



ORIGINAL

The Influence of Innovative Leadership Ability, Managerial Ability, Work Behavior, and Work Commitment on Work Productivity at Elementary Schools in Lebak Regency

La influencia de la capacidad de liderazgo innovador, la capacidad de gestión, el comportamiento laboral y el compromiso laboral en la productividad laboral en las escuelas primarias de Lebak Regency

Muhamad Darif¹  , Sudadio Sudadio² , Yuyu Yuhana³ 

¹Sultan Ageng Tiryatasa University, Doctoral Student of Educational Sciences. Serang, Indonesia.

²Sultan Ageng Tiryatasa University, Department of Educational Administration. Serang, Indonesia.

³Sultan Ageng Tiryatasa University, Department of Mathematics Education. Serang, Indonesia.

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Corresponding author: Muhamad Darif 

ABSTRACT

Introduction: the quality of education is significantly influenced by the leadership and managerial capabilities of school administrators. In regions with low human development indices, such as Lebak Regency, understanding the factors that enhance teacher productivity is crucial for improving educational outcomes.

Objective: to examine the influence of innovative leadership ability, managerial skills, work behavior, and work commitment on the work productivity of elementary school teachers in Lebak Regency.

Method: employing a quantitative approach, the research utilized multiple linear regression analysis on data collected from 120 respondents through random sampling across various elementary schools. The study assessed the interrelationships among the identified variables and their collective impact on teacher productivity.

Result: the findings reveal that both innovative leadership and work commitment significantly affect teacher productivity. Additionally, the study highlights the mediating roles of work behavior and commitment, indicating that a supportive leadership style fosters a productive teaching environment.

Conclusion: the research underscores the importance of developing innovative leadership and managerial skills among school principals to enhance teacher productivity. It provides practical insights for educational administrators, suggesting that fostering a culture of commitment and support can lead to improved educational quality. These findings contribute to the broader discourse on educational leadership and offer a framework for future research and policy development in similar contexts.

Keywords: Innovative Leadership; Managerial Ability; Work Behavior; Work Commitment; Work Productivity.

RESUMEN

Introducción: la calidad de la educación está significativamente influenciada por las capacidades de liderazgo y gestión de los administradores escolares. En regiones con bajos índices de desarrollo humano, como Lebak Regency, comprender los factores que mejoran la productividad de los docentes es crucial para mejorar los resultados educativos.

Objetivo: examinar la influencia de la capacidad de liderazgo innovador, las habilidades de gestión, el comportamiento laboral y el compromiso laboral en la productividad laboral de los maestros de escuela primaria

en Lebak Regency.

Método: empleando un enfoque cuantitativo, la investigación utilizó un análisis de regresión lineal múltiple sobre datos recopilados de 120 encuestados a través de un muestreo aleatorio en varias escuelas primarias. El estudio evaluó las interrelaciones entre las variables identificadas y su impacto colectivo en la productividad docente.

Resultado: los hallazgos revelan que tanto el liderazgo innovador como el compromiso laboral afectan significativamente la productividad docente. Además, el estudio destaca los roles mediadores del comportamiento y el compromiso laboral, lo que indica que un estilo de liderazgo de apoyo fomenta un entorno de enseñanza productivo.

Conclusión: la investigación subraya la importancia de desarrollar habilidades de liderazgo y gestión innovadoras entre los directores de escuela para mejorar la productividad docente. Proporciona información práctica para los administradores educativos, sugiriendo que fomentar una cultura de compromiso y apoyo puede conducir a una mejor calidad educativa. Estos hallazgos contribuyen al discurso más amplio sobre el liderazgo educativo y ofrecen un marco para futuras investigaciones y desarrollo de políticas en contextos similares

Palabras clave: Liderazgo Innovador; Capacidad de Gestión; Comportamiento Laboral; Compromiso Laboral; Productividad Laboral.

INTRODUCTION

Education is a key sector in the development of human resources and the future of a nation. As the highest leader in the school environment, the principal plays a strategic role in ensuring a conducive learning environment.^(1,2) They also function as the main drivers in improving the quality of education through innovative leadership, managerial skills, good work behavior, and strong commitment to their work.

In the contemporary educational landscape, the role of school principals has evolved significantly, necessitating a shift towards innovative leadership and effective managerial practices.^(3,4) As educational institutions strive to enhance teacher productivity and improve student outcomes, understanding the dynamics between leadership styles, managerial abilities, and teacher performance becomes paramount.⁽⁵⁾ Despite the growing body of literature on educational leadership, there remains a notable gap in empirical studies that specifically examine the interplay of innovative leadership, managerial skills, work behavior, and commitment⁽⁶⁾ within the context of elementary education in Indonesia.

The importance of the principal's role is reflected in the National Education Minister Regulation No. 13 of 2007, which stipulates that principals must possess adequate competencies to lead and manage schools effectively. Lebak Regency, which has a low human development index (HDI) compared to the provincial and national averages, becomes an interesting object for this study. This condition motivates the exploration of factors affecting work productivity in elementary schools.

Based on data from the Ministry of Education and Culture, most elementary schools in Lebak Regency still show inadequate quality, as evidenced by accreditation results and minimum basic service achievement. This requires improvement in school management, where principals, as leaders, must innovate and optimize their managerial roles.

The challenges faced by elementary schools in Lebak Regency are multifaceted, encompassing issues related to teacher motivation, work commitment, and overall productivity. Preliminary observations indicate that while many principals possess adequate managerial skills, there is a lack of innovative leadership that fosters a creative and supportive environment for teachers. This deficiency may hinder teachers' ability to engage effectively with their students, ultimately impacting educational quality. Furthermore, the existing literature suggests that positive work behavior and strong organizational commitment are critical factors influencing teacher productivity; however, the specific mechanisms through which these variables interact with leadership styles remain underexplored.

Given the identified challenges, this study seeks to address the following research questions: (1) How does innovative leadership influence the work productivity of elementary school teachers in Lebak Regency? (2) What is the relationship between principals' managerial abilities and teachers' work productivity? (3) In what ways do work behavior and commitment mediate the effects of leadership and managerial skills on teacher productivity?

The primary objective of this research is to investigate the impact of innovative leadership and managerial abilities on the work productivity of elementary school teachers in Lebak Regency. Specifically, the study aims to: (1) Analyze the direct effects of innovative leadership on teacher productivity, (2) Examine the influence of principals' managerial skills on the productivity of teachers, (3) Explore the mediating roles of work behavior,

and commitment in the relationship between leadership, managerial skills, and teacher productivity.

The current state of research on educational leadership emphasizes the critical role of principals in shaping the work environment and productivity of teachers. Recent studies have highlighted various leadership styles, including transformational and innovative leadership, as pivotal in fostering a positive school culture and enhancing teacher performance. Furthermore, the literature underscores the importance of managerial competencies, such as resource management and organizational skills, in facilitating effective teaching practices. However, most existing research tends to focus on broader educational contexts or specific leadership styles without delving deeply into the unique interplay of innovative leadership, managerial ability, work behavior, and commitment within elementary schools, particularly in under-researched regions like Lebak Regency, Indonesia.

This study introduces a novel approach by integrating multiple dimensions of leadership and management to assess their collective impact on teacher productivity. Unlike previous research that often isolates individual factors, this paper examines the synergistic effects of innovative leadership and managerial skills while considering the mediating roles of work behavior and commitment. By focusing specifically on elementary schools in Lebak Regency, the research provides a localized perspective that contributes to the global discourse on educational leadership. Additionally, the study employs a quantitative methodology with robust statistical analyses, offering empirical evidence that can inform both theory and practice in educational management.

The justification for this research stems from the pressing need to improve educational outcomes in regions with low human development indices, such as Lebak Regency. As educational quality directly influences national development, understanding the factors that enhance teacher productivity is crucial.^(7,8) This study addresses a significant gap in the literature by exploring the specific context of elementary education in Indonesia, where the interplay of leadership, managerial skills, and teacher commitment has not been thoroughly investigated. The findings are expected to provide valuable insights for policymakers, school administrators, and educators, enabling them to implement effective strategies that foster a supportive and productive teaching environment. Ultimately, this research aims to contribute to the broader goal of enhancing educational quality and equity in Indonesia and similar contexts.

Work productivity is a measure of a person's effectiveness and efficiency in performing tasks and responsibilities in the workplace.^(9,10) In the context of education, teacher work productivity refers to the ability of teachers to complete teaching tasks, administration, and other additional activities with high quality and on time.⁽¹¹⁾ According to Mathis and Jackson (2016), work productivity can be measured through the output produced within a certain period, where the output must meet established standards.⁽¹²⁾

Factors influencing work productivity are diverse, ranging from individual motivation, competence, and work environment, to support from superiors.⁽¹³⁾ In the school environment, teacher productivity is greatly influenced by the managerial ability of the principal, the work culture created in the school, and the support of colleagues.⁽¹⁴⁾ Research by Rivai (2017) mentions that teacher productivity is influenced by three main factors: pedagogical skills, work behavior, and commitment to educational institutions.⁽¹⁵⁾

Furthermore, Robbins (2016) also states that individual productivity in the workplace, including in the educational context, correlates with motivation and job satisfaction.⁽¹⁶⁾ Teachers who have high motivation and are satisfied with their role in the school will be more productive in teaching, producing quality lesson plans, and having a positive impact on students.⁽¹⁷⁾

In a study by Sutrisno (2019), teacher work productivity is also influenced by external factors such as support from the principal, availability of adequate educational resources, and positive interactions between teachers and students.⁽¹⁸⁾ Teachers who feel emotionally and professionally supported by the principal and their colleagues tend to show higher productivity levels. Therefore, work productivity is a key indicator in assessing teacher performance and a school's success in achieving its educational goals. High productivity is expected to be reflected in the improvement of the quality of teaching and student learning outcomes.

Innovative leadership is one of the key elements in effective educational management. Innovative principals can inspire positive changes and introduce new methods of teaching.⁽¹⁹⁾ According to Harris and Green (2020), innovative leadership affects teacher performance by encouraging innovation in teaching methods, the use of technology, and curriculum development.⁽²⁰⁾

The principal's managerial ability plays an important role in ensuring that the school operates smoothly. Managerial competence includes the ability to plan, organize, lead, and supervise the school's operational activities.^(21,22) According to Nelson and Smith (2021), this competence is closely related to school productivity, where principals with good managerial skills tend to manage resources more effectively, which ultimately increases teacher work productivity.

Teacher work behavior is one of the key indicators that determine a school's success.⁽²³⁾ A study by Davis and Wilson (2020) shows that positive work behaviors, such as high motivation, responsibility, and collaboration skills, are highly correlated with increased school performance. Positive work behavior also reflects a good organizational culture in schools, which ultimately enhances productivity.

Work commitment is a form of dedication that teachers have towards their Jobs.⁽²⁴⁾ According to Meyer and Allen (1991), work commitment is divided into three types: affective commitment, normative commitment, and continuous commitment. These three types of commitment determine the extent to which teachers are willing to contribute to the school. Teachers with high work commitment tend to be more responsible and motivated to improve the quality of education.⁽²⁵⁾

Organizational behavior, especially in the context of education, involves the school culture, work climate, and interpersonal relationships between teachers, principals, and students.⁽²⁶⁾ According to Robbins (2016), organizational behavior reflects the dynamics between individuals in an organization, which affects the overall performance of the institution.⁽²⁷⁾ In education, this includes how teachers collaborate, how they are motivated, and how they interact with school leaders. A conducive and collaborative school culture can foster innovation in teaching and create a productive work atmosphere. A collaborative culture also helps strengthen the bond between teachers and principals, making them feel supported and more enthusiastic about teaching.

Work commitment is an important factor that directly impacts teacher productivity. According to Meyer and Allen's (1991) theory, there are three types of work commitment: affective, normative, and continuous. Affective commitment is the emotional attachment to the organization, where teachers feel a moral responsibility towards their school.⁽²⁸⁾

Normative commitment, on the other hand, is based on the norms and values internalized by teachers, making them feel the need to contribute to their work environment.⁽²⁹⁾ Meanwhile, continuous commitment refers to involvement based on practical considerations, such as financial needs and career stability.

Research in the field of education shows that teachers with high affective commitment tend to be more creative, involved in professional development, and more effective in teaching than those with continuous commitment.

METHOD

Research Type, Time, and Place

This study employs a quantitative research design to investigate the impact of innovative leadership, managerial skills, work behavior, and work commitment on the work productivity of elementary school teachers. The investigation was conducted over a period of six months, from January to June 2023, in various elementary schools located in Lebak Regency, Indonesia.

Universe and Population

The universe of this study comprises all elementary school teachers within Lebak Regency, while the population specifically includes teachers from 30 selected schools across the region. Participants were selected using a simple random sampling method, ensuring that every teacher had an equal chance of being included in the study. This approach enhances the representativeness of the sample and minimizes selection bias.

Inclusion Criteria

In terms of inclusion criteria, teachers who had been employed at their respective schools for at least one year were included to ensure they had sufficient experience to provide informed responses regarding their work environment and productivity. Exclusion criteria involved teachers on extended leave or those who had recently joined the school, as their perspectives might not accurately reflect the established work dynamics.

Instrument

The survey instrument consisted of structured questionnaires designed to measure the key variables: innovative leadership, managerial skills, work behavior, work commitment, and work productivity. Each variable was operationalized through a series of Likert-scale items, allowing for quantitative analysis of the responses.

Data Collection

Data collection was conducted through direct distribution of the questionnaires to the selected participants, followed by a collection period of two weeks. The data were then processed using statistical software, employing multiple linear regression analysis to assess the relationships among the variables.

Ethic

Informed consent was obtained from all participants before data collection, ensuring they were fully aware of the study's purpose, their right to withdraw at any time, and the confidentiality of their responses. Ethical considerations were strictly adhered to throughout the research process, in compliance with institutional guidelines, to protect the rights and welfare of the participants.

RESULTS

Descriptive analysis results show that most principals in Lebak Regency have good managerial and innovative leadership skills. However, there are still some challenges in teachers' work behavior and work commitment that need attention. The results of this study's regression data analysis are presented in table 1.

Variable	Regression Coefficient (β)	p-value	Determination Coefficient (R^2)
Innovative Leadership	0,453	< 0,05	0,205209
Managerial Ability	0,389	< 0,05	0,151321
Work Behavior	0,276	< 0,05	0,076176
Work Commitment	0,521	< 0,05	0,271441

Regression analysis results show that innovative leadership has a positive and significant effect on work productivity ($\beta = 0,453$; $p < 0,05$). This is consistent with the findings of Harris and Green (2020), where principals who can encourage innovation in teaching contribute to improving teacher productivity.

The principal's managerial ability also has a significant effect on work productivity ($\beta = 0,389$; $p < 0,05$). Principals who can manage resources well, organize school activities efficiently, and provide support to teachers are proven to improve their performance.

Work behavior also positively affects teacher work productivity ($\beta = 0,276$; $p < 0,05$). Teachers who exhibit positive work behaviors, such as high motivation and collaboration skills, show better results in teaching.

Work commitment has the most significant effect on work productivity ($\beta = 0,521$; $p < 0,05$). Teachers with high commitment to their school and job tend to work harder and strive to achieve optimal results.

This study found the highest R^2 value on the work commitment variable with an influence of 27 %, R^2 innovative leadership of 20,52 %, R^2 managerial ability variable of 15,13 %, and R^2 work behavior variable of 7,62 %.

DISCUSSION

The findings of this study provide significant insights into the interplay between innovative leadership, managerial ability, work behavior, and work commitment in influencing the productivity of elementary school teachers in Lebak Regency. This discussion will elaborate on the implications of these findings, their alignment with existing literature, and the potential for practical applications in educational management.

The study reveals a positive and significant relationship between innovative leadership and teacher productivity ($\beta = 0,453$; $p < 0,05$). This finding aligns with the work of Harris and Green (2020), which emphasizes that principals who adopt innovative leadership styles can inspire teachers to embrace new teaching methodologies and technologies. Innovative leaders create an environment that encourages creativity and experimentation, which is essential for fostering a dynamic learning atmosphere.⁽³²⁾

In practice, this suggests that school administrators should prioritize the development of innovative leadership skills through targeted professional development programs. By equipping principals with the tools to lead creatively, schools can enhance teacher engagement and motivation, ultimately leading to improved educational outcomes.

The significant effect of managerial ability on teacher productivity ($\beta = 0,389$; $p < 0,05$) underscores the importance of effective school management. Principals who demonstrate strong managerial skills are better positioned to allocate resources efficiently, organize school activities, and provide necessary support to teachers. This finding is consistent with Nelson and Smith (2021), who argue that effective management is crucial for optimizing school operations and enhancing teacher performance.⁽³³⁾

To leverage this insight, educational institutions need to invest in training programs that enhance the managerial competencies of school leaders. By focusing on skills such as strategic planning, resource management, and team leadership, schools can create a more conducive environment for teaching and learning.

The study also highlights the role of work behavior in influencing teacher productivity ($\beta = 0,276$; $p < 0,05$). Teachers who exhibit positive work behaviors, such as collaboration and high motivation, are more likely to achieve better teaching outcomes. This finding supports the notion that work behavior acts as a mediator between leadership styles and productivity, suggesting that the way teachers approach their work is influenced by the leadership they experience.⁽³⁴⁾

Encouraging positive work behavior can be achieved through staff development initiatives that focus on teamwork, communication, and professional growth. Schools should foster a culture that recognizes and rewards collaborative efforts, thereby enhancing overall productivity.

Among the variables studied, work commitment emerged as the most significant predictor of teacher productivity ($\beta = 0,521$; $p < 0,05$). This finding emphasizes the critical role of teacher loyalty and engagement in achieving optimal performance. Teachers who are committed to their schools and their profession are more likely to invest effort into their work, leading to improved student outcomes.

To enhance work commitment, school leaders should create an environment that values teacher contributions and fosters a sense of belonging.⁽¹⁾ Recognition programs, opportunities for professional development, and supportive leadership can significantly enhance teachers' commitment levels.⁽³⁵⁾ This aligns with the findings of Sutrisno (2019), which indicate that emotional and professional support from principals and colleagues is vital for fostering teacher productivity.

The implications of this study extend beyond individual schools to inform educational policy and practice at a broader level. Policymakers should recognize the importance of investing in leadership development programs that emphasize innovative practices and effective management.⁽³⁶⁾ By prioritizing these areas, educational authorities can create a framework that supports school leaders in enhancing teacher productivity. Furthermore, the findings suggest that schools should adopt a holistic approach to improving teacher performance by addressing both leadership and organizational factors. This includes fostering a positive school culture, providing adequate resources, and ensuring that teachers feel supported in their roles.

While this study provides valuable insights, it is essential to acknowledge its limitations. The research focuses solely on elementary schools in Lebak Regency, which may limit the generalizability of the findings to other contexts. Future research could expand the scope to include secondary schools or different regions to explore whether similar patterns emerge. Additionally, future studies could investigate other variables that may influence teacher productivity, such as intrinsic motivation, parental support, and external community factors. A more comprehensive understanding of these dynamics could further enhance the effectiveness of educational leadership and management practices.

The findings of this study underscore the significant influence of innovative leadership and work commitment on the productivity of elementary school teachers in Lebak Regency. These results align with the theoretical framework established by transformational leadership theory, which posits that leaders who inspire and motivate their followers can enhance organizational performance. In this context, principals who adopt innovative leadership styles are likely to foster an environment that encourages creativity, collaboration, and professional growth among teachers, ultimately leading to improved productivity.

Moreover, the study highlights the mediating roles of work behavior and commitment, which are consistent with Meyer and Allen's (1991) work commitment theory. This theory delineates three types of commitment— affective, normative, and continuous—each contributing to a teacher's engagement and performance. The results indicate that teachers with high levels of affective commitment, characterized by emotional attachment to their school, are more likely to exhibit positive work behaviors and higher productivity. This finding suggests that fostering a strong sense of belonging and loyalty among teachers can be a powerful driver of educational outcomes.

The study also reveals that principals' managerial skills significantly impact teacher productivity. Effective resource management and organizational skills are essential for creating a supportive work environment. This aligns with the literature emphasizing the importance of managerial competencies in educational leadership. When principals effectively manage resources and time, they enable teachers to focus on their core responsibilities, thereby enhancing their productivity.

CONCLUSIONS

In conclusion, the integration of innovative leadership and strong managerial abilities, coupled with a focus on enhancing work commitment and positive work behavior, can create a robust framework for improving teacher productivity. This study contributes to the existing body of knowledge by providing empirical evidence that supports the theoretical underpinnings of educational leadership and management, particularly in under-researched contexts like Lebak Regency. Future research should continue to explore these dynamics, considering additional variables such as intrinsic motivation and community support, to further enrich our understanding of effective educational practices.

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AUTHORSHIP CONTRIBUTION

Conceptualization: Muhamad Darif, Sudadio, Yuyu Yuhana.

Data curation: Muhamad Darif, Sudadio, Yuyu Yuhana.

Formal analysis: Muhamad Darif, Sudadio, Yuyu Yuhana.

Research: Muhamad Darif.

Methodology: Muhamad Darif, Sudadio, Yuyu Yuhana.

Project management: Muhamad Darif, Sudadio, Yuyu Yuhana.

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Software: Muhamad Darif, Sudadio, Yuyu Yuhana.

Supervision: Sudadio, Yuyu Yuhana.

Validation: Muhamad Darif, Sudadio, Yuyu Yuhana.

Display: Muhamad Darif.

Drafting - original draft: Muhamad Darif, Sudadio, Yuyu Yuhana.

Writing - proofreading and editing: Muhamad Darif, Sudadio, Yuyu Yuhana.