



The Effect of Transformational Leadership, Self-Efficacy on Innovative Work Behavior, and Organizational Commitment as Intervening Variables (Study on Junior High School Teachers in Gerung District, West Lombok Regency)

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Abstract

Innovative work behavior can encourage performance and develop organizational competence to achieve the set targets. The purpose of this study is to determine and analyze the significant effect of transformational leadership, self-efficacy, and organizational commitment on teachers' innovative work behavior, to determine the considerable influence of transformational leadership on teacher organizational commitment, to determine the significant impact of transformational leadership on creative work behavior through teacher organizational commitment. in Gerung District, West Lombok Regency. The population in this study were all teachers at the Junior High School in Gerung District, West Lombok Regency, with a total of 254 people. The results show that transformational leadership has a significant effect on the teacher's innovative work behavior.

Keywords: *Transformational Leadership; Self-Efficacy; Organizational Commitment; Innovative Work Behavior*

Introduction

Work effectiveness is increasingly getting a place in setting policies related to aspects of work patterns. Knowledge-based behavioral adjustments have become necessary in responding to the thematic impacts of technological change; on the other hand, it requires psychosocial adjustments of workers in carrying out work, both individually, in groups, and organizational processes (West in Soebardi, 2012). The above concept is believed by management practitioners that innovative work behavior that leads to work effectiveness will accelerate the acceleration of organizational success in achieving the goals that have been set (Van De Ven in Soebardi 2012).

Ningrum and Abdullah (2021) prove that the factors that can influence innovative work behavior are transformational leadership, commitment, and self-efficacy. The leadership factor is a motivation that directs employees to behave in innovation. The leadership in question is transformational. Transformational leadership can provide a valuable experience because transformational leaders always give enthusiasm and positive energy to everything. According to Gibson et al. (2012), Transformational

leadership is the ability to inspire and motivate followers to achieve beyond what was previously expected.

According to Nijenhuis (2015), Interaction with superiors (Leadership), employees who have a positive relationship with their leaders are more likely to show innovative work behavior and can provide confidence that their creative behavior will result in performance gains. Research results of Nurdin et al. (2020) show that transformational leadership affects innovative work behavior.

The results of research by Khayati and Bachelor (2015) show that self-efficacy positively influences innovative work behavior. According to Feldman (2008), self-efficacy is the belief in one's abilities. Luthans et al. (2007) proved that self-efficacy reflects one's confidence in performing specific tasks in the innovation process. Feldman (2008) states that people with high self-efficacy are more persistent in working to achieve goals.

In addition to leadership and self-efficacy, other factors, such as org, organizational commitment, can influence innovative work behavior. Li and Zheng (2014) prove that organizational commitment can affect the emergence of creative behavior, where employees make personal commitments to the organization based on what they get from it. Organizational commitment for employees is significant; organizational commitment will have an impact on the seriousness of employees at work (Hidayat 2014). Tranggono and Kartika (2008), in their research, that organizational commitment is an encouragement in individuals to do something to support organizational success with goals and prioritize the organization's interests.

A school is a place for teaching and learning, as well as a place for students to get lessons. One of the most striking impacts of the Covid-19 outbreak on education in Indonesia is the acceleration of the abolition of the national exam for elementary and secondary education students, originally scheduled to be conducted in 2021. Another strong impact experienced by education in Indonesia, which was also participated in many countries, is a learning method that suddenly has to be done remotely or through online learning. Only a few educational institutions in Indonesia had time to prepare online as a regular part of learning before the Covid-19 pandemic. Most educational institutions in Indonesia convert face-to-face learning into online learning or distance learning with compulsion and inconvenience during the Covid-19 outbreak.

Even though it has been running for a long time, online learning activities as learning innovations during the pandemic still trigger pros and cons from many parties. Like online learning is considered less effective and efficient. Inequality in various regions often makes it difficult for students and students in certain areas to access the network. Difficulty in accessing this network is very influential in online learning, primarily when online classes are carried out.

On the other hand, students can build technology mastery skills because online learning requires sufficient mastery of technology. Students can also avoid the spread of COVID-19 because education is carried away from physical contact. If face-to-face learning is carried out, only the teacher can supervise. However, if knowledge is done online, families can also collaborate with teachers in building character education for students because family is the most crucial element in making a human personality.

This gap requires teachers to innovate in learning. The government has developed the Independent Learning Program through the Ministry of Education and Culture (Kemendikbud) 2021. Merdeka Learning is a program that strives for students' learning process independently or freely according to their interests and character. Teachers now no longer play a role in running the curriculum only, but as a liaison between the curriculum and students' interests. In this program, students and teachers are free to innovate to improve the quality of their learning. There are three essential stages to supporting and becoming a teacher driving the Independent Learning policy: building a technology-based

education ecosystem, collaborating with cross-stakeholders, and using data and technological innovation as a reference for policies and learning patterns.

This research focuses on transformational leadership, self-efficacy in teachers' innovative work behavior, and organizational commitment, which are the intervening effects on junior high school teachers in Gerung District, West Lombok Regency.

Literature Review and Hypotheses Development

Previously it has been concluded that innovative work behavior is all individual behavior to achieve the initiation and introduction, and application of new ideas, new goods, new services, and new ways that are beneficial for the implementation and completion of work at various levels of the organization. While transformational leadership is the attitude of the leader who inspires his followers and can make his subordinates follow his orders as a process to change and transform themselves beyond their interests (Yukl, 2010).

Gaynor, cited by Prayudhayanti (2014), innovative work behavior is an action taken to create and adopt new ideas, thoughts, or ways to be applied in the implementation and completion of work. The leader is the originator of the purpose, plans, organizes, moves, and controls all organizational resources so that goals can be achieved effectively and efficiently (Martono, 2013). Leaders with a transformational leadership style increase employee awareness and support higher work quality and more significant innovation (Bass, 1985).

H1: Transformational Leadership has a positive effect on innovative work behavior.

Amabile (1998) has conceptualized creativity as producing new and valuable ideas. Scott and Bruce (1994) distinguish innovation from creativity, wherein innovation is the generation of ideas and the continuation, implementation, or commercialization of valuable ideas. Bandura (1997) recognized and articulated a possible link between self-efficacy, innovation, and creativity. Kumar and Uz Kurt (2010) stated that individuals with high levels of self-efficacy tend to have higher confidence in their abilities to create new products, processes, and changes that occur and will produce highly innovative employees or become a driving force for innovative work culture.

H2: Self-efficacy has a positive effect on innovative work behavior.

Organizational Commitment refers to the emotional side of an employee's involvement. According to Alen and Meyer in Darmawan (2013) stated that commitment is an emotional attachment to the organization and belief in organizational values. Several studies have shown that commitment causes certain organizational behaviors (Luthans, 1990). It confirms the results of research conducted by Vermeulen (2004) emphasizing the importance of managing product innovation through efforts to build organizational commitment. His research also identifies that the innovation process can be overcome by increasing organizational commitment along with various internal obstacles.

H3: Organizational Commitment has a positive effect on innovative work behavior.

According to Pratama et al. (2016), in maintaining organizational commitment, the role of a leader is needed, and effective leadership is the main requirement. Leaders who are influential in applying a particular leadership style must first understand who the subordinates lead, understand their subordinates' strengths and weaknesses, and how to take advantage of their subordinates' strengths to compensate for their weaknesses.

Surbakti (2013) explains that the size of the changes made by employees whom their leaders influence is proof of the interaction between leaders and their subordinates in a transformational

approach. Hughes et al. (2012) argue that transformational leadership is the behavior of leaders with good vision, retrograde skills, and impression management that are used to strengthen the emotional bond of leaders with their subordinates. It creates subordinates' emotions and willingness to work by the leader's vision.

H4: Transformational Leadership has a positive effect on Organizational Commitment.

Hitt et al. (2011) explained that transformational leadership is a leadership approach that motivates subordinates to do more than expected, continuously grow, increase self-confidence, and put the interests of the unit or organization before their interests. According to Pieterse (2010), transformational leadership is different from transactional, where transformational leadership is effective in causing innovative behavior of members.

In the face of change, organizations need support from employees in the form of innovative work behavior and the desire of employees to maintain their membership in the organization. Through indirect commitment, a goal to continue to take a series of actions so that the organization or company seeks to develop the commitment of its employees to achieve stability because it is believed that committed employees will work harder and go further to achieve organizational goals (Meyer & Allen, 1990). Abdullah et al. (2011) and Kumara (2021) research shows that organizational commitment significantly mediates transformational leadership on innovative work behavior.

H5: Transformational leadership has a positive effect on innovative work behavior through affective commitment

Methods

This study is quantitative research with a causal approach, namely research that wants to find an explanation in the form of the influence between several concepts or variables developed in research (Sekaran, 2006). This research was conducted in Junior High Schools in Gerung District, West Lombok Regency, in 2022. This study determined the subject criteria, namely Civil Servants and non-Civil Servants teachers, as many as 113 teachers in Gerung District using the Proportionate Stratified Random Sampling.

The data collection tool used is a questionnaire. The value of each research variable is calculated using a Likert Scale. Data analysis in this study using WarpPLS software starting from the measurement model (outer model), model structure (inner model), and hypothesis testing. PLS (Partial Least Square) uses the principle component analysis method in the measurement model, namely the variant extraction block, to see the relationship between the indicator and its latent construct by calculating the total variance consisting of common variance and specific error variance.

Result

Characteristics of Respondents

Table 1 shows the data on the characteristics of respondents by gender. Based on the table, the number of samples was 113 respondents, with a percentage of 62 female respondents and 51 male respondents. The results of this study show that more female respondents were recruited as respondents compared to male respondents. Of the five schools in Gerung District, many female teachers teach or devote themselves as educators. These results are consistent with the 2015/2016 Ministry of Education and Culture Data and Statistics Center, which shows that the comparison of the number of teachers in Indonesia concludes that there are more female teachers than male. The reason is that women are seen as

the right person to be a teacher because of their instincts as a mother. People believe that a woman has the task of educating, nurturing, and taking care of the child. While men are not caregivers and educators of children.

Table 1. Characteristics of Respondents by Gender

Respondent Profile		Number of People	Percentage (%)
Gender	Man	51	45
	Woman	62	55
Number of Samples		113	100

Partial Last Square Analysis

Data analysis in this study using WarpPLS software starting from the measurement model (outer model), model structure (inner model), and hypothesis testing.

Evaluation of the Measurement Model (Inner Model)

Convergent validity aims to validate whether all the items that are indicators of a construct have a significant relationship with the construct. According to Ghazali (2006), an item is said to have a significant relationship with its construct if the item has a loading factor greater than 0.7. A loading factor between 0.5 and 0.6 can be used for research in undeveloped fields. In this study, the limit of the loading factor value used is 0.6.

It means items with a loading factor below 0.6 will be removed from the construct so that the items that make up the construct are only items with a loading factor greater than or equal to 0.5. Outer Loading Variables of Transformational Leadership, Self-Efficacy, Organizational Commitment, and work behavior are more significant than the traditional value of 0.50. Therefore, based on Hair et al. (2010), these variable indicators can be analyzed in the research model because all indicators have a loading factor value of more than 0.50.

Validity means measuring what should be measured (Ghozali, 2016). Discriminant validity is carried out to ensure that each concept of each latent model is different from other variables. Test Validity is done to determine how precisely a measuring instrument performs its measurement function (Ghozali, 2016). Discriminant validity can be good if the root of the AVE in the construct is higher. According to Ghazali and Latin (2015), The AVE (average variance extracted) value must be above 0.50, and it is expected that the squared value of the AVE should be greater than the correlation value between latent variables.

Table 2. Average Variance Extracted (AVE)

No	Variable	AVE	$\sqrt{\text{AVE}}$	Note.
1.	(X1)	0.513	0.716	Valid
2.	(X2)	0.556	0.746	Valid
3.	(Z)	0.508	0.713	Valid
4.	(Y)	0.553	0.744	Valid

Based on the discriminant validity test in table 2 above, it gives an AVE value above 0.5 for all constructs contained in the research model, where these results can be analyzed further because the variables used are valid.

Furthermore, the measurement of the model with composite reliability is carried out, to test a construct's reliability. A reliability test was conducted to prove the instrument's accuracy, consistency, and accuracy in measuring constructs (Chin, 1998).

The results of composite reliability will show a fair value if it is above 0.7. At the same time, the recommended Cronbach alpha value is around 0.6. The following is the value of composite reliability and Cronbach's alpha at the output:

Table 3. Composite Reliability and Cronbach's Alpha

No.	Variable	Composite Reliability	Cronbachs Alpha
1.	(X1)	0.972	0.969
2.	(X2)	0.915	0.893
3.	(Z)	0.886	0.845
4.	(Y)	0.917	0.897

Table 3 above shows that the composite reliability value for all constructs is above 0.7, which indicates that all constructs in the estimated model meet the discriminant validity criteria. While the recommended Cronbach's alpha value is above 0.6, and the table above shows that Cronbach's alpha value for all constructs is above 0.6. Therefore, all variables/constructs are above 0.60 to meet the reliability requirements. Likewise, the Composite Reliability value produced by all variables is excellent, above 0.70. So, it concluded that all construct indicators are reliable or meet the reliability test.

Evaluation of the Structural Model (Inner Model)

After the estimated model meets the Outer Model criteria, the next step is to test the structural model (Inner model), namely a structural model that connects latent variables by knowing the R-Square value, Path Coefficient Estimation, and Predictive Relevance of the construct. The value of R Square describes how much the independent variable's ability to explain the dependent variable is. The following table below:

Table 4. R-Square

No.	Variable	R Square
1.	(Z)	0.511
2.	(Y)	0.635

Innovative work behavior influenced by variable X (Transformational Leadership and Self-efficacy) can contribute 63.5%, and the remaining 36.5% is influenced by other variables not examined in this study. While variable Z, organizational commitment, has an R square of 51.1%, which means 48.9% of the contribution of the influence given by the X variable (Transformational Leadership) to organizational commitment, and the remaining 48.9% is influenced by other variables not examined.

The R-Square value is used to calculate the Q-square test for predictive relevance. The Q-square test for predictive relevance measures how well the observed values generated by the model and the estimated parameters are. A Q-Square value greater than zero indicates that the model has predictive relevance, while a Q-Square value less than zero indicates that the model lacks predictive relevance. The

magnitude of Q-Square has a bargain with a range of $0 < Q^2 < 1$, where the closer to one, the better the model. The following formula calculates Q2:

$$Q^2 = 1 - (1 - R_1^2) (1 - R_2^2) (1 - R_n^2)$$

Information:

Q^2 = Q Square (predictive relevance)

R^2 = Coefficient of determination

$Q^2 = 1 - (1 - 0.511) (1 - 0.635)$

$Q^2 = 1 - 0.489 \times 0.365$

$Q^2 = 0.822$

Based on the above calculation, the result is 0.822. These results indicate that the model has a predictive-relevance value because the resulting value is > 0 . So it can be concluded that the Q-Square value is more significant than zero indicating that the model has predictive relevance, where the Q-Square value is known to be 0.822 or 82.2% for transformational leadership as an independent variable that influences innovative work behavior through the organizational commitment of 82.2% indicates that the model has predictive relevance because it has a value greater than zero, meaning that it is better and feasible to use in predictions. Based on the results of this calculation also means that there are still 17,

Path Coefficient Estimation

The significance of the model in the prediction of structural model testing can see from the t-statistic value between the independent variables to the dependent variable in the Path Coefficient table at the WarpPLS output below:

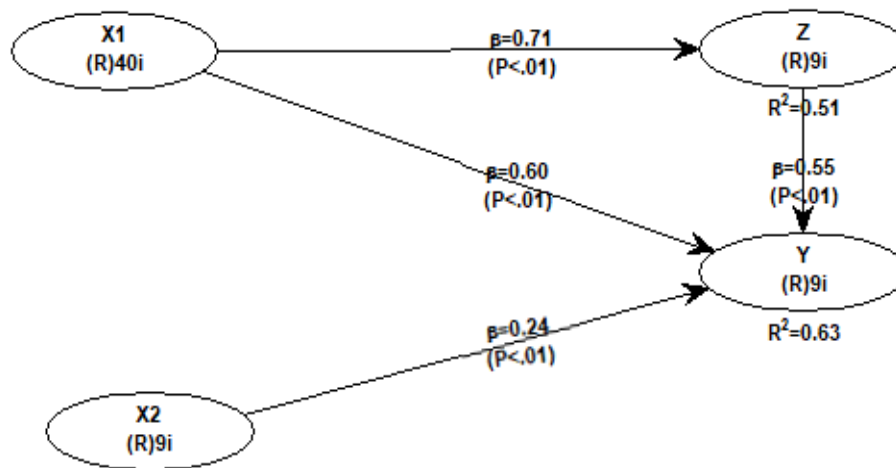


Figure 1. Path Coefficient Analysis

Transformational leadership to Innovative work behavior has a statistical value of 0.601 with a P-value of $0.001 < 0.05$, which means it is significant. So, it concluded that transformational leadership significantly affects innovative work behavior. The more effective the transformational leadership by the principal or the method used by the principal to hold and motivate the teachers, the higher the innovativeness or the way teachers work in junior high schools in Gerung District, West Lombok Regency, in fostering innovative work behavior.

Transformational leadership path coefficient to organizational commitment statistical value of 0.715 with a P-value of $0.001 < 0.05$ means it is significant. So it concluded that transformational leadership significantly affects organizational commitment. The more effective the transformational leadership by the principal or the method used by the principal to hold and motivate teachers, the higher the responsibility of teachers to the organization.

Path coefficient of self-efficacy to innovative work behavior with a statistical value of 0.238 with a P-value of $0.001 < 0.05$ means it is significant. So it concluded that the teacher's self-efficacy significantly affects the innovative work behavior of teachers. The higher the level of self-efficacy of the owned teacher at work, the more effective creative work behavior.

The path coefficient of organizational commitment to innovative work behavior is 0.547 with a P-value of $0.001 < 0.05$ means that significant. So it concluded that teacher commitment to the organization has a significant effect on the innovative work behavior of teachers. The higher the commitment of junior high school teachers in Gerung District, West Lombok Regency, the more influential the innovative work behavior.

The path coefficient of Transformational leadership to Innovative work behavior through organizational commitment is 0.391 and has a P-value of $0.001 < 0.05$, which means it is significant. So it concluded that transformational leadership significantly affects innovative work behavior through organizational commitment. It means that through the organizational commitment of the teachers of junior high school in Gerung District, West Lombok Regency, the more influential the transformational leadership by the principal or the method used by the principal to hold and motivate the teachers so that the higher the work of teachers in cultivating innovative work behavior.

Discussion

The Effect of Transformational Leadership on Innovative Work Behavior

The results showed that transformational leadership significantly affected the innovative work behavior of junior high school teachers in Gerung District, West Lombok Regency. The results of this study are supported by several studies, namely Pestalozzi et al. (2019); Nurdin et al. (2020) show that transformational leadership affects innovative work behavior. Moreover, these results are supported by the theory of Gibson et al. (2012) "Transformational leadership is the ability to inspire and motivate followers to achieve results greater than originally planned for internal rewards." Transformational leadership is the ability to inspire and motivate followers to achieve beyond what was previously expected. This definition emphasizes that transformational leaders are inspirational motivators. Meanwhile, according to Nijenhuis (2015); Anderson, De Dreu, and Nijstad (2004) that the factors that influence innovative work behavior are interactions with superiors (Leadership).

This transformational leadership theory was clarified and developed using the Constructive/Developmental Personality Theory described by Kegan in 1982. Burn (1978) states that transformational leadership is based more on employee compliance, which involves shifting beliefs, needs, and values. -employee value. In addition, Bass (1985) argues that transformational leaders seek to promote greater employee awareness of the organization. This increase in employee awareness requires leaders with a strong vision, confidence, and the power to influence employees (Kuhnert & Lewis, 1987).

The Influence of Self-Efficacy on Innovative Work Behavior

The results showed that Self Efficacy significantly affected the Innovative Work Behavior of Middle School Teachers in Gerung District, West Lombok Regency. On average, teachers' self-efficacy in Gerung District shows a high category with the category of Effective, innovative work behavior, so the

higher the self-efficacy of teachers, the more influential the innovative work of teachers in Gerung District will be. It can be seen from the results of the teacher's self-efficacy research, which is very high, namely on the Strength dimension, such as being confident that he can strive to provide optimal service to students, even though students are often difficult to manage—solutions, satisfied with trying to adapt to today's advances in learning technology.

The results of this study are consistent with the social cognitive theory introduced by Bandura in the 1980s. This theory assumes that human behavior is governed by many determinants that operate through various mechanisms. For example, cognitive self-motivation based on achievement standards is mediated by three types of self-reactive influences that act on integrated self-evaluation (self-evaluation), perceived self-efficacy (self-efficacy), and setting personal goals (Bandura, 1986).

The results of this study are supported by Christianto and Handoyo (2020); Zainal and Mature (2021) prove that self-efficacy significantly affects teachers' innovative work behavior. Kumar and Uzokurt's (2010) research showed that individuals with high levels of self-efficacy tend to have higher confidence in their abilities to create new products, processes, and changes that occur and will produce highly innovative employees or become a driving force for work culture.

The Effect of Organizational Commitment on Innovative Work Behavior

The results showed that organizational commitment had a significant effect on the innovative work behavior of teachers. The results of this study are on the theory of individual behavior. The direct relationship with the individual aspects in the grand theory of individual behavior is the attitude towards the individual. Attitudes in individual behavior are related to commitment, loyalty, willingness to take responsibility, and sacrifice to the organization (Gibson et al., 2012). The results of this study are supported by Tekin and Akgemci (2019), Sena (2020), and Sinaga et al. (2021), who show that organizational commitment has a significant effect on innovative work behavior.

The Effect of Transformational Leadership on Organizational Commitment

The results showed that transformational leadership significantly affected the organizational commitment of junior high school teachers in Gerung District, West Lombok Regency. The results of this study are supported by research by Abdullah et al. (2011) and Kumara (2021), showing that transformational leadership has a significant effect on organizational commitment.

The results of the research by Pratama et al. (2016) showed that in maintaining organizational commitment, the role of a leader is needed, and effective leadership is the main requirement. Leaders who are influential in applying a particular leadership style must first understand who the subordinates lead, understand their subordinates' strengths and weaknesses, and how to take advantage of their subordinates' strengths to compensate for their weaknesses. Prenska (2014: 234) states that the five principles that leaders must apply to generate organizational commitment are to respond with empathy, ask for help and encourage involvement, maintain or increase self-esteem, express thoughts and feelings rationally, and provide support without taking over responsibility. Answer.

The Effect of Transformational Leadership on Teachers' Innovative Work Behavior through Organizational Commitment

The results of the study show that Transformational Leadership has a significant effect on Teachers' Innovative Work Behavior through Organizational Commitment. The results of this study, supported by research by Abdullah et al. (2011); Kumara (2021), prove that transformational leadership significantly affects innovative work behavior through organizational commitment.

In line with the views of Meyer and Allen (1990), states that through indirect commitment, a goal to continue to take a series of actions so that the organization or company seeks to develop the commitment of its employees to achieve stability because it is believed that committed employees will work harder. Moreover, go further to achieve organizational goals.

West and Farr in Kleysen and Street (2001) describe the meaning of innovative behavior, namely individual actions directed to produce, introduce or apply new findings that are beneficial at every level of the organization. In this case, it is necessary to have a leader who can support the development of ideas by individuals. Hitt et al. (2011) explained that transformational leadership is a leadership approach that motivates subordinates to do more than expected, continuously grow, increase self-confidence, and put the interests of the unit or organization before their interests.

Conclusion

Based on the results of the study, some can be concluded several things as follows:

- 1) Transformational Leadership significant effect on Teacher Innovative Work Behavior, which means that the more influential the transformational leadership by the principal or the method used by the principal to hold and motivate the teachers, the higher the innovativeness or the way teachers work in junior high schools in Gerung District, West Lombok Regency in fostering innovative work behavior.
- 2) Self-efficacy significantly affects the Innovative Work Behavior of Teachers, which means that the higher the self-efficacy of teachers in their work, the more innovative the way teachers work in junior high schools in Gerung District, West Lombok Regency.
- 3) Organizational Commitment significantly affects the Innovative Work Behavior of Teachers in Gerung District, West Lombok Regency, which means that the higher the commitment that every junior high school teacher in Gerung District, West Lombok Regency has, the more innovative the teacher is in doing work.
- 4) Transformational Leadership has a significant effect on Teacher Organizational Commitment in Gerung District, West Lombok Regency, which means that the more effective the leadership in transforming the methods used to direct and motivate teachers, the higher the commitment of teachers to innovative ways of working.
- 5) Transformational Leadership has a significant effect on Innovative Work Behavior through Teacher Organizational Commitment in Gerung District, West Lombok Regency, which means that commitment, as well as principal leadership, can improve the way teachers behave innovatively, the more influential the principal's leadership through organizational commitment, the more innovative the teacher's way of doing in innovative behavior.

Recommendation

The results of this study found that the leadership and self-efficacy variables directly affect the innovative work behavior of teachers, where further research can improve further by examining additional variables, both independent and dependent, which adapted to conditions and circumstances relevant to the object of research to obtain different results, which will serve as a reference in the future.

In further research, it can increase the population, sample, and expansion of objects with varying criteria, namely not only in the sub-district but also in provinces and cities; in this case, it will provide a descriptive description of innovative work behavior and employee commitment within the scope of the research.

It recommended that other researchers be able to conduct more in-depth research on the contribution of the four variables. For further researchers, the time used to research and collect data is extended so that they can conduct interviews and more in-depth observations.

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