

The Influence of Self Leadership on Innovative Behavior

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Abstract—A company is able to survive, then the company must try to find ideas, build creativity, make engineering, to give birth to new findings, so that it can be said that innovation is the source of life. This study aims to examine the effect of self-leadership on innovative behavior. The sample used in this study was 140 respondents. The test was carried out using multiple linear regression analysis, the data was processed using the SPSS program version 19.00. The results showed that self-leadership had a positive effect on employees' innovative behavior with a significance value of 0.000. The more positive self-leadership, the higher the level of innovative behavior of employees. Employees' innovations are related to effective leadership. The challenge of the work of today's leaders is not only to be an effective leader, but also to create more leaders in the company so that they are able to direct themselves to innovate. Leaders in the company act as role models that inspire employees to do innovative behavior. This study also supports previous research that transformational leadership style influences innovative behavior in organizational employees with rapid changes in consumer needs. Variables of self-leadership in this company have an influence on innovative behavior that is equal to 65.8%. So the conclusion is that there is a significant positive influence between self-leadership and innovative employee behavior.

Keywords—self leadership; innovative behavior; leadership

I. INTRODUCTION

Self-leadership is the attitude of learning to lead himself and others in innovating. So that the skills in leading yourself are very important for leader behavioral skills, for example a leader provides solutions and ideas to create legitimacy and requires support both inside and outside the organization requires high employee relations from the leader himself [1]. The importance of innovative behavior in the workplace because innovative success must have confidence, perseverance, willing to risk a position and reputation to ensure whether or not effectiveness in characterizing and behaving [2]. Uncertainty and failure in the innovation process can be seen from leaders who feel pressured to find high performance and transformational characteristics in it. Given the dominant leadership role in the workplace, one of the key factors that has a major impact on innovation is leadership [3]. Self-leadership motivates employees to be able to lead themselves to contribute to organizational performance. Thus the ability to

lead personally in practice provides sufficient strength to encourage better performance for the organization.

A. Self Leadership

Leadership has increasingly developed along with the developmental dynamics of life [4]. Self-Leadership is the ability to organize yourself and be responsible for our attitudes, speech, and actions. Success in leading yourself will make us a role model for people and the environment. The factor of self-leadership is also a condition of expansion of strategies that focuses on the behaviors, mindset and feelings that are used to influence oneself [5]. To help employees become self-leadership, can be done with, giving guidance and guidance (self-modeling); own goal setting (self-goal setting); reward naturally (natural reward) and with a positive mind. Only a few individuals in society have the opportunity to be able to develop themselves into self-leadership [6]. The dimension of self-leadership itself is as follows [7]:

- 1) *Behavioral strategy*: confident and enthusiastic and diligent in work.
- 2) *Reward*: suitability of salary, promotion and get an additional profit.
- 3) *Strategic constructive thinking*: report yourself if there is an error made and dare to report someone.

B. Innovative Behaviour

Innovative behavior as an individual activity that aims to introduce new and useful ideas related to processes products or procedures [8]. Innovative behavior in the workplace is the creativity to take action, production, and the implementation of new ideas that are useful to help broaden the understanding of things that develop in the workplace [9].

The dimensions of innovative behavior are as follows [10]:

- 1) *Ideas*: looking for new ideas and fighting for these ideas at work, then implementing those ideas.
- 2) *Creativity*: influences innovation, has work context and structure.
- 3) *Actions*: promoting yourself or engaging in work so that you stand out at work and build legitimacy. In this study the hypothesis will be tested to meet the

objectives in this study. The following are the hypotheses compiled in the study:

Hypothesis 1, H1: There is an influence between self-leadership on employees' innovative behavior in the company.

II. METHOD

The data analysis in this study, emphasizes quantitative analysis as the basis for describing data and decision making. This quantitative analysis is used because it is more objective, making it easier to interpret data and hypotheses can be tested accurately. Sample size can be determined by the number of questions in the questionnaire multiplied by five. So in the determination of the number of samples in this study the calculation is $28 \text{ questions} \times 5 = 140$ respondents [11]. Preliminary analysis conducted is testing the validity and reliability test of research data, and multiple linear regression testing is done with SPSS software.

The following steps for processing data:

A. Data Classification

The data distributed to respondents was examined and coded. The data that has been checked then the answer will be concluded and simplified.

B. Giving Measurement Scale

Measurement scale is an agreement that is used as a reference to determine the length of the short interval that is in the measuring instrument, so that the measuring instrument when used in the measurement will produce quantitative data.

The measurement scale used uses a Likert scale. Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people regarding a phenomenon or phenomenon of education. The answer to each instrument item that uses a Likert scale has a gradation from very positive to very negative. On the scale Likert, the answers to each item have a rating system such as a sample questionnaire.

The instrument as a measuring tool for data collectors is very important with regard to data quality. Therefore, the instrument as a data collection tool must be valid. A valid instrument is an instrument as a tool that can be used to obtain valid data and can be used to measure what will be measured. Reliable instruments when used to measure the same object will produce the same data. Valid and reliable instruments do not necessarily produce valid and reliable data, this is also determined by the conditions under study, besides that the researcher must be able to control the object under study and improve the ability to use instruments to measure the variables under study. The test used when testing this instrument is a test of validity and reliability. Validity and reliability tests use primary data as the data source that comes from the questionnaire.

Validity test is used to measure the accuracy and accuracy of a measurement instrument in performing its measuring function. So that the data obtained can be relevant or in accordance with the purpose of the measurement. The data is obtained by correcting each score of the respondent's answer variable with the total score of each variable, then the

correlation results compared to the significant levels of 0.05 and 0.01. The high and low validity of the instrument will show the extent to which the data collected does not deviate from the description of the variable in question. Statement items are declared valid if corrected Item - Total Correlation Item statement is greater than r Product Moment Table with a significant level of 0.05. A questionnaire is declared valid if the statement on the questionnaire is able to reveal something that will be measured for the questionnaire. The method that will be used to test the validity is to do a correlation between the score of the item statement with the total variable score. To determine the score of each valid or not statement item, the following criteria are specified:

- If r counts $> r$ table and has a positive value, then the statement item tested for the respondent is declared valid;
- If r counts $< r$ table, then the statement item that is tested on the respondent is declared invalid;
- If r counts $> r$ table but has a negative sign, then H_0 will still be rejected and H_1 will not be rejected.

After testing the validity, then the reliability test will be conducted. Reliability testing is done to measure a questionnaire which is an indicator of variables. A questionnaire is said to be reliable if someone's answer to the statement is consistent over time. Reliability test shows that the measuring instrument used is reliable if the Cronbach's Alpha value $>$ Product Moment r value. Reliability testing can be done using the SPSS program, which will provide facilities to measure the reliability of a variable using the Cronbach's Alpha α statistical test with the following criteria:

- Cronbach's alpha < 0.6 then bad reliability.
- Cronbach's alpha $0.6 - 0.79$ then reliability is not rejected.
- Cronbach's alpha 0.8 then good reliability
The higher the reliability coefficient, the more reliable the measuring instrument.

Must meet the classical basic assumptions that can be done in testing the assumption of the regression model as follows, The normality test is useful to determine which data has been collected normally distributed or taken from a normal population. Determination Coefficient (R^2) The coefficient of determination is a quantity that shows the magnitude of the variation of the dependent variable that can be explained by the independent variable. The coefficient of determination (R^2) is intended to find out the best level of accuracy in regression analysis which is indicated by the magnitude of the determinants of determination (R^2) between 0 (zero) and 1 (one).

The analysis used is descriptive analysis, especially for variables that are qualitative and quantitative analysis, in the form of hypothesis testing using statistical tests. Statistical hypothesis test is used to find out the truth of the influence between research variables. The results of this test are to justify or reject whether the tested variables have influence and the

nature of the influence between test variables. Hypothesis testing used in this study consists of:

1) *T-test*: T-test is done to test the partial regression coefficient, whether there is a significant influence of an independent variable to the dependent variable.

2) *F-test*: The F-test is performed to test the regression coefficients together, whether there is a significant influence of all independent variables simultaneously (together) to the dependent variable.

III. RESULTS AND DISCUSSION

Normality test is used in this study to test whether the data is normally distributed or not. The way used to test normality is by graph analysis (normal P-P plot). The results of data processing normality test shows the results of the points between diagonal lines, then the regression model has reached normality because it has been normally distributed.

Heterokedasitas test was conducted with the aim of analyzing whether in the regression model there is a variant inequality of the residual one observation to another observation. In this study heterokedasitas test done using the graph method is to see the pattern of points on the scatterplot regression with the following results.

The result of processing heterokedasitas test data shows that the point spreads with an unclear pattern above and below the number 0 on the Y axis. This shows that there is no heteroscedasticity problem in the regression model.

From the results of data processing, it can be summarized as follows in Table 1 below:

TABLE I. SUMMARY OF RESULTS OF DATA

Variables	T	Sig	F	Sig
Self-Leadership	16.3775	0	268.128	0
Adjusted R square	0.658			

Source. Primary data.

Partially the value of T sig 0,000 <0,05 means that self-leadership has a positive positive effect on innovative behavior. The development of self-leadership through the preparation of targets by involving subordinates will encourage to be involved in efforts to achieve these goals. Therefore, the main challenge is how a leader can develop the ability of subordinates to be able to develop their own goals, including the goal of developing their own self-leadership. Targeting is something that is learned, namely skills that can be developed by subordinates at any time. Therefore, the role of leadership is to provide examples, training, and teaching, and help subordinates to learn to set their own goals. The form of teaching that can be done by a leader is to provide a model to be juxtaposed or tried to be matched; guiding to participate; and assume that employees are the target of increasing skills in developing their own goals.

The influence of self-leadership variables on innovative behavior is significant at 65.8% and the remaining 34.2% is influenced by other factors. Every increase in employee self-

leadership will improve innovative behavior. The higher the self-leadership of the employee, the higher the innovative behavior that arises from the employee. With self-leadership, workers will be able to become more capable, forward-looking, responsible, resilient, and have confidence in work. There were several strategies to improve self-leadership, first doing the assignment was fun, secondly using the natural reward. The point is when working does not always have to expect external rewards in the form of awards in the form of money, praise, or promotion. But trying to give natural rewards when working for example by successfully working on or completing a task, then grow a feeling of being able or competent and able to control the work. The third is through changing the negative mindset towards work to be more positive (redesign your psychological world).

If the worker is unable to change the authority or responsibility, but still wants to improve his work engagement, especially because the work is truly desired as calling work meaning, then one of the right solutions is to try to improve self-leadership. By changing, motivating, and controlling oneself to be positive, the workload will not be felt as a barrier to work, and social support from colleagues, superiors, subordinates, or others can be created as factors to improve innovative behavior.

Behavior developed by the leader towards employees so that employees can think independently to take advantage of all opportunities and solve all obstacles in their work. This includes: 1) the opportunity to be creative in the completion of tasks. 2) the opportunity to innovate in an effort to complete the task. 3) The level of responsibility for determining the ways of completing the task. 4) Encouragement given by the leadership in taking risks positively. 5) pay attention to and provide full support in the work. 6) encourage every employee to be creative in carrying out the work. 7) Encouraging the habit of differing opinions in finding the best solution for each problem. Develop self-leadership through example. (developing self-leadership through modeling) is a development model that can usually be found in the life of a child who tries to learn and model the behavior of his parents. In this context, the process of forming an employee into self-leadership is done through the effort of giving good example for example by a leader to his subordinates. The development of self-leadership through the preparation of targets by involving subordinates will encourage to be involved in efforts to achieve these goals. Therefore, the main challenge is how a leader can develop subordinate abilities in order to be able to develop its own goals, including the goal of developing its own self-leadership. Targeting is something that is learned, namely skills that can be developed by subordinates at any time. Therefore, the role of leadership is to provide examples, training, and teaching, and help subordinates to learn to set their own goals. The form of teaching that a leader can do is: Provide a model to be juxtaposed or try to be matched; guiding to participate; and assume that employees are the target of increasing skills in developing their own goals.

A. Managerial Implications

This research contributes significantly to policy makers in an organization. The results of the study show that the

importance of leaders who care and protect employees to achieve meaningful work. Therefore, employees who have achieved the meaningfulness of their work apply it in their work with the form of work that is full of enthusiasm, dedication and appreciation. Organizational leaders also need to inspire employees by motivating those who can touch the psychological aspects, because the positive psychological aspects of the work will have a positive impact on the followers themselves and the organization.

In addition, it is important for leaders to be able to pay attention to their internal conditions because employees have different characteristics. employees who have considered that the work is in accordance with their own ideal standards, the role of the leader will be easier by paying attention and protecting them. But, employees who judge that the work is not in accordance with their ideal standards, the leader must be able to motivate and stimulate the intellectual of employees.

IV. CONCLUSION

Based on the results of the study, it can be concluded that the variables of self-leadership (X1) on Innovative Behavior (Y) significantly influence the innovative behavior of employees. Companies need to improve self-leadership and innovative behavior by holding trainings or seminars that develop motivation and character building so that they can be more confident in acting to overcome work challenges. Another solution to overcome employee self-confidence by calling motivators and psychologists to overcome the problem of employee self-confidence.

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