

Innovative Work Behavior of Santri: The Influence of Proactive Personality and Boarding School Climate

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Abstract

Islamic boarding schools as Islamic education institutions in Indonesia have an important role in developing students holistically. Santri in addition acquire religious knowledge but must also be able to adapt to the times. For this reason, innovation and proactive behavior are the qualities needed by santri. An adequate boarding school environment should support the innovation of students, and the school climate in the boarding school has an important role in this. Islamic boarding schools also have a uniqueness in shaping the behavior of students by emphasizing the religious and moral character of Islam. Fulfillment of a comfortable school climate in Islamic boarding schools is important to achieve this goal. This study aims to examine the effect of proactive behavior and the school climate on santri's innovative work behavior. The sampling technique uses non-probability sampling with purposive sampling technique. Data collection used three questionnaires consisting of an innovative work behavior scale, a proactive personality scale and an organizational climate scale. Data analysis was performed using multiple regression analysis. A total of 219 santri at Boarding school Gontor participated in this research, as a pesantren known for its characteristics and potential for developing student innovation. The results indicate that there is a significant effect of proactive behavior and the school climate for santri's innovative work behavior ($\text{sig} < .05$) and the proportion of variance by 14.9%. Suggestion implications, there is a need for the development of proactive behavior programs among santri and the creation of a physical and psychological environment within Boarding school that supports santri innovation.

Keywords: boarding school climate, innovative work behavior, proactive personality

Abstrak

Pesantren sebagai lembaga pendidikan Islam di Indonesia memiliki peran penting dalam mengembangkan santri secara holistik. Santri selain menimba ilmu agama, tetapi juga harus mampu menyesuaikan diri dengan perkembangan zaman. Untuk itu inovasi dan perilaku proaktif merupakan sifat yang sangat dibutuhkan santri. Lingkungan pesantren harus mendukung perilaku inovasi santri, dan iklim sekolah di pesantren berperan penting dalam hal ini. Pesantren juga memiliki keunikan dalam membentuk perilaku santri dengan mengedepankan karakter religius dan akhlak Islami. Pengkondisian iklim sekolah yang nyaman di pondok pesantren menjadi penting. Penelitian ini bertujuan untuk menguji pengaruh kepribadian proaktif dan iklim pesantren terhadap perilaku kerja inovatif santri. Teknik pengambilan sampel menggunakan non-probability sampling dengan teknik purposive sampling. Pengumpulan data menggunakan tiga alat ukur yang terdiri dari skala perilaku kerja inovatif, skala kepribadian proaktif dan skala iklim organisasi. Analisis data dilakukan dengan menggunakan analisis regresi berganda. Penelitian ini melibatkan 219 santri di Pondok Pesantren Gontor, sebagai suatu pesantren yang memiliki ciri dan

potensi pengembangan inovasi santri. Hasilnya menunjukkan bahwa kepribadian proaktif dan iklim pesantren berpengaruh secara signifikan terhadap perilaku kerja inovatif santri ($sig < .05$) dan proporsi varian sebesar 14.9%. Saran implikasi, diperlukan program pengembangan kepribadian proaktif di kalangan santri dan menciptakan lingkungan fisik dan psikologis di pesantren yang mendukung inovasi santri.

Kata kunci: iklim pesantren, perilaku kerja inovatif, kepribadian proaktif

Introduction

Boarding school is the only Islamic educational institution that emerged from the cultural region of the archipelago. The existence of boarding school cannot be separated from the socio-intellectual discourse in Indonesia, this is an institution where students, in addition to obtaining general knowledge, are also a place where students study religious sciences which are required in the Qur'an through the word *Tafaqquh fi ad-Diin* in surah At-Taubah verse 122. Life in a boarding school is different from the life of teenagers in general. In the pesantren environment, students are required to be able to adapt well to the activities and regulations that apply in the pesantren environment (Kholilah & Baidun, 2020; Oktaviani et al., 2020). In facing the rapid development of this era, santri must be able to adapt and make changes. Santri are required to have broad intellectuality. This means that santri must be able to combine the knowledge of the world and the hereafter with the curriculum that has been compiled in certain boarding school. Optimizing the role of santri is important in presenting the integration of knowledge between scientific and religious advances. Technological developments that gave birth to the industrial revolution and brought us to Society 5.0 are challenges that must be considered. To answer this challenge, Santri must innovate. Innovation is a key aspect of progress and development, and innovative work behavior includes activities that encourage the emergence of new ideas, creative processes, and the development of new solutions. Innovation can help santri in overcoming complex contemporary challenges, both in religious and social aspects. By innovating, they can develop critical thinking and creative solutions to deal with issues such as technology, environment, economy, and others. One of the traits of the Prophet Muhammad, Fathonah, is an intelligent or innovative trait.

According to De Jong and Kemp (2003) innovation can be defined as all individual actions directed at the interests of the organization in which the introduction and application of new ideas that are beneficial to the organization are carried out. Janssen (2000) defines innovative behavior as a deliberate effort because it sees a problem, then the individual promotes the idea, and realizes the original idea which can be applied to a small scope such as an individual's role at work. In the fields of industrial and organizational psychology as well as management, innovative behaviour is a concept that is frequently explored (Koentary & Qitana, 2022). Research has identified various factors that influence an individual's innovative work behavior in an organizational context. Internal factors, such as intrinsic motivation, cognitive ability, and attitude towards change, have been shown to play an important role in stimulating innovative behavior (Amabile, 1998; West & Farr, 1990). In addition, external factors, including organizational support, resource availability, and market demands, also have a significant impact on the level of innovation individuals exhibit in the workplace (Scott & Bruce, 1994; Shin & Zhou, 2003). Organizational culture also has a strong role in shaping innovative behavior. Organizations with cultures that encourage experimentation, measured risk-taking, and reward new ideas, tend to have members who are more proactive in seeking innovative opportunities (Amabile et al., 1996; Damanpour, 1991). In addition, contextual factors such as the technological environment and government policies can also influence the level of innovation in organizations. A dynamic technological environment can stimulate individuals to seek new ways to utilize it in creating

innovative solutions (Ahuja, 2000). On the other hand, government policies that support innovation, such as tax incentives for research and development, can help increase organizational and individual motivation to innovate (Barge-Gil & López, 2014).

Overall, innovative work behavior is the result of a complex interaction between individual internal factors, organizational support, culture, as well as external environmental conditions. Recent studies in this field continue to explore the relationship between these factors to understand how innovative behavior can be enhanced in the context of modern organizations. This study will examine the variables of proactive personality and boarding school climate. Proactivity comes from within oneself. Proactive personality is relatively unconstrained by situational forces and can influence environmental changes (Bateman & Crant, 1993). Individuals with proactive personalities tend to engage in proactive behaviors such as seeking feedback, going beyond task descriptions, taking the initiative to engage in work-relevant learning, and going out to meet with customers (Dubrin, 2013). The depiction of proactive behavior is taking the initiative to improve current conditions or create new ones. The results of Murniasih's research (2023) show that proactive personality affects innovative work behavior, individuals who show high levels of proactivity are willing to take the lead in proactively seeking valuable information, which in turn encourages spontaneous innovative behavior. The boarding school climate influences students' innovative work behavior because aspects such as student-teacher relationships, daily routines, and school culture can affect students' ability to innovate (Bateman & Crant, 1993; Owens, 2001; Dubrin, 2013). With support from teachers and a positive boarding environment, students can be more motivated to innovate in their learning.

As a traditional Islamic educational institution, boarding school not only develop in rural areas but also in urban areas. It is not surprising that many parents choose boarding school as an alternative educational institution for their children to learn both religious and general knowledge. But in fact, it is generally inadequate. In fact, judging from the conditions of the boarding school, the boarding school environment should be very supportive to help students innovate better. Therefore, it is important to examine the school climate factor to see further its relationship with santri innovation. School climate is the environmental atmosphere at school that is felt by students in the school (Owens, 2001). The school climate in boarding school also has an educational system that carries out activities or routines throughout the day. Although the concept of school climate is mentioned, there is a lack of detailed research on how specific aspects of the boarding school environment, such as teacher-student relationships, daily routines, and dormitory life, impact innovation. Investigating these factors in depth could provide valuable insights into how boarding schools can better support innovative behavior among students. The relationship between santri, teachers, and kiai in the educational process is intensive, not just a formal ustadz-santri relationship in the classroom because santri live in dormitories in one area with their teachers, kiai, and seniors (Oktaviani et al., 2020). Education in boarding school can develop students from various aspects such as the formation of the character of religiosity, sincerity, obedience, independence, discipline, and simplicity. Boarding school is unique, the school climate felt by students is different from other non-dormitory students, because they live and study in boarding school every day with the teachers. The students are required to use Islamic religious morals as a guide to life in society (Zamroni, 2011), so the boarding school must form a comfortable school climate for students so that the formation of student behavior can be achieved. This achievement is important, considering the 24-hour activities of students in boarding school with dense activities starting from dawn until night before going to bed.

The study of innovative work behavior among students in Islamic boarding schools presents a unique opportunity to explore how traditional Islamic values intersect with modern concepts of

innovation. Research in this area could shed light on how Islamic educational institutions balance religious teachings with the promotion of critical thinking and creative problem-solving skills necessary for innovation in contemporary society. Based on the phenomenon and theory described, this study aims to examine the influence of proactive personality and boarding school climate on students' innovative work behavior. Therefore, the hypothesis in this study is:

H₁. there is a significant influence of proactive personality on innovative work behaviour.

H₂. there is a significant influence of the boarding school climate on innovative work behaviour.

H₃. there is significant effect of proactive personality and boarding school climate on innovative work behaviour.

Methods

Participants and Research Procedures

The research sample was male santri at Pondok Modern Gontor totaling 219 whose data were collected using the Google Form feature. The sampling technique uses non-probability sampling with purposive sampling technique. Before filling out the questionnaire, participants were given informed consent. Information obtained in filling out the questionnaire in the form of gender, marital status and the last level of education taken by respondents. Characteristic information can also be a consideration and finding in research regarding the impact or influence of research variables on gender, age category, and type of education being pursued. The age of the participants in this study was 15 to 19 years (M=17.21), then the parents' education from elementary school to doctoral degree, and socioeconomic status ranging from income less than Rp 354,000 per person a month to more than Rp 6,000,000 per person a month.

Measurement

The measuring instruments used in this study are the Innovative Work Behavior Scale, the Proactive Personality Scale, and the Organizational Culture Scale. The scale used to answer is a Likert scale. The Innovative Work Behavior Scale has 9 items with an example item for the innovative work behavior scale is "I find solutions that have never been shown by others in overcoming problems". The Proactive Personality Scale has 10 items with an example item for the proactive personality scale is "I like to fight for ideas even if they conflict with others". The Organizational Culture scale has 19 items with an example item indicator for the organizational culture scale being "I feel like I am part of my school".

Validity Test

The construct validity test is carried out by factor analysis, namely Confirmatory Factor Analysis (CFA) to test whether the items used only measure one factor to be measured. CFA will be carried out using LISREL software. The CFA test results can be seen in **Table 1**.

Table 1. CFA Test Results

Variable	Chi Square	Df	P-Value	RMSEA
Innovative Work Behavior	25.40	17	.08606	.048
Proactive Personality	38.28	26	.05701	.045
Boarding school Climate	82.61	74	.23086	.049

Data Analysis

Researchers conducted data analysis in testing the research hypothesis, namely the effect of Proactive Personality (IV1) and Boarding school Climate (IV2) on Innovative Work Behavior (DV) using multiple regression analysis techniques with the help of SPSS 26 software. In multiple regression analysis of three things that can be known. First, the significance value (Sig.) to determine whether the overall independent variable (IV) has a significant effect on the dependent variable (DV). Second, the R-Square (R^2) value to determine how many percent (%) of the variance of the dependent variable (DV) is explained by the independent variable (IV). Third, the regression coefficient value and significance of each independent variable along with the direction of its influence on the dependent variable (DV).

Results and Discussion

The first step, researchers look at the amount of R-Square (R^2) to find out how many percent (%) of the variance of the dependent variable (DV) is explained by the independent variable (IV). The R-Square (R^2) value can be seen in **Table 2.** below.

Table 2 Model Summary Regression Analysis

Dependent Variable	R	R^2	Adjusted R^2	Std. Error of the Estimate
Innovative Work Behavior	.385	.149	.141	8.29448

Based on **Table 2.**, the acquisition of R Square is .149 or 14.9%. This shows that the proportion of the influence of proactive personality and boarding school climate on innovative work behaviour is 14.9%, while the other 85.1% is influenced by other variables other than in this study. The next step is to see the significance of the F test results to be able to analyse the overall effect of independent variables on innovative work behaviour which is summarised in **Table 3.** below.

Table 3. ANOVA of Overall Effect of IV on DV

	Sum of Squares	df	Mean Square	F	Sig.
Regression	2224.599	1	2224.599	31.700	.000
Residual	15228.188	217	70.176		
Total	17452.787	218			

Based on the ANOVA table above, the value of the F test result is 31.700 with a p value of .000 (sig. < .05), then H1 which states that there is significant effect of proactive personality and boarding school climate on innovative work behaviour is accepted. That is, there is a significant influence of the proactive personality variable and the boarding school climate on innovative work behaviour. Next, researchers looked at the regression coefficient of each independent variable. If the regression coefficient sig. < .05, then it is significant, which means that the independent variables that have been tested have a significant influence on innovative work behaviour.

Table 4. Regression Coefficient

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	28.291	3.602		7.855	.000
PP	.280	.071	.281	3.961	.000
BO	.154	.067	.164	2.312	.022

Based on the data in **Table 4.**, the regression equation can be found as follows:

Innovative Work Behaviour = 28.291 + .280 (proactive personality*) + .154 (boarding school climate).

The results obtained show that proactive personality and boarding school climate have a significant effect (sig < .05) on innovative work behaviour. The explanation of the regression coefficient obtained on each independent variable is as follows:

1. Proactive Personality

The regression coefficient value is .280 (sig.< .05). This means that H₂ which states that there is a significant influence of proactive personality on innovative work behaviour is accepted. Thus, proactive personality has a significant influence on innovative work behaviour. In addition, the regression coefficient is positive, meaning that the higher the proactive personality, the higher the innovative work behaviour and vice versa.

2. Boarding school Climate

The regression coefficient value is .154 (sig.<.05). This means that H₃ which states that there is a significant influence of the boarding school climate on innovative work behaviour is accepted. Thus, the boarding school climate has a significant influence on innovative work behaviour. In addition, the regression coefficient is positive, meaning that the higher the boarding school climate, the higher the innovative work behaviour and vice versa.

The data analysis results indicate that the substantial contribution (proportion of variance) of proactive personality and school atmosphere has a significant impact on students' innovative work behavior in this study. Collectively, these characteristics exert a significant impact (proportion of variance) of 14.9% on students' innovative work behavior. However, the remaining 85.1% is impacted by external variables that are not considered in this study. Moreover, through hypothesis testing and the assessment of the significance of each regression coefficient, it is evident that all aspects of proactive personality and school atmosphere have a significant and beneficial impact on students' innovative work behaviour. The proactive personality variable exerts the most influence. The initial variable is proactive personality. The findings align with prior research conducted by Mubarak et al. (2021) and Su and Zhang (2020), which substantiated the influential impact of proactive personality in fostering innovative behaviour across many settings, including educational environments like pesantren. The findings suggest that individuals with a proactive personality are inclined to actively pursue innovative solutions, take initiative, and exert a greater influence on their environment to bring about positive change. Within the framework of pesantren, where the ability to overcome intricate obstacles typically relies on invention, possessing pupils with proactive dispositions is advantageous. Therefore, this study not only corroborates prior research, but also enhances the comprehension of the significance of proactive personality in fostering an innovative culture in educational settings such as pesantren.

Within the framework of pesantren, where the need for innovation is frequently required to confront distinctive issues including religious, educational, and daily life components, possessing proactive santri will assist the institution in maintaining relevance and adaptability to change. The study conducted by

Su and Zhang (2020) has substantiated that proactive personality has a substantial impact on innovative behaviour. According to Su and Zhang (2020), these findings indicate that people with proactive personalities are more likely to actively search for innovative solutions, take the lead, and have a beneficial impact on their environment. Furthermore, a study conducted by Lam et al. (2018) found a favourable correlation between proactive personality and inventive behaviour in several environments, including educational settings. The proactive personality of santri, which is defined by attributes such as actively pursuing chances, taking initiative, and exerting influence to bring about positive change in the environment, plays a crucial role in driving innovative behaviour. These findings indicate that pupils who have proactive personalities are more inclined to actively engage in creative thinking and discover innovative solutions to the issues they face. By actively soliciting feedback, surpassing prescribed objectives, and exhibiting a willingness to acquire knowledge and adjust, these favourable modifications can assist students in generating ideas for innovative thinking and discovering alternative methods to enhance the learning experience (Bateman & Crant, 1993). These students foster a culture of innovation inside the boarding school atmosphere. Within the framework of pesantren, where the ability to adapt to intricate and varied difficulties is crucial, the presence of proactive santri will assist the institution in preserving its pertinence and adaptability in the midst of continuous transformation. Thus, placing emphasis on fostering proactive personalities in students can serve as a successful approach to improve the pesantren's ability to generate inventive solutions to the issues they encounter (Su & Zhang, 2020; Lam et al., 2018).

Similarly, the atmosphere of the boarding school has a substantial impact on shaping the inventive work behaviour of santri. This includes multiple aspects, such as the safety of the school, social interactions, and the sense of belonging to the school. An atmosphere that is secure and provides appropriate resources in a school setting promotes creativity, motivation, and happiness among students, hence motivating them to participate in innovative pursuits (Smith et al., 2017). An atmosphere that is secure and provides appropriate resources is essential for nurturing creativity, drive, and contentment among students, ultimately motivating them to participate in innovative pursuits. When students have a sense of physical and emotional security in their school environment, they are more inclined to feel at ease in expressing their creativity and being willing to take risks in their learning endeavours. Furthermore, having access to fully equipped facilities offers students the necessary tools and resources to delve into their interests, test out novel concepts, and create inventive solutions to the obstacles they face. A study conducted by Smith et al. (2017) has shown that schools that have supportive settings, which are defined by safety measures and availability of resources, have a favourable influence on students' creative thinking and motivation to learn. Schools may foster a nurturing environment by valuing and respecting students, which can in turn cultivate a sense of ownership and empowerment. This can motivate students to innovate and make constructive contributions to their academic community. By giving top priority to creating a secure and encouraging school atmosphere, educational institutions may foster a culture of originality where students feel empowered to engage in critical thinking, solve problems in unique ways, and communicate effectively with their peers. This not only improves the overall learning experience but also provides students the necessary skills and abilities required to succeed in an ever-changing and intricate world.

According to Jones et al. (2019), positive social norms and interactions among students, professors, and classmates help students explore ideas and collaborate effectively. This allows students to expand their viewpoints and participate in productive discussions. Positive social norms and relationships among students, teachers, and peers are crucial for promoting the exploration of ideas and collaboration within the educational setting. When a culture characterised by respect, trust, and support exists within the school community, students experience increased confidence in expressing their thoughts, sharing their viewpoints, and participating in collaborative problem-solving endeavours. In their study, Jones et al. (2019) provided evidence that good social norms and relationships play a crucial role in fostering a favourable learning environment, where students are motivated to engage in concept exploration and collaborate effectively. In classrooms characterised by professors who cultivate

an atmosphere of inclusiveness and promote open communication, children are more prone to experiencing a sense of worth and admiration, resulting in heightened involvement and active participation in cooperative endeavours. Moreover, peer relationships are essential in promoting the exploration of ideas and fostering collaboration. Positive peer connections foster a greater willingness among students to engage in idea exchange, feedback provision, and project collaboration. Through the exchange of opinions and group brainstorming sessions, students have the opportunity to expand their comprehension of diverse subjects, contemplate alternative viewpoints, and cultivate more inventive resolutions to intricate issues. Positive social norms and relationships in the school community foster an atmosphere that encourages children to confidently and actively participate in creative expression, constructive discussions, and productive collaborations with their classmates and teachers. This promotes a culture of innovation and academic performance, ultimately improving the entire learning experience for all students.

The level of connection that students have towards their school, which includes their sense of belonging and emotional attachment to the school community, has been identified as a crucial component that influences their ability to engage in innovative work behaviour (Garcia et al., 2020). When students experience a sense of belonging and engagement with their school and its community, they are more inclined to actively engage in innovative activities, hence enhancing the liveliness and dynamism of the learning environment. A study conducted by Garcia et al. (2020) has demonstrated that students who experience a strong feeling of affiliation with their educational institution are more inclined to engage actively in novel endeavors. This feeling of belonging cultivates a nurturing and all-encompassing atmosphere in which children are encouraged to confidently articulate their thoughts, embrace challenges, and cooperate with both their classmates and educators. Moreover, there is a strong correlation between school connectivity and kids' motivation and academic performance (Mastura, 2019). When students experience a strong emotional connection to their school community, they are inclined to have greater motivation to achieve academic success and make constructive contributions to their learning environment. Driven by intrinsic motivation, individuals actively pursue chances for innovation and creative problem-solving, demonstrating a strong commitment to the success and well-being of their school community.

Furthermore, fostering a robust feeling of school connectedness also enhances resilience and fosters mental health in students (Cahill et al., 2014). Experiencing support and recognition within the school community gives pupils a feeling of safety and inclusion, which can help protect them from stress and challenges. Consequently, this fosters a favorable atmosphere for creativity, as students experience a sense of assurance and empowerment to engage in intellectual ventures and investigate novel concepts. School connectedness has a crucial role in shaping innovative work behaviour by promoting a sense of belonging and emotional attachment among pupils. When students experience a sense of connection with their school and its community, they are more inclined to actively participate in innovative activities, hence enhancing the liveliness and dynamism of the learning environment (Garcia et al., 2020).

Conclusion

Based on the research findings, it is concluded that proactive personality and boarding school climate have a significant influence on the innovative work behavior of santri. These results indicate the importance of paying attention to and developing proactive behaviour among santri, while creating a supportive school climate to encourage their innovative abilities. This conclusion provides a basis for efforts to develop proactive behaviour programs and improve the environment in boarding school to increase the innovation potential of santri.

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