

**THE EFFECT OF INNOVATIVE LEADERSHIP AND JOB SATISFACTION
ON TEACHER'S PERFORMANCE
(Case Study: Innovative Leadership of Public Senior High School Principals in
North Sumatra Province with Structural Equation Modeling)**

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ABSTRACT

The study was aimed to determine and assess : (1) The influence of participatory leadership to performance, (2) The influence of the relationship between leaders and members to performance, (3) The influence of transformative leadership to performance, (4) The influence of participatory leadership to job satisfaction, (5) The influence of the relationship between leaders and members to job satisfaction, (6) The influence of transformative leadership to job satisfaction, and (7) The influence of job satisfaction to performance of public high school teachers. The research was conducted at public high schools in the Province of North Sumatra, including 405 teachers who were scattered in several schools who had had achievements at provincial, national, regional, and global levels. The questionnaire in this study consisted of statements that had a rating scale. Ratings for the teacher's performance, participatory leadership, the relationship between the leader and members, and transformative leadership variables consisted on five categories of choice answers, namely: (1) never; (2) rarely; (3) sometimes; (4) often; and (5) always. Meanwhile, ratings for job satisfaction variables consisted of five categories of choice answers, namely: (1) not satisfied; (2) less satisfied; (3) quite satisfied; (4) satisfied; and (5) very satisfied. In this study, seven steps were performed when using SEM modeling, namely: (1) Development of Theory-Based Model, (2) Development of Path Diagram, (3) Conversion Path Diagram into the equation, (4) Selecting Input Matrix and Estimation Techniques, (5) Assessing Problem Identification, (6) Evaluation Model, and (7) Interpretation and Modification Model. The results of the study found that: (1) Participatory leadership affected performance, amounting to 0.196; (2) The relationship between leaders and members affected performance, amounting to 0.280; (3) Transformative leadership affected performance, amounting to 0.270; (4) Participatory leadership affected job satisfaction, amounting to 0.321; (5) Relationship between leaders and members affected job satisfaction, amounting to 0.530; (6) Transformative leadership affected job satisfaction, amounting to 0.630; and (7) Job satisfaction affected performance, amounting to 0.170.

Keyword: Public High School in North Sumatra Province, Participatory Leadership, Relationship between Leader and Members, Transformative Leadership, Job Satisfaction, and Performance.

Leadership has an important role in the framework of the management because the role of a leader is the elaboration of a series of leadership functions to achieve the purpose of the organization. According to the Decree of the State Personnel Administration Agency (BKN) No. 22 / KEP / 1972, it states that leadership is action to convince others so that they can participate well in

a job. According to Wahjosumidjo, in the practice of the organization, that the word "lead" contained the meaning of connotation, such as moving, guiding, protecting, nurturing, providing an example, giving encouragement, providing assistance, and so on.

Before defining innovative leadership, the first step is to know what innovation is. According to Rosabeth Moss Kanter (1986), innovation is a work of new thinking that was applied in human life. Meanwhile, according to Amabile and Conti (1999), innovation is the implementation and adoption of new thoughts by individuals in the company. In a business encyclopedia, what is meant by innovation is the process of translating an idea into a product or service that people will buy or something that results from this process. From the various definitions of innovation, it can be concluded that innovation is a process of thinking and implementing that thought in the form of new products or services.

Many experts have studied innovation problems and several supporting tools for the emergence of innovation, including Amabile (1998) and Mumford & Gustafson (1998), and (Tsai, 2001). In general, experts agree that the innovation process requires the accumulation of knowledge. A knowledge-based organization requires capital that supports organizational performance. Broadly speaking, three components of organizational capital support the innovation, namely: (1) Human Capital, (2) Leadership Capital, and (3) Structural Capital.

Participatory leadership, developed by Rensis Likert and colleagues, is a management view that develops healthy relationships with employees and at the same time achieves organizational goals effectively. Participatory leadership can be considered as a comprehensive view of management that encourages all employees to have a role or take part in decision making, especially those affecting goal-setting and problem-solving (Terry, 1977: 67 in Kaswan, 2019).

According to Yukl (2015), the theory of Leader-Member Exchange (LMX) explains about the process of making roles between leaders and members as well as the relationship exchanges that evolve from time to time. Leader-Member Exchange (LMX) is a system of several components and the relationship between the components that are involved leaders' closeness with members or dyadic (Wahyuni and Sangi, 2010). LMX focuses on the dyadic (two-way) relationship between the leader and each of his/her followers which is an exchange relationship that aims to increase organizational success by creating a positive relationship between the leader and his/her followers (Wibowo and Susanto, 2013).

The theory of exchange leader-member (leader-member exchange) is a theory that is focused on the relationship and interaction between leaders and followers. The attraction of Leader-Member Exchange (LMX) is that in the approach to this, there is no behavior of leaders who are consistent in the entire member.

According to Northouse (2013), transformative leadership is where a person engages with others and created relationships that increase the level of motivation and morality, both from the

leader and the followers. This type of leader pays attention to the follower's needs and motives and strives to help followers to reach their full potential. Burns cited Mohandas Gandhi as a classic example of transformative leadership. Gandhi raised the hopes and demands of his millions of people and in the process, he experienced a change.

Maulana (2012) argued that to be a leader transformational needed a character that can influence other people as individuals. Then, make empowerment efforts within the organization he/she lead. This character can increase the effectiveness of leadership in leading the organization so that it will have a positive impact on improving organizational performance.

Locke (1990) said that satisfaction and dissatisfaction with several aspects of work depended on the difference between what has been obtained and what is desired. The amount of the desired of the characteristics of the work is defined as the amount of the minimum required to meet the needs that exist. Someone will be satisfied if there is no difference between conditions that desired by the conditions of the actual. While Porter (1968), defined satisfaction as the difference between the many things that should have been there with several of what were there. Wexley and Yulk stated that job satisfaction is the way a worker feels his/her job. Job satisfaction is a generalization of attitudes towards work which is based on aspects of the job are manifold. Job satisfaction is influenced by several aspects of the job, ie wages/salaries, job conditions, supervision, co-worker, work material, job security, and the opportunity to advance.

Many studies have been conducted by experts on the factors driving innovation. Amabile (1998) and Mumford & Gustafson (1998) found that leadership is one of the main factors that leverage innovation. Besides, the factors of organizational structure and process are intraorganization network and organization learning, and also determine the occurrence of innovation (Tsai, 2001). Several other factors also influence innovation, namely: a conducive and creative work environment (Amabile, 1998); the complexity of the job and the type of supervision applied to the company (Oldham & Cummings, 1996). Collins (2002) also found that an innovative organization performs great when there are great people who plan and implement activities.

Barbara Cram and Monica Cennedy (2009) entitled " Strategy of Innovative Leadership in Education Design Conditions", this paper shows an innovative strategy of a higher education leader to be able to realize quality educational outcomes. An innovative strategy developed by empowering teaching staff to have innovative power in teaching and to be able to proportionally use existing support resources. If this could be developed by the teachers in the existing learning process, then the form would provide special satisfaction for students.

Muhammad Eka Mahmud (2009) entitled "Principal Leadership in Implementing Educational Innovation". The findings in this study are that the appropriate leadership style to be applied in implementing educational innovation is participatory leadership. The forms of educational innovation carried out by a school principal are firstly, physical innovation concerning the

curriculum and learning strategies, secondly, non-physical innovation regarding student management, teacher management, and community relationship management.

Based on the framework, it can formulated the research objectives, namely: (1) Participatory Leadership affected performance, (2) The relationship between leaders and members affected performance, (3) Transformative leadership affected performance, (4) Participatory leadership affected job satisfaction, (5) The relationship between leaders and members affected job satisfaction, (6) Transformative leadership affected job satisfaction, and (7) Job Satisfaction affected performance of public high school teachers in the State of North Sumatra province.

By exploring and comparing several performance models (Qolquit model, Robbins model, Gibson model, and Ivancevich model) which have been described above and based on the framework, the researcher proposes an Analysis of Structural Equation Model of Innovative Leadership Model with Case Studies: Head of Provincial Education Branch Office in North Sumatra as shown in the below figure.

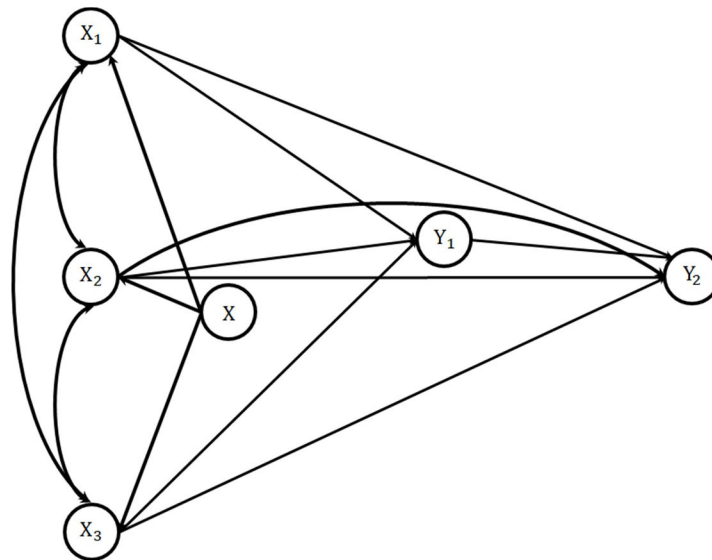


Figure 1:
Research Model based on Several Exploration and Comparisons of The Model and Theory Study

Research Method

Based on the problems and objectives that have been set, then the method of research that was used was the survey method by giving questionnaires to the whole respondents that were included in the study. Meanwhile, to analyze the causal relationship between latent variables, Structural Equation Model (SEM) analysis was used. According to Joreskog and Sorbom (1996), the structural model was essentially a tentative hypothesis to the proposed explanatory research problem, namely the prediction of the causal relationship between latent variables which was summarized in path diagrams and certain structural equations.

This study analyzed the effect of one variable on other variables. Variables that were tested consisted of three latent exogenous variables, namely: participatory leadership (ξ_1), the relationship between leaders and members (ξ_2), and transformative leadership (ξ_3). Two other variables latent endogenous, ie: the job satisfaction of the principals (η_1) and the teacher's performance (η_2).

Population and Research Sample

The population research were some schools that had recorded achievements in the field of academic and non-academic that brought the name of the North Sumatra Province at the level of National, Regional, and Global, namely: (1) SMA Negeri 1 Medan with 77 teachers, (2) SMA 13 Medan with 81 teachers, (3) SMA Negeri 1 Lubuk Pakam Regency Deli Serdang with 61 teachers, (4) SMAN 2 Lubuk Pakam Regency Deli Serdang with 57 teachers, (5) SMA Negeri 1 Tanjung Morawa with 58 teachers, (6) SMAN 4 Kota Siantar with 81 teachers, (7) SMA Negeri 1 Raya Regency Simalungun with 54 teachers, (8) SMA Negeri 1 Bandar Regency Simalungun with 75 teachers, (9) SMA 1 Matauli Regency of Tapanuli Central with 72 teachers, and (10) SMA Negeri 2 Balige Regency of Toba Samosir with 51 teachers.

The technique of determining the sample in this study was determined by proportional random sampling technique. To determine the number of samples, this study used the Slovin¹ rumor, $n = \frac{N}{1 + N \cdot e^2}$, where n = sample size; N = total population; and e = degree of error. In this study, it used e = 4.6 % because the population characteristics were relatively varied, so it was necessary to make efforts to enlarge the sample, and N = 3800, so there are 405 respondents. Data collection was done by using a questionnaire to the five variables (performance variable, job satisfaction variable, participatory leadership variables, relationship variables between leaders and members, and transformative leadership variables). The questionnaires were distributed to teachers in public high school that had academic and non- academic achievement at the level of provincial, national, regional, and global.

The collection technique that was used was the survey online by spreading the questionnaires using the e-survey application to the high schools that had students, teachers, and outstanding educational staff. The data used were primary, namely data obtained directly from respondents.

¹ Husein Umar, *Metode Penelitian untuk Skripsi, Tesis, Bisnis*, (Jakarta : Raja Grafindo, 1996), p. 78

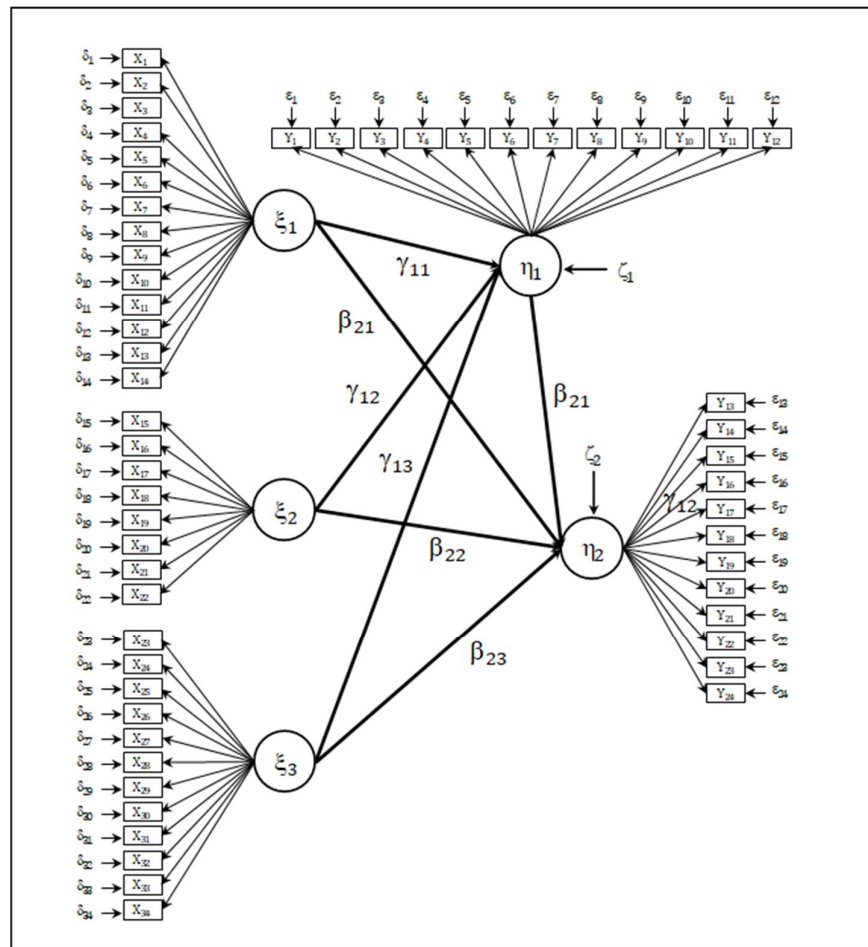


Figure 2:
SEM Research Conceptual Model

Remarks :

ξ (ksi) : Latent exogenous variable (independent variable) consists of participatory leadership (ξ_1), the relationship between leaders and members (ξ_2), and transformative leadership (ξ_3).

η (eta) : Latent endogenous variable (variable dependent and also can be a variable independent in the equation stated) consists of: the job satisfaction of the principals (η_1) and the teacher's performance (η_2).

γ (gamma) : The direct relationship between exogenous variables to endogenous variables

β (beta) : The direct relationship between endogenous variables to endogenous variables

ρ (rho) : The direct relationship between latent exogenous variables to endogenous variables

λ (alfa) : The direct relationship between exogenous variables to manifest variables

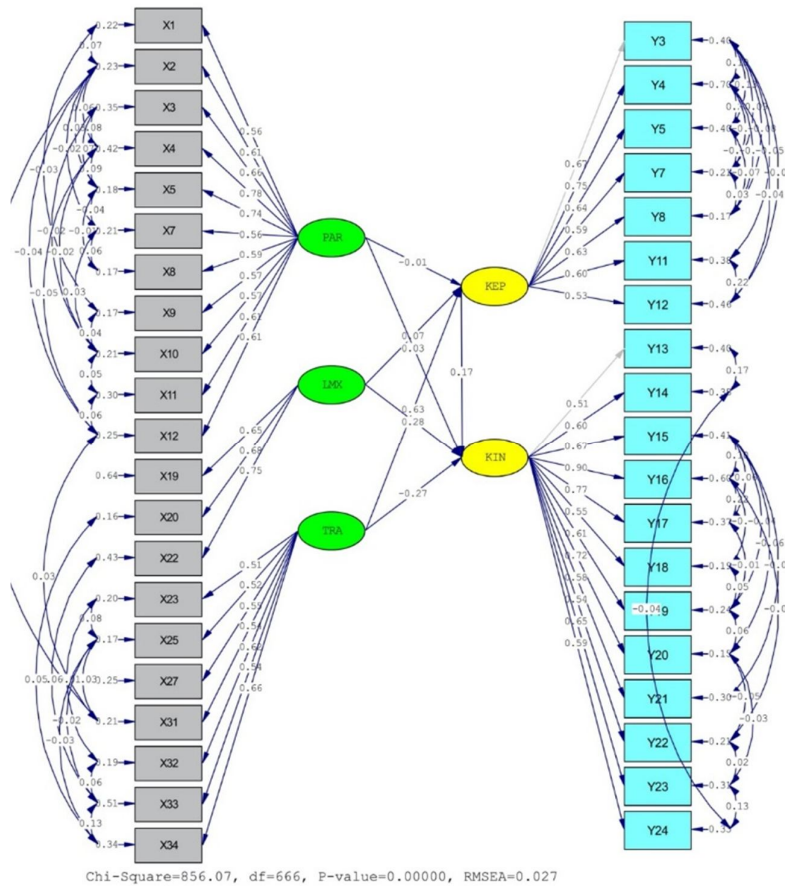


Figure 3
Full Path Diagram Modification

Tests were carried out on the measurement model to see the level of alignment (goodness of fit). In addition, through the confirmatory analysis technique, the reliability of the manifest variables against the latent variables was also tested to determine that the manifest was the right indicator of the construct. The criteria for testing the conformity of the measurement model were as follows:

Table 1
Alignment Test Criteria for Measurement Models

GOF Size	Estimation Results	Criteria	Conclusion
Statistics χ^2	df = 666 $\chi^2 = 856,07$	<ul style="list-style-type: none"> $0 \leq \chi^2 \leq 2df$ $2 df \leq \chi^2 \leq 3df$ 	Fit
p-Value	0,00	<ul style="list-style-type: none"> $0,05 \leq p \leq 1,00$ $0,01 \leq p \leq 0,05$ 	Not fit
NCP	0,027	Must be small	
RMSEA	0,027	<ul style="list-style-type: none"> $RMSEA \leq 0,08$ $RMSEA \leq 0,05$ 	Fit
ECVI	2,88	Must be smaller than 2,51	Not fit
Model AIC	3139,41	Must be smaller than 342	Not fit
Model CAIC	313,11	Must be smaller than 1012,3	Fit
NFI	0,97	<ul style="list-style-type: none"> $NFI > 0,90$ $0,80 < NFI < 0,90$ 	Fit
TLI or NNFI	0,89	$0,80 < TLI < 0,90$	Fit
PNFI	0,83	Must be small	Fit
CFI	0,99	<ul style="list-style-type: none"> $CFI > 0,97$ $0,90 < CFI < 0,97$ 	Fit
IFI	0,59	<ul style="list-style-type: none"> $IFI > 0,90$ $0,80 < IFI < 0,90$ 	Not fit
RFI	0,97	<ul style="list-style-type: none"> $RFI > 0,90$ $0,80 < RFI < 0,90$ 	Fit
CN	335,37	$CN > 200$	Fit
SRMR	0,041	<ul style="list-style-type: none"> $SRMR \leq 0,05$ $0,10 < SRMR < 0,05$ 	Fit
GFI	0,82	<ul style="list-style-type: none"> $GFI > 0,90$ $0,80 < GFI < 0,90$ 	Fit
AGFI	0,88	<ul style="list-style-type: none"> $AGFI > 0,89$ $0,80 < AFGI < 0,89$ 	Not fit
PGFI	0,73	$PGFI > 0,50$	Fit

Based on each manifest that constructed the latent variables, it fulfilled the validity criteria. It was proven that the t-value was greater than the t-table value with a significant alpha level of 5%. From the results of the model test simulation analysis, it was also obtained structural equations which could be presented in the following structural model equations:

$$\begin{aligned}
 \text{KEP} &= 0,321 * \text{PAR} + 0,530 * \text{LMX} + 0,630 * \text{TRA} +, \text{Errorvar} = 0,53, R^2 = 0,47 \\
 &\quad (0,046) \quad (0,085) \quad (0,096) \quad (0,11) \\
 &\quad -0,16 \quad 0,87 \quad 6,52 \quad 4,87 \\
 \text{KIN} &= 0,170 * \text{KEP} + 0,196 * \text{PAR} + 0,280 * \text{LMX} + 0,27 * \text{TRA}, \text{Errorvar} = 0,44, R^2 = 0,38 \\
 &\quad (0,082) \quad (0,056) \quad (0,11) \quad (0,12) \quad (0,14) \\
 &\quad 2,12 \quad 3,50 \quad 2,66 \quad 2,22 \quad 6,64
 \end{aligned}$$

Then, to test the significance of the coefficient of the influence between latent variables, consulted the Z value of the two-tailed test table at $\alpha = 0.05$, then the probability value was $Z = 1-$

$(\alpha / 2) = 1 - (0.05 / 2) = 0.975$. From the Z table, the value of 0.975 was obtained Z score of 1.96. The Z score of 1.96 was defined as the critical value for significance testing.

Based on the testing results from the first hypothesis to the seventh hypothesis, namely : (1) There was a positive and significant influence between Participatory Leadership on Performance, (2) There was a positive and significant influence between Leader and Members Relationships on Performance, (3) There was a positive and significant influence between Transformative Leadership on Performance, (4) There was a positive and significant influence between Participatory Leadership on Job Satisfaction, (5) There was a positive and significant influence between Leader and Members Relationships on Job Satisfaction, (6) There was a positive and significant influence between Transformative Leadership on Job Satisfaction, and (7) There was a positive and significant influence between Job Satisfaction on Performance.

Discussion Result

The principal's innovative leadership has a positive and significant effect on the teachers' job satisfaction. The principal's innovative leadership and teachers' job satisfaction have a positive and significant effect on the teacher's performance.

The results of the study showed that the participatory leadership impacts significantly on performance. It is demonstrated that conceptually, the participatory leadership is the ability of a leader to share with members before making a decision, whereas in the participatory operational leadership shows the ability of a principal to share with teachers and staff education before taking a decision.

The results of the study showed that the relationship between leader and member impacts significantly on performance. This shows that conceptually the relationship between leaders and members is the ability of a leader to develop relationships that influence each other with members.

The results of the study showed that transformative leadership impacts significantly on performance. It is demonstrated that conceptually, the transformative leadership is the ability of a leader to influence members to work together to achieve organizational goals.

The results of the study showed that participatory leadership impacts significantly on job satisfaction. This is supported by several previous researchers about the influence of participatory leadership on job satisfaction.

The results of the study showed that the relationship between leader and members impacts significantly to job satisfaction. This is supported by several previous researchers regarding the influence of the relationship between leaders and members on job satisfaction.

The results of the study showed that transformative leadership impacts significantly on job satisfaction. This is supported by several previous researchers about the influence of transformative leadership on job satisfaction.

The results of the study showed that satisfaction impacts significantly on performance. It is demonstrated that conceptually, job satisfaction is a reflection of the feelings of someone who

satisfied or not satisfied with the work based on expectations of the rewards that are given by the organization.

Conclusions, Policy Implications and Recommendations

Conclusions

The statistical hypothesis testing on the effect of each independent variable on the dependent variable results in the following conclusions: (1) Participatory leadership has a positive and significant effect on teacher's job satisfaction in schools. This conclusion is based on the t-value of $3.50 > 1.967$. This means that even without a relationship between the leader and members (the principal and the teacher), the transformative leadership of a school principal, the job satisfaction of the teacher can increase through the participatory leadership of a school principal, (2) The relationship between leaders and members has a positive and significant effect on teacher's job satisfaction at school. This conclusion is based on the t-value of $2.66 > 1.967$. This means that even without participatory leadership and transformative leadership from a principal, the teacher's job satisfaction can increase through the relationship between the leader and members (the relationship between the principal and the teacher), (3) Transformative leadership has a positive and significant effect on teacher's job satisfaction in schools. This conclusion is based on the t-value of $2.22 > 1.967$. This means that even without the participation of a principal's leadership and the relationship between leaders and members (principal and teachers), the teacher's job satisfaction can increase through the transformative leadership of a school principal, (4) Participatory leadership has a positive and significant effect on teacher's performance in schools. This conclusion is based on the t-value $2.01 > 1.967$. This means that even without teacher's job satisfaction, the relationship between leaders and members (principal and teachers), transformative leadership of a school principal, teacher performance can increase through transformative leadership, (5) The relationship between leaders and members has a positive and significant effect on teacher's performance in schools. . This conclusion is based on the t-value of $2.87 > 1.967$. This means that even without teacher's job satisfaction, participatory leadership, and transformative leadership of a principal, teacher's performance can increase through the relationship between the leader and members (principal and teacher), (6) Transformative leadership has a positive and significant effect on teacher performance in schools. This conclusion is based on the t-value of $6.52 > 1.967$. That is, even though there is a sign of a school principal's participatory leadership, the relationship between the leader and members (principal and teacher) and the transformative leadership of a school principal, teacher's performance can increase through job satisfaction, and (7) Job Satisfaction has a positive and significant effect on teacher performance in school. This conclusion is based on the t-value of $2.12 > 1.967$. This means that even without the participatory leadership of a school principal, the relationship between the leader and members (principal and teacher) and the transformative leadership of a school principal, teacher's performance can increase through job satisfaction.

Policy Implications

The results of this study have implications for managerial policies and can be used as a reference by management to determine the priority scale of policies that should take precedence. From the research results, it is known that transformative leadership is a positive and dominant

factor that most influences teacher's job satisfaction, and the relationship between leaders and members (principal and teachers) is a positive and dominant factor that most influences the teacher's performance.

Therefore, the North Sumatra Provincial Education Office through the North Sumatra Provincial Education Branch Office can make and compile a policy priority scale to increase job satisfaction and teacher performance in schools, as follows:

1. To increase teacher's job satisfaction, transformative leadership of a principal is required which is a determining factor in increasing teacher's job satisfaction in schools. Transformative leadership is described when the principal can: a) Foster the self-confidence of a teacher; b) Providing confidence in subordinates, c) Able to arouse teacher enthusiasm in carrying out tasks, d) Able as a role model for teachers, e) Able to show pride in teachers, f) Get respect from teachers, g) Encourage teachers to be creative, h) Encourage teachers to be innovative, i) Solve problems from various points of view, j) Improve teacher's self-development, k) Treat teachers as great individuals, and l) Treat teachers as individuals who have needs and abilities
2. To improve the teacher's performance in schools, a good and harmonious relationship is needed between the principal and the teacher, where this relationship is a determining factor in improving teacher performance in schools. The relationship between the principal and the teacher is described if the principal has the ability, as follows: a) Able to appreciate and acknowledge the success of the teacher, b) The principal can know the problems being experienced by the teacher, c) The principal has respect for the teacher, d) The principal is willing to help the teacher in solving problems in the assignment, e) The principal establishes a good and effective relationship with the teacher.

Recommendations

By paying attention to the value of the standard loading factor for each indicator in the fit model produced in this study, it shows which indicators have a relatively low standard loading factor compared to other indicators. Recommendations are given based on the order of priority according to the low standard loading factor of the indicators in the fit of the research result model. Based on the conclusions and implications of the policy, it can be recommended as follows:

1. For the Education Office or the Education Branch Office

Based on Law Number 23 of 2014, the Provincial Government of North Sumatra manages education at the Secondary Education level and Special Education Special Services including virtual-based management and coaching for teachers and school principals, including:

- a. Conduct intensive and periodic guidance for principals to improve their abilities, as follows: 1) fostering self-confidence in teachers, 2) arousing the enthusiasm of a teacher in innovating, 3) optimizing the role of ICT coordinators in teaching and learning activities, 4) treating teachers as individuals who have needs and abilities. Activities are carried out to improve the ability of a principal, including: 1) strengthening the managerial competence and supervisory competence of a principal in the form of regular training, 2) providing media to exchange information between principals continuously, and 3) providing the budget for study activities comparative between provinces or

countries for principals to adopt and adapt the innovative leadership of successful principals.

- b. Conduct intensive and periodic guidance for teachers to improve pedagogical competence and professional competence. Programs and activities that can be developed are as follows: 1) organizing training for teachers to improve pedagogical competence in the form of mastery of learning theory, 2) conducting training to improve teacher professional competence in the form of software optimization, 3) organizing training for teachers in improving and developing learning materials.

2. For the Principal

The implementation of education at the education unit level (school) is the responsibility of a principal. Based on the Regulation of the Minister of National Education Number 13 of 2007 concerning Principal Standards, where the principal has 5 (five) competency standards, namely 1) personality competence, 2) managerial competence, 3) entrepreneurial competence, 4) supervisory competence and 5) social competence. One of the functions of a principal in education management is to guide and develop teachers to improve their best performance, and finally, the impact of good teacher performance is the achievement of student learning quality and improving school quality. For this reason, it is necessary to submit recommendations for principals to improve teacher performance, especially managerial competence and supervision, namely:

- a. Leading schools to optimize school resources
- b. Managing teachers to optimize human resource utilization
- c. Take advantage of advances in information technology for improving learning and school management
- d. Monitoring, evaluating, and reporting the implementation of school activity programs with appropriate procedures and planning follow-ups
- e. Planning academic supervision programs to increase teacher professionalism
- f. Carry out academic supervision of teachers using appropriate approaches and supervision techniques
- g. Follow up on the results of academic supervision of teachers to increase teacher professionalism.

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