The Impact of Innovative Behavior, Commitment, Organizational Culture, and Ethical Leadership on Performance

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Abstract

This paper examines the effect of innovative behavior, commitment, organizational culture, and ethical leadership on performance. The sampling technique was by using the proportional random sampling method. Questioners were distributed to 137 teachers in Padang Pariaman regency. Data were analyzed using multiple linear regression and processed with SPSS 24. The results showed that innovative behavior and leadership had a positive and significant effect on performance. Furthermore, commitment and organizational culture do not have significant effect on performance.

Keywords: innovative behavior, commitment, organizational culture, ethical leadership, performance

Introduction

Teacher performance was an important factor in education, beside that it was also a determinant of the high and low quality of education. A fundamental problem for Junior High School teachers of Padang Pariaman Regency was the urgency of teacher performance that must be improved. In fact, not all teachers have high performance. One of proves that performance of teacher still low can be seen from the results of The Teacher Competency Test (UKG), which is still relatively low. Teachers are important component in the world of education, therefore more attention need to be given and analyzing factors that affect teacher in order to create qualified teachers so that it can support teacher performance.

Change and development of learning methods conducted by teachers is one type of innovation application. According to Yuan and Woodman (2010) one of main reasons people will be innovative in the workplace is to bring benefits of performance, improvement, or efficiency to work role or work units. Innovation depends on individuals as a response to change which is through its innovative behavior, to always create ideas, suggest and use new methods that are more effective and seek actions that provide addition value and are useful for the survival of the organization.

Teachers are required to be able to be innovative ones, so that the learning process can run effectively and it can produce qualified graduate. The innovative behavior of teachers in schools needs to be created, motivated, supported, and empowered so that they can produce high teacher performance and can produce qualified graduates.

Beside of innovative factors, the work commitment also influences teacher's performance. According to Mrayyan and al faouri (2008) employees who agree to commit to their carriers will do a good job. The teacher's commitment in carrying out his professional duties as educator is very supportive, because high teacher performance, in this case can be achieved if there is a high work commitment. Teachers who have a high commitment will always work optimally, obey the rules of the organization and try to show the best for the organization, have a great responsibility for the duties, develop creativity and continue to improve all abilities by using their energy to achieve goals. According to zareire and Navimipour (2016), employee commitment to work is a term used by an organization's human resources to actualize employee performance and their commitment to the organizations' vision. Brezezinskia and Bak (2015) stated that employees who have high commitment will have a positive impact on the organization's business performance, including increasing productivity and efficiency and better relationships with customers. With a high work commitment, it

is expected that there will be quality teacher performance and can improve the quality of education in school.

Teacher performance can be also influenced by the culture of school organizations. According to Warrick, Milliman, & Ferguson (2016), organizational culture describes the environment in which people work and affect how they think, act, and experience work. Changes in the education system occur in a relatively fast process that make many educators or teachers need to adapt especially to the school's organizational culture. School organizations need to study what kind of cultural model is being built. The culture developed will be reflected in daily activities in running the institution. The culture of school organizations with traditional systems is still inherent in the behavior of existing human resources who should be able to adjust to existing changes. Therefore, to change the modern and professional school organizational culture in a short time is a difficult thing for teachers and principals. This is also due to the support of various parties including the education office that still adheres to the old culture.

As with organizational culture, leadership is one of the main influencers of individual and organizational performance. In other words, the principal's leadership will also influence the performance of teachers in the school. Leadership is an important management function that helps maximize efficiency in achieving organizational goals (Yuan and Lee, 2011). In managing the school, leaders (principals) interact with teachers from different backgrounds that produce different types of leadership styles.

Ethical leadership is one of the sub-branches of ethical behavior. Ethical leadership is also influenced by other types of leadership such as transformational leadership. This can be seen from the similarities between ethical leadership and transformational leadership in terms of caring for others, making ethical decisions, integrity, and role modeling. Ethical leadership is believed to direct and guide organizational members towards goals and objectives that benefit the organization, its members, others take holders, and the community (Ercietal, 2012). However, there are still a little bit of studies that examine how and why ethical leadership related or give influences to performance. Therefore, researchers are interested to reveal the relationship or influence of ethical leadership to the teacher performance of Junior High School Teachers in Padang Pariaman Regency.
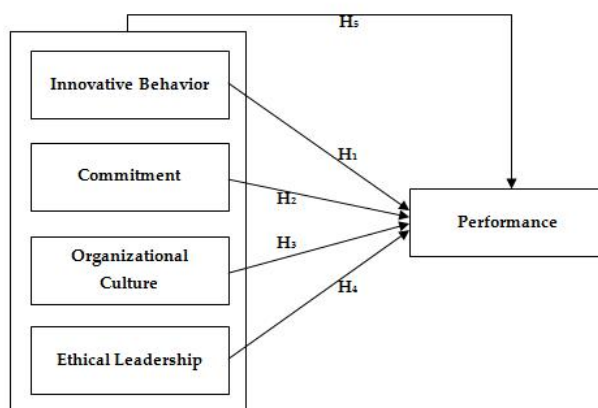

Figure 1 Conceptual Framework

Methods

Respondents in this study were teachers of Junior High School in Padang Pariaman Regency. The sampling technique used in this research is proportional random sampling method. Questionnaires were distributed to 137 teachers in Padang Pariaman regency. Data were analyzed using multiple linear regression. Analysis determination of the number of samples in this study is by using the Slovin formula.

Respondents were asked to fill in or give a response to the questionnaire given by giving a check list on one of the alternative answers. The answers to each question item use a 5 – point Likert scale

(1=strongly disagree, 5=strongly agree). Innovative behavior is measured by twelve statement items built and adopted from De Jong and Hartog(2010). Commitment is measured by fifteen statement items that are built and adopted from Ellinger et al., (2013). Organizational culture is measured by twenty-nine item statements that are built and adopted from Robbins and Coulter (2012). Ethical leadership is measured by twelve statement items that are built and adopted from Erci et al. (2012). And performance is measured by fifteen statement items that are built and adopted from T.R. Mitchell in the Directorate General of PMPTK (2008).

Results and Discussion

All statements used in this study are valid. As well as the Cronbach Alpha value for each variable is also high all are above 0.6. The data in this study also passed the classical assumption test. This shows that all data is worth testing.

Based on the table, it can be seen that:

a. A constant of 4,544 states that if there is no independent variable, then the value of the teacher performance of Padang Pariaman Junior High School is 4,544.

b. The innovative behavior variable regression coefficient is 0,482. This means that if the value of innovative behavior has increased by 1 point, while other independent variables are considered fixed, then the value of the teacher performance of Padang Pariaman Junior High School increases by 0,482.

c. The regression coefficient of the variable work commitment is 0,199. This means that if the value of work commitment has increased by 1 point, while other independent variables are considered fixed, then the value of the teacher performance of Padang Pariaman Junior High School increases by 0,199.

d. Regression coefficient of organizational culture variable is 0,057. This means that if the value of organizational culture has increased by 1 point, while other independent variables are considered fixed, then the value of teacher performance in Padang Pariaman Junior High School increases by 0,057.

The regression coefficient of ethical leadership variables is 0,147. This means that if the value of ethical leadership has increased by 1 point, while other independent variables are considered fixed, then the value of the performance of the teachers of Padang Pariaman Junior High School increases by 0,147.

It is known that the value of R square is 0,418. This shows that the variables of innovative behavior, work commitment, organizational culture, and ethical leadership to get her influence the teacher performance of Padang Pariaman Junior High School by 41,8%. While the remaining 58,2% is influenced by other variables which are not examined in this study.

From the following table is known f count of 23.667 with a significance of 0,000, and with f table of 2,87. Thus f count (23,667) > f table (2,87) with Sig.(0.000)<(0,05), it means that all independent variables have a significant effect on the dependent variable.

Table 1 Descriptive Statistics

	Mean	Std. Deviation	N
Performance	59.56	8.089	137
Commitment	63.50	6.190	137
Organizational Culture	63.50	6.886	137
Ethical Leadership	121.80	12.940	137
Innovative Behavior	43.25	6.418	137

Table 2 Correlations

		Performance	Commitment	Organizational Culture	Ethical Leadership	Innovative Behavior
Pearson Correlation	Performance	1.000	0,479	0,120	0,529	0,560
	Commitment	0,479	1,000	0,223	0,663	0,419
	Organizational Culture	0,120	0,223	1,000	0,152	0,004
	Ethical Leadership	0,529	0,663	0,152	1,000	0,486
	Innovative Behavior	0,560	0,419	0,004	0,486	1,000
Sig. (1-tailed)	Performance		0,000	0,082	0,000	0,000
	Commitment	0,000		0,004	0,000	0,000
	Organizational Culture	0,082	0,004	.	0,039	0,481
	Ethical Leadership	0,000	0,000	0,039		0,000
	Innovative Behavior	0,000	0,000	0,481	0,000	
N	Performance	137	137	137	137	137
	Commitment	137	137	137	137	137
	Organizational Culture	137	137	137	137	137
	Ethical Leadership	137	137	137	137	137
	Innovative Behavior	137	137	137	137	137

Table 3 Multiple Regression Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,544	7,105		0,639	0,524
	Commitment	0,199	0,119	0,153	1,673	0,097
	Organizational Culture	0,057	0,081	0,049	0,709	0,480
	Ethical Leadership	0,147	0,058	0,235	2,520	0,013
	Innovative behavior	0,482	0,097	0,382	4,946	0,000

a. Dependent Variable: Teacher Performance

Table 4 Summary Model [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,646[a]	0,418	0,400	6,265

a.Predictors:(Constant), Innovative Behavior, Organizational culture, Commitment, Ethical leadership

b. Dependent Variable: Teacher Performance

Table 5 Simultaneous Test

ANOVAª

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.716,169	4	929,042	23,667	0,000[b]
	Residual	5.181,554	132	39,254		
	Total	8.897,723	136			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Innovative behavior, Organizational CultureCommitment, Ethical Leadership

Table 6 Partial test

Variable	T counted	T table	*Sig.*	Explanation
Innovative behavior	4,946	2,085	0,000	Significant
Commitment	1,673	2,085	0,097	Not significant
Organizational Culture	0,709	2,085	0,480	Not significant
Ethical leadership	2,520	2,085	0,013	Significant

Based on the table above it can be known as follows:

a. Innovative behavior variables, with t count (4,946)< t table (2,085), as well as significance level: sig.α= 0.000<0.05, it means that the regression coefficient on innovative behavior variables (X1) is significant, so that innovative behavior variables (X1) partially have a significant effect on performance (Y).

b. Work commitment variable, with t count(1,673)< t table (2,085), as well as the level of significance:sig.α=0.097>0.05, it means that the regression coefficient on the work commitment variable (X2) is not significant,so the work commitment variable (X2) partially has no significant effect on performance (Y). However, at the level of significance 0.1 variable work commitment will affect performance.

c. Organizational culture variables, witht count (0.709)< t table (2.085), as well as the significance level:sig.α=0.480>0.05, it means that the regression coefficient on the organizational culture variable (X3) is not significant, so the organizational culture variable (X3) partially has no significant effect on performance (Y).

d. Ethical leadership variables, with t count(2,520)> t table (2,085), as well as the significance level:sig.α=0.013<0.05, it means that the regression coefficient on the ethical leadership variable (X4) is significant, so that the ethical leadership variable (X4) partially has a significant effect on performance (Y).

Relationship between Innovative Behavior and Performance

This study shows that innovative behavior has a positive and significant effect on performance. This finding supports previous research which states that innovative behavior has a significant effect on performance (Balkar, 2015; Yuan and Woodman, 2010; Altındağa and Kösedağı, 2015; Asfar et al., 2015). Balkar (2015) which shows teacher's innovative behavior has an effect on teacher performance. Yuan and Woodman (2010) also prove that employees' innovative behavior has a significant effect on job performance. Altındağa and Kösedağı (2015) stated that innovative work behavior can affect job performance and performance related to groups and organizations. Asfar et al (2015) in his research also proved that innovative work behavior is positively related to employee work performance.

Innovative behavior is the overall action of individuals that leads to the emergence, recognition, and application of something new and beneficial at all levels of the organization. Innovation highly depends on individuals as a response to change which are through its innovative behavior to always

create creative ideas, suggest and use new work methods that are more effective and seek actions that provide added value and are useful for the survival of the organization. Teacher's innovative behavior needs to be created and empowered so that it can produce high teacher performance and can produce quality graduates. The increasing ofteacher's innovation will increase their performance. This can be done by the way teachers are expected to pay more attention to problems that may not be part of their daily work, so that this can stimulate teachers to bring new ideas in solving the problem. Teachers are also expected to always find the solutions for every problem. Furthermore, performance quality of the teacher will be increased.

Relationship between Commitment and Performance

This study shows that commitment has a positive effect on performance but it is not significant. This result is in line with the findings of Gorondutse and Hilman (2017) which show that commitment does nothave a significant influence on performance. In developing country contexts this finding is also in line with Gorondutse (2013) which also shows that commitment isnot significant to company performance. But the results of this study contradict with the previous studies (Kim and Brymer, 2011; Mrayyan and Al-Faouri, 2008; Ellinger et al., 2013). Kim and Brymer (2011) show that there is an effect of work commitment to performance. Mrayyan and Al-Faouri (2008) stated that employees who agree to commit to their careers will do a good job. Ellinger et al (2013) employees who are committed to service quality will affect their performance. Fuand Deshpande (2014) states organizational commitment has a significant direct impact on performance.Leroy (2012) shows affective organizational commitment related to worker performance.

The teacher's work commitment in a school organization is the teacher's promise to maintain his membership in the school organization and ready to work hard achieving the goals of the school organization and better quality of education. Teachers who have a high commitment will always work optimally, obey the rules of the organization and try to show the best for the organization, have a great responsibility for their duties, develop creativity and continue to improve all abilities by using their energy to achieve goals.

Relationship between Organizational Culture and Performance

This study shows that organizational culture has a positive effect on performance but it is not significant. This result is contrary to research (Jacobsetal., 2013; Prajogo and McDermott, 2011; Tseng, 2010; Warrick, 2017; Altındağa and Kösedağıa, 2015) find that organizational culture influences performance. Jacobs et al (2013) show that organizational culture is consistently predictable and influential with various organizational characteristics and performance measures. Prajogo and McDermott (2011) stated that cultural development was found to be the strongest predictor among the four cultural dimensions, because it showed a relationship with three performance measurement: product quality, product innovation, and process innovation. Tseng (2010) shows that the adhocracy culture allows the conversion of knowledge and enhances the performance of companies more than clan culture and hierarchy. Warrick (2017) states that organizational culture can significantly influence the performance. Furthermore, Altındağa and Kösedağıa (2015) stated that there is a significant relationship between organizational culture and employee performance.

But the results of this study are in line with the findings of Habba et al (2017) revealed that organizational culture doesnot have an influence on improving employee performance. Zhaoetal (2018) also revealed that the promotion of company culture is not significantly related to thecompany's financial performance. Punia (2012) shows that culture is nota significant performance actor. Tseng et al (2011) also revealed thatorganizational culture has no significant effect on employee performance. This is due to the level of knowledge and background and different values of beliefs that change employee performance. Another study which also found that culture has no effect on performance, Sipahutar et al (2016) who examined in West Java found that organizational culture does not affect employee performance. Rahmisyari (2015) who conducted research in Gorontalo showed that organizational culture has a positive but not significant effect on employee performance.

Bayu et al (2016) who conducted research in East Kalimantan, showed that organizational culture does not significantly influence the performance of corporate management. Syauta et al (2012) who conducted research in Jayapura showed that organizational culture has no effect on performance. Furthermore Nurwati (2013) conducted research in Southeast Sulawesi, it is revealed that organizational culture has an influence one mployee performance.

This can caused by other factors that mediate the relationship between organizational culture and performances that the influence of organizational culture is not directly found on performance. There may be from these two variables. Other causes can be seen in the characteristics of the respondents in this study, in which the majority of respondents were in the age range of 45-54 years and 30% of the total respondents aged over 55 years. Even the emphasis on culture cannot influence its performance because old school is already embedded in them. Organizational culture isaphilosophy,ideology,values,assumptions, beliefs, hopes, attitudes and norms that are had togetheron particular organization that will affect the work of theorganization.A good culture needs to be maintained in order to produce a good performance.

Relationship between Ethical Leadership and Performance

This study shows that ethical leadership has a positive and significant effect on performance. These results are in line with previous studies (Kelidbarietal., 2016; Zehir and Erdogan, 2011; Kim and Brymer, 2011; Piccolo et al., 2010; Walumbwa et al ., 2011). Kelidbari et al (2016) shows that the role of ethical leadership in employee performance indirectly has a significant effect. Zehir and Erdogan (2011) show that there is a relationship between ethical leadership and work performance. Furthermore Kim and Brymer (2011) show that ethical leadership influences the performance of hotel employees. Piccolo et al (2010) found that ethical leadership increases task significance, which, in turn, results in improving performance. Walumbwa et al (2011) revealed that ethical leadership is positively and significantly related to employee performance. Ethical leadership is one of the leadership that directs and guides organizational members by demonstrating ethical standards to subordinates through ethical, fair, honest and trust worthy behavior, actions and decision making.

Conclusions

Innovative behavior has a positive and significant effect on the teacher performance.. The increasing innovative behavior of teachers will increase the teacher's performance. Work commitment has no significant effect on the teacher performance. Although it has an insignificant influence on teacher performance, increasing commitment will lead to an increasing of teacher performance. Organizational culture has no significant effect on the performance. This means that eventhough the effect is meaning less, an increasing in organizational culture will lead to an increasing in teacher performance. Ethical leadership has a positive and significant effect on the performance. With the increasing leadership of the principal, the performance of the teachers will be also increased. Innovative behavior, work commitment, organizational culture, and ethical leadership together have a positive and significant effect on the teacher performance by 41.8% and the other 58.2% is influenced by other variables which is not examined in this study.

There are some suggestion, to increase innovation of the teacher, it can be done by: (1) paying attention to problems that are not part of his daily work, so that it can generate new ideas in solving the problem, (2) always find and produce solutions for each problem.

Increasing teachers' work commitment, can be done by: (1) being more creative in making classroom arrangement plans based on the learning methods used, (2) creating a pleasant learning atmosphere and make the students active during the learning process.

Organizational culture is maintained by: (1) cultivating that the school environment is important to pay attention to. By caring for the school environment, teachers will improve their performance. (2) the principal is expected to make decisions that pay attention to the impact on the teacher. This makes the teachers feel cared for and at the end they will be happy in carrying out his work.

Improving ethical leadership, can be done by: (1) the principal is expected to be able to discuss and provide examples of teacher ethics towards students in teaching in the classroom. So that the teacher can practice it during the learning process. (2) the principal can live his personal life in an ethical manner by being polite, respecting others and not hurting the feelings of others through actions or speech. So that the teachers can also imitate these actions in their daily life.Subsequent research is recommended to expand the sample.

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