

The Influence of Innovative Leadership, Organizational Trust, and Work Engagement on Principal Performance

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Article History:

Received: 12-11-2024

Revised: 17-12-2024

Accepted: 06-01-2025

Abstract:

Principal performance has a significant impact on the quality of education in a school. This study aims to analyze the influence of innovative leadership, organizational trust, and work engagement on the performance of school principals at the junior high school level in Bogor Regency. This study uses a quantitative approach with an explanatory survey method. Data were collected through a Likert scale-based questionnaire from 68 principals selected by random cluster sampling method. Data analysis was conducted using path analysis to identify direct and indirect relationships between the variables studied. The results showed that innovative leadership has a positive influence on organizational trust, organizational trust has an effect on work engagement, and work engagement has an effect on principal performance. This research contributes to the educational leadership literature as well as providing insights for policy makers in an effort to improve the effectiveness of principal leadership.

Keywords: innovative leadership, organizational trust, work engagement, principal performance

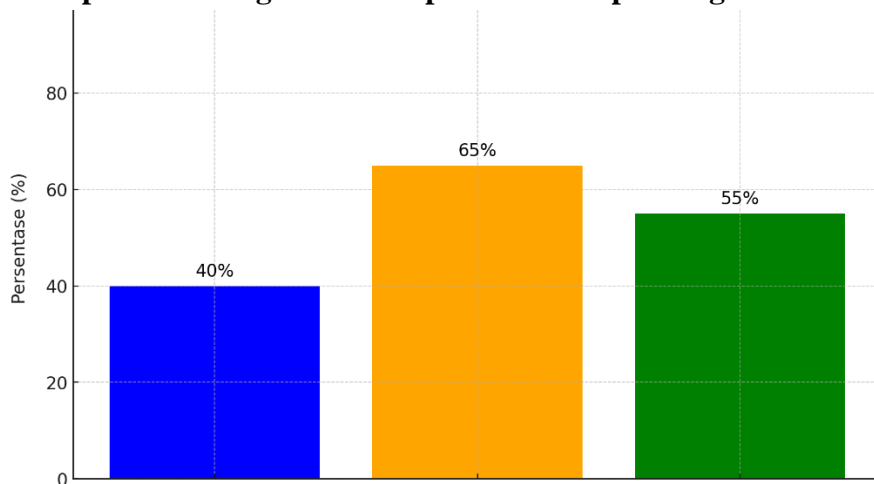
I. Introduction

Education is the main pillar in the development of quality human resources. Principals as educational leaders have a strategic role in creating a conducive learning environment and encouraging innovation in the learning process. In the current digital era and globalization, the challenges faced by school principals are increasingly complex, ranging from demands to improve learning effectiveness to the management of professional educators.

According to a World Bank report (2020), Indonesia ranks 87 out of 174 countries in the Human Capital Index, with a score of 0.54. This shows that there is still a gap in the quality of education compared to other countries in the Southeast Asian region. The low quality of education is partly influenced by the weak leadership of school principals in managing schools innovatively and strategically.

In Bogor district, the challenges faced by school principals in improving the quality of education are quite significant. Based on data from the Bogor District Education Office (2023), only 40% of school principals have received innovation-based leadership training in the last five years. The results of a survey conducted by the Ministry of Education and Culture (2022) also revealed that 65% of principals have difficulty in building an organizational trust-based work culture, which affects the effectiveness of their leadership.

Graph.1 Challenges in Principal Leadership in Bogor District



Data Resources : Author processed 2024

Here is the updated graph with clearer captions. This graph shows the main challenges in principal leadership in Bogor district based on the available data:

40% of principals have not received innovative leadership training.

65% have difficulty in building organizational trust.

55% have low levels of work engagement.

One important factor in principal leadership is innovation in school management. Principals who have innovative leadership tend to be more adaptive to change and able to create a more dynamic learning environment. However, data from OECD (2022) shows that the level of work engagement of principals in Indonesia is still low compared to other ASEAN countries. High administrative burden, lack of support from the local government, and lack of opportunities for principals to develop leadership skills are some of the factors causing this low work engagement.

In addition, research conducted by Song et al. (2021) showed that principals who received continuous performance feedback had higher levels of work engagement, which had a positive impact on improving the quality of education. Unfortunately, the principal performance evaluation system in Indonesia is still formal and lacks room for constructive feedback.

Organizational trust is also a crucial element in principal leadership. According to Schein (2010), trust in the organization creates a more positive work culture, increases the motivation of educators, and strengthens the effectiveness of school management. Principals who have a high level of trust in their organization will find it easier to coordinate teachers and staff in achieving educational goals.

The low work engagement of principals also has an impact on the quality of education in schools. Data from PISA (2021) shows that students' literacy and numeracy skills in Indonesia are still lagging

behind compared to neighboring countries such as Malaysia and Singapore. One of the factors contributing to low student learning outcomes is the lack of innovative leadership from principals in creating effective and collaborative learning environments.

Based on this phenomenon, this study aims to examine more deeply how innovative leadership, organizational trust, and work engagement can affect the performance of school principals. By understanding these factors, it is hoped that more effective strategies can be found in improving the quality of principal leadership in Indonesia.

II. Literature Review

1. Hypothesis 1: Innovative Leadership Positively Affects Organizational Trust

Basic Theory: Innovative leadership refers to the leader's ability to encourage and implement new ideas in the organization. According to transformational leadership theory, innovative leaders are able to inspire and motivate organizational members to achieve common goals, which in turn builds trust in the organization (Bass & Riggio, 2006). Effendy (2017) in his book emphasizes the importance of effective communication in building trust between leaders and organizational members. Innovative leaders tend to use good interpersonal communication to convey the vision and mission of the organization, thus increasing members' trust in the leader and the organization. Song et al. (2021) through an experimental study found that constructive performance feedback from leaders increased teachers' trust in school leadership. This suggests that innovative actions in providing feedback can strengthen organizational trust.

2. Hypothesis 2: Organizational Trust Positively Affects Principal Work Engagement

Basic Theory: Organizational trust is members' belief in the integrity, competence, and consistency of leaders and systems within the organization. Social trust theory states that a high level of trust in the organization increases members' work engagement and commitment (Mayer, Davis, & Schoorman, 1995).

Empirical Study: Schein (2010) in his research indicated that an organizational culture built on trust increases members' participation and involvement in organizational activities. Principals who feel trusted by their superiors will be more involved in their tasks. Kahn (1990) suggests that trust in work relationships creates a sense of security and meaning for individuals, which encourages them to be more emotionally and cognitively involved in their work.

3. Hypothesis 3: Work Engagement Positively Affects Principal Performance

Basic Theory: Work engagement refers to the extent to which individuals invest physically, cognitively, and emotionally in their work. Work engagement theory states that highly engaged individuals will perform better because they are more motivated and committed (Schaufeli & Bakker, 2004).

Empirical Study: Gibson (1987) stated that psychological factors such as motivation and work engagement have a significant influence on individual performance in organizations. Principals who are actively engaged in their work tend to show higher performance. Song et al. (2021) found that increased work engagement through effective performance feedback contributed to improved principal performance, which in turn had a positive impact on student achievement.

Existing literature supports all three hypotheses of this study. Innovative leadership plays an important role in building organizational trust, which further increases principals' work engagement. High work

engagement in turn contributes positively to principal performance. This study is expected to make theoretical and practical contributions to the development of educational leadership in Indonesia.

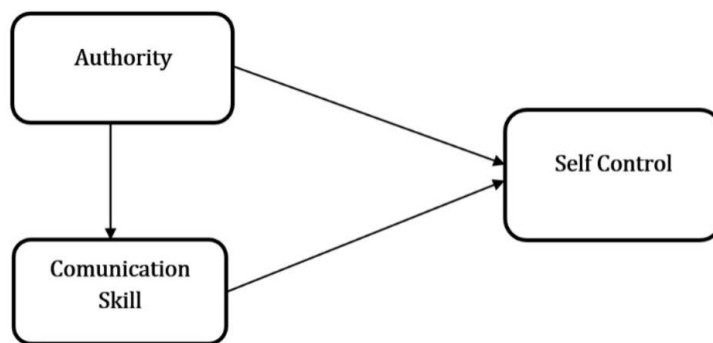
hypothesis in this research can be described as follows:

$H_6: \beta_{x_2x_1} > 0 \rightarrow$ There is a positive direct influence of the Authority on communication skills.

$H_4: \beta_{x_3x_1} > 0 \rightarrow$ There is a positive direct influence of the Authority on Self-Control (X3).

$H_5: \beta_{x_3x_2} > 0 \rightarrow$ There is a positive direct influence of the communication ability on Self-Control.

Figure.1 Research Framework



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Table. Recapitulation of Hypothesis Testing Results

Variable	Path Analysis	T _{count}	T _{table}	Test decision
X ₁ against X ₃	0,649	6,713	1,999	H0 is rejected, H1 is accepted. There is a direct positive influence of authority on self-control
X ₂ against X ₃	0,240	2,483	1,999	H0 is rejected, H1 is accepted. There is a direct positive influence of communication skills on self-control
X ₁ against X ₂	0,715	8,302	1,999	H0 is rejected, H1 is accepted. There is a direct positive influence of authority on communication skills.

III.Methodologi

This study uses a quantitative approach with an explanatory survey method to analyze the causal relationship between the variables of innovative leadership, organizational trust, work engagement, and principal performance. The population of this study was junior high school principals in Bogor Regency, with a sample size of 68 principals selected using random cluster sampling technique to ensure equitable representation. The research instrument is a questionnaire with a Likert scale that measures each research variable. The validity and reliability of the instrument were tested before being

used in data collection. Data analysis was conducted using the path analysis method to identify direct and indirect relationships between the variables studied. This technique allows testing more complex causal relationships than ordinary linear regression. The collected data is analyzed using statistical software, which includes normality test, multicollinearity test, and structural model testing. The results of the analysis will be used to test the hypotheses and draw conclusions about the factors that influence the performance of school principals. Thus, this study contributes to understanding the mechanism of improving educational leadership effectiveness.

IV.Result

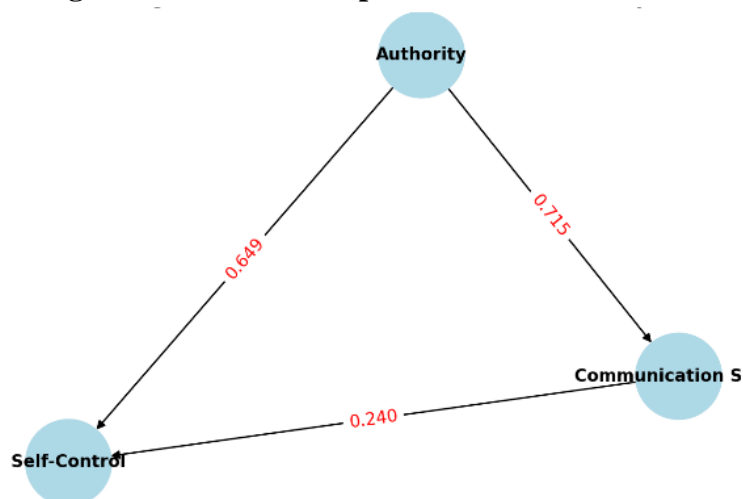
With a path analysis value of 0.649 and a t-value of 6.713 (higher than the t-table of 1.999), the results of the path analysis revealed a direct beneficial influence of authority on self-control, supporting the hypothesis. This demonstrates that principals' self-control in handling a variety of school leadership difficulties improves with increasing authority.

With a path analysis value of 0.240 and a t-value of 2.483 (higher than t-table 1.999), it was also discovered that communication skills directly affect self-control. These findings further support the idea that effective communication helps principals exercise self-control.

Furthermore, with a t-value of 8.302 (higher than t-table 1.999) and a path analysis value of 0.715, the data demonstrated that authority had a considerable impact on communication abilities. Therefore, the more authority a principal has, the more effective his communication skills are in performing his leadership responsibilities.

The description of the relationship between these variables can be depicted in the form of a diagram as follows:

Figure.2 the relationship between these variables



Data Resources: Author processed 2024

This result demonstrates that the interplay of authority, communication abilities, and self-control has a significant impact on principal leadership. A deeper comprehension of these elements is anticipated to lead to the creation of policies that can enhance principal leadership's efficacy and raise Indonesia's educational standards.

V. Discussion

The Effect of Authority on Self-Control

The results of this study indicate that the principal's authority has a positive influence on self-control. Principals who have high authority are better able to manage administrative pressures and social interactions in the school environment well. Studies conducted by Ashwani Kumar (2024) in his article show that educational leaders who have clear authority can create a more disciplined and conducive environment for students and school staff (Kumar, 2024). In addition, research by Saka et al. (2020) found that self-control in the context of education can be developed through strengthening authority and good leadership (Saka et al., 2020).

Effect of Communication Ability on Self-Control

This study also found that principals' communication skills have a positive effect on self-control. Principals who are able to communicate effectively tend to be better at managing emotions and making decisions in stressful situations. Y. Wen et al. (2020) suggested that strong leadership in communication can improve self-leadership and emotion management in school principals (Wen et al., 2020). In addition, research by 彬涛 杨 (2024) highlights how authority in education, specifically teacher authority, contributes to improving communication effectiveness in educational organizations (杨, 2024).

The Effect of Authority on Communication Skills

Furthermore, the results showed that principals' authority also had a positive influence on communication skills. Principals who have strong authority are more confident in conveying their vision and policy direction to their staff. T. Puolimatka (2020) in his article outlines that effective educational authority contributes to the establishment of better communication structures within schools (Puolimatka, 2020). In addition, research by Atli Harðarson (2024) found that communication in educational leadership plays a crucial role in developing more effective and adaptive leadership (Harðarson, 2024).

Overall, these findings confirm that principals' leadership effectiveness is strongly influenced by the interaction between authority, communication skills and self-control. Principals who have a balance between these three factors are more likely to achieve optimal results in their leadership. Therefore, leadership training programs for principals should focus on improving communication skills and self-control, as well as managing authority in order to create a more conducive and professional educational environment.

VI. Conclusion

The results of this study indicate that effective principal leadership is strongly influenced by a combination of authority, communication skills, and self-control. Principals who have strong authority tend to be more able to manage the school environment well and maintain order and discipline. This is in line with the finding that higher authority increases self-control, which plays an important role in making the right decisions and reducing pressure in education. In addition, principals' communication skills were shown to have a positive impact on self-control. Principals who communicate well are more effective in resolving conflicts, building positive relationships with teachers and staff, and better managing school dynamics. Effective communication also supports principals in conveying school

vision and policies more clearly and persuasively. Furthermore, high authority also affects the improvement of principals' communication skills. Principals who have strong authority are more confident in interacting with various school stakeholders, including teachers, students and parents. Thus, strong and communicative leadership can improve the effectiveness of school management and have a positive impact on the educational environment.

Overall, this study confirms that a balance between authority, communication and self-control is essential in principal leadership. Therefore, leadership development programs in educational institutions need to focus on improving these three aspects to create a better and high-performing school environment.

VII.Reccomendation

The influence of communication skills on self-control has the lowest value in this study, according to the path analysis data, with a t value of 2.483 and a path analysis value of 0.240. Thus, the following suggestions might be put into practice to enhance the efficacy of the connection between school principals' self-control and communication abilities:

1. Effective Communication Training

To improve their ability to handle organizational dynamics, principals must get in-depth instruction in interpersonal communication, including negotiation and dispute resolution techniques.

2. Mentoring

leaders who continue to struggle with communication can benefit from a mentoring program led by senior leaders with strategic communication experience.

3. Constant Assessment and Feedback

Giving the principal regular feedback on how well teachers and staff communicate can help them become more self-aware and develop their social interaction management abilities.

4. Technology Use in Communication

Making the most of social media and digital platforms to improve communication and transparency between teachers, principals, and other stakeholders.

5. Better Emotion Management

Stress management and emotional intelligence training can help principals better handle communication difficulties by enhancing their ability to control their emotions in communication settings.

It is anticipated that principals will enhance their communication abilities by putting these suggestions into practice, which will bolster their self-control and leadership efficacy in the educational setting.

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