquired by individuals, the more effective their work activities (Jones, 2012). De Jong and Cave Hartog (2010) define innovative work behavior as the behavior of an employee in this case a teacher in creating, processing and implementing new ideas, including products, technology, procedures and workflows, which aim to increase the effectiveness of teacher work.

Human resource management is a very important issue to be explored, because the success or failure of educational institutions is heavily influenced by the management factors of educational institutions. Good management is essential for all existing resources to function and give maximum influence in achieving the goals of an educational organization. In other words, the importance of effective management is very significant for the success of students and students in all types and levels of educational institutions. (Syafaruddin, et al. 2011).

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Besides that, management is also to achieve a goal through the activities of other people, meaning that the goal can be achieved if it is carried out by one or more people. In human resource management, employees are the main wealth of the organization, so they must be properly maintained. The factor of concern in human resource management is the people themselves. (Veithzal Rivai & Ella Jauvani Sagala, 2011).

At present it is very well realized that human resources are the most important organizational problem, because by causing other resources in the organization to function/execute. Likewise, with educational institutions with good management, an educational institution will be able to develop optimally as expected.

High performance standards as a result of the implementation of the High-Performance Work System (HPWS) give rise to working conditions that emphasize employees to be more innovative and proactive in terms of career competition among employees, Crant (2000). This indicates that there is a close link between the high-performance system (HPWS) and the proactive behavior of teachers.

Proactive Behavior "The point is to take control to make things happen, not to see things happen". It refers to employee behavior that is self-directed, change-oriented, and future-oriented. A number of studies are currently underway that analyze the impact of individual characteristics, such as intrinsic motivation, goals, or years of service in organizations, on proactivity.

However, several studies have analyzed the role of organizational contextual variables as factors that contribute to active employee behavior. We focus on HR practice as a relevant contextual variable that can influence active behavior. These practices contribute to the delineation of roles in organizations, the establishment of patterns of interaction between managers and employees, and the creation and maintenance of individual behavior and employee competencies.

Most researchers have observed the importance of personality factors in the formation of innovative work behavior. Seibert (2001) states that individuals who have a proactive personality have a strong tendency to seek information and opportunities in their work environment which have an impact on work creativity. In addition, Kim et al., (2010) in his research stated that "employees who have a high proactive personality have a tendency to update the skills and knowledge needed in work compared to employees with passive personalities". The results of this study indicate the effect of proactive personality on innovative behavior.

From the results of these studies it is known that employee proactive behavior contributes positively to individual results, such as employee creativity, task performance and initiative. It is also beneficial for organizational innovation and success, because such proactive behavior encourages individuals to study their work environment as a whole and helps them anticipate potential problems that may occur within the organization. The benefits of this proactive behavior are an important issue in today's world of work. There is now a body of research analyzing the influence of individual characteristics such as intrinsic motivation, goal orientation or

organizational ownership on proactive behavior. However, several studies have analyzed the role of employee proactive behavior. One of them is Johns (2006) conducted research with results that reveal how situational opportunities and barriers for organizations to play a key role in regulating employee behavior are relevant. The expected teacher behavior is proactive behavior. In this study, one of the relevant ways is to change the human resource management system, one of which is with a high-performance system (HPWS).

Betlran Martin (2017) conducted research on the relationship between High Performance Work Systems (HPWS) and employee proactive behavior. The results of his research show that there is a significant relationship between High Performance Work Systems (HPWS) and employee proactive behavior with self-efficacy mediating the HPWS relationship and employee proactive behavior.

Considering that human resources are an important element in an organization to achieve maximum organizational performance, the implementation of an HR management system must be appropriate. One of the HR management systems is the High-Performance Work System which applies high standards in the selection of HR. Besides that, another research motivation is to complement previous research which is still rarely done and the results are not consistent. This is what motivated researchers to conduct research to analyze whether a high-performance human resource management system (HPWS) is relevant to elicit teacher proactive behavior.

Theoretical support

Role Breadth Self-efficacy

Role breadth efficacy (RBSE) is considered one of the proactive motivational states relevant for understanding the emergence of proactive behavior. Referring to employees' judgments about their ability to perform their roles (Parker 2000), RBSE presents an important factor in bringing about change in the workplace (Parker 1998; Parker et al. 2006). Since Learning Goal Orientation (LGO) represents an individual mindset and dedication to developing one's competency (Dweck 2000) and ultimately self-efficacy (VandeWalle 2001), we argue that RBSE will mediate the relationship between LGO and responsible employee behavior.

As a doable motivational state, the RBSE represents a relevant factor in analyzing proactive behavior. Typically, the RBSE assesses individual persistence and willingness to engage in discretionary behavior (Parker 1998) and is considered critical to employees' belief that they can overcome challenges at work (Hwang et al. 2015; Martin et al. 2013; Strauss et al. al. 2009). According to the proactive motivational model, individual and contextual factors can shape employees' RBSE which, in turn, influence proactive behavior such as taking over (Belschak and Hartog 2010; Grant et al. 2009).

The state of proactive motivation is considered as an important determinant in taking over. Drawing on the work of Bandura, Parker (1998) defines RBSE as an employee's perception of their ability to proactively undertake a broader range of tasks that fall outside their role description. Therefore, the RBSE provides employees with the confidence they need to tackle the challenges associated with engaging in a proactive workplace.

Creative Self-efficacy

Creative Self-efficacy is a derivative of the concept of self-efficacy theory. Self-efficacy stems from research and social cognitive theory (Bandura, 1997). Self-efficacy refers to one's belief in one's ability to perform a task in a particular context (Luthans, 2006). Creative Self-efficacy is defined as the level of individual belief about their ability to produce creative results (Tierney and Farmer, 2002). Based on the theory of self-efficacy from Bandura (1996) self-efficacy is a person's assessment of his ability to arrange the actions needed to complete the specific tasks at hand. The concept of creative self-efficacy has been derived from the notion of beliefs about one's capacity for essential knowledge, skills and abilities necessary for creative performance (Bandura, 1997).

One of the reflections of the high Creative Self-efficacy of individuals is when a person has internal beliefs that he believes can appear with superior creativity, (Tierney and Farmer 2011). Some researchers have also stated that when employees are occupied with creative activities, a person's high self-efficacy can help them find solutions in solving problems (Mittal and Dhar, 2015).

High Performa Work System

Human resource management is a series of several words that contain a single understanding. The series of words can be separated into two groups consisting of the word's "management" and "human resources". Management is a process, in the sense that activities in management include several stages of activities in a chain that are carried out continuously in order to achieve the goals that have been set (Nurahmi Hayani, 2014). Meanwhile, human resources are simply personnel, employees or teachers who work within the organization. So, if the two words are strung together, it can be concluded that human resource management is the ability to humanely utilize and empower other people, so that they are integrated with other resources, in creating a healthy and good organization and being able to develop its existence according to changing environmental conditions.

High Performance Work System (HPWS) is defined as an internally consistent and coherent human resources (HR) practice designed to increase employee competency, motivation, and commitment (Aryee et al., 2012). Colakoglu et al. (2006) define HPWS as a combined HR activity such as staffing, performance management, and retention of intellectual capital. Takeuchi et al. (2009) argue that HPWS is an HR management practice designed to improve employee and company performance outcomes, through increasing employee competition, motivation, and attitudes. HPWS is an HR practice system design to improve employee skills, commitment, and performance (Boxall and Macky, 2007). Chang and Chen (2011) state that HPWS refers to human resource (HR) practices including strict and selective staffing, extensive training and development, incentive compensation, and achievement-based performance appraisal, which are designed to improve employee competency, motivation, opportunities to contribute and improve the performance of employees and the organization.

Proactive behavior refers to self-initiated and future-oriented actions aimed at changing and improving the situation or oneself (Parker et al., 2006, 2010). This implies taking initiative at work to challenge the status quo rather than adapting to conditions (Crant, 2000: 436). Proactive behavior can be enhanced through organizational contexts, and in particular through HR practices (Johns, 2006; Parker et al., 2010). The HPWS consists of:

a set of interconnected HR practices proposed to promote abilities, motivation, and opportunities to engage in behavior consistent with organizational goals (Jiang et al., 2012a). Previous research has proposed a relationship between HPWS and proactive behavior based on different theoretical perspectives. Some of these studies describe the relationship between HPWS proactive behavior in terms of image defense and improvement motives (Leary and Kowalski, 1990); other studies have used the norm of reciprocity to explain why employees who feel organizational support feel obligated to reciprocate by being proactive (Blau, 1964; Eisenberger et al., 1986); Other studies have based their explanations on employee uncertainty at reduced motivation (Elliot and Devine, 1994). Finally, a broad perspective for analyzing the complex relationship between HPWS and proactive behavior is ability, motivation and opportunity to model participation (Bailey et al., 2001; Subramony, 2009; Gardner et al., 2011). We make use of the comprehensiveness of this framework to explain how HPWS practices aim to increase employee motivation, abilities and opportunities for achievement to increase employee proactive behavior.

HPWS are designed to ensure that employees have a superior range of knowledge, skills and abilities (KSA), both by directly fostering employee human capital (for example through recruiting and training), and by helping to attract capable employees (for example, by promoting practices such as compensation competitive) (Way, 2002; Snape and Redman, 2010). Proactive behavior depends on employees' cognitive ability; in other words, these behaviors can be developed better if employees are good at their jobs, and are able to learn quickly (Frese and Fay, 2001). When HPWS contribute to developing KSA, employees assume: that they can actually do something to improve work and effectiveness, thereby increasing their likelihood of engaging in proactive behavior (Frese and Fay, 2001).

Teacher concept

Social competence is the teacher's ability to adapt to the demands of work in the surrounding environment when carrying out his duties as a teacher. The role that teachers play in society is different from other professions. Therefore, the attention that the community pays to teachers is also different and there are specificities, especially the demand to be a pioneer of development in the area where the teacher lives. Some of the social competencies that teachers need to have include; skilled at communicating, being sympathetic, able to work with the Education Board/School Committee, good at getting along with colleagues and educational partners, and understanding the world around them (environment).

Professional teachers should be able to assume and carry out their responsibilities as teachers to their students, parents, community, nation, state and religion. Independent personal responsibility who is able to understand himself, manage himself, control himself, and respect and develop himself. Social responsibility is realized through the teacher's competence in understanding himself as an inseparable part of the social environment and having the ability to interact socially. (education teacher..co.id, 2022).

Innovative or Creativity Work Behavior

According to Messman and Mulder (2014) innovative work behavior refers to a series of complex actions intended to generate, promote and realize new ideas within the organization. De Jong and Den Hartog (2008) define innovative work behavior as

individual behavior that aims to achieve initiation and intentional recognition of new ideas, processes, products and procedures including their implementation. In the next study, De Jong and Den Hartog (2010) said that "the higher the innovative work behavior raised by individuals at work, the more innovations produced by an organization".

According to De Jong and Den Hartog (2010) innovative work behavior does not only generate new ideas but also involves the process of implementing these ideas, especially in work settings.

Proactive Behavior

According to Covey (2001), proactive behavior is taking initiative and being able to control one's own life and make choices according to values, thinking before reacting, realizing that one cannot control everything that happens. Being proactive is not just taking the initiative. Being proactive means being responsible for one's own behavior (in the past, in the present, and in the future), and making choices based on principles and values, not based on moods and circumstances.

Proactive people are agents of change and choose not to be victims. Frese and Fay (2001) suggest that proactive behavior exists, when employees can set their own goals, can go beyond the assigned tasks and have a long-term focus on their work.
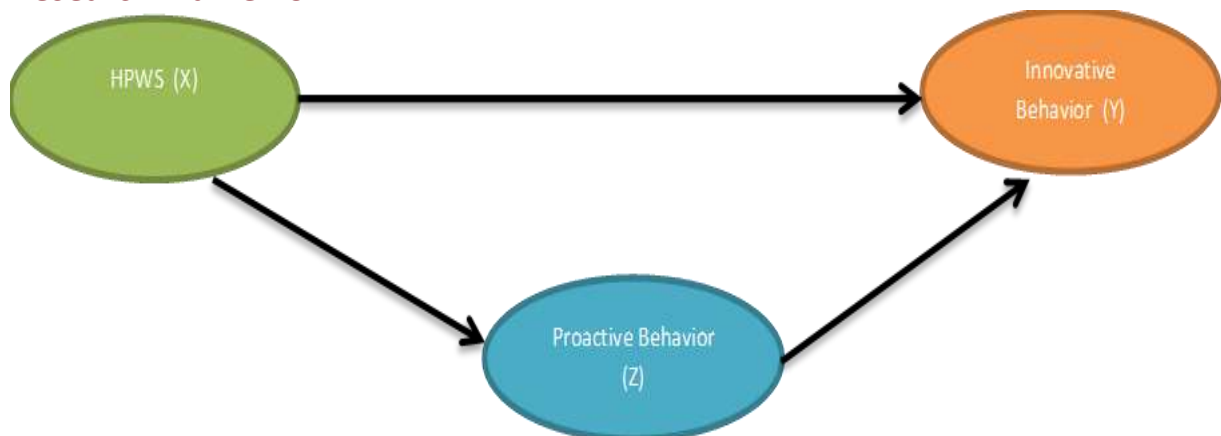
Research Framework

Figure 1. Research Framework.

Research method

Quantitative Method

In this quantitative study, the researcher creates a new problem by identifying it with a hypothesis, which serves as a temporary solution to the research problem formulation. According to Sugiyono (2014), quantitative research methods are research methods used to examine specific populations or samples. Sampling techniques are generally random, data collection uses research instruments, and data analysis is quantitative/statistical in nature with the goal of testing hypotheses that have been established.
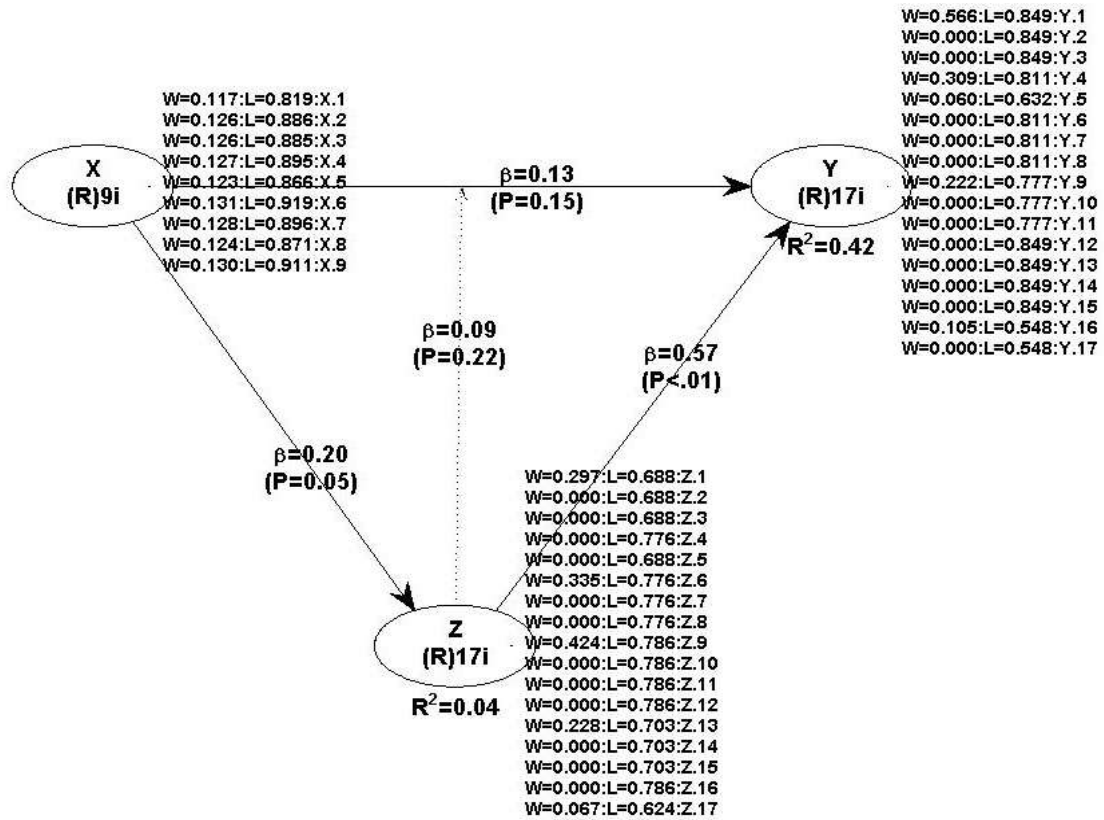
Results

Analisis SEM-PLS

W=0.117:L=0.819:X.1
W=0.126:L=0.886:X.2
W=0.126:L=0.885:X.3
W=0.127:L=0.895:X.4
W=0.123:L=0.866:X.5
W=0.131:L=0.919:X.6
W=0.128:L=0.896:X.7
W=0.124:L=0.871:X.8
W=0.130:L=0.911:X.9

W=0.566:L=0.849:Y.1
W=0.000:L=0.849:Y.2
W=0.000:L=0.849:Y.3
W=0.309:L=0.811:Y.4
W=0.060:L=0.632:Y.5
W=0.000:L=0.811:Y.6
W=0.000:L=0.811:Y.7
W=0.000:L=0.811:Y.8
W=0.222:L=0.777:Y.9
W=0.000:L=0.777:Y.10
W=0.000:L=0.777:Y.11
W=0.000:L=0.849:Y.12
W=0.000:L=0.849:Y.13
W=0.000:L=0.849:Y.14
W=0.000:L=0.849:Y.15
W=0.105:L=0.548:Y.16
W=0.000:L=0.548:Y.17

X (R)9i
Y (R)17i
Z (R)17i

$\beta=0.13$ (P=0.15)
$\beta=0.09$ (P=0.22)
$\beta=0.57$ (P<.01)
$\beta=0.20$ (P=0.05)

$R^2=0.42$
$R^2=0.04$

W=0.297:L=0.688:Z.1
W=0.000:L=0.688:Z.2
W=0.000:L=0.688:Z.3
W=0.000:L=0.776:Z.4
W=0.000:L=0.688:Z.5
W=0.335:L=0.776:Z.6
W=0.000:L=0.776:Z.7
W=0.000:L=0.776:Z.8
W=0.424:L=0.786:Z.9
W=0.000:L=0.786:Z.10
W=0.000:L=0.786:Z.11
W=0.000:L=0.786:Z.12
W=0.228:L=0.703:Z.13
W=0.000:L=0.703:Z.14
W=0.000:L=0.703:Z.15
W=0.000:L=0.786:Z.16
W=0.067:L=0.624:Z.17

Figure 2. Path Chart.

Significance Test Results

Table 1. Significance Test Results

Hypothesis	T Statistics (|O/STDEV|)	P Values	Note:
High Performance Work System (HPWS) => Teacher's Innovative Work Behavior	0,128	0,147	Rejected
High Performance Work System (HPWS) => Proactive Behavior Role	0,198	0,049	(positive but not significant
Role of Proactive Behavior => Teacher Innovative Work Behavior	<0,05		Accepted (positive and significant)
High Performance Work System (HPWS) => Teacher's Innovative Work Behavior is mediated by the Role of Proactive Behavior	0.573	< 0,001	Accepted (positive and significant)

Notes. Data Olahan, 2023

The Path Coefficients value between the High-Performance Work System (HPWS) variable and the Teacher Innovative Work Behavior variable is 0.128 with a probability of 0.147 or p > 0.05. This means that the High-Performance Work System (HPWS) variable has a positive but not significant effect on the Teacher Innovative Work Behavior variable for elementary school teachers in Pekaian District. Thus, the hypothesis stating that the

High-Performance Work System (HPWS) has a positive and significant effect on Teachers' Innovative Work Behavior is not proven.

The Path Coefficients value between the High-Performance Work System (HPWS) variable and the Proactive Behavior Role variable is 0.198 with a probability of 0.049 or p <0.05. This means that the High-Performance Work System (HPWS) variable has a positive and significant effect on the Proactive Behavior Role variable for elementary school teachers in Pekaian District. Thus, the hypothesis which states that the High-Performance Work System (HPWS) has a positive and significant effect on the Role of Proactive Behavior is proven.

The Path Coefficients value between the Proactive Behavior Role variable and the Teacher Innovative Work Behavior variable is 0.573 with a probability of <0.001 or p <0.05. This means that the Proactive Behavior Role variable has a positive and significant effect on the Teacher Innovative Work Behavior variable for elementary school teachers in Pekaian District. Thus, the hypothesis which states that the Role of Proactive Behavior has a positive and significant effect on Teachers' Innovative Work Behavior is proven.

The Path Coefficients Value of the Effect of High-Performance Work System (HPWS) on Innovative Work Behavior of Teachers mediated by the Role of Proactive Behavior is 0.093 with a probability of 0.224 or p > 0.05. This means that the effect of the High-Performance Work System (HPWS) on Teachers' Innovative Work Behavior is mediated by the Role of Proactive Behavior which has a positive but not significant effect on elementary school teachers in Pekaian District. Thus, the hypothesis which states that the Effect of High-Performance Work System (HPWS) on Teachers' Innovative Work Behavior mediated by the Role of Proactive Behavior has a positive and significant effect on Teachers' Innovative Work Behavior is not proven.

Discussions

The Effect of High-Performance Work System (HPWS) on Teachers' Innovative Work Behavior

The results of hypothesis testing show that the High Performance Work System (HPWS) has a positive and insignificant effect on Teachers' Innovative Work Behavior. This means that the High Performance Work System (HPWS) has no real impact on Teachers' Innovative Work Behavior. So the hypothesis which states that the High Performance Work System (HPWS) has a significant effect on Teachers' Innovative Work Behavior is not proven.

The results of this study indicate that even though the High Performance Work System (HPWS) is well received by elementary school teachers, such as the presence of school principals who are more intensive (strict) in the teacher selection process for a position; increase the average number of hours of training teachers receive each year; improve the performance evaluation process to always conduct job training and control performance; increasing the percentage of teachers in schools covered by performance appraisal systems; tighten the process of salary increases, promotions, and so on related to performance appraisal in elementary schools; prioritizing the percentage of payment of teachers' salaries in relation to individual performance results; increasing the number of teachers participating in quality improvement, providing input suggestions, and solving problems that occur in schools; use the meeting system to inform teachers about the school situation (strategy, results etc); and making efforts for teachers in elementary schools to always communicate

with teachers in other areas to be able to solve problems, but it turns out that this has no real impact on the behavior of SD teachers' innovative work.

In this case, whether or not the implementation of the High Performance Work System (HPWS) in elementary schools, elementary school teachers still have high teacher innovative work behavior in carrying out their duties. This happens because of the proactive role of elementary school teachers who are always looking for ways to get a better learning process; feel they can change the community they live in, or even change the world; not allowing others to start new ideas in a new project; wherever you are, always bring significant changes, always enjoy the challenges that occur to the ideas you have; it's nice to see his ideas implemented; always fixing something you don't like; no matter what the odds are, if you believe in something it will manifest; likes to be a champion for his or her ideas, even against the opposition of others; excels at identifying opportunities; always looking for better ways to do things; if you believe in an idea, no obstacle will prevent you from realizing it; likes to challenge the status quo; if you have a problem will deal with it directly; great at turning problems into opportunities; could spot a good opportunity long before anyone else could; and help in any way possible if you see someone in trouble. Teachers' Innovative Work Behavior is not only influenced by the High Performance Work System (HPWS), but also influenced by the role of proactive behavior.

The findings of this study are not in line with Heigine's theory that a company that assigns high performance to its employees will trigger employees to be more innovative at work so that it will make them more proactive. The findings of this study are also inconsistent with the results of Parker's research (2007) which shows that HPWS implementation and innovative task orientation have a positive relationship with employee proactive behavior. An employee who is continuously given training and job evaluations will be more open-minded, with broad insights they will be more innovative in their work and become more and more proactive in doing their jobs.

The Effect of High-Performance Work System (HPWS) on the Role of Teacher Proactive Behavior

The results of testing the hypothesis prove that the High Performance Work System (HPWS) has a positive and significant effect on the role of the teacher's proactive behavior. This means that the higher the intensity of implementing the High Performance Work System (HPWS) in elementary schools, the higher the role of proactive behavior of elementary school teachers in Pekaian District. Vice versa, the lower the intensity of implementing the High Performance Work System (HPWS) in elementary schools, the lower the role of proactive behavior of elementary school teachers in Pekaian District.

These results indicate that the High Performance Work System (HPWS), which is well perceived by elementary school teachers, is able to bring out the role of proactive behavior of elementary school teachers in the form of always looking for ways to get a better learning process; feel they can change the community they live in, or even change the world; not allowing others to start new ideas in a new project; wherever you are, always bring significant changes, always enjoy the challenges that occur to the ideas you have; it's nice to see his ideas implemented; always fixing something you don't like; no matter what the odds are, if you believe in something it will manifest; likes to be a champion for his or her ideas, even against the opposition of others; excels at identifying opportunities; always looking for better ways to do things; if you believe in an idea, no obstacle will prevent you from realizing it; likes to

challenge the status quo; if you have a problem will deal with it directly; great at turning problems into opportunities; could spot a good opportunity long before anyone else could; and helping in any way you can if you see someone in trouble, will be able to increase the role of the elementary school teacher's proactive behavior in Pekaian District.

The increased role of proactive behavior is indicated by the good assessment of elementary school teachers regarding the school's High Performance Work System (HPWS) which is capable of being more intensive (strict) in the teacher selection process for a position; increase the average number of hours of training teachers receive each year; improve the performance evaluation process to always conduct job training and control performance; increasing the percentage of teachers in schools covered by performance appraisal systems; tighten the process of salary increases, promotions, and so on related to performance appraisal in elementary schools; prioritizing the percentage of payment of teachers' salaries in relation to individual performance results; increasing the number of teachers participating in quality improvement, providing input suggestions, and solving problems that occur in schools; use the meeting system to inform teachers about the school situation (strategy, results etc); and strive for teachers in elementary schools to always communicate with teachers in other areas to be able to solve problems.

The role of elementary school teachers' proactive behavior can be increased by increasing the intensity of implementing the High Performance Work System (HPWS) in schools. The findings of this study are in line with Maden's opinion (2015) that different HPWS practices can have a concurrent effect on proactivity. In the case of Maden (2015) this shows the relevance of empowerment, competency development and fair HR reward practices to employee proactive behavior, and Arefin et al. (2015), who found that HPWS, overall, has a positive relationship with employee proactive behavior. Despite these results, more is needed to understand the work processes through which HPWS influences employee proactive behavior (Maden, 2015).

The Influence of the Teacher's Proactive Behavior Role on the Teacher's Innovative Performance Behavior

The results of hypothesis testing prove that the role of teacher proactive behavior has a positive and significant effect on teacher innovative performance behavior. This means that the higher the intensity of implementing the role of teacher proactive behavior, the higher the level of innovative performance behavior of elementary school teachers in Pekaian District. Vice versa, the lower the intensity of implementing the role of teacher proactive behavior, the lower the level of innovative performance behavior of elementary school teachers in Pekaian District. These results indicate that with the role of proactive behavior, elementary school teachers who behave are always looking for ways to get a better learning process; feel they can change the community they live in, or even change the world; not allowing others to start new ideas in a new project; wherever you are, always bring significant changes, always enjoy the challenges that occur to the ideas you have; it's nice to see his ideas implemented; always fixing something you don't like; no matter what the odds are, if you believe in something it will manifest; likes to be a champion for his or her ideas, even against the opposition of others; excels at identifying opportunities; always looking for better ways to do things; if you believe in an idea, no obstacle will prevent you from realizing it; likes to challenge the status quo; if you have a problem will deal with it directly; great at turning problems into opportunities; could spot a good opportunity long before anyone else could; and helping in any way possible

if you see someone in trouble, will foster innovative work behavior of elementary school teachers in carrying out their duties at school.

Increased innovative performance behavior of elementary school teachers is marked by increased work behavior that thinks creatively in the form of the teacher's ability to create something new and unique (originality), the teacher's ability to approach according to the level of student ability (flexibility), the teacher's ability to create many ideas, or answers when teaching (fluency), the teacher's ability to package learning so that it is more interesting (elaboration); being creative in the form of curiosity about various situations when teaching, imaginative in nature, namely the teacher associating material with everyday life or creating examples of questions or material that has not been done or has never been done, feeling challenged by pluralism where the teacher is encouraged to solve in a different way different, dare to take risks, namely the teacher has an attitude not to be afraid of being wrong about the answer or not to be afraid of being criticized, and the nature of the teacher to respect the abilities of his students.

Elementary school teachers' innovative work behavior can be improved by increasing the intensity of implementing elementary school teachers' proactive behavior in carrying out their duties.

The findings of this study are in line with the results of the research of Mingjun Li et al., (2016) in his research which found that the influence of proactive behavior has a positive effect on innovative work behavior. When a person has persistent traits and characteristics, never gives up, has high initiative and always fights for the ideas that have been made, it can be said that the individual has implemented innovative work behavior in his work. On the other hand, if a person has passive behavior, it will be difficult to adapt in a work environment that requires a person to innovate at work (Kim et al., 2010). The theoretical research supports that the role of proactive behavior has a significant effect on innovative work behavior of employees.

The Mediation Role of the Role of Proactive Behavior in the Relationship of High-Performance Work Systems (HPWS) with Teachers' Innovative Work Behavior

Based on testing the mediating variables, it appears that the role variable of proactive behavior partially mediates the relationship between High Performance Work Structures (HPWS) and Teachers' Innovative Work Behavior. The test results show that in order to increase the innovative work behavior of elementary school teachers in Pekaian District, the determining factor is not only the expansion of the implementation of the High Achievement Work System (HPWS) in schools, but also the strengthening of the role of proactive behavior. Thus, in addition to implementing the High Performance Framework (HPWS) in schools playing a role in increasing the innovative work behavior of elementary school teachers in Pekaian District, the role of the teacher's proactive behavior in carrying out their duties also influences the innovative behavior of elementary school teachers in Pekaian District.

Conclusion

Based on the discussion in the previous chapter, it can be concluded several things as follows:

1) High Performance Work System (HPWS) has no significant positive effect on Teachers' Innovative Work Behavior. This means that the High-Performance Work System (HPWS) has no meaning for the Teacher's Innovative Work Behavior. In this case, whether the implementation of the High-Performance Work System (HPWS) for elementary school teachers is good or not, they still display Innovative Work Behavior

behaviors in carrying out their duties, so that the High-Performance Work System (HPWS) indicators are not significant for Elementary School Teachers' Innovative Work Behavior.

2) High Performance Work System (HPWS) has a significant positive effect on the Role of Proactive Behavior. So, it can be stated that the higher the intensity of implementing the High-Performance Work System (HPWS) for elementary school teachers, the higher the level of Proactive Behavior Role of elementary school teachers in Pekaian District. And vice versa, the lower the intensity of implementing the High-Performance Work System (HPWS) for elementary school teachers, the lower the level of Proactive Behavior Role for elementary school teachers in Pekaian District.

3) The role of Proactive Behavior has a significant positive effect on Elementary Teachers' Innovative Work Behavior. So, it can be stated that the higher the intensity of the Role of Proactive Behavior of elementary school teachers, the higher the level of Innovative Work Behavior of Elementary School teachers in Pekaian District. And vice versa, the lower the intensity of the Role of Proactive Behavior of elementary school teachers, the lower the level of Innovative Work Behavior of Elementary School teachers in Pekaian District.

4) The role of the SD teacher's proactive behavior is able to partially mediate the relationship between the High-Performance Work System (HPWS) and the SD teacher's innovative work behavior in Pekaian District. So, in addition to the role of the implementation of the High-Performance Framework (HPWS) in schools in increasing the innovative work behavior of elementary school teachers in Pekaian District, the role of the teacher's proactive behavior in carrying out their duties also influences the innovative behavior of elementary school teachers in Pekaian District.

Acknowledgement

Disclosure statement

No potential conflict of interest was reported by the authors.

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