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Analysis Of The Effect Of Technology Readiness, Knowledge Sharing And Teaching Autonomy On Private School Teachers' Pedagogical Innovation

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ABSTRACT

Tujuan spesifik penelitian ini adalah untuk menilai bagaimana kesiapan teknologi, berbagi pengetahuan, dan otonomi mengajar paling memengaruhi inovasi guru sekolah swasta. Studi ini berawal dari tujuan untuk meningkatkan kualitas pendidikan secara keseluruhan dan keinginan untuk selalu menyelaraskan proses pengajaran dengan teknologi terkini. Peneliti menerapkan metode penjelasan kuantitatif dan memperoleh sampel sebanyak 150 guru sekolah swasta melalui pengambilan sampel bertujuan. Untuk pengumpulan data, digunakan kuesioner skala Likert lima poin, sedangkan regresi linier berganda digunakan untuk pengolahan data. Hasil penelitian menunjukkan bahwa ketiga variabel independen tersebut memiliki pengaruh yang signifikan dan positif terhadap variabel dependen inovasi pedagogis. Secara teoritis, penelitian ini menambah nilai pada literatur yang sudah ada tentang manajemen pendidikan dan inovasi pembelajaran. Dari sisi praktis, penelitian ini memberikan implikasi strategis bagi manajemen sekolah swasta dalam memfasilitasi inovasi pedagogi melalui penciptaan lingkungan yang siap teknologi, mendorong berbagi pengetahuan, dan memberikan kebebasan pengawasan kepada guru sebagai tiga komponen utama.

The specific objective of this research is to assess how technology readiness, knowledge sharing, and teaching autonomy affect the innovativeness of private school teachers the most. The study stems from the aim of enhancing the overall quality of education and the wish to always have the teaching process aligned with the latest technology. The researcher applied a quantitative explanatory method and reached the sample of 150 private school teachers through purposive sampling. For data gathering, a five-point Likert scale questionnaire was used, whereas multiple linear regression was used for data processing. The findings indicated that all three independent variables had a significant and positive influence on the pedagogical innovation dependent variable. Theoretically, this study adds value to the already existing literature on education management and learning innovation. The practical side of the research is that it gives private school management the strategic implications of facilitating pedagogy innovation through creating a technology-ready environment, promoting knowledge sharing, and providing teachers with supervision freedom as the three main components.

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INTRODUCTION

One major trend in the education sector is the private schools' use of different methods to teach effectively which in turn leads to competition and being distinct in their educational services. "Pedagogical innovation" is the term used to describe a whole variety of practices including the teacher's capability to create, implement, and assess the learning techniques which best fit the students' needs to be among the most inventive, flexible, and pertinent ones (Asih et al., 2022). The changing

characteristics of students, the technological upgrades in education, and the demand for the 21st-century skills are pushing teachers to innovate frequently (Ramadhani & Putrianti, 2017). The innovation in teaching methods not only contributes to making learning more effective but also to enhancing the school's image and the amount of trust parents have in it (Gusliana et al., 2024). With the innovative methods of teaching, teachers can make the learning process more interesting, interactive, and relevant, meaning that more students would be engaged and better learning outcomes realized. On the other hand, if there is no pedagogical innovation, students may stagnate and the school may fall behind in the competition (Hanayanti et al., 2025). Thus, it is really important to pinpoint the factors that can further spur the teaching methods' innovation among private school teachers, which in turn, will contribute to sustainable educational development (Yulianto et al., 2023).

The term technology readiness refers to how the technology is made available to the teachers and how they accept it, master it, and incorporate it into their teaching. Technology readiness actually means that a teacher possesses the right knowledge, skills and is also having a good viewpoint toward the use of digital tools, learning apps and online platforms (Lia, 2022). Teachers at private schools who are tech-savvy to a great extent would generally be the ones ready to experiment with new tech-related ways of teaching (Aswadi & Lismayanti, 2019). Technology would then act as a facilitator providing the teachers with more power and effective learning strategies like blended learning, flipped classrooms, and interactive media use (Tawil et al., 2024). Teacher's knowledge might indicate that they are gaining from each other's good and bad experiences thus making a range of pedagogical innovations easier. The knowledge transfer supporting school environment will help create an organizational learning climate that is conducive to innovation. On the other hand, insufficient knowledge sharing might keep new ideas from coming up and might also be a barrier to pedagogical innovation (Subroto et al., 2023). Therefore, knowledge sharing is a decisive factor in the strengthening of the pedagogical innovation of the private school teachers (Lahiya et al., 2025). Teaching autonomy is the word that signifies the limit of the freedom teachers have when it is a matter of planning, carrying out, and assessing learning according to student requirements and the specific classroom context (Purwanto, 2020; Susilowati et al., 2025). Teaching autonomy gives teachers the opportunity to be creative and the chance to experiment with new pedagogical approaches (Apriani et al., 2025). Generally, the more independence a teacher has, the more he/she will be inclined to take the lead in developing new teaching methods without being overly dependent on strict procedures (Riyanti et al., 2025; Nabawi & Maulana, 2024).

The main purpose of the research is to find out the extent to which technology readiness, knowledge sharing, and teaching autonomy are the factors that affect the pedagogical innovation of the teachers in private schools. Furthermore, the research intends to provide the existing educational management and learning innovations literature with considerable contribution from the combined perspective of technology, organization, and teacher professional autonomy. Apart from that, the research will also point out the factors that facilitate the innovation of teaching methods in private schools. Besides, it is hoped that the outcomes of the study will be helpful for the school administrators in the formulation of teacher training policies, e.g., technology training, creating a conducive environment for knowledge sharing, and allowing teachers to have some control over their teaching. The possible advantages of this research might include, among others, better learning quality, stronger competitive position of the schools, and the continued existence of educational innovations in the private sector.

METHOD

The research employs a quantitative explanatory method to examine the effect of technology readiness, knowledge sharing, and teaching autonomy on the pedagogical innovation of private school teachers. The primary technique for collecting data was a survey through a structured questionnaire that applied a five-point Likert scale and was given to private school teachers. The sampling method that was selected was purposive sampling, and the requirements for the respondents were: (1) the teachers being employed in private schools at the elementary or secondary level, (2) at least one year of teaching experience, (3) use of technology in the learning process, and (4) participation in collaborative activities or teacher professional forums at school. Among these, 150 respondents were selected for the study, which was considered enough for multiple linear regression analysis. The research tool was validated based on item-total correlation of coefficients that were above 0.30 at a 0.05 significance level for

validity testing. Reliability testing with Cronbach's Alpha showed a value of over 0.70, indicating internal consistency among the items. The data were examined for violation of classical assumptions prior to regression analysis, particularly normality test (Kolmogorov-Smirnov), multicollinearity test (VIF value <10 and tolerance >0.10), and heteroscedasticity test (Glejser test) to confirm model adequacy. The technique of data analysis is multiple linear regression in order to explore the effects of the independent variables both partially and simultaneously on pedagogical innovation, using SPSS statistical software for the whole process, thereby ensuring the research results are scientifically valid.

RESULT AND DISCUSSION

Results from the F-test strongly support the regression model at the level of 0.000, which is lower than 0.05, thus meaning still significant. The F-test also points to a simultaneous impact of technology readiness, knowledge sharing, and teaching autonomy on the change in pedagogy, i.e., the influence is considerable and exists at the same time. The R^2 value calculated at 0.68 means that the private school teachers' pedagogical innovations are mainly (by 68%) due to the three independent variables, while the remaining 32% can be assigned to other causes like school culture, management support, and the teacher's innate motivation. The t-test they conducted showed that all the independent variables had a respective t-value larger than the one listed in the table and were significant at the < 0.05 level. This confirms the positive and significant impact of all variables on pedagogical innovation, thus all hypotheses are accepted and the model is perceived as having strong explanatory power.

The results make it very clear that the technology readiness factor is one of the most important factors that not only push but also support the innovation of pedagogy in private schools. The teacher's competence and even the willingness to some extent play a role in this factor since the teachers are the ones who accept and apply the learning technologies. Teachers who are ready for technology seem and feel more confident while using digital devices, learning apps, and online platforms in their teaching methods. Technology readiness helps the teacher to the search for new teaching styles such as project-based learning, the use of interactive media, and the blending of different digital resources for learning. Furthermore, it supports teachers but at the same time makes them more tolerant of the curriculum changes and the very dynamic student learning needs that technology imposes. Technology-equipped teachers have a greater tendency to experiment with new methods and approaches through trial and error and also to reflect on their practice more frequently. Conversely, non-readiness may sometimes restrict a teacher's innovativeness thus resulting in a less creative teaching approach. Hence, the technology readiness to affect the private school very consciously in producing the relevant and lasting pedagogical innovation.

The findings of the research indicate that knowledge sharing has an extremely impressive and favorable effect on the teaching innovations of educators in private schools. The outcome validates that the interaction of knowledge with the teachers is the principal factor that restrains the dissemination of innovative ideas and the adoption of effective learning practices. Professional discussions, collaborative teaching teams, and learning communities are some of the ways through which teachers can exchange their experiences, methods, and solutions to the learning challenges. Knowledge sharing allows the teachers to gain insights from both the victories and defeats of their colleagues, which ultimately results in more refined and contextualized pedagogical innovations. A school environment that encourages knowledge sharing is likely to have an organizational culture that is open to learning and thus, to innovation. Besides, the teachers' sharing of knowledge fosters community relationships and collaboration that in turn, create a never-ending cycle of experimenting with and enhancing the quality of teaching. Overall, a very limited amount of knowledge sharing can be a reason for the thwarting of new ideas and the slowing down of innovations in teaching methods. Therefore, the knowledge sharing process becomes a strategic factor in making the innovative teaching practices of the private school teachers collective and sustainable.

The results of the study indicate that giving teachers freedom is one of the most important factors responsible for the innovation in teaching at the private schools. When teachers are allowed to decide how to teach, they area already including using the method and the strategies that fit the students' personalities and the classroom context. An empowered teacher is the one who initiates the process and who eventually arrives at the unique and creative way of teaching and learning. In addition, these teachers feel that they have a right and duty to the learning process, thus the quality of teaching they

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provide is higher. In newly established private schools, teachers have the power to adjust the curriculum and teaching styles in a more fluid manner than in the past. Therefore, the findings uphold the idea that to a certain extent, the granting of liberal autonomy can act as a promoter of pedagogical innovation. In contrast, the limited autonomy that is non-promoting can actually restrict the area of teachers' experimentation and this will be an innovation hindrance. Accordingly, the concern of teaching autonomy becomes a crucial one, and school administrators should consider it when planning to entice the private school teachers through pedagogical innovations.

CONCLUSION

The investigation writer brings up the point that private school teachers have gained a lot and positively as a result of technological readiness, knowledge sharing, and teaching autonomy, which in turn, leads to innovation in teaching methods. So, the working of the teachers with technology is the reason primarily behind the pedagogical innovation which caters to the current demands of education. The collaboration of the teachers in the sharing of knowledge is, to some extent, the reason for the whole learning process being strengthened and the spread of innovative ideas in the school being hastened. Besides, the teaching freedom is very important as it enables the teachers to create, try, and change the learning methods as per the students' requirements. Furthermore, these three variables are the most significant ones in determining the level of teaching innovation statistically, and thus the need for integrating the technology readiness, professional collaboration, and teaching autonomy cannot be overemphasized in the case of private schools . Consequently, it becomes the responsibility of school management to enhance teachers' technical skills through continuous training, provision of adequate digital infrastructure, and mentorship in the use of learning technologies according to research findings. Additionally, schools need to create a knowledge-sharing environment by including teachers in learning communities, conducting professional dialogue forums, and offering collaboration support across subjects. Moreover, school management should ensure that considerable freedom in teaching is permitted for the sake of maintaining curriculum alignment and educational quality standards.

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