

## The Influence of Intellectual Stimulation and Self-Efficacy on Teachers' Innovative Behavior: A Literature Review

\*Yenni Noviyanti, Hadiyanto, Sulastri

Master Program of Educational Administration – Faculty of Education Sciences, Universitas Negeri Padang, Padang, Indonesia

\*E-mail: yennizelfama@gmail.com

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### ABSTRACT

This study aims to investigate how principals' intellectual stimulation and teachers' self-efficacy influence innovative behavior in educational settings. Using a literature review methodology, this study systematically examined and synthesized academic literature from national and international journals to explore the relationships between intellectual stimulation, self-efficacy, and teacher innovative behavior. Articles were selected based on criteria such as relevance, publication in peer-reviewed journals, and alignment with the study focus. The findings reveal that teachers' innovative behavior, characterized by idea exploration, generation, championing, and implementation, is significantly influenced by two key factors: intellectual stimulation and self-efficacy. Transformational leadership, particularly intellectual stimulation, encourages teachers to challenge conventional methods, think creatively, and feel supported in implementing innovative ideas. Simultaneously, high self-efficacy enhances teachers' confidence in taking risks, experimenting with new teaching practices, and overcoming challenges. These two factors synergistically promote innovation by integrating external support from leadership with internal motivation and confidence. The study concludes that fostering teachers' innovative behavior requires strategic efforts at both the leadership and individual levels, including leadership training, professional development for teachers, and the creation of collaborative school environments.

**Keywords:** *Innovative behavior, Intellectual stimulation, Self-efficacy, Transformational leadership, Educational innovation.*



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### INTRODUCTION

The role of teachers in establishing an innovative and effective learning environment is crucial for enhancing the quality of education. In the era of globalization and technological advancement, educators face increasingly complex challenges, necessitating a creative and adaptive approach. Teachers are not only expected to have a strong command of their subject matter but also to employ innovative teaching methods to address the needs of diverse learners. Within this context, the ability of teachers to innovate becomes indispensable. Educational innovation is essential to respond to the challenges posed by technological progress and the diverse requirements of students (Asbari *et al.*, 2022).

Innovative teachers can implement creative and engaging teaching methods and establish a learning environment that fosters exploration and collaboration among students. These educators act as agents of change, inspiring students to think critically and motivating them to develop new ideas (Asbari *et al.*, 2022). Through an innovative

approach, teachers can leverage available technology and resources to design learning experiences that are more relevant and contextualized, thereby enhancing productivity, effectiveness, and overall learning quality.

The concept of teacher innovation behavior can be explored through multiple perspectives. According to Eko *et al.* (2022), such behavior involves identifying opportunities, generating new ideas, advocating for these ideas, and implementing them in teaching practices. Similarly, Scott & Bruce (1994) described innovative behavior as a complex process comprising a sequence of interconnected activities that require diverse individual skills at each stage (Khasanah & Izzati, 2021). Innovative behavior is further defined as deliberate actions aimed at creating, introducing, and applying new ideas that enhance individual task performance or organizational outcomes. This process involves leveraging critical thinking, imagination, and external stimuli to produce novel products or services that benefit both personal and environmental contexts (Yulita *et al.*, 2022). Additionally, innovative behavior encompasses individuals' ability to integrate technology and develop fresh ideas within educational settings. It includes adopting, creating, and applying new methods to improve the learning process (Eko *et al.*, 2022). Based on these descriptions, teachers' innovative behavior can be summarized as the capacity to conceive, implement, promote, and materialize new ideas that enrich students' learning experiences and harness technology to develop practical solutions for both individual and organizational benefits. Teachers' innovative behavior is vital for fostering an effective learning environment that adapts to students' needs. Asbari *et al.* (2019) emphasized that innovative teachers can create more engaging and interactive learning spaces, thereby boosting student motivation and participation. Moreover, Tarmizi & Janan (2022) argued that innovation in teaching significantly contributes to improving educational quality, a necessity for addressing 21st-century challenges. Finally, Andriani *et al.* (2024) asserted that teachers exhibiting innovative behavior better equip students to navigate the demands of an increasingly competitive workforce.

The ability to innovate is a highly valuable asset for individuals. However, in Indonesia, the capability to foster innovation among human resources remains relatively low compared to other Southeast Asian countries. Data from the Global Innovation Index (GII) indicates that Indonesia lags in innovation. According to GII data from 2022, Indonesia ranked 75th with an innovation index score of 27.9. One of the factors evaluated in the Global Innovation Index is human resources and study, encompassing education, training, and study and development (Anabelle *et al.*, 2023). While in 2023 Indonesia improved its position by climbing 14 ranks to 61st out of 132 countries with a total score of 30.3, there is still significant room for improvement in the country's innovative capacity.

The Global Innovation Index data highlights the need to enhance the quality of Indonesia's human resources, particularly in the education sector, to foster greater innovation. A significant barrier to innovation in Indonesia is the limited number of innovative human resources, especially in education. Teachers, as the cornerstone of education, play a pivotal role in advancing the quality of innovative human capital. Strengthening teachers' competencies in learning innovation is expected to enhance the nation's global competitiveness.

A preliminary field survey revealed that teachers' innovative behavior is not yet at an optimal level. Many educators still rely solely on lectures as their primary teaching method, avoiding experimentation with new approaches or varied instructional strategies.

This leads to uninspiring learning environments, with passive students who quickly lose interest. Few teachers utilize technology in the classroom, despite the availability of adequate facilities and infrastructure at schools. Additionally, some teachers exhibit a pessimistic attitude toward students' abilities, which undermines their motivation to be creative. Teachers frequently express frustration about teaching challenges but rarely seek solutions or strive for improvement. Although teachers often meet with their peers, these interactions seldom involve collaboration to share ideas or effective teaching practices. Reflective practices, such as analyzing strengths and weaknesses in their teaching, are also uncommon, resulting in limited progress in learning quality.

Interviews also revealed that principals are not creating environments conducive to collaboration among teachers. Teachers lack opportunities to exchange ideas and experiences due to limited support from school leadership. Principals seldom discuss educational developments, new policies, or best practices with teachers, leaving them feeling uninformed. Furthermore, principals do not consistently encourage or facilitate teachers' participation in professional development opportunities such as training, workshops, or seminars. Constructive feedback on teachers' performance is also rarely provided, leaving educators without clear guidance for improvement.

The above findings suggest that teachers' innovative behavior is influenced by multiple factors, both internal and external. Leadership style is one external factor that significantly affects teachers' innovative behavior. Transformational leadership is one of the most extensively studied leadership styles and has been shown to influence teachers' innovation (Putri & Rofi, 2018; Eko *et al.*, 2020; Andriani *et al.*, 2024). Transformational leaders play a critical role in fostering teacher innovation, particularly through intellectual stimulation. Intellectual stimulation involves a leader's ability to generate new ideas, offer creative solutions to challenges faced by subordinates, and encourage them to explore new methods for accomplishing organizational tasks (Bass & Avolio, 1994). According to Bandura & Wessels (1997), individuals with high self-efficacy are more likely to take risks and experiment with new approaches in their work.

A review of national and international literature indicates that studies specifically examining the impact of principals' intellectual stimulation and self-efficacy on teachers' innovative behavior are scarce. This gap in the literature inspired the present study to conduct a comprehensive exploration of these factors. This aims to investigate how principals' intellectual stimulation and teachers' self-efficacy influence innovative behavior in educational settings. The findings are expected to contribute valuable insights into the drivers of innovation in education and help develop strategies to promote greater innovation among teachers, ultimately creating a more effective and relevant learning environment.

## METHODS

This study employs a literature review methodology, a study approach that systematically examines and synthesizes relevant academic literature to address specific study objectives (Snyder, 2019). As defined by Putrihapsari & Fauziah (2020), a literature study involves exploring, analyzing, and interpreting various sources of information to derive insights and conclusions relevant to the study focus. This method was chosen to

understand and integrate existing knowledge on the topics of "intellectual stimulation", "self-efficacy", and "innovative behavior" among teachers, particularly their interrelations and implications within educational settings. To gather the necessary data, the researchers conducted an extensive search for national and international journal articles using Google Scholar as the primary database. This platform was selected due to its accessibility and wide range of scholarly articles across disciplines. The search keywords included "intellectual stimulation", "self-efficacy", "teacher innovative behavior", and related terms to ensure comprehensive coverage of the relevant literature.

The selection criteria for the articles were as follows:

- Publication Status: Articles had to be published in peer-reviewed journals to ensure quality and credibility.
- Relevance: Articles directly addressing the three central concepts were prioritized.
- Timeliness: Preference was given to recent publications to capture current perspectives and findings.
- Language: Only articles written in English or Indonesian were included, to align with the researchers' linguistic proficiency.

From the initial pool of collected articles, a screening process was carried out to identify the most relevant studies. This process involved: 1) Reviewing abstracts to ensure alignment with the study objectives; 2) Assessing the full texts for their methodological rigor and relevance to the concepts under study; and 3) Excluding duplicates and articles that lacked empirical or theoretical depth.

The selected articles were subjected to an in-depth review to extract key findings, theoretical frameworks, and methodologies that contributed to understanding intellectual stimulation, self-efficacy, and innovative behavior. This process also involved identifying patterns, themes, and gaps in the literature.

The findings from the reviewed articles were synthesized into a cohesive narrative that forms the basis of this paper. The synthesis process involved: 1) Categorizing findings under the three main concepts to structure the analysis logically; 2) Comparing and contrasting different perspectives and results from the literature; and 3) Integrating insights into a unified framework that highlights the relationships between intellectual stimulation, self-efficacy, and innovative behavior. The literature review methodology is particularly suitable for this study as it allows for the integration of diverse sources to build a comprehensive understanding of the study topics. This approach not only provides a theoretical foundation but also identifies gaps in the existing literature, offering opportunities for future study. Moreover, by synthesizing findings from a variety of contexts, the study provides broader implications for educational practices and policies. In conclusion, the systematic and rigorous application of the literature study method ensures the validity and reliability of the insights presented in this study. The results derived from this process serve as a critical step toward advancing understanding and strategies to promote teacher innovation through intellectual stimulation and self-efficacy.

## **RESULTS**

Teacher innovative behavior is an increasingly critical concept in modern education, particularly in addressing the complexities of today's educational challenges. It refers to

the creative and proactive actions taken by educators to enhance the quality of learning. This behavior involves the development and application of new ideas, the implementation of unique teaching methods, and the integration of technology to create more effective and engaging learning experiences for students. Annisa *et al.* (2024) describe individual innovative behavior as a process that encompasses generating, developing, implementing, promoting, realizing, and refining ideas to achieve beneficial outcomes.

Dasmo *et al.* (2022) characterize innovative behavior as the exploration of opportunities, generation and promotion of ideas, realization of those ideas, and reflective practices within professional work. This behavior results from the combined effort of physical and cognitive work to improve the quality and effectiveness of outcomes. Furthermore, Yoon *et al.* (2023) in Annisa *et al.* (2024) noted that innovative behavior is evident through changes in task completion, the adoption of new methods, and the acquisition of knowledge and skills that enhance work performance. Abdullah *et al.* (2016) similarly defined it as the development, adoption, and application of new ideas for products or methods that are closely tied to individual actions within their professional role. Synthesizing the views of these experts, innovative behavior can be concluded as the actions individuals take to create, implement, and refine ideas, products, or processes that provide value to a group or organization. This behavior is essential in advancing the quality of education and establishing an effective learning environment. According to Lodo *et al.* (2024), teachers who exhibit innovative behavior actively seek alternatives to traditional teaching methods and explore new ways to improve student learning outcomes. Similarly, Asbari *et al.* (2021) emphasized that such behavior significantly contributes to achieving educational goals by enhancing the effectiveness of the learning process. Moreover, teachers' innovative behavior is imperative in navigating the challenges posed by rapid technological advancements and societal changes. Innovative teachers can seamlessly integrate technology into their teaching, creating relevant and responsive learning experiences tailored to students' needs. Thus, innovation is not merely an option but a necessity for educators to maintain the relevance of education in an ever-changing world. Pradana & Izzati (2019) observed that teachers who engage in innovative practices are often more motivated to develop their skills and enhance their teaching methods. Consequently, innovative behavior benefits not only students but also contributes to teachers' professional growth and career advancement. To encourage such behavior, schools and educational institutions must provide training, resources, and policies that support and nurture teacher innovation.

### **3.1 Indicators of Teacher Innovative Behavior**

Indicators of teacher innovative behavior serve as key metrics to assess the extent to which teachers engage in innovation. Nandini & Indrasari (2022) identified four dimensions of teacher innovative behavior:

- Opportunity Exploration: Recognizing and understanding problems in the work environment that can be changed or improved.
- Idea Generation: Formulating new ideas to address identified challenges.
- Idea Promotion: Advocating for new ideas to secure support and resources for their implementation.
- Reflection: Evaluating the process and outcomes of implemented ideas to assess their impact and refine strategies.

Notosudjono *et al.* (2022) outlined similar indicators, which include:

- Opportunity Recognition: Identifying new opportunities and thinking creatively to address challenges.
- Idea Generation: Creating innovative and practical ideas to develop solutions.
- Idea Promotion: Building support within the organization for the implementation of innovative ideas.
- Idea Realization: Planning and executing ideas effectively in practice.
- Reflection: Assessing work outcomes and processes to learn and make improvements.

Nardo & Hasymi (2024) further expanded on these dimensions with additional indicators:

- Exploiting Opportunities in Information: Identifying and leveraging opportunities based on available information.
- Directing Positive Change: Planning and implementing changes that enhance organizational performance or create added value.
- Investigating Information Received: Analyzing relevant information to understand situations and develop solutions.
- Practicing Ideas and Information: Applying new ideas in practice, testing them, and continuously improving upon them.
- Developing Innovative Ideas: Generating new concepts that add value to the organization and drive positive change.

These indicators collectively underscore the multifaceted nature of innovative behavior among teachers, highlighting the essential steps and attributes required to foster a culture of innovation in education. By focusing on these aspects, educators can effectively respond to the dynamic demands of the educational landscape, ultimately benefiting students, teachers, and the broader educational system.

Based on the analysis, the variable of individual innovative behavior can be measured through four key indicators:

- Idea Exploration: The ability to recognize opportunities and explore potential areas for innovation.
- Idea Generation: Creating new ideas and solutions to address identified opportunities or challenges.
- Idea Championing: Promoting these ideas to gain support and necessary resources for implementation.
- Idea Implementation and Reflection: Executing the ideas in practice and evaluating their impact to refine and enhance outcomes.

### **3.2 Factors Influencing Teachers' Innovative Behavior**

The factors influencing teachers' innovative behavior can be broadly categorized into internal factors (self-efficacy and job engagement) and external factors (leadership styles, particularly transformational leadership).

#### **Intellectual Stimulation in Transformational Leadership**

Transformational leadership, particularly the aspect of intellectual stimulation, plays a critical role in fostering innovative behavior among teachers. As noted by Bass & Riggio (2006), transformational leaders challenge followers to think critically and creatively, question established norms, and explore new methods for solving problems. Intellectual

stimulation includes:

- Questioning the Status Quo: Encouraging followers to challenge existing assumptions and explore alternative approaches.
- Utilizing Imagination and Instinct: Combining creativity with logical reasoning to address challenges innovatively.
- Encouraging New Perspectives: Promoting open-mindedness and the consideration of diverse viewpoints.
- Symbolizing Innovation: Using symbolic actions and support to inspire innovation among subordinates.

Study Eko *et al.* (2022) has shown that leaders who provide intellectual stimulation improve their subordinates' ability to solve problems creatively and encourage them to innovate. This involves creating a supportive environment where individuals feel safe to propose and experiment with new ideas without fear of criticism. Such an atmosphere enhances intrinsic motivation and builds confidence, enabling teachers to take risks and implement innovative teaching methods effectively (Haryanto *et al.*, 2021).

### **Self-Efficacy as an Internal Factor**

Self-efficacy, defined by Bandura & Wessels (1997), refers to an individual's belief in their ability to execute tasks and achieve specific goals. In the educational context, self-efficacy significantly impacts teachers' willingness to engage in innovative practices. Teachers with high self-efficacy are more likely to:

- Take Risks: They are willing to experiment with new teaching methods and integrate technology into their classrooms.
- Persevere Through Challenges: High self-efficacy enhances resilience, enabling teachers to navigate difficulties and failures as learning opportunities.
- Seek Continuous Improvement: They actively pursue new knowledge and skills to enhance their teaching effectiveness.

According to Schunk *et al.* (2022), individuals with strong self-efficacy set higher goals, persist longer in their efforts, and approach challenges with optimism. Azhari & Fajri (2022) confirmed that self-efficacy positively correlates with better professional performance, as individuals are motivated to utilize their skills effectively and strive for excellence.

### **Job Engagement as a Contributing Factor**

Teachers' job engagement defined as the emotional and cognitive connection to their work also plays a significant role in fostering innovative behavior (Hardianto *et al.*, 2021). Engaged teachers are more likely to 1) Feel motivated to seek creative solutions; 2) Contribute actively to collaborative initiatives within their schools; and 3) Demonstrate a sense of ownership over their professional development and learning outcomes.

### **Indicators of Self-Efficacy**

Self-efficacy can be measured through several key dimensions:

- Belief in Abilities: Confidence in one's capability to perform tasks and achieve goals (Brown *et al.*, 2021).
- Intrinsic Motivation: The drive to take action and persist in efforts to accomplish objectives (Schunk *et al.*, 2022).

- Resilience: The ability to cope with challenges, learn from failures, and adapt to new circumstances (Azhari & Fajri, 2022).

Teachers with high self-efficacy exhibit greater commitment to innovation and are more likely to integrate new teaching practices and technologies into their classrooms.

### **Implications**

Understanding the indicators and influencing factors of teachers' innovative behavior highlights the importance of fostering intellectual stimulation and enhancing self-efficacy. Schools and educational institutions can adopt the following strategies to encourage innovation:

- Leadership Development: Train school leaders in transformational leadership practices, with an emphasis on intellectual stimulation.
- Professional Development: Provide workshops and seminars to build teachers' self-efficacy and equip them with innovative teaching methods.
- Collaborative Culture: Create environments where teachers feel safe to share ideas, collaborate on projects, and receive constructive feedback.
- Support Systems: Offer resources and tools that enable teachers to experiment and implement innovative practices effectively.

By addressing these factors, schools can empower teachers to drive meaningful innovation in education, ultimately improving learning outcomes and fostering a culture of continuous improvement.

## **CONCLUSION**

Based on the literature reviews, it can be concluded that school principals' intellectual stimulation and teachers' self-efficacy significantly influence teachers' innovative behavior. Principals who provide a supportive and stimulating environment encourage teachers to think critically, explore new ideas, and implement innovative practices. Meanwhile, teachers with high self-efficacy, or confidence in their ability to carry out innovative tasks, are more likely to take risks and persist in applying new teaching methods. These two factors work synergistically, with leadership providing external support and self-efficacy offering internal motivation, both of which are essential for fostering innovation in education. To enhance teachers' innovative behavior, efforts must focus on strengthening leadership capacity and empowering individual teachers, creating a collaborative and supportive culture that drives educational improvement.

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