

## The Influence of Innovative Leadership and Work Culture on Teacher Performance in Junior High Schools

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**ABSTRACT** :The success of the national education system is seen from teacher performance. Teacher performance is basically the performance or work performance carried out by teachers in carrying out their duties as educators. The human resources of teachers will greatly determine the quality of educational outcomes, because teachers are the parties who have the most direct contact with students in the education or learning process in school educational institutions. The purpose of this study was to analyze the influence of innovative leadership and work culture on employee performance in junior high school teachers in the northern region of Jember Regency. The number of samples in this study was 194 respondents using the proportional stratified random sampling technique. This study is categorized as a study using quantitative methods with a descriptive approach. Descriptive analysis of respondents was carried out in this study. Validity and reliability tests were also carried out in this study. Hypothesis testing was also carried out. The results of the data analysis showed that innovative leadership did not have a significant effect on teacher performance. Work culture had a significant effect on teacher performance.

**KEYWORDS**: *innovative leadership; work culture, teacher performance.*

### I. INTRODUCTION

In the current era of global competition, improving the quality of human resources (HR) is very important, especially in facing rapid changes and developments. One way to achieve these development goals is through education (FE Harahap et al., 2023). Education plays an important role in creating quality Indonesian human resources (Rachmawati, 2013). Efforts to improve the quality of HR can be obtained through education, both formal, non-formal and informal education. Education is a very strategic vehicle in improving the quality of human resources which are determinants of a nation's development (Azhar, 2022; Susilo et al., 2023). For this reason, educational organizations are required to be able to adapt to rapid changes and carry out continuous renewal (Radinal, 2021). Teachers as the vanguard in the education process have a very important role in implementing planned education programs and producing quality graduates. This shows that teachers will greatly influence and determine the process of realizing educational goals (Aswaruddin, 2021; Padly et al., 2022; Samsuardi, 2016). Thus, one way to get quality teachers to improve school quality is to improve teacher performance by paying attention to the factors that influence it (Amrullah et al., 2022; Sukmawaty et al., 2021). Performance is basically the work results obtained by employees in an organization during a certain period (Qomariah, 2020). Teacher performance is basically the performance or work performance carried out by teachers in carrying out their duties as educators. The human resources of teachers will greatly determine the quality of educational outcomes, because teachers are the parties who have the most direct contact with students in the education or learning process in school educational institutions (Harahap et al., 2023; Iskandar, 2018; Wijaya et al., 2022). Several factors that influence teacher performance include the leadership of the principal and work culture.

Innovative leadership of the principal can have a positive influence on teacher performance by creating a conducive work climate and supporting creativity (Pieterse et al., 2010). Innovative and visionary leadership is the key to building a better future for an organization or company. With leaders who have a far-sighted vision, dare to innovate, and prioritize ethics and collaboration, companies or organizations can improve their performance so that they can win the increasing competition. Leadership has been proven to improve performance in an organization (Lapatta & Temaluru, 2023; Muizu et al., 2019; Purba et al., 2023), (Majali et al., 2022; Mohammad et al., 2022), (Bakker et al., 2022; Fikri & Setiawati, 2021; Khan et al., 2021). With leadership that can provide examples and change employee behavior, it will be able to improve the performance of all members of the organization (Chandra et al., 2020), (Atikah & Qomariah, 2020), (Qomariah, Hermawan, et al., 2020a), (Hafifi et al., 2018), (Priyono et al., 2018), (Riyadi, 2020), (Listiani et al., 2020), (Ayuningtyas & Utami, 2019; Hadiana & Sari, 2019; Ishak et al., 2019; Kurniawati & Tobing, 2019), (Desky, 2014), (Jamaludin

& Subiyanto, 2022), (Paais & Pattiruhu, 2020), (Susanthi & Setiawan, 2014), (Yuniarti & Suprianto, 2020), (Bentar et al., 2017), (Sya'roni et al., 2018), (A. Setiawan et al., 2022). On the other hand, leadership cannot always improve the performance of an organization, but it can be the other way around that performance is not caused by a person's leadership (Qomariah, 2012), (Priyono et al., 2019), (Rosalina & Wati, 2020), (Sadariah, 2019), (Arifin, 2020).

In addition, a strong work culture can also encourage improved teacher performance (Hartadi et al., 2020). The success of the national education system is seen from teacher performance. No exception in public junior high schools in the northern region of Jember Regency, so that the teaching and learning process activities that take place can run effectively and efficiently, teachers are expected to be able to manage performance in an effort to achieve goals effectively and efficiently. Work culture is the values that are understood and applied in an organization that are the basis for the organization to operate (Hutajulu et al., 2020). The definition of work culture can also be interpreted as values, norms, and habits that are recognized and followed by members of an organization in carrying out work activities that have been designed to achieve organizational goals. (Putri et al., 2023). The definition of work culture can be interpreted as a basic pattern of thinking, feeling, and behavior that is learned and shared by members of the organization (Schein, 2020). Work culture includes values, beliefs, attitudes, and interaction patterns that influence the way people work and interact within the organization. According to (Schein, 2020), there are 3 classifications of work culture, namely: artifacts, values held, and fundamental beliefs. Work culture is a psychological characteristic that distinguishes one group of people from another in a culture (Areiqat et al., 2020). Good values that have become habits will make an organization continue to strive to provide the best service to customers or users. Thus, a good work culture that is already ingrained will make the organization perform well. Research on work culture and employee performance conducted by (Radyasasmita & Suryaningsih, 2022), (Manggis et al., 2018), (Adha et al., 2019), (Hutajulu et al., 2020), (Sembiring & Winarto, 2020), (Raffie et al., 2018), (Panjaitan & Kristiana, 2019) states that work culture has an impact on employee performance. Other studies that also discuss the issue of work culture are conducted by (Desky, 2014; Jamaludin & Subiyanto, 2022; Layaman & Jumalia, 2018; Moron & Rangga, 2023; Rizqina et al., 2020; Siregar et al., 2020), (Fatimah & Frinaldi, 2020; Sembiring & Winarto, 2020; Yuliani & Saputra, 2020) the results of which are that performance can increase due to the implementation of a good work culture. A strong and positive work culture is needed to encourage improved teacher performance (Amrullah et al., 2022; Munif et al., 2023). Work culture also has no effect on employee performance (Radyasasmita & Suryaningsih, 2022).

Based on data related to the Human Development Index (HDI) in the northern region of Jember Regency, it turns out that the results are still below the district average. This indicates a need to improve the quality of education, one of which can be achieved by improving employee performance in educational institutions. Based on the background of the research described, from several problems that have been previously explained and also based on the results of previous studies related to leadership style and work culture that are related to performance, it turns out that there are still inconsistent results. Therefore, this study is appropriate to be conducted by examining "The Influence of Innovative Leadership and Work Culture on Performance in Junior High Schools in Jember Regency". While the purpose of this study is to determine and analyze the impact of innovative leadership and work culture on teacher performance in junior high schools in the northern part of Jember Regency.

## II. LITERATURE REVIEW

### Innovative Leadership

Leadership is a trait of a person that refers to interactions so that there is continuity in the form of relationships between individuals and groups in a predetermined container. The urgency of innovative leadership is basically directed at improving quality, improving conditions, meeting the needs of the community for companies on a large scale is directed at increasing product competitiveness (Fitrah et al., 2021). According to Desfitawarni et al., (2022) innovative leadership is leadership that has the character of innovating and making it grow and develop within the organization being led. According to Heryani et al. (2023), innovative leadership is leadership that always sparks new ideas as well as support for the creation of change so as to give birth to excellence. According to Djafri et al. (2020), innovative leadership is leadership that has innovative thinking, provides creative ideas, and can make complex decisions quickly and accurately. Researchers synthesize innovative leadership as leadership that has a strong character, sparks fresh ideas, provides support, and is right in decision making.

### Work Culture

The definition of work culture can be interpreted as a basic pattern of thoughts, feelings, and behaviors that are learned and shared by members of an organization (Schein, 2020). According to Purnamasari (2019), work culture is a pattern of behavior that is possessed by each individual in an organization. Work culture is a value, perception and behavior of an individual or group regarding work and achieving goals (Rahmah & Ranu,

2013). Organizational work culture can also be said to be values that are applied and developed continuously by all members of the organization and as a reference for behavior to achieve predetermined organizational goals (Ainanur & Tirtayasa, 2018). When connected to the school environment, work culture is a system built from values, actions, behaviors and drives that are cultivated and applied by each individual in the school in order to achieve certain goals. Work culture is certainly different in each school environment, this is because the foundation and goals of each teacher are different in building their school. A positive work culture will be beneficial because each member of the workforce needs constructive criticism and suggestions for the progress of an organization (Purnamasari, 2019). One of the important things in education is the teacher's work culture which can be seen from the discipline in obeying the rules and cooperation in building the quality of the school. The problematic teacher's work culture can be measured by the low level of appreciation for teacher performance, welfare, communication and interaction between teachers, guardians or parents, leaders and the less harmonious community environment (Arianto, 2013).

### Employee Performance

Performance is the level of achievement or real results achieved used to obtain positive results (Iskandar, 2018). Performance is also defined as the success of personnel in realizing strategic goals in four perspectives: financial, customer, process and learning and growth (Faustyna, 2014). Performance is the work result achieved by a person in carrying out the tasks assigned to him based on skills, experience, sincerity and time (Efendi & Sholeh, 2023). Thus, teacher performance means the work results or achievements of a teacher in carrying out his duties as an educator in order to meet the goals of the school where he works. Teacher performance has certain specifications and can be seen and measured based on the specifications or competency criteria that must be possessed by each teacher (Aswaruddin, 2021). Simatupang & Silalahi (2019) stated that related to teacher performance, the form of behavior in question is the teacher's activities in the learning process.

### CONCEPTUAL FRAMEWORK

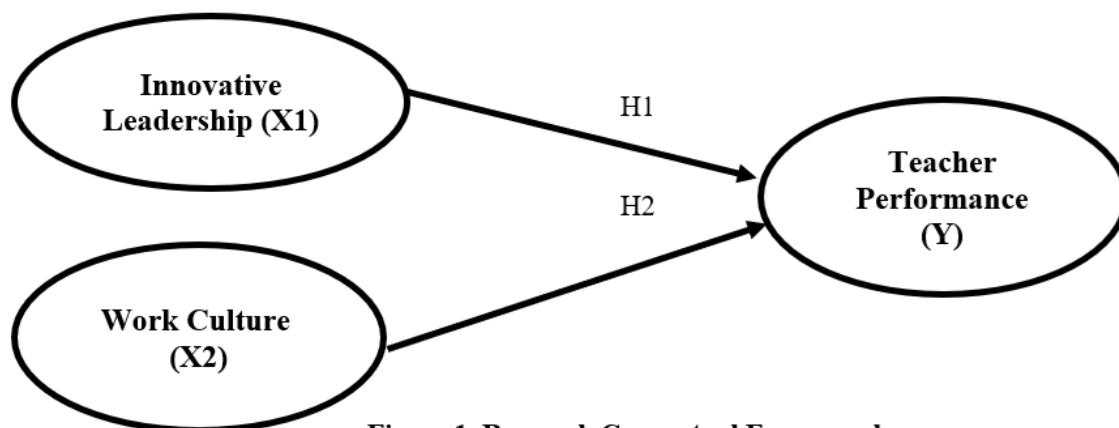


Figure 1. Research Conceptual Framework

### Hypothesis developed

H1: Innovative leadership has a significant influence on teacher performance

H2: Work culture has a significant influence on teacher performance

### III. METHODS

This study was conducted through a survey by distributing questionnaires to junior high school teachers in the northern region of Jember Regency using a quantitative approach. The quantitative approach is an approach to see the influence between research variables and test previously formulated hypotheses (Sugiyono, 2018). The quantitative paradigm emphasizes testing theories through measuring research variables with numbers and analyzing data with statistical procedures. This study is a study that tests innovative leadership and work culture as independent variables on teacher performance as dependent variables. The population in this study were 375 junior high school teachers in the northern region of Jember Regency and a sample of 194 teachers was taken. The sampling technique used in this study was the proportional stratified random sampling technique, because the population as the basis for sampling is heterogeneous and stratified by taking samples from each sub-population whose number is adjusted to the number of members of each sub-population randomly or haphazardly, namely having different numbers of teachers in each junior high school in the

northern region of Jember Regency. Validity test and reliability test analysis were used in this study to test the validity and reliability of a measuring instrument. Hypothesis testing was also used in this study.

#### IV. RESULTS

##### Validity Test Results

The validity test was conducted to measure whether there is conformity of each indicator used. The validity test criteria are by using the outer loading value criteria where the value must be above 0.5. The validity test results for each variable are presented in Table 1.

**Table 1. Validity Test Results**

Indicator	Innovative Leadership	Work Culture	Teacher Performance
1	0,890	0,904	0,888
2	0,815	0,932	0,835
3	0,895	0,844	0,908
4	0,862	0,849	0,879
5	0,627	0,810	0894
6	0,902	0,798	0,833
7	0,858	0,927	0,906
8	0,776	0,829	0,828
9	0,848	0,909	
10	0,874	0,872	

Based on the data presented in Table 1, it can be seen that each value in the outer loading shows that the measurement indicator of each variable has an outer loading value greater than 0.5, which means it is valid.

##### Reliability Test Results

Reliability testing is a test to ensure whether the instrument used in the study has presented the measurement concept consistently without bias. The results of data analysis for the reliability test in the study are presented in Table 2.

**Table 2. Hasil Cronbach's Alpha**

Variable	Cronbach's Alpha	Results
Innovative Leadership	0,952	Reliable
Work Culture	0,963	Reliable
Teacher Performance	0,955	Reliable

Based on the research data presented in Table 2, it is informed that all variables meet composite reliability and Cronbach's alpha because their values are above the recommended number, namely above 0.7 which meets the reliable criteria.

##### Hypothesis Test Results

Hypothesis testing is done using path analysis. This analysis is one of the options in order to study the dependency of a number of variables in the model. This analysis is a good method to explain if there is a large set of data to be analyzed and to find causal relationships. The development of the analysis model aims to develop the causality to be tested and expressed in the form of an equation before the path analysis is made. The model is designed based on concepts and theories. The following will describe the direct influence on this study which is presented in Table 3 below.

**Tabel 3. Hasil Analisis Jalur**

Hypothesis	$\beta$	P-value	Results
Innovative Leadership (X1) → Teacher Performance (Y)	0,069	0,167	No effect
Work Culture (X2) → Teacher Performance (Y)	0,390	<0,001	Significantly Influential

#### V. DISCUSSION

##### The Influence of Innovative Leadership on Teacher Performance

The findings in this study indicate that innovative leadership does not have a significant effect on teacher performance, in the analysis that has been carried out the researcher obtained a path coefficient value of 0.069 and a p-value of 0.167 where to meet the p-value must be less than 0.01 this causes the innovative leadership variable to be insignificant and has no effect on teacher performance. In line with research conducted by Leithwood et al. (2020) in their review of school leadership research highlighted that although leadership is important, its effect on teacher performance and student outcomes is mediated by various contextual factors. These factors such as teacher intrinsic motivation, working conditions, or student characteristics may have a greater influence on teacher performance than innovative leadership. Innovative leadership in schools does not always have a significant effect on teacher performance due to various factors, including implementation gaps, resistance to change, resource constraints, high administrative burdens, and incompatibility with teacher needs. However, with the right efforts, innovative leadership can be enhanced to more effectively influence teacher performance in the future (Efendi & Sholeh, 2023; Maisaroh et al., 2024; Mala et al., 2021; Nurnaningsih et al., 2023). This suggests that the effectiveness of innovative leadership may depend on the broader organizational context. To address this, school leaders should focus on creating an environment that supports innovation, including providing adequate resources and professional development opportunities for teachers. In addition, they should also consider the specific needs and motivations of their staff, as this may also influence the impact of innovative leadership on teacher performance. Research on leadership that can have a positive impact was conducted by (Khotijah & Helmy, 2021), (Alhudhori et al., 2019), (Utarindasari & Silitonga, 2021), (Sukmana & Indarto, 2018), (Kosasih, 2018), (Fadly, 2017), (Priyanto, 2016), (Bahri et al., 2018), (Zubaidah, 2016), (Geralt et al., 2020), (Sare et al., 2023), (Efrilia & Syah, 2022), (Muhsin & Arifa, 2018), (Vipraprastha et al., 2018), (I. D. G. E. C. Wiguna, 2015), (Sumiaty, 2020), (S. Harahap, 2016; Hasibuan, 2019; Wijayanti & Meftahudin, 2016), (S. Siregar, 2022), (Siswanti & Muafi, 2022), (Iman & Lestari, 2019), (Handoyo et al., 2015), (Qomariah, et al., 2020), (Thamrin et al., 2024), (Qomariah, et al., 2020), (Burhanudin & Saputri, 2023), (Qomariah, Estiningsih, et al., 2022), (Senjaya & Anindita, 2020), (Y. Setiawan et al., 2022), (Prasetyo et al., 2024), (P. K. S. Wiguna et al., 2022), (Sanosra et al., 2022), (Nursaid et al., 2022), (Chandra et al., 2020), (Qomariah, et al., 2022), (Kurniawan et al., 2021), (Qomariah, Janah, et al., 2023), (Diah et al., 2024), (Qomariah, et al., 2023), (Priyono et al., 2018), (Alamanda et al., 2022), (Mulyadi et al., 2023), (A. Setiawan et al., 2022), (Arifianto et al., 2024), (Anggraini et al., 2024), (Burhanudin & Saputri, 2023), (Diah et al., 2024), (Herlambang et al., 2020), whose results are not in line with this study. Meanwhile, research that is in line with the results of this study is conducted by (Qomariah et al., 2021), (Qomariah, 2012) which states that leadership has no impact on employee performance.

### **The Influence of Work Culture on Teacher Employee Performance**

Based on the research results obtained, the work culture variable has a significant effect on teacher performance. This proves that the work culture in the school institution is able to improve teacher performance in the respective school institutions of junior high school teachers in the northern region of Jember Regency. Work culture can be interpreted as values, symbols that are understood and obeyed together, which are owned by an organization so that members of the organization feel like one family and can create a condition that is different from other organizations (Amir, 2014). Work culture can be interpreted as values, symbols that are understood and obeyed together, which are owned by an organization so that members of the organization feel like one family and can create a condition that is different from other organizations (Suryadi, 2020). In relevant research conducted by Harahap et al. (2023) and Irawati et al. (2019) that there is a significant influence of work culture on teacher performance, this indicates that the better the existing school culture, the more it will improve teacher performance. These results can be interpreted that improving the work culture in schools will have an impact on teacher performance at public junior high schools in the north of Jember Regency. This study is also in line with research conducted by Sari et al. (2022) and Suryadi (2020) which states that organizational culture can influence human resource performance for the better. This opinion explains that teachers who have good performance will contribute more to achieving school goals for the better. If the organizational culture is good, it will be a driving force in improving teacher performance. Overall, the work culture at public junior high schools in the north of Jember Regency has been able to improve teacher performance well and optimally. However, there are several things that must be done extra so that teachers in providing work results and in efforts to improve their performance can be maximized and optimal, so that the work culture that has been built between the head or leader of the school institution and teachers can run well and smoothly in order to achieve the vision, mission and goals of public junior high schools in the north of Jember Regency. Research that is in line with this research is research conducted by (Qomariah, et al., 2023), (Qomariah, et al., 2020).

## **VI. CONCLUSION AND SUGGESTIONS**

Based on the overall research results, it can be concluded as follows: Innovative leadership does not have a direct influence on employee (teacher) performance at junior high schools in the northern region of Jember Regency; Work culture has a direct influence on employee (teacher) performance at junior high schools in the

northern region of Jember Regency. Thus, it is recommended for further researchers who are interested in the same theme, with this study it is recommended to use other sampling methods with a larger number of samples so that the influence of independent and dependent variables is more measurable, stronger and better. For principals, it is expected to be able to evaluate performance, motivate teachers, problem solvers and evaluate the creation of a good work culture in the school environment, and to improve teacher performance can be done by improving a good work culture.

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