

Toward Idea Generation Capability As An Effort To Improve The Performance Of Primary School Leadership Cirebon City

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Abstract

The principal is one of the components of education that has the most role in improving the quality of education. This study aims to describe the influence between variables. The method used was a survey with a quantitative approach to path analysis through SEM PLS to measure the research variables. Data collection techniques using questionnaires, observation, and documentation. The population numbered 138 people and sample use whole of population. Sampling through saturated sample techniques because the population is not too large. This study uses structural equation modeling (SEM) analysis with the Smart PLS program to test the hypothesis. The measurement model (outer model) includes testing for convergent validity, discriminant validity, and composite reliability. Then perform a structural evaluation (inner model) which includes the fit model, path coefficient, and effect size. The research results conclude that transformational leadership has no significant effect on idea generation capability, organizational culture has a significant effect on idea generation capability, competence has a significant effect on idea generation capability, idea generation capability has a significant effect on the performance of transformational leadership has a significant effect on performance, organizational culture no significant effect on performance. Competence has a significant effect on performance, idea generation capability has a significant effect on performance

Keywords: Transformational Leadership; Organizational Culture, Competence, Idea Generation Capability; Performance

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I. Introduction

The principal is a functional teacher who is assigned the task of leading a school where teaching and learning processes are held, or a place where there is the interaction between teachers who give lessons and students who receive lessons (Wahjosumidjo, 2002). The principal is the key person who determines the smoothness and success of all school activities he leads in achieving both school goals and national education goals. For schools to achieve their goals effectively and efficiently, the principal must carry out managerial functions such as planning, organizing, directing, providing motivation, implementing, organizing control, evaluation, and innovation.

The discussion of the principal's performance is one of the central topics in the world of education because the progress of a school is influenced by the performance of the principal. Performance is an achievement or work output both in quality and quantity achieved by a person during a certain period in carrying out his duties following the responsibilities assigned to him (Martono, 2017).

Based on the results of preliminary observations regarding the performance of school principals in Cirebon City, it shows that the performance of school principals has not reached the expected target. the results of these preliminary observations are shown in the following table:

Table 1. Performance Achievements of the Principal of Cirebon City School in 2016-2017

No	Performance Indicators	Outcomes of Target Indicators		Information
		2016	2017	
1	Performance as an educator	86	85	-1
2	Performance as a manager	85	83	-2
3	Performance as an administrator	86	84,5	-1,5
4	Performance as a supervisor	83	82	-1
5	Performance as a leader	85	83,75	-1,25
6	Performance as an innovator	83	80,5	-2,5

7	Performance as a motivator	84	83	-1
	Average	84,57	83,11	-1,46

Based on the table above, it is known that based on the results of the recapitulation of the principal's performance, it is known that in 2017 there was a decrease in the performance of the principal. In 2016, the average performance score of school principals was 84.57, while in 2017 the average performance score of principals was 83.11, meaning that there was a decrease in performance of 1.46. The decline in performance in 2017 occurred in various performance indicators, especially in the performance indicator as an innovator who had the lowest level of achievement, namely 80.5.

The problem regarding the performance of school principals is an interesting topic in the field of education management because school performance will also have an impact on school performance and education quality so that this problem must be found a solution. Several factors affect performance including transformational leadership. Transformational leaders are leaders who inspire their followers to put their interests aside for the good of the organization and can have a tremendous influence on their followers (Robbins & Judge, 2018). Transformational leadership is a factor that plays an important role in performance. Transformational leadership has a positive and significant impact on performance (Dvir, Eden, Avolio, & Shamir, 2002; Eliyana, Ma'arif, & Muzakki, 2019; Jyoti, J., & Bhau, 2015; Sundi, 2013). However, there are also other research results that show that transformational leadership does not have a significant effect on performance (Ekaningsih, 2014; Tobing & Syaiful, 2016).

Another factor that affects performance is organizational culture. Organizational culture is a pattern of basic assumptions in which existing groups create, discover, or develop in the learning process to overcome difficulties of external adaptation and internal integration (Schein, 2010). Organizational culture is a variable that has a significant effect on performance (Mohamed, A. I., & Abukar, 2013; Rantesalu, Mus, & Arifin, 2016). However, there are research results that show that organizational culture does not have a significant effect on performance (Cho & Lewis, 2011; Suharningsih & Murtedjo, 2017).

Another factor that affects performance is competence. Competence is defined as the basic character of a person that causes him to be able to show effective or superior performance in a job (Spencer, Lyle M. JR; Spencer, 1993). There are research results that show that competence has a significant effect on performance (Jeffrey & Ruliyanto, 2017; Rahmawati, 2017; Suyitno, 2017), but there are research results that show that competence has no significant effect on performance (Kurniawan, 2017; Saba Khalid; Khalid Bhatti, 2015).

Based on the explanation of the phenomenon of problems regarding school performance as well as differences in research results regarding factors that affect performance, the researcher formulates a concept that can cover the gaps in research results and solve the problems of the principal's performance. The concept proposed is Idea Generation Capability. Idea generation Capability is a new concept derived from innovation theory and human capital. This concept emphasizes a person's ability to create, develop, and communicate ideas in the workplace as well as the ability to solve problems in the workplace, create innovations to face challenges in the workplace.

II. Literature Review

Transformational leadership

In the organization, the leadership factor becomes an important factor that can determine the success of the organization through the growth and generation of morale and a sense of togetherness towards organizational members to achieve the stated organizational goals. Thus the success of an organization in achieving the success of the desired goals is largely determined by the leadership quality of a leader in managing existing resources, both tangible and intangible resources. Transformational leaders are leaders who inspire their followers to put their interests aside for the good of the organization and can have a tremendous influence on their followers. It is explained by Robbins and Judge (2008) that through transformational leadership a leader can make the people who are led inspired to do something to improve their performance from the applied leadership style, on the other hand, the people are led are also able to prioritize the interests of the organization for the betterment of the organization. There are 4 components of transformational leadership behavior, namely:

1. Idealized influence emphasizes the type of leader who exhibits trust, belief, and is admired/praised by followers.
2. Inspirational motivation emphasizes how to motivate and inspire subordinates to task challenges. The influence is expected to increase the spirit of the group.
3. Intellectual stimulation emphasizes the type of leader who seeks to encourage subordinates to think about innovation, creativity, new methods, or ways.
4. Individualized consideration emphasizes the type of leader who pays attention to the development and achievement needs of subordinates (Avolio & Bass, 1995).

Organizational culture

Organizational Culture is part of HRM and Organization Theory. HR Management and Organizational Culture are seen from the aspects of behavior, while the organizational theory is seen from the aspect of a group of individuals who work together to achieve goals, or organizations as a place where individuals work together rationally and systematically to achieve goals. Schein (2010) defines organizational culture as a pattern of basic assumptions in which existing groups create, discover, or develop in the learning process to overcome difficulties of external adaptation and internal integration. In Schein's opinion, organizational culture arises from a pattern of basic assumptions and is intended to overcome difficulties in adapting to both external and internal organizations. the dimensions of organizational culture consist of:

1. Innovation and the courage to take risks. The extent to which the organization encourages employees to be innovative and dare to take risks.
2. Attention to detail. The extent to which employees are expected to exercise precision (accuracy), analysis, and attention to detail.
3. Result orientation. The extent to which management focuses more on results than on the techniques and processes used to achieve these results.
4. Orientation of people. The extent to which management decisions take into account the effects of these results on people in the organization
5. Team orientation. Search where work activities are organized in teams rather than on individuals.
6. Aggressiveness. The extent to which people are aggressive and competitive rather than relaxed.
7. Stability. The extent to which organizational activities emphasize maintaining the status quo in comparison and growth (Robbins & Judge, 2018).

Competency

Today, the duties and expectations of the principal regarding the change, progress, and demands for school quality have developed and become increasingly complex. Consequently, all school principals need to acquire knowledge and develop skills, experience for effective school administration and management practices. According to Rohrmann (2013), the role and responsibility of the principal are to carry out school planning, provide support for school facilities and infrastructure, design strategies that contribute to the quality of education. Therefore, a principal is required to have competence, namely as a person's ability to produce at a satisfactory level in the workplace, including one's ability to transfer and apply these skills and knowledge in new situations and increase the agreed benefits. Pardjono & Suyanto (2007) defines competence as a set of intelligent actions, full of responsibility that a person has as a condition to be considered capable by society in carrying out tasks in certain fields of work. Knowledge, Skill, and Attitude competencies tend to be more visible (visible) and relatively on the surface (tip) as characteristics possessed by humans. Knowledge and expertise competencies are relatively easy to develop, for example with training programs to increase the level of human resource capabilities. Thus it can be concluded that competence is the ability and willingness to perform a task with an effective and efficient performance to achieve organizational goals.

Performance

Schools are complex and unique institutions. It is complex because the school as an organization has various dimensions which are interrelated and determine each other. Meanwhile, the unique character indicates that the school as an organization has certain characteristics that are not shared by other organizations. The characteristics that place schools have their characteristics, where there area teaching and learning process, a place for the cultivation of human life (Wahjosumidjo, 2007).

Because of its complex and unique nature, the school as an organization requires a high level of coordination. The success of the school is the success of the principal. The principal comes from two words, namely Head and School. The word head can mean the chairman or leader in an organization or an institution. Whereas school is an institution where it is a place to receive and give lessons (Wahjosumidjo, 2007)

Thus in simple terms, the principal can be defined as a professional teacher who is assigned the task of leading a school where teaching and learning are held, or a place where there is an interaction between teachers who give lessons and students receiving lessons. The word lead from the formula has a broad meaning, namely the ability to mobilize all existing sources in a school so that it can be maximally utilized to achieve predetermined goals (Wahjosumidjo, 2007).

The principal's authority as a leader to achieve school goals is to regulate and manage three main things, namely personnel, facilities, and funds. As a manager, the principal must be able and have adequate management capabilities to carry out his duties. This ability is very supportive when managing personnel or human resources owned by the school (Saroni, 2011).

Idea generation capability

Idea Generation Capability in organizations has a strategic role and becomes an intangible asset, namely a person's ability to create ideas in the workplace, develop ideas in the workplace, communicate ideas at work, solve problems in the workplace, create innovations in the workplace and create ideas for dealing with challenges in the workplace. In this study, Idea Generation Capability is a novelty or novelty concept and is expected to be able to bridge the research gap or the differences in the results of previous research. In this study, there is a research gap in which some researchers conclude that the variables of transformational leadership, organizational culture, and competence have a significant effect on performance, but other researchers have found a different research result, namely that there is an insignificant influence on the three variables, there is even research. which indicates the existence of a negative influence between these variables on performance. This shows an inconsistency regarding the significance of the influence of transformational leadership variables, organizational culture, and competence on performance.

The novelty in this research, namely Idea Generation Capability, is a synthesis of two theories, namely the theory of intellectual capital or intellectual capital. Intellectual capital derives human capital theory, then human capital theory reduces the individual capability dimension. Innovation theory derives from innovative behavior theory and innovative behavior, theory reduces the idea generation dimension. The concept of Idea Generation Capability is a person's ability to create and communicate ideas in the workplace as well as the ability to solve problems in the workplace, create innovations to face challenges in the workplace.

III. Framework

The influence of transformational leadership on Idea Generation Capability

Transformational leadership is a condition in which the followers of a transformational leader feel their trust, admiration, loyalty, and respect for the leader, and they are motivated to do more than initially expected them (Bass & Avolio, 1994). Transformational leadership is one of the leadership styles that is often tested in terms of innovation. The transformational leadership style that is reflected through charisma, stimulates intellectually, motivates, and understands character is one of the determinants of innovation behavior.

The results of research conducted by Kresnandito, (2012) concluded that transformational leadership has a positive and significant effect on employee innovative behavior. the application of a transformative leadership style will stimulate employees to behave more innovatively which is characterized by the emergence of ideas, communicating ideas, and experimenting with idea implementation. The results of this study are also in line with the results of research conducted by several researchers from Korea who examined the impact of innovative behavior on the innovative behavior of nurses. Weng, Huang, Chen, & Chang, (2015) conducted a study concluded that managers who have a transformational leadership style will make nurses more innovative in their workplace.

1. **H1:** Transformational leadership has a positive and significant effect on the idea generation capability of primary school principals.

The influence of organizational culture on Idea Generation Capability

Organizational culture is a set of assumptions that are shared and accepted implicitly and held by one group that determines how it is felt, thought about, and reacts to various environments (Kreitner & Kinicki, 2014). Organizational culture is currently an important concern for organizations, especially in supporting innovation programs. Several studies show the significant influence of organizational culture on employee innovation and innovative behavior. Shahzad, Xiu, & Shahbaz, (2017) state organizational innovation performance was supported and influenced by organizational culture. Flexibility or support for change and organizational climate are relatively significant factors for creativity and innovation performance. Other research conducted by Dressler & Jaskyte, (2005) entitled shows that organizational culture is a predictor or factor that has a significant effect on organizational innovation. The results of another study conducted by Hartmann (2006) concluded that organizational culture that motivates new solutions will stimulate employees to be more innovative in completing their work.

H2: Organizational culture has a positive and significant influence on the idea generation capability of primary school principals.

The Influence of Competence on Idea Generation

Competence is defined as individual characteristics and behavioral indicators in thinking and seeing things over a long period (Spencer & Spencer, 1993). High employee competence will greatly support the implementation of work. Also, one of the important things currently being studied is the relationship between competence and innovation. Several research results show a positive and significant influence between competition and idea generation. Research conducted by Siregar, Suryana, Ahman, & Senen, (2019) entitled identifies the factors that influence employee innovation behavior. One of the factors that have a significant

effect is competence. Another research conducted by (Minh, Badir, Quang, & Afsar, 2017) entitled "The impact of leaders' technical competence on employees' innovation and learning" concluded that the technical competence of leaders has a positive relationship with innovative behavior and learning of subordinates. Research conducted by Alkhodary (2016) with the title "The relationship between employees' empowerment and innovative work behavior" identifies one of the empirical dimensions, namely competency has a significant effect on increasing innovative behavior. H3: Competence has a positive and significant influence on the idea generation capability of primary school principals.

The effect of transformational leadership on performance

Transformational leadership is a condition in which the followers of a transformational leader feel that there is trust, admiration, loyalty, and respect for the leader, and they are motivated to do more than initially expected them (Bass & Avolio, 1994). Several researchers researched leadership and found that leadership is one of the determinants of employee performance.

Pane & Astuti (2009) research show that transformational leadership has a positive influence on employee performance, which means that the higher quality of transformational leadership can encourage employee performance improvement.

Dvir, Eden, Avolio & Shamir (2002) conducted a study showed that transformational leadership has a significant effect on performance.

2. **H4:** Transformational leadership has a positive and significant effect on the performance of primary school principals.

The influence of organizational culture on performance

Organizational culture is a set of assumptions that are shared and accepted implicitly and held by one group that determines how it is felt, thought about, and reacts to various environments (Kreitner & Kinicki, 2014). Several researchers tested the influence of organizational culture on performance and showed a positive influence between organizational culture on performance.

Budiono, (2016) conducted a study And the results showed that there was a positive and significant influence between organizational culture on performance. This means that the better the organizational culture will have an impact on improving employee performance.

Sunarno & Liana (2015) showed that there was a positive or unidirectional relationship between organizational culture and performance, which means that increasing organizational culture would improve performance.

H5: Organizational culture has a positive and significant effect on the performance of primary school principals.

Effect of competence on performance

Competence is a basic characteristic of a person consisting of knowledge, skills, and attitude that have a causal relationship with extraordinary work performance or work effectiveness (Spencer & Spencer, 1993). Several researchers test the effect of competence on performance and show a positive influence between competence on performance.

Ardiansyah & Sulistiyowati, (2018) show that there is a significant influence between competence on performance, which means that the increased performance will increase employee performance.

Ardiana and Brahmayanti (2010) study indicate a positive relationship between competence and performance of SMEs, where the increasing competence of SME players will have an impact on the high performance of employees at these SMEs.

H6: Competence has a positive and significant effect on the performance of primary school principals.

The influence of Idea Generation Capability on performance

Many factors can affect performance. One of the factors that is currently being tested as a determinant of employee performance is innovative behavior. Innovative behavior is a whole individual action that leads to the emergence, introduction, and application of something new and beneficial at all levels of the organization (Kleysen & Street, 2011). There are 4 dimensions of innovative behavior, namely idea exploration, generation, idea championing, and idea implementation.

Research conducted by Leong & Rasli, (2014) suggests that innovative behavior has a positive and significant effect on performance. Another study conducted by Yuan & Woodman (2010) concluded that innovative behavior could be a predictor of employee performance. More recent research examines one dimension of innovative behavior, namely idea generation and its relationship to performance. Doran & Ryan (2017) conducted a study entitled "the role of stimulating employees' creativity and idea generation in encouraging innovation behavior in Irish firms" concluded that idea generation is one of the strongest

components in shaping employee innovative behavior. Besides that, idea generation has a significant effect on organizational innovation performance.

H7: Idea Generation Capability has a positive and significant effect on the performance of school principals.

Hypothesis

Based on the framework of thought, the following hypothesis is formulated:

IV. Research Methods

The research method used in research is quantitative research methods. The population in this study were the principals of elementary schools in the city of Cirebon with a total sample of 138 respondents. There are 5 variables in this study, namely: Transformational Leadership, Organizational Culture, Competence, Performance, and Idea Generation Capability. The data collection technique used a Likert scale 1-5 questionnaire. The data analysis technique used Structural Equity Modeling (SEM) with AMOS applications.

V. Results And Discussion

Result

The sample used in this study was 138, which is more than the minimum sample size limit for SEM. The estimation technique used in the SEM calculation is Generalized Least Squares because the number of samples used is around 100-200.

The data normality test is used to see the level of normality of the data used in this study using AMOS 25. This test is done by observing the skewness value of the data used, the statistical value to test for normality is called the Z-value. The normality of the data can be indicated by the Critical Ratio on the skewness of the data in the range of ± 2.58 at the sig level. 0.001. If the value of $Z > CR$, it can be assumed that the data distribution is not normal (Ferdinand, 2004). In Table 2 the results of the normality test will be presented:

Table 2. Data Normality Test for Assessment of normality (Group number 1)

Variable	min	max	skew	c.r.	kurtosis	c.r.
KM9	2,000	5,000	-,462	-2,217	,312	,749
BO7	2,000	5,000	-,864	-4,141	,548	1,315
BO8	2,000	5,000	-,583	-2,794	,962	2,307
BO9	2,000	5,000	-,411	-1,971	,048	,116
ID6	3,000	5,000	-,383	-1,835	-,672	-1,612
ID7	3,000	5,000	-,297	-1,423	-,652	-1,563
KT11	2,000	5,000	-,366	-1,756	-,268	-,642
KI5	3,000	5,000	-,529	-2,539	-,671	-1,610
KI8	3,000	5,000	-,045	-,214	-1,609	-3,858
KI7	3,000	5,000	-,101	-,484	-,957	-2,294
ID8	3,000	5,000	-,275	-1,319	-,643	-1,543
KM3	3,000	5,000	-,176	-,842	-,558	-1,338
KM7	3,000	5,000	-,010	-,046	-,329	-,789
KT9	2,000	5,000	-,703	-3,371	-,143	-,344
KT10	2,000	5,000	-,646	-3,096	-,020	-,049
Multivariate					32,431	8,435

In Table 2, it can be seen that there is a CR value for skewness that is outside the range of ± 2.58 , namely the BO7 indicator of -4.141; the KT9 indicator is -3,371 and the KT10 indicator is -3,096. Meanwhile, the multivariate normality test gave a CR value of 8.435, far above 2.58. So the multivariate distribution is not normal

Outliers are observations that appear with extreme values both univariate and multivariate, that is, those that arise because of the combination of unique characteristics they have and look much different from other observations. Testing the presence or absence of univariate outliers is done by analyzing the Z score of the research data used. If there is a Z score in range ≥ 3 , it is categorized as an outlier. The results of data processing have shown the presence or absence of outliers as can be seen in the following table

Table 3. Variable Z-score Value

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Zscore(KT9)	138	-3.06431	.97590	.0000000	1.00000000
Zscore(KT10)	138	-2.91518	1.06794	.0000000	1.00000000
Zscore(KT11)	138	-2.72624	1.30470	.0000000	1.00000000
Zscore(BO8)	138	-3.19348	1.33426	.0000000	1.00000000
Zscore(BO12)	138	-3.39686	1.09611	.0000000	1.00000000
Zscore(BO7)	138	-3.40336	.93200	.0000000	1.00000000
Zscore(KM3)	138	-2.11869	1.22279	.0000000	1.00000000
Zscore(KM7)	138	-2.16005	1.36760	.0000000	1.00000000
Zscore(KM9)	138	-3.70236	1.14820	.0000000	1.00000000
Zscore(ID6)	138	-2.26359	1.04197	.0000000	1.00000000
Zscore(ID7)	138	-2.08901	1.13203	.0000000	1.00000000
Zscore(ID8)	138	-2.18370	1.12785	.0000000	1.00000000
Zscore(KI5)	138	-2.51741	.92222	.0000000	1.00000000
Zscore(KI7)	138	-2.54731	1.11445	.0000000	1.00000000
Zscore(KI8)	138	-2.85444	1.02648	.0000000	1.00000000
Valid N (listwise)	138				

The test results show that there is a Z score that is more than 3, namely on the indicators KT9, BO7, BO8, BO12, and KM9 so it can be concluded that there are univariate outliers. Hair et al., (2014: 65) states that the existence of outliers can be maintained because they represent the population so that researchers can consider continuing to be processed as representatives of the entire population.

Although the analyzed data do not show the outliers at the univariate level, an evaluation of the multivariate outliers is necessary because these observations can become outliers when combined. The Mahalanobis distance for each observation needs to be calculated and will show the distance of an observation from the average of all variables in a multidimensional space (Hair et al., 2002).

The test for multivariate outliers was performed using the Mahalanobis Distance criteria at a level of $p < 0.001$. Mahalanobis distance is evaluated using χ^2 on df for the variables used in the study (Ferdinand, 2002).

In this study, all cases that had Mahalanobis Distance $> \chi^2 (83, 0.001) = 124.839$ were multivariate outliers. From the results of data processing (see attachment), it can be seen that Mahalanobis Distance is below 124.839, so there are no cases categorized as multivariate outliers.

To see whether there is multicollinearity and singularity in a combination of variables, it is necessary to look at the covariance matrix determination. A really small determinant indicates multicollinearity/singularity so that the data cannot be used for analysis (Ferdinand, 2000). From the results of data processing, obtained Determinant of sample covariance matrix = 0.010 where the value is above zero. Thus it can be said that there is no multicollinearity and singularity in this research data, it can be said that the SEM assumption has been fulfilled.

Data collection instruments must meet valid and reliable requirements. One way to measure validity is if it is judged that an instrument gets data about a construct that has the same pattern as that produced by other instruments to measure the same construct. Convergent validity can be assessed from the measurement model developed in the study by determining whether each indicator is estimated to validly measures the dimensions of the concept being tested. A dimensional indicator shows significant convergent validity if the coefficient of the indicator variable is greater than twice the standard error (Ferdinand, 2006). If each indicator has a critical ratio that is greater than twice the standard error, this indicates that the indicator validly measures what should be measured in the model presented.

The data presented in Table 4:33 shows that all indicators produce an estimated value with a critical ratio greater than twice the standard error, so it can be concluded that the variable indicator used is valid.

The reliability test shows the extent to which a measuring instrument can provide relatively the same results when re-measurement is carried out on the same subject. Reliability test in SEM can be obtained through the following formula (Hair et al., 1995):

$$\text{Construct Reliability} = \frac{(\sum \text{Std Loading})^2}{(\sum \text{Std Loading})^2 + \sum \varepsilon_j}$$

Information :

- Standard Loading is obtained from the standard coding of each indicator which is obtained from the results of computer calculations, namely the lambda value generated by each indicator.

- j is the measurement error of each indicator.

The results of data reliability measurement can be seen in Table 4:33, where the data reliability value obtained in this study has a value of ≥ 0.70 . Following the requirements that must be met that the data reliability has a value of ≥ 0.70 and the test results show that the data reliability value has met these requirements, thus all of the variables of this study can be accepted.

Table 4. Construct Reliability

Factor	Transformational leadership		Organizational Culture		Competency		Idea Generation Capability		Performance	
	Construct	Error	Construct	Error	Construct	Error	Construct	Error	Construct	Error
KT9	0,828	0,821								
KT10	0,849	0,796								
KT11	0,875	0,766								
BO7			0,849	0,736						
BO8			0,800	0,790						
BO12			0,827	0,760						
KM3					0,718	0,640				
KM7					0,699	0,660				
KM9					0,746	0,615				
ID6							0,736	0,759		
ID7							0,761	0,734		
ID8							0,847	0,642		
KI5									0,883	0,622
KI7									0,732	0,774
KI8									0,746	0,765
Jumlah	2,55	2,18	2,57	2,22	2,71	1,77	2,61	2,27	2,43	2,0
Reliability	0,895		0,876		0,795		0,844		0,848	

The test for the feasibility of the Full Model SEM was tested using Chi-Square, CFI, TLI, CMIN / DF, and RMSEA in the expected value range, although GFI and AGFI were accepted marginally, as shown in Table below:

(Goodness-of-Fit)

Tabel1. Goodness of Fit Index Full Model

<i>Goodness of Fit Index</i>	<i>Cut-off Value</i>	Hasil Analisis	Evaluasi Model
<i>Chi-Square</i>	P=5% df=80, <i>Chi-Square</i> ≤ 101.879	143,705	Marjinal
Probabilitas	$\geq 0,05$	0,000	Marjinal
CMIN/DF	$\leq 2,00$	1,796	Good
GFI	$\geq 0,90$	0,883	Marjinal
AGFI	$\geq 0,90$	0,825	Marjinal
TLI	$\geq 0,95$	0,933	Marjinal
CFI	$\geq 0,95$	0,949	Marjinal
RMSEA	$\leq 0,08$	0,076	Good

The result of data processing shows that the significance level for the difference hypothesis test is $\chi^2 = 162.4$ with a probability of 0.000. This indicates that the null hypothesis which states that there is no difference between the sample covariance matrix and the estimated population covariance matrix failed to be rejected, therefore we accept the null hypothesis.

CMIN / DF Index (1,796); CFI (0.950); and RMSEA (0.076) are within the expected value ranges, although GFI, TLI, and AGFI are marginally accepted, this model is still acceptable.

Model Interpretation and Modification

The next step is to interpret and modify the model if the model does not meet the test requirements. A good model must also have a small Standardized Residual Covariance, with a cut-off value of ± 2.58 . The safety limit of the total residuals was 5% of all covariate residuals produced by the model ($5\% \times 235 = 11$) (Hair et al., 1998). By using the AMOS 7.0 program (see attachment) there is no residual value greater than or equal to ± 2.58 . So that it does not require modification of the model.

Table 6. Summary of Hypothesis Test Results

Hypothesis	Nilai P	Conclusion
Ha1	0,440	Rejected
Ha2	0,005	Be accepted
Ha3	0,002	Be accepted
Ha4	0,040	Be accepted
Ha5	0,771	Rejected
Ha6	0,040	Be accepted
Ha7	0,025	Be accepted

VI. Discussion

The effect of transformational leadership on idea generation capability

This study has tested the relationship between transformational leadership and idea generation and it produces an insignificant relationship, meaning that transformational leadership does not affect the ideas that emerge from the teacher, this can be juxtaposed with the research results which show that transformational leadership has a positive and significant effect on performance Transformational leadership is a condition in which the followers of a transformational leader feel their trust, admiration, loyalty, and respect for the leader, and they are motivated to do more than initially expected them. (Bass & Avolio, 1994). Transformational leadership is one of the leadership styles that is often tested in terms of innovation. The transformational leadership style that is reflected through charisma, stimulating intellectually, motivating, and understanding character is one of the determinants of innovation behavior.

The results of this study indicate that transformational leadership does not have a direct influence on idea generation, because the test results do not have a significant effect. This is not in line with research conducted by Kresnandito, (2012) which states that transformational leadership has a positive and significant effect on employee innovative behavior. The application of a transformative leadership style will stimulate employees to behave more innovatively, which is characterized by the emergence of ideas, communicating ideas and experimenting with idea implementation. Likewise the research results from Weng, Huang, Chen, & Chang, (2015) which states that managers who have a transformational leadership style will make nurses more innovative in their workplace is not proven.

Effect of organizational culture on idea generation capability

This study has examined the influence of organizational culture on performance through idea generation. A teacher who is in the school which is the parent organization in the field of education when working will have a culture that is different from other organizations so that the existence of culture affects the behavior of members in the organization. When organizational culture provides opportunities for teachers to innovate and be creative when delivering learning and education to students, it affects the teacher's performance. The results of this study indicate that organizational culture does not directly affect performance but through idea generation on teacher performance so that the results of this study prove that idea generation fully mediates the relationship between organizational culture and teacher performance. Organizational culture is a character that exists and is embraced by a group of individuals in an organization. The existence of culture is an essential aspect in determining the performance of organizational members. A teacher who has an organizational culture by providing authority that can encourage better performance certainly plays a major role in encouraging the success of learning.

Effect of competence on idea generation capability

Competence is an important asset in the organization because the intellectuality built by the teacher can be developed through the organization. An organization can bridge the competencies possessed by each teacher to form a community in groups and has the potential to provide support to each other in a frame that allows space for knowledge sharing and the increased performance of a competent teacher can generate new ideas in terms of learning and organization (Zhao, 2010), so the results of this study have supported the previous hypothesis, namely competence has a positive and significant effect on idea generation and teacher performance, so that idea generation partially mediates the relationship between competence and teacher performance.

The competencies possessed by each teacher can have a direct or indirect effect on performance. When teachers have qualified competencies in terms of learning and education for students, they can come up with new ideas or ideas related to learning systems and strategies that can be used to further improve the understanding received by students in lessons. Also, teachers can provide input and suggestions to organizations to improve performance in achieving predetermined targets. In a school, the target to be achieved is learning can take place smoothly and students can understand well so that the graduation rate achieved is high with optimal scores. Teacher competence is very important to provide understanding to students with the abilities possessed by the teacher will result in effective and optimal learning to provide better understanding when the teacher has competent competencies in educating students, it will provide maximum learning quality.

Research by Zhu et al., (2013) revealed that there are four competencies that teachers can have to improve innovative and creative learning, namely learning competence, educational competence, social competence, and technological competence. These four things will encourage learning innovations that provide a better understanding for students. When the teacher has learning competencies, it can provide an optimal understanding for students. Besides, education will provide teaching related to ethics that can be learned by students. Education for students emphasizes not only gaining learning but honing the ability to interact with others (Wardoyo, 2015). Education is important for students because learning is only limited to providing knowledge to students but education emphasizes that students understand well the material that has been taught and applies it in proper practice. In addition, education teaches ethics that can be conveyed by the teacher.

Social competence is related to the ability of teachers to adapt to organizations, namely schools, where the interactions that occur between teachers can encourage better understanding related to solving problems that exist in schools. Technological competence can encourage teachers to use existing technology as a learning innovation. Learning technology is very important to use to help teachers deliver material that can be learned by students. Technology is very close to students today because it is in an era full of internet usage. Students can learn a lot through the technology used by the teacher so that the sources obtained are not only through books but wider media, namely the internet, as well as other applications that can be utilized based on technology. This competency can open space for deeper interaction between teachers and students, so that the emergence of idea generation when the teacher has succeeded in utilizing the competencies that are owned will affect the performance achieved optimally (Duckworth et al., 2009).

Effect of transformational leadership on performance

This study has tested the relationship between transformational leadership and the results of the study concluded that transformational leadership has a positive and significant effect on teacher performance. The results of this study indicate that when transformational leadership is applied to organizations with teacher members it will have a direct effect on the performance given in learning and education. This study is in line with García-Morales et al., (2012) which shows that transformational leadership has a positive influence on the performance of an organization. An organization has members who make success to achieve predetermined targets so that organizational performance is determined by the performance of its members. The relationship between transformational leadership and the emergence of an idea is not always significant. Research by Özer & Tinaztepe (2014) shows that transformational leadership only affects organizational performance so that transformational leadership can generate better performance from its members. The process towards a performance improvement is influenced by many factors so that an optimal learning process emerges with transformational leadership. A leadership that is in school has a great influence on the performance of its members, thus the leadership role is very essential in an organization.

Leadership is an important aspect of the organization because it can encourage performance for the members included in it. When leadership does not affect the emergence of a new idea, then several things can be the reason that members are unable to come up with new steps in the organization. Perceived organization support is key in determining the success of transformational leadership (Kurtessis et al., 2017).

The results of this study are also supported by previous research which states that transformational leadership has a direct influence on teacher performance in schools because transformational leadership can form a positive climate in the organization. After all, it provides space for organizational members, namely

teachers to develop things that are deemed necessary. in a classroom (Thoonen et al., 2011). Transformational leadership can form behavior that exists in an organization to jointly form a good culture because it encourages significant change when compared to other types of leadership.

For leaders in a school to be able to improve teacher learning systems, transformational leadership is an effort that can be done by providing opportunities for teachers to try to give creativity to students to learn. The opportunity given to the teacher is a form of trust that is given from the leadership to its members so that innovation appears in learning, this will encourage the performance of the teacher to be better, motivation is one of the motivations that arise because of transformational leadership. Therefore, if a teacher is motivated in teaching because of the comfortable situations and conditions in the world of work, it will form a good performance in learning in the classroom. This study proves that the existence of transformational leadership has a direct effect on teacher performance. Transformational leadership is an important element in encouraging innovation and creativity in learning so that teachers get an opportunity to implement actions that are deemed necessary in learning. Improvised learning provides an opportunity for teachers because they have sufficient knowledge related to the conditions of the class being taught so that the party who best understands related to the situation in the classroom and the ability of students is the teacher concerned. The existence of transformational leadership of teachers becomes more able to develop actions and things that are deemed necessary to increase student understanding so that transformational leadership can directly influence teacher performance.

Effect of organizational culture on performance

The results showed that organizational culture did not affect the performance of primary school principals, meaning that a good organizational culture would not automatically lead to high employee performance. This is because there are still other factors that influence employee performance. The results of this study are in line with the research conducted. by Pane & Astuti, (2009), that results show that organizational culture has no effect on employee performance. Likewise, the results of this study are also in line with the results of research conducted by Suharningsih & Murtedjo, (2017) show results indicate that there is no significant influence between organizational culture on teacher performance. the coefficient value is positive, which means that the better organizational culture will lead to better teacher performance, and vice versa, a less good organizational culture will cause a decrease in teacher performance. the role between the two is not significant, because it has a relatively weak role as well as through other variables.

Organizational culture through idea generation can encourage teacher performance to be better, this research is in line with Lukoto & Chan (2017) which states that the role of innovation in organizations cannot be ruled out because it is very important to support the achievement of good performance and predetermined targets. In the context of education, the teacher is an instructor who can convey learning to students as a medium that can provide a better understanding of students. As a learning instructor, teacher performance is measured by the success of delivering learning and following the standards set through scheduled meetings and can be met as a whole. Innovation in learning cannot be ruled out because the measure of a teacher's success is that students can understand well the material being taught, not only limited to the completion of scheduled meetings, so the role of innovation that supports better understanding for students is very important (Horng et al. al., 2010). The existence of an organizational culture that is able to provide opportunities for teachers to convey things that can support their performance strongly supports an open organizational climate in new things a teacher can provide concrete input to organizations related to the learning system because the teacher is the front line in providing understanding to students. Learning and educational innovations found in schools give rise to idea generation which is formed by the autonomy given to teachers to deliver learning in accordance with learning strategies. Communication between teachers is an important aspect to encourage the exchange of knowledge related to learning methods that can be applied to students, besides that collaboration can encourage better performance for teachers when delivering learning in front of the class.

Effect of competence on performance

Arifin's research (2015) strengthens this research by proving that competence has a positive effect on teacher performance, competency is a model that can be used to teach students. In addition, competence is the teacher's ability to adapt to the environment when the teacher can adapt to the student's environment and adjust the understanding that can be easily accepted by students which can affect teacher performance are factors that can provide understanding to students related to the material being studied. When the teacher understands that students are quite difficult to accept the subjects being taught, it takes a learning innovation and learning technology that can adjust to the ability of students if they have a low ability to absorb a subject (Arcega, 2010). The competence possessed by the teacher can simplify the material and reduce the level of difficulty taught to students without reducing the essence of learning that must be achieved. Students need to get learning according to the programmed material design. When students can easily absorb the material being taught, the teacher can

adjust by increasing the enrichment of the material to be able to provide a better understanding for students. This competency needs to be honed for teachers and can improve teacher performance for the better when the teacher has good performance, it has implications for organizational performance, namely that the school increases.

Effect of idea generation capability on performance

There are many factors that can affect performance. One of the factors that is currently being tested as a determinant of employee performance is innovative behavior. Innovative behavior is a whole individual action that leads to the emergence, introduction, and application of something new and beneficial at all levels of the organization (Kleysen & Street, 2011). There are 4 dimensions of innovative behavior, namely idea exploration, generation, idea championing, and idea implementation. The results of the study concluded that idea generation capability had a significant influence on the performance of primary school principals. This finding is in line with the results of research conducted by Leong & Rasli, (2014), the relationship between innovative work behavior on work role performance: an empirical study, which suggests that innovative behavior has a positive and significant effect on performance. This means that the more innovative a person is, the higher the performance and vice versa. The results of this study are also in line with the results of research conducted by Yuan & Woodman (2010) that show it can be a predictor of employee performance.

The results showed that idea generation capability had a significant influence on the performance of primary school principals, also supported the results of a more recent study examining one of the dimensions of innovative behavior, namely idea generation, its relationship with performance. Where the results of research by Doran & Ryan (2017) that concluded that idea generation is one of the strongest components in shaping employee innovative behavior. Besides that, idea generation has a significant effect on organizational innovation performance.

VII. Conclusions And Suggestions

Conclusion

Based on the results of research and discussion, the following conclusions are drawn:

1. Transformational leadership does not affect the idea generation capability of primary school principals.
2. Organizational culture has a significant influence on the idea generation capability of primary school principals.
3. Competence has a significant influence on the idea generation capability of primary school principals.
4. Transformational leadership has a significant effect on the performance of primary school principals.
5. Organizational culture does not affect the performance of primary school principals.
6. Competence has a significant effect on the performance of primary school principals.
7. Idea generation capability has a significant influence on the performance of primary school principals.

Implications

This study builds important idea generation capability in order to improve the performance of school principals, this is because if the ability of school principals to issue ideas, develop and communicate to others increases, it will also have an impact on improving the performance of these employees.

The dimension that plays the most role in transformational leadership is the role model of the department head's behavior to subordinates. The dominant dimension of organizational culture is the opportunity provided by the organization (school) to individuals to innovate. The dominant dimension incompetence is the ability to develop the culture and traditions of noble character. The main dimension in teacher performance is the vision of the principal and administration of facilities and infrastructure.

The results showed that the dimensions of transformational leadership had no effect on the idea generation capability of primary school principals, but had an effect on the performance of primary school principals. The dimension of teacher competence affects the idea generation capability of primary school principals and also affects the performance of primary school principals. The dimension of organizational culture affects the idea generation capability of primary school principals and also affects the performance of primary school principals. The dimension of idea generation capability has a significant influence on the performance of primary school principals.

Suggestions

Suggestions for further research that wants to examine teacher performance need to pay attention to transformational leadership variables and organizational culture variables because these variables do not affect idea generation capability, it is recommended to use other dimensions of transformational leadership measures beyond those already used in this study, in order to provide influence on idea generation capability. Suggestions for developing teacher performance in schools, principals must always pay attention to transformational

leadership variables, competence, organizational culture, idea generation capability which has been empirically proven to affect teacher performance.

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