

Mechanisms for Empowering Teacher Innovation in the Development of Learning Practices: An Islamic Education Perspective

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Abstract

This study aims to formulate a conceptual mechanism for empowering teacher innovation in the development of learning practices from the perspective of Islamic education. The study employs a qualitative approach with a literature review design to synthesize knowledge on teacher innovation, educational management, and Islamic educational thought. Relevant literature was systematically collected from trusted academic databases using keywords related to teacher innovation, human resource management in education, and Islamic education. Data were analyzed through content analysis to identify recurring themes and construct an integrative conceptual framework, while the validity of the findings was strengthened through source triangulation by comparing evidence from multiple independent references. The findings reveal that teacher innovation empowerment is developed through five interconnected mechanisms: (1) strengthening *niyyah* (spiritual intention) and professional commitment; (2) enhancing pedagogical competence and reflective learning practices; (3) fostering collaborative knowledge sharing based on the principles of *shūrā* and *ta'āwun*; (4) reinforcing institutional support through transformational leadership and an innovation-oriented school culture; and (5) implementing continuous evaluation guided by the principles of *iḥsān* and *muḥāsabah*. These mechanisms position teacher innovation as a holistic process that integrates spiritual values, ethical responsibility, professional competence, and organizational support in improving learning practices. The novelty of this study lies in the development of an Islamic education-based framework for teacher innovation empowerment that systematically integrates spiritual, pedagogical, social, managerial, and institutional dimensions into a comprehensive conceptual model, thereby offering a distinctive alternative to the predominantly secular paradigms of educational innovation.

Keywords: Teacher Innovation, Professional Autonomy, Initiative Funding

Abstrak

Penelitian ini bertujuan untuk merumuskan mekanisme konseptual pemberdayaan inovasi guru dalam pengembangan praktik pembelajaran berdasarkan perspektif pendidikan Islam. Penelitian ini menggunakan pendekatan kualitatif dengan desain literature review untuk mensintesis pengetahuan mengenai inovasi guru, manajemen pendidikan, dan pemikiran pendidikan Islam. Literatur yang relevan dikumpulkan secara sistematis dari berbagai basis data akademik terpercaya menggunakan kata kunci yang berkaitan dengan inovasi guru, manajemen sumber daya manusia di bidang pendidikan, dan pendidikan Islam. Data dianalisis menggunakan teknik content analysis untuk mengidentifikasi tema-tema utama dan membangun kerangka konseptual yang integratif, sedangkan validitas temuan diperkuat melalui triangulasi sumber dengan membandingkan bukti dari berbagai referensi independen. Hasil penelitian menunjukkan bahwa pemberdayaan inovasi guru dibangun melalui lima mekanisme yang saling berkaitan, yaitu: (1) penguatan niyyah (niat) dan komitmen profesional; (2) peningkatan kompetensi pedagogik serta praktik pembelajaran reflektif; (3) penguatan kolaborasi dan berbagi pengetahuan berdasarkan prinsip syūrā dan ta'āwun; (4) penguatan dukungan kelembagaan melalui kepemimpinan transformasional dan budaya sekolah yang berorientasi pada inovasi; serta (5) pelaksanaan evaluasi berkelanjutan yang berlandaskan prinsip iḥsān dan muḥāsabah. Kelima mekanisme tersebut menempatkan inovasi guru sebagai suatu proses holistik yang mengintegrasikan nilai-nilai spiritual, tanggung jawab etis, kompetensi profesional, dan dukungan organisasi dalam meningkatkan praktik pembelajaran. Kebaruan penelitian ini terletak pada pengembangan kerangka pemberdayaan inovasi guru berbasis pendidikan Islam yang secara sistematis mengintegrasikan dimensi spiritual, pedagogis, sosial, manajerial, dan kelembagaan ke dalam suatu model konseptual yang komprehensif, sehingga menawarkan alternatif terhadap paradigma inovasi pendidikan yang selama ini didominasi oleh pendekatan sekuler

Kata Kunci: Inovasi Guru, Otonomi Profesional, Dana Inisiatif

A. Introduction

Views on the teaching profession have undergone a fundamental shift in line with the complex demands of today's education. Teachers are no longer positioned solely as those who transfer knowledge from the curriculum to students. The public and policymakers are beginning to recognize that educational success is largely determined by teachers' ability to read classroom dynamics, adapt teaching approaches, and respond to diverse learning needs. The capacity to innovate differentiates teachers who merely perform tasks from those who are capable of bringing real change to the educational process. This innovation is not merely about the use of advanced technology, but rather the ability to find new, more effective ways to achieve learning goals. This aligns with the integration of digital literacy as a key pillar for improving the quality of modern education.¹Innovative teachers see every challenge in the classroom as an opportunity to develop a better approach. Implementing appropriate learning strategies, such as blended learning, has also been shown to hone students' critical thinking skills in the digital age.²They do not stick to

¹Khayru, Rafadi Khan, et al. "Digital literacy as a pillar of improving the quality of modern education." *Journal of Education, Research and Community Service* 4.2 (2024): 1-17.

² Darmawan, D., R. A. Zahid, and A. S. M. Fajar. "The Role of Blended Learning in Developing Students' Critical Thinking Skills in the Digital Age." *Indonesian Social Science Studies* 4.1 (2024): 71-86.

the methods they have been using if they are deemed less than optimal.³This effort is supported by the development of independent competencies and ongoing supervision to achieve educator professionalism.⁴An orientation toward continuous improvement is a distinctive characteristic that distinguishes teachers as agents of change. Adaptive education to current developments is only possible if educators possess a continuously honed, innovative spirit.

Managing the role of teachers as innovators faces structural challenges stemming from rigid school management systems. Many educational institutions implement standard procedures that leave little room for teachers to experiment with new learning methods.⁵In fact, successful principal leadership is crucial for determining strategies to improve the quality of education through support for innovation.⁶Overly detailed operational standards actually limit the professional freedom that every educator is entitled to. Teachers who want to try innovative approaches often have to navigate lengthy and tedious bureaucratic procedures. When new initiatives must be approved by multiple levels of management, the spirit of innovation can be stifled by cumbersome administrative processes. Schools that implement strict control systems tend to produce obedient teachers who lack creativity. Yet, in the ever-changing world of education, adequate leadership and autonomy are essential for developing learning practices that are responsive to the specific needs of their students. Teacher performance is strongly influenced by work motivation, competence, and maintained professionalism.⁷Creating a space for innovation is an absolute prerequisite for the growth of teachers as agents of change.

Providing teachers with space for innovation must be balanced with adequate resource support to realize these new ideas. Innovative ideas often require costs for equipment, materials, or additional training not covered by the school's regular budget.⁸Human capital development in knowledge-based organizations requires a continuous learning process.⁹Teachers with brilliant ideas but lacking funding will struggle to translate those ideas into practical implementation. Managing teacher initiative funds is crucial for fostering learning innovation. Furthermore, innovation in human resource management is crucial for enhancing organizational competitiveness

³ Fleming, Robert S. "Innovative Teaching/Learning Approaches." *Preparing for a Successful Faculty Career: Achieving Career Excellence as a Faculty Member*. Cham: Springer Nature Switzerland, 2024. 89-91. https://doi.org/10.1007/978-3-031-50161-6_20

⁴ Sinambela, Ella Anastasya, et al. "Development of self competence and supervision to achieve professionalism." *Journal of Islamic Economics Perspectives* 1.2 (2020): 33-42.

⁵ Moreira, A. dos S., et al. "Innovation in educational management: Challenges and opportunities." *Education: Theory, Methods, and Perspectives for Evolution* (2024). <https://doi.org/10.56238/sevned2024.024-014>

⁶ Ismaya, Bambang, et al. "Strategy for leadership: how principals of successful schools improve education quality." *Al-Tanzim: Journal of Islamic Educational Management* 7.1 (2023): 247-259.

⁷ Mardikaningsih, Rahayu, Ella Anastasya Sinambela, and Vatosoa Mendrika. "The role of work motivation, competency, and professionalism on teacher performance." *Economics, Finance, Investment and Sharia (EQUITY)* 4.1 (2022): 250-255.

⁸ Blackmore, Jill, and Joanne O'Mara. "Putting professional learning practice first in innovative learning environments." *Studies in continuing education* 44.2 (2022): 232-246.

⁹ Darmawan, Didit. "Human capital development in knowledge-based organization and continuous learning." *International Journal of Service Science, Management, Engineering, and Technology* 7.1 (2025): 1-6.

amidst globalization.¹⁰ A flexible and accessible funding scheme signals that the institution genuinely supports the professional development of educators. A dedicated budget allocation to fund teacher-proposed innovation projects demonstrates the school's commitment to quality improvement. A simple yet accountable funding application mechanism presents a challenge in designing an initiative funding system. Teachers who must go through a complex application process tend to be reluctant to propose new ideas for fear of getting bogged down in tedious administrative matters. The availability of readily accessible funding serves as a catalyst that accelerates the realization of innovation in the school environment.

An appropriate reward system is an important element in maintaining and expanding the innovative practices that teachers have implemented.¹¹ Effective change management through sustainable HR management practices has been shown to strengthen organizational commitment and innovative behavior.¹² Rewards don't always have to be material gifts, but can take the form of public recognition, opportunities for self-development, or greater autonomy. Teachers' self-efficacy in engaging in professional development also plays a vital role in the sustainability of innovation.¹³ Teachers who feel their work is appreciated will be more motivated to continue developing best practices. Conversely, innovations that don't receive a positive response from the institution will leave teachers feeling their efforts are insignificant. Fair and transparent rewards also encourage other teachers to try new things. This process also supports character education and the socio-emotional development of educators within a social environment.¹⁴ Reward systems need to be designed to encompass a wide range of innovations, not just those that produce spectacular products. Small innovations that significantly impact classroom learning also deserve equal recognition. Evaluation of innovation should consider the process involved, not just the visible end result. Consistently rewarding innovation creates a culture where innovation is seen as a valued value, contributing to the growth of multidisciplinary social competence.¹⁵

The mechanism for disseminating innovations among teachers serves as a bridge connecting individual good practices with the collective improvement of the institution. Innovations known only to one teacher will not have an optimal impact on the overall progress of the school. The process of disseminating knowledge about new methods or approaches needs to be systematically designed so that they can be

¹⁰Abdulah, Muhamad Hafiz Aidan Bin, Bayar Gardi, and Didit Darmawan. "Innovation in Human Resource Management to Enhance Organizational Competitiveness in the Era of Globalization." *Journal of Social Science Studies* 1.1 (2021): 51-58.

¹¹ Rotty, V. N. J., Sumual, T. E. M., & Lumapouw, H. R. "Developing a competitive reward system to attract qualified teachers." *International Journal of Social Service and Research*, 4.10 (2024): <https://doi.org/10.46799/ijssr.v4i10.1069>

¹² Mardikaningsih, Rahayu. "Change Management: The Contribution of Sustainable Human Resource Management to Organizational Commitment and Employee Innovative Behavior." *Simki Economic Journal* 7.2 (2024): 452-464.

¹³ Pramudya, Gitarani, and Rahayu Mardikaningsih, "Teacher Self-Efficacy and Engagement in Professional Development", *Journal of Social Science Studies*, Vol. 1, No. 1 (2021), h. 233-238.

¹⁴ Gani, Abdul. "Character Education and Children's Socio-Emotional Development in the Social Interaction Environment", *Indonesian Social Science Studies*, Vol. 5, No. 1 (2025), h. 103-116.

¹⁵ Hariani, Mila, Mirza Elmy Safira, and Sri Wahyuni. "Multidisciplinary education and the growth of social competence in children", *Journal of Social Science Studies*, Vol. 1, No. 2 (2021), h. 253-258.

adopted by other teachers. The use of social media plays a strategic role in the distribution and dissemination of educational publications in today's digital age.¹⁶Effective dissemination involves more than just occasional training sessions; it requires ongoing mechanisms that allow for the regular exchange of experiences. Professional learning communities provide a platform for teachers to share best practices and provide feedback to one another. Through a multidimensional approach, the application of modern learning theories can be more effective in improving the quality of collective learning.¹⁷Teachers who feel their innovations benefit their colleagues will experience higher professional satisfaction. Dissemination also allows for the adoption and refinement of innovations through feedback from teachers who are trying to implement the ideas. Schools with a culture of knowledge sharing will be quicker to adopt best practices than those that allow each teacher to work in isolation.

The main problem in managing teachers as agents of innovation lies in the absence of a system intentionally designed to identify, develop, and disseminate innovative practices from educators. Innovations born from teacher initiatives often occur by chance and are poorly documented. Schools lack a systematic mechanism to capture new ideas emerging from the ground up. Teachers who successfully develop innovative learning methods often lack channels to share their experiences with colleagues at the same school. As a result, this valuable knowledge remains solely within the purview of individuals and does not contribute to collective quality improvement. This highlights the importance of leadership capable of guiding quality improvement strategies in a structured manner.¹⁸The lack of proper documentation of innovation practices also causes schools to lose track of what has been done and what works. When innovative teachers move on or retire, their knowledge disappears, leaving no legacy for the next generation to benefit from. Systems that don't support sustainable innovation mean schools have to start from scratch every time there's a personnel change.

A further issue relates to the institutional perspective on resource investment in developing teacher innovation. Many schools still view allocating funds for teacher initiatives as a non-priority expense. It's easier to allocate funds to physical development with immediate results than to fund learning experiments with uncertain outcomes. This short-sighted view ignores the fact that investing in teacher innovation capacity yields substantial long-term returns. Therefore, knowledge-based organizations need to emphasize human capital development and continuous learning.¹⁹Schools that are unwilling to take the risks associated with innovation will be trapped in the same routine year after year. Teachers who repeatedly experience

¹⁶ Darmawan, Didit, and A. S. M. Fajar, "The Role of Social Media in the Distribution and Dissemination of Education Publications in the Digital Age", *Indonesian Social Science Studies*, Vol. 4, No. 2 (2024), h. 41-58.

¹⁷ Kurniawan, Yulius, and Didit Darmawan, "Multidimensional approach in applying the theories of behaviorism, cognitivism, constructivism, and humanism in modern education", *Journal of Education, Research, and Community Service*, Vol. 4, No. 1 (2024), h. 65-74.

¹⁸ Ismaya, Bambang, et al. "Strategy for leadership: how principals of successful schools improve education quality." *Al-Tanzim: Journal of Islamic Educational Management* 7.1 (2023): 247-259.

¹⁹ Darmawan, Didit. "Human capital development in knowledge-based organization and continuous learning." *International Journal of Service Science, Management, Engineering, and Technology* 7.1 (2025): 1-6.

rejection of their innovative proposals will stop trying and choose to carry out their duties conventionally. Yet the need for innovation is increasingly pressing, given the changing characteristics of students and the ever-evolving demands of the workplace. Innovation in human resource management is key to increasing competitiveness in the global era.²⁰ Schools that fail to foster teacher innovation will be left behind in preparing students for an uncertain future. The gap between the demands for change and the institutional capacity to support it presents a significant structural barrier.

The role of teachers as agents of change is a valuable asset that has not been systematically managed by educational institutions. Various innovative practices born from teacher initiatives often operate independently without adequate system support. The absence of a clear management framework leaves efforts to encourage teacher innovation unfocused and unsustainable. Implementing change management and organizational commitment is essential to stimulate this innovative behavior.²¹ This research is crucial in filling this gap by providing a conceptual framework that can serve as a reference for schools in managing teacher-led innovation. Its contribution to the development of educational management science is also crucial, given the limited literature comprehensively discussing the management of teachers as agents of innovation. Supporting teacher professionalism and competence is a key foundation for the success of this transformation.²² A better understanding of how institutions can support, value, and disseminate teacher innovation will have a significant impact on improving the overall quality of education.

This research aims to develop a conceptual framework for managing the role of teachers as agents of innovation, encompassing four main dimensions: providing space for innovation, managing initiative funds, rewarding good practices, and disseminating innovation mechanisms among teachers. The resulting framework is expected to serve as a guideline for educational institutions in creating an environment that supports the growth of learning innovation. Theoretically, this research enriches the body of knowledge in human resource management in education by linking the concept of innovation with the practice of managing teaching staff. Its practical contribution is a guide for school administrators in designing systems that facilitate teachers' continued development as agents of change.

B. Theoretical Framework

Managing teachers as agents of innovation requires a foundation of adaptive human resource management. In knowledge-based organizations, teacher competency is categorized as strategic human capital, requiring continuous learning to stay relevant to current developments. This innovative capacity in educators does not emerge naturally but is highly dependent on a work environment that provides full autonomy in determining learning methods and a sense of security in conducting

²⁰Abdulah, Muhamad Hafiz Aidan Bin, Bayar Gardi, and Didit Darmawan. "Innovation in Human Resource Management to Enhance Organizational Competitiveness in the Era of Globalization." *Journal of Social Science Studies* 1.1 (2021): 51-58.

²¹Mardikaningsih, Rahayu. "Change Management: The Contribution of Sustainable Human Resource Management to Organizational Commitment and Employee Innovative Behavior." *Simki Economic Journal* 7.2 (2024): 452-464.

²²Sinambela, Ella Anastasya, et al. "Development of self competence and supervision to achieve professionalism." *Journal of Islamic Economics Perspectives* 1.2 (2020): 33-42.

educational experiments.²³The success of a school's transformation from a rigid system to an innovative organization is determined by the visionary leadership of the principal. School leaders play a strategic role in designing policies that facilitate teachers' transition from simply implementing the curriculum to becoming agents of change responsive to students' needs. Structural integration of change management is essential, where organizational commitment is aligned with work efficiency through fair and transparent incentives.²⁴

Teacher self-efficacy also plays a vital role in the sustainability of innovative practices. When teachers receive adequate support, resources, and recognition for their work, innovative behavior becomes more deeply embedded in the institution's work culture.²⁵An adaptive school culture then transforms individual knowledge into collective strength. Structured knowledge-sharing mechanisms ensure that best practices discovered by a teacher are not lost but can be adopted and developed by other educators within the institution. By integrating human resource management and organizational behavior theories, managing teachers as innovators will create a resilient, independent educational ecosystem capable of addressing future educational challenges.

C. Method

This research uses a qualitative approach with a literature review design aimed at synthesizing knowledge on teacher management as agents of innovation. This design was chosen based on the characteristics of the topic, which requires the collection and integration of findings from a variety of available written sources. As explained in Barry et al., the knowledge synthesis approach in literature review allows researchers to identify emerging patterns from diverse sources.²⁶The procedures applied in this study follow the principles put forward by Snyder regarding the importance of designing literature studies that are able to provide substantial contributions through critical and systematic analysis.²⁷Khasanah et al. emphasized that in research related to organizational management, understanding the internal dynamics of the organization is a foundation that cannot be ignored.²⁸Darmawan also reminded that the approach in management studies must consider the complexity of individual behavior in organizations.²⁹Matos et al.

²³ A. dos S. Moreira dkk., "Innovation in educational management: Challenges and opportunities," *Education: Theory, Methods, and Perspectives for Evolution* (2024), <https://doi.org/10.56238/sevned2024.024-014>.

²⁴ Rahayu Mardikaningsih, "Change Management: The Contribution of Sustainable Human Resource Management to Organizational Commitment and Employee Innovative Behavior," *Simki Economic Journal* 7, no. 2 (2024): 452-464.

²⁵ Gitarani Pramudya and Rahayu Mardikaningsih, "Teacher Self-Efficacy and Engagement in Professional Development," *Journal of Social Science Studies* 1, no. 1 (2021): 233-238.

²⁶ Barry, Erin S., Jerusalem Merkebu, and Lara Varpio. "State-of-the-art literature review methodology: A six-step approach for knowledge synthesis." *Perspectives on Medical Education* 11.5 (2022): 281-288.

²⁷ Snyder, Hannah. "Designing the literature review for a strong contribution." *Journal of Decision Systems* 33.4 (2024): 551-558.

²⁸ Khasanah, Hikmahtul, Setya Arum, and D. Darmawan. "Introduction to Business Management." (2010). Jakarta: Spektrum Nusa Press.

²⁹ Darmawan, Didit. "Principles of organizational behavior." Surabaya: Pena Semesta - PT. JePe Press Media Utama. (2013).

emphasize the importance of paying attention to the characteristics of the educational field in each stage of research.³⁰

Data analysis in this study was conducted using content analysis techniques, which allowed researchers to identify key themes emerging from the various sources studied. Patel and Patel explain that the success of qualitative research is largely determined by the researcher's ability to interpret the collected material richly.³¹ The rapid literature review approach as described by Smela et al. was implemented to maintain efficiency without sacrificing thoroughness in the literature search process.³² The validity of the findings was ensured through source triangulation, ensuring that each key concept was supported by at least three independent references. The synthesis process involved comparing findings from various sources to find consistent patterns and identify areas requiring further development.³³ This approach allows the research to produce a conceptual framework that is not only comprehensive but also academically sound. A literature search was conducted using trusted academic databases using keywords relevant to the topics of teacher innovation and human resource management in education.

D. Result and Discussion

Creating space for teacher innovation begins with the development of policies that explicitly grant professional autonomy to educators. These policies must ensure that teachers have the authority to adapt learning methods to the characteristics of the students they encounter. This effort aligns with the importance of educational innovation in strengthening teacher professionalism in schools.³⁴ Space for innovation will be meaningless if teachers still have to seek approval for every minor change in teaching practice. Granted autonomy must be accompanied by trust that teachers possess the competence to make sound professional decisions. This professionalism also thrives when supported by subjective norms and a conducive work environment.³⁵ Schools need to shift the paradigm of supervision from strict control over every teacher's actions to evaluation of results. Trusted teachers will feel valued as professionals and be motivated to continuously improve the quality of their work.³⁶ Fundamentally, improving students' abilities really depends on the extent to

³⁰ Matos, João Filipe, et al. "Teaching and learning research methodologies in education: A systematic literature review." *Education Sciences* 13.2 (2023): 173.

³¹ Patel, Mimansha, and Nitin Patel. "Exploring research methodology." *International Journal of Research and Review* 6.3 (2019): 48-55.

³² Smela, Beata, et al. "Rapid literature review: definition and methodology." *Journal of market access & health policy* 11.1 (2023): 2241234.

³³ Kipkemboi, J. "Synthesis and conclusions." (2026): 145–158. <https://doi.org/10.1201/9781003759690-8>

³⁴ Sinambela, Ella Anastasya, Rahayu Mardikaningsih, and Didit Darmawan. *Educational Innovation and Teacher Professionalism*, IntiPresindo Library, Bandung. (2014).

³⁵ Novrianda, D., T. Agustin, and D. Darmawan, "The Contribution of Subjective Norms and Work Environment to Developing Professionalism", *Journal of Economics, Business and Management*, Vol. 2, No. 1 (2012), h. 47-58.

³⁶ Parsinem, Parsinem. "Increasing Teacher Competency in Learning Innovation through Coaching-Based Learning Communities." *Tut Wuri Handayani Scientific Journal of Education* 14.1 (2024): 80-94. <https://doi.org/10.30738/twh.v14i1.20413>

which teachers hone their competence and professionalism.³⁷The boundaries of autonomy need to be clearly defined so that teachers understand the scope available. Autonomy without clear boundaries can lead to confusion or even abuse. Schools that successfully create space for innovation are those that balance professional freedom with accountability for results.

The organizational structure of a school also influences the extent to which teachers can develop and implement innovative ideas.³⁸Hierarchical and rigid structures tend to slow down decision-making processes related to innovation. This situation requires effective leadership to build stronger organizational commitment.³⁹Every new idea must pass through a grueling process of approval. By the time approval is obtained, teachers' initial enthusiasm for innovation may have faded. A flatter structure with clear authority allows teachers to take initiative more quickly. Teachers' professional attitudes are also influenced by their social maturity and ability to cope with work pressures.⁴⁰Schools can establish dedicated teams or units to handle innovation development with adequate authority. An organizational structure that supports innovation also includes horizontal coordination mechanisms between teachers from various subjects. Supportive factors such as these have been proven to increase overall organizational effectiveness.⁴¹Cross-disciplinary collaboration often yields richer innovations because it combines diverse perspectives.

Managing teacher initiative funds requires designing a funding scheme that is easily accessible while still maintaining the principle of accountability.⁴²Overly complex schemes will hinder teachers seeking to develop innovation. Funding application procedures should be designed to be as minimal as possible without compromising the need to ensure proper use of funds. Teachers submitting innovation proposals should be provided with clarity regarding the assessment criteria and the timeframe required for decisions. Streamlined educational management is key to ensuring administrative processes do not stifle educator creativity.⁴³A multi-stakeholder assessment committee can provide a more comprehensive assessment of innovation proposals. The assessment process should emphasize the innovation's potential impact on learning, rather than the sheer scale of the proposal. Adequate funding to support innovation demonstrates an

³⁷Putra, Arif Rachman, Didit Darmawan, and Rahayu Mardikaningsih. "Improving Student Abilities with Teacher Professionalism and Competence." *Indonesian Scientific Journal of Educational Management* 3.3 (2017): 139-150.

³⁸Pirau, Lucia. "Model of innovative culture of teachers." *Proceedings and Commentaries, Sciences of Education* 28.2 (2022): 107-113. <https://doi.org/10.36120/2587-3636.v28i2.107-113>

³⁹Ernawati, E et al., "Developing Organizational Commitment through Employee Professionalism and Effective Leadership", *Jesya (Journal of Economics and Sharia Economics)*, Vol. 3, No. 2 (2020), h. 520-528.

⁴⁰Putra, Arif Rachman, et al. "The Influence of Job Demands, Psychological Capital, and Social Maturity on Employee Professionalism." *Relations: Journal of Economics* 18.2 (2022): 157-172.

⁴¹Didit Darmawan, "Distribution of Six Major Factors Enhancing Organizational Effectiveness", *Journal of Distribution Science*, Vol. 22, No. 4 (2024), h. 47-58.

⁴²Putri, Dinda Febrianti, Sevia Diana Safitri, and Ahmad Abdullah Zawawi. "The Balancing Educational Finance through Power Equalizing Models." *Education and Sociedad Journal* 2.2 (2025): 88-97. <https://doi.org/10.61987/edsojou.v2i2.710>

⁴³Akmal, D. Kurniawan, D. Darmawan, and A. Wardani. "Educational management." *IntiPresindo Library, Bandung* (2015).

institution's commitment to teacher professional development. Schools should allocate a dedicated budget for teacher initiatives in their annual work plans and budgets. Transparent and regularly reported use of funds builds confidence that resources are being managed effectively.

Funding for teacher initiatives also needs to consider sustainability after the innovation project is completed. Innovations that only last as long as project funding is available will not have a long-term impact.⁴⁴In this process, the selection of appropriate teaching methods and educational media greatly influences students' interest in learning.⁴⁵Schools need to design mechanisms that allow proven successful innovations to be integrated into routine activities, funded through the operational budget. A phased approach can be implemented, with initiative funds used for the initial pilot and development phase. Beginning teachers, in particular, need adaptability and resilience as they enter the professional world. Once an innovation has proven effective, schools can allocate regular budgets to continue and expand its implementation. Teachers developing the innovation should also be involved in budget planning to ensure that long-term needs are properly identified. A sustainable funding scheme ensures that successful innovations will not die after the project ends. It also encourages teachers to propose innovations that are realistic and have the potential for long-term implementation.

A reward system for good practice needs to be designed taking into account various forms of appreciation that are meaningful to teachers.⁴⁶The combination of professionalism and work discipline is a determining factor in improving teacher performance.⁴⁷Furthermore, financial rewards such as bonuses or incentives can be effective motivators, but they are not the only important forms of appreciation. Public recognition through awards at school events or regular ceremonies provides significant social recognition. Opportunities to present innovations at scientific forums or professional meetings give teachers recognition from the broader community. Providing self-development opportunities such as advanced training or study tours is also a valuable form of recognition. Innovative teachers can be given roles as mentors or facilitators to help colleagues develop similar practices. Rewards should be inclusive and encompass a wide range of innovations at various levels. A reward system that focuses too much on large-scale innovations will neglect smaller innovations that may be more relevant to everyday classroom situations. The frequency of rewards also needs to be considered to ensure they are not too infrequent and lose their motivating effect.

⁴⁴ Vincent-Lancrin, S., Urgel, J., & Kar, S. "Innovation and change in teachers' expectations for student achievement at the secondary level (2007-2015)." *Educational Research and Innovation*. (2019): <https://doi.org/10.1787/2b4a855e-en>

⁴⁵ Laili, Nurul, and Didit Darmawan. "Investigating the impact of educational media and teaching methods on student interest at SMP Buana Waru Sidoarjo." *Journal of Innovative Education* 6.2 (2024): 456-471.

⁴⁶ Seppala, Nina, and Charlotte Smith. "Teaching awards in higher education: A qualitative study of motivation and outcomes." *Studies in Higher Education* 45.7 (2020): 1398-1412. <https://doi.org/10.1080/03075079.2019.1593349>

⁴⁷ Mubasysyir, M. Mushthofa, and Didit Darmawan. "Improving Performance: The Role of Teacher Professionalism and Discipline at the Tahsinul Akhlaq Bahrul Ulum Foundation Surabaya." *Hikamatzu/ Journal of Multidisciplinary I.I* (2024): 337-354.

The assessment criteria in the award system must be formulated transparently and involve teacher participation in the drafting process.⁴⁸ Teachers who understand the assessment criteria will have a clearer understanding of what is expected and how they can achieve those standards. Overly administrative criteria will encourage teachers to spend energy on reporting rather than developing innovations. Assessments should consider the process teachers go through to develop innovations, not solely the end result. Inclusive communication is essential for fostering collaboration between individuals in educational settings.⁴⁹ Even unsuccessful innovations deserve recognition if the process demonstrates serious effort and valuable learning. This approach encourages teachers to boldly try new things without fear of failure. The application of ethical leadership also contributes to social responsibility in organizational management practices.⁵⁰ Assessment by a diverse team, including senior teachers and school leaders, provides a more balanced perspective. Feedback from students and parents can also provide valuable input for assessing the impact of innovation. A well-designed reward system creates a positive cycle where innovation drives recognition, and recognition drives further innovation.

Dissemination of innovation between teachers requires a forum that allows for the exchange of knowledge in a structured yet natural manner.⁵¹ Regularly scheduled professional learning communities provide a space for teachers to share experiences and best practices. Community meetings should not be ceremonial but rather designed to facilitate in-depth interaction among participants. Teachers who have successfully developed innovations can be asked to share their experiences in an interactive format, rather than simply a one-way presentation. Principal leadership and a comfortable work environment significantly boost teachers' motivation to perform.⁵² Question-and-answer sessions and small group discussions allow other teachers to explore how these innovations can be implemented. Documenting good practices in written form, videos, or other media expands the reach of dissemination beyond face-to-face meetings. In the digital age, technology-based leadership is crucial for teachers to prepare for changes in work systems.⁵³ Schools can develop digital repositories containing a collection of innovations developed by teachers. This repository makes it easier for teachers to access the knowledge they need anytime,

⁴⁸ Orekhovskaya, N. A., A. V. Denikin, and Z. D. Denikina. "Experience of Material and Non-material Incentives for Teachers in Russian and Foreign Universities: Objectives, Methods and Results." *Humanities and Social Sciences. Bulletin of the Financial University* 14.2 (2024): 36-45. <https://doi.org/10.26794/2226-7867-2024-14-2-36-45>

⁴⁹ Sajjapong, Thanawat, Mochamad Irfan, and Jeje Abdul Rojak. "Fostering Multicultural Collaboration in Higher Education Through Inclusive Communication." *Journal of Science, Technology and Society (SICO)*, 6.1 25–38: (2025).

⁵⁰ Rojak, J. A., and D. Darmawan. "Ethical Leadership and Social Responsibility in Organisational Managerial Practice." *Indonesian Social Science Studies* 1.2 (2021): 187-204.

⁵¹ Yang, Xiaozhe, Pei-Yu Cheng, and Yueh-Min Huang. "Understanding teacher learning through teacher-created knowledge products and transactions." *Sage Open* 11.3 (2021): 21582440211032659. <https://doi.org/10.1177/21582440211032659>

⁵² Musthofa, M. Abdul Rosyid, and Didit Darmawan. "School Principal Leadership and Work Environment: Driving Teacher Motivation at the Tanbihul Ghofilin Al Mustofa Sidoraharjo Kedamean Foundation." *Hikamatzul Journal of Multidisciplinary* 1.2 (2024): 46-61.

⁵³ Mardikaningsih, R., and D. Darmawan. "The Role of Digital Leadership in Building Employee Readiness for Workplace Automation." *Indonesian Social Science Studies* 3.1 (2023): 423-446.

without having to wait for scheduled meetings. Effective dissemination not only spreads knowledge but also builds collaborative networks among teachers.

Open class observation is a very effective dissemination method because it allows teachers to see firsthand how innovations are applied in real situations.⁵⁴ The right leadership strategy of the principal has been proven to be able to improve the quality of education in a sustainable manner.⁵⁵ Teachers who observe innovative practices in colleagues' classrooms can understand nuances of implementation that are not captured through presentations or written reports. Classroom observation practices should be designed with the principle of mutual learning in mind, not as a form of evaluation. Teachers whose classes are observed need to feel secure that the visit is for collaborative learning, not performance appraisal. Post-observation discussions provide an opportunity for both observers and observed teachers to reflect on the practices that have taken place. Regular open classroom observations foster a culture of openness and collective learning. Teachers become more accustomed to visiting with each other and providing constructive feedback. Schools need to allocate dedicated time in their schedules to allow classroom observations to take place without disrupting teaching. Support from school leaders is crucial to legitimizing classroom observations as a legitimate form of professional development.

The use of information technology can significantly expand the reach of dissemination of learning innovations, because technology enables the dissemination of knowledge beyond the limitations of physical space and time, which have been the main obstacles in sharing good practices in the school environment.⁵⁶ Online knowledge-sharing platforms allow teachers to access documentation of good practices from colleagues without having to meet in person. Learning videos that fully capture the implementation process of an innovation in the classroom can be invaluable learning resources for other teachers, as the video format more fully captures the nuances of implementation. Asynchronous online discussion forums allow teachers to ask questions and share experiences more flexibly, tailored to their individual schedules. Schools can develop structured digital communication channels through digital repositories organized by topic to facilitate the ongoing exchange of ideas. Technology should be designed with ease of access in mind, and less familiar teachers should be provided with dedicated support to ensure they are not left behind. This integration complements regular physical meetings, providing a richer professional learning experience for teachers.

Appreciation for the dissemination efforts made by teachers is also an important factor that should not be ignored by school management, because appreciation functions as a motivator so that teachers are willing to voluntarily share knowledge without feeling exploited.⁵⁷ A reward system that is designed fairly and explicitly recognizes teachers' role as disseminators of innovation will encourage

⁵⁴ Marie, B., and Antoine, D. "Observation of practices, a lever to develop effective teaching practices." (2024). <https://doi.org/10.13140/rg.2.2.31965.18409>

⁵⁵ Ismaya, Bambang, et al. "Strategy for leadership: how principals of successful schools improve education quality." *Al-Tanzim: Journal of Islamic Educational Management* 7.1 (2023): 247-259.

⁵⁶ Midaeva, A. A., & Dukaev, A. Sh. "Integration of information technology in teaching activities." *Ėkonomika i Upravlenie: Problemy, Rešeniâ*, 11/5.152 (2024): 119–124. <https://doi.org/10.36871/ek.up.p.r.2024.11.05.018>

⁵⁷ Tran, Ngoc Tu. "Literature Review on Knowledge Sharing among University Lecturers." *Cross Current International Journal of Economics, Management and Media Studies* 4.4 (2022): 43-50.

more teachers to engage, as their extra efforts are recognized. Recognition of their role as agents of innovation dissemination can be formally integrated into teacher performance appraisal systems and considered in career development processes such as promotions or assignments. A strong culture of knowledge sharing is a hallmark of schools that are able to develop dynamically, mobilizing the knowledge of the entire teacher community quickly in response to new challenges and changing times.

The principal's leadership is a determining factor in creating an ecosystem that supports teacher innovation.⁵⁸ The application of situational leadership really helps leaders to make decisions in the midst of a dynamic organization.⁵⁹ Principals who have a vision for the importance of innovation will direct policies and resources to support innovation development. They not only approve but actively encourage teachers to try new approaches to learning. Servant leadership has also been found to have a significant impact on improving teacher performance.⁶⁰ An innovative principal creates a sense of psychological safety that allows teachers to experiment without fear of negative consequences if they fail. School leadership style also plays a crucial role in building a culture of discipline amidst the challenges of the times.⁶¹ The principal's advocacy skills are crucial for gaining support from outside the school and providing teachers with the space to take initiative without always having to wait for instructions. Furthermore, leadership in the digital age significantly supports the creation of environmentally friendly management.⁶² Schools with the right leadership will be places where innovation grows naturally.

Developing teachers' capacity as innovators requires investment in training that not only teaches techniques but also builds mindsets.⁶³ Effective training helps teachers see challenges as opportunities for innovation, and design thinking can be a useful approach for systematically training teachers. Training should also incorporate participatory, experiential communication and collaboration skills. Training followed by on-the-job mentoring helps teachers apply the knowledge gained in real-world practice for continued professional growth.

Collaboration with external parties such as universities, research institutions, or professional organizations can enrich the perspectives and resources available for

⁵⁸ Akomodi, Joseph Ozigis. "Principals' influence on teacher adoption of education technology and pedagogy change." <https://doi.org/10.13140/rg.2.2.16570.66249>

⁵⁹ Darmawan, Didit. "Application of Situational Leadership in Decision Making in Dynamic Organizations." *Journal of Social Science Studies* 4.1 (2024a): 499-504.

⁶⁰ Darmawan, Didit. "The Influence of Servant Leadership on Teacher Performance." *Tarunaedu: Journal of Education and Learning* 2.2 (2024b): 80-97.

⁶¹ Al Laisty, M. Dikhyah, Didit Darmawan, and Abbas Sofwan Matlail Fajar. "The Role of Leadership Style in Building a Discipline Culture in Pesantren: Facing the Challenges of Social and Technological Change." *Bulletin of Science, Technology and Society* 3.3 (2024): 62-68.

⁶² Hariani, Mila, et al. "Transformational leadership, student participation, and campus digital communication: A systematic review of green management implementation in higher education." *Proceeding of International Management Conference and Progressive Papers* Vol. 3. No. 1. 2025.

⁶³ Gonçalves, Bruno F. "Innovating and Modernizing Teacher Training to Prepare it for Future Challenges." *Iberian Conference on Information Systems and Technologies*. Cham: Springer Nature Switzerland, 2026: 185–193. https://doi.org/10.1007/978-3-032-12885-0_17.

the development of teacher innovation.⁶⁴Partnerships with higher education institutions provide access to cutting-edge knowledge on innovative learning theories and practices, allowing university researchers to collaborate with teachers on evidence-based classroom action research projects. Networking with other schools with a reputation for innovation allows for cross-institutional exchange of experiences. Partnerships designed with mutual benefit in mind provide opportunities for teachers to gain broader recognition through publications or presentations at external forums.

Evaluation of the impact of innovation needs to be carried out continuously to ensure that the efforts made actually bring improvements to the quality of learning.⁶⁵Evaluations should not focus solely on test scores, but should also transparently reflect changes in the learning process and student learning experiences. Data collected from evaluations can inform further innovation refinement and identify innovations most worthy of broader dissemination and greater resource support.

The development of a good documentation system is the foundation for sustainable innovation in the school environment.⁶⁶Systematic documentation allows knowledge about innovations to be preserved even after the teachers who developed them are no longer at the school. The documentation process should be conducted digitally from the outset for greater efficiency and easier access by colleagues. Good documentation includes a description of the actions taken, as well as reflections on challenges encountered and lessons learned, creating valuable knowledge assets for the institution.

The success of teacher innovation management is ultimately measured by the extent to which the innovation can be adopted and adapted by other teachers within the school. Schools need to develop strategies to gradually expand innovation adoption from a small scale to a broader scale. Support provided to early adopters needs to be tailored to each teacher's readiness. Adoption success is also determined by the extent to which the innovation can be adapted without losing its core essence. Scalability is a crucial consideration in selecting innovations that are most suitable for widespread dissemination.

⁶⁴ Đurišić, M., Đurić, I., Raghav, D. S. V., & G., D. "The role of professional development in fostering teacher innovation." *International Journal of Engineering Science and Advanced Technology*. 25.9 (2025): 598–606. <https://doi.org/10.64771/ijesat.2025.v25.i09.pp598-606>

⁶⁵ Rajiv, R. "Self-Initiated Teacher Innovation (SITI): Impact Assessment on Educational Quality." (2021). <https://doi.org/10.13140/rg.2.2.10808.47369>.

⁶⁶ 56 L. Calistri, B. Miotti, & M.-T. Sagri, "Documenting as a tool for listening to the educational world, between past and future", *Form@re: Open Journal per La Formazione in Rete*, Vol. 22, No. 3 (2022), h. 98–112.

Conclusion

Teachers' capacity as agents of change cannot develop optimally if faced with rigid institutional management, minimal experimental budgets, and a lack of systematic documentation and appreciation. Transforming education toward an adaptive model requires restructuring school governance across four key dimensions: opening up space for teaching autonomy, providing accountable initiative funding schemes, providing transparent multifaceted rewards, and institutionalizing information technology-based dissemination platforms. Principals play a central role through situational and servant leadership to ensure teachers' psychological safety during experimentation. Through continuous investment in human capital through mindset-based training, external partnership collaboration, and strengthening digital documentation repositories, schools can minimize the risk of loss of institutional knowledge due to staff turnover. The sustainability of innovation is ultimately determined by the willingness of managers to shift the orientation of teacher funding from an expense item to a long-term strategic investment asset for improving collective educational quality.

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