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## THE MEDIATING ROLE OF CREATIVITY IN THE RELATIONSHIP BETWEEN ORGANIZATIONAL LEADERSHIP AND EMOTIONAL INTELLIGENCE ON THE PERFORMANCE OF EQUALITY EDUCATION TUTORS

Fitri<sup>1\*)</sup>, Rino<sup>2)</sup>

<sup>1\*)</sup> Universitas Negeri Padang, Indonesia, Indonesia

E-mail: [fitri.pkbm@gmail.com](mailto:fitri.pkbm@gmail.com)

<sup>2)</sup> Universitas Negeri Padang, Indonesia, Indonesia

E-mail: [rinopekong@fe.unp.ac.id](mailto:rinopekong@fe.unp.ac.id)

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**Abstract.** This study aims to examine the impact of organizational leadership style and emotional intelligence on tutor performance, as well as to evaluate the mediating role of creativity in the relationship between organizational leadership style and emotional intelligence on tutor performance at Community Learning Centers (PKBM) in Padang City. This research is a quantitative study with a survey approach. The population of this study includes equality education tutors at Community Learning Centers (PKBM) in Padang City. The sample taken for this research consists of 167 equality education tutors at PKBM in Padang City. Data analysis in this study employs the SEM-PLS (Structural Equation Modeling - Partial Least Squares) method. The results of the study indicate that organizational leadership style and emotional intelligence have a positive and significant effect on the performance of educational equivalency tutors. In addition, creativity acts as a mediator in the relationship between organizational leadership style and emotional intelligence on the performance of PKBM equality education tutors in Padang City. This study contributes to the literature by expanding the understanding of organizational leadership style and emotional intelligence in influencing tutor performance. Seeing the importance of the role of creativity in providing mediating influence.

**Keywords:** Organizational Leadership; Emotional Intelligence; Creativity; Tutor Performance

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### I. INTRODUCTION

Equivalency education is a very valuable opportunity for people who do not have the opportunity to obtain a diploma through formal education schools. Law Number 20 of 2003 concerning the National Education System, Article 26 paragraph (1) states that non-formal education is organized for people who need educational services that function as a substitute, addition, and/or complement to formal education in order to support lifelong education. Although equivalency education is organized through non-formal education, the certificate of equivalency education is considered equivalent to a formal education school diploma according to the equivalency education attended. The guarantee of status or position for non-formal education has been emphasized in the Ministry of Education and Culture Regulation No. 14 of 2007 (Chapter I), which states that every student who passes the Paket A, Paket B, and Paket C exams has the same and equal eligibility rights as holders of elementary, junior high, and senior high school diplomas (SD/MI, SMP/MTs, and SMA/MA) to enroll in higher educational institutions. Equivalency education through Community Learning

Centers (PKBM) in the city of Padang is a crucial effort to provide access to education for those who have never attended or have dropped out of school.

A tutor is the term used for educators in non-formal education, including equivalency education conducted at Community Learning Centers (PKBM). This is in accordance with Government Regulation No. 17 of 2010, which states that "Educators are educational personnel who qualify as teachers, lecturers, counselors, learning facilitators, widyaiswara, tutors, instructors, facilitators, and other titles that correspond to their specific roles and participate in the provision of education." According to Government Regulation No. 17 of 2010, it is clear that a tutor is an educator who serves as a learning resource for students in the learning process. Equivalency education tutors are educators in non-formal institutions that conduct equivalency education. The role of equivalency education tutors is not only to act as educators but also to serve as mentors for students engaged in equivalency education. The tutors referred to in this research are those involved in the learning process at Community Learning Centers (PKBM) in Padang City. Tutors are a critical component in the

equivalency education process, which is organized in the form of Kejar Paket A (equivalent to elementary school), Kejar Paket B (equivalent to junior high school), and Kejar Paket C (equivalent to senior high school).

Community Learning Centers (PKBM) often accept teaching staff without clear qualifications, such as education, experience, and specialized skills. Furthermore, issues such as non-transparent selection processes, lack of training, low motivation, high tutor turnover, insufficiently competent supervisors, limited skills of the supervisors, outdated knowledge among supervisors, and budget constraints are prevalent. Considering the challenges faced by equivalency education tutors in Padang City, as outlined above, it is evident that their performance has not yet reached the expected level. Therefore, efforts are needed to improve the performance of tutors to ensure that the quality of students produced meets the established minimum competency standards. A summary of the number of tutors serving as educators at the Community Learning Centers (PKBM) in Padang City is presented in Table 1.

Another factor influencing tutor performance is organizational leadership. It is believed that the style of organizational leadership can enhance employee performance.

Recapitulation of Equal Education Tutors

No	Name of Institution /PKBM	Recapitulation Tutors		
		Amount	Scientific Field Education	Non Education
1	SPNF SKB 1 Padang	5	5	-
2	SPNF SKB 2 Padang	7	7	-
3	PKBM Tenggang Raso	7	6	1
4	PKBM Lokomotif	17	15	2
5	PKBM Yapand	7	5	2
6	PKBM Anugrah	17	15	2
7	PKBM Siti Nurbaya	3	3	-
8	PKBM Merah Putih	5	5	-
9	PKBM Dharma Bhakti Nagari	9	6	3
10	PKBM Yayasan Anak Sholeh 85	15	13	2
11	PKBM Pradana	22	20	2
12	PKBM Farillah Ilmi	9	6	3
13	PKBM AWI	19	17	2
14	PKBM Pintu Ilmu	10	10	-
15	PKBM Gempita	13	10	3
16	PKBM Insan Cendekia	18	16	2
17	PKBM Yabin	26	16	10
18	PKBM Anarvani	9	8	1
19	PKBM Minang	10	7	3

20	Brilliant PKBM Tunas Bahari	6	1	5
21	PKBM SMS	21	20	1
22	PKBM Karang Putih	15	-	15
23	PKBM Sentosa Hati	17	12	5
24	PKBM Bintang Timur	11	7	4
25	PKBM Sepakat Bersama	20	16	4
26	PKBM Melati Bandar Buat	8	6	2
27	PKBM Pelangi Nusa	12	11	1
28	Prima Data	6	6	-
Amount		344	269	75

Source: processed data 2024

However, the leadership at PKBM in Padang City lacks a clear vision and mission, is not yet transformative, exhibits low managerial skills, and lacks a deep understanding of equivalency education. Additionally, there is an absence of equitable opportunities for tutors to develop themselves. Organizational leadership plays a crucial role in achieving the organizational goals (Pida, 2024).

Furthermore, emotional intelligence is an important factor that can improve employee performance. Emotional intelligence has a positive and significant effect on employee performance (Kamassi et al., 2020). Emotional Intelligence includes different abilities, but complements academic intelligence. While the emotional intelligence possessed by tutors of equal education in Padang City still has difficulty in managing negative emotions, difficulty in building empathy, lack of communication skills, PKBM leadership support for tutors and the potential for emotional intelligence in themselves do not yet have significant strength without being realized with real work. The real work of tutors will be seen if they are first trained by creating creativity to realize actual performance.

Along with the increasing competition that is getting tighter from day to day, employees are expected to show superior performance. Good tutor learning creativity in learning will increase student learning motivation, tutor learning creativity in increasing student learning motivation gets full support from various parties, be it from management, government and even the surrounding environment, tutor daily activities and limited facilities and infrastructure will hinder tutor creativity. Increasing tutor teaching creativity will have a good effect on increasing student learning motivation. Creativity is proven to improve employee performance (Apryani & Siagian, 2023; Shofi & Hastuti, 2024). However, equivalency education tutors often face challenges in optimizing their creativity in the learning process. These challenges include a lack of innovative new ideas, limited engagement with technological advancements, and resource constraints.

This study aims to examine the influence of organizational leadership style and emotional intelligence on tutor performance. Additionally, it investigates the mediating role of creativity in the relationship between organizational leadership style and emotional intelligence on the performance of equivalency education tutors in Padang City. Based on the above background, the researcher proposes a conceptual framework for the variables considered in this study, as shown in Figure 1.

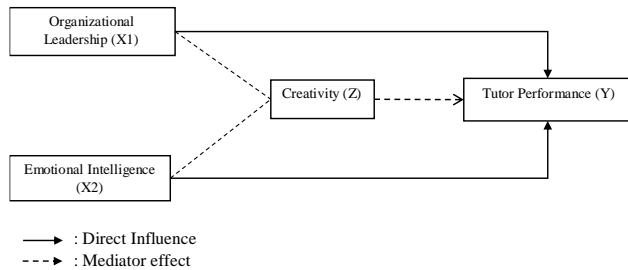


Figure 1 Conceptual framework

## II. METHOD

This research is quantitative research. The population in this study were tutors of equivalency education at PKBM in Padang city. The sampling method used in this study was the proportional random sampling technique, namely sampling that ensures that every member of the population has the opportunity to be selected as part of the sample. (Sugiyono, 2016). The determination of the number of samples in this study used the Slovin formula with an error rate of 5% (0.05) with a population of 334, so that the sample in this study was 182 respondents. The data collection method was through a questionnaire created via Google Form and shared via WhatsApp which was sent to 28 PKBM WhatsApp groups.

The measurement in this study used a five-point scale with a range from “strongly disagree (1) to strongly agree (5).” The five-point scale was used because it is easy for respondents to answer and requires less time consideration in completing when compared to other open-ended questions (Churchill, 1979). In quantitative research, the use of reference variables and indicators is crucial to ensure the accuracy and consistency of measurements. This allows the researcher to ensure that the questionnaire developed is capable of comprehensively measuring the research variables and producing valid and reliable data for further analysis. The indicators for each variable can be found in Table 2 (see appendix).

The data analysis technique in this study employs the Structural Equation Modeling (SEM) model, analyzed using the Smart PLS 3. PLS uses the principal component analysis method in its measurement model, namely the variance extraction block, to see the relationship between indicators and their latent constructs by calculating the total variance consisting of standard, specific, and error variance. So that the total variance is high, the consequence of using PLS-SEM is that testing can be done without a solid theoretical

basis, ignoring some assumptions (non-parametric) and prediction model accuracy parameters seen from the coefficient of determination (R-square). Therefore, PLS-SEM is appropriate for theory development-based research (J. F. Hair et al., 2019).

## III. RESULTS AND DISCUSSIONS

A total of 182 questionnaires were distributed, but only 167 met the criteria. Adopting the guidelines from (J. F. Hair et al., 2014), we are confident that our sample size and response rate are appropriate for analysis. Based on the data collected, the characteristics of the study respondents can be seen in Table 3.

**Table 3.** Respondent Characteristics

Characteristics	Frequency	Percentage (%)
Age		
≤ 25 Years	22	13.17%
25 – 30 Years	65	38.93%
31 – 35 Years	26	15.57%
36 – 40 Years	14	08.38%
41 – 45 Years	15	08.98%
46 – 50 Years	11	06.59%
> 50 Years	14	08.38% %
Gender		
Man	42	25.15%
Women	125	74.85%
Last Education		
High School	5	02.99%
D3/Diploma	3	01.80%
S1/Bachelor’s Degree	156	93.41%
Master/Postgraduate	3	01.80%
Tutor Experience		
≤ 5 Years	110	65.87%
6 – 10 Years	27	16.17%
11 – 15 Years	23	13.77%
> 15 Years	7	4.19 %

Source: processed data 2024

Table 3 shows that the respondent group based on age with the largest number is the 25-30 year old age group, which is 65 people (38.93%), there are more female respondents, which is 125 people (74.85%), based on formal education level, the largest is the group with a formal education level of Bachelor's Degree, which is 156 people (93.41%), and the respondent group based on the length of time as a tutor with the largest number is the group with experience as a tutor of less than 5 years, which is 110 people (65.87%).

This study runs a measurement model (algorithm) and a structural model (bootstrap) using SEM-PLS. Based on the measurement test and quality criteria suggested by (J. F. Hair et al., 2019), items with a loading factor of less than 0.70 were removed to obtain a specific model. The items that were dropped were X1.2, X2.3, X2.10, Y4, Y10, Y11, Y14,

Z3, Z5, and Z6. Thus, the loading factor results can be seen in Table 4.

Next, in the measurement model, we ran the SEM-PLS algorithm to generate consistency convergent validity and discriminant validity (Fornell-Lacker criterion and Heterotrait-Monotrait/HTMT ratio) as suggested by (J. F. Hair et al., 2019). As shown in Table 4 shows that the measurement model meets the satisfactory criteria, in terms of internal consistency, Cronbach alpha and composite reliability of each construct are above 0.70 indicating the internal reliability of the construct is consistent. Furthermore, the average variance extract (AVE) is also above 0.50 indicating that the convergent validity meets the threshold value as seen in Table 4.

Table 4. Summary for convergent validity and internal consistency reliability

Constructs/items	LF	CA	PA	CR	AVE
Organizational Leadership (X1)		0.860	0.861	0.893	0.544
X1.1	0.703				
X1.3	0.766				
X1.4	0.736				
X1.5	0.718				
X1.6	0.718				
X1.7	0.753				
X1.8	0.764				
X1.1	0.703				
Emotional Intelligence (X2)		0.889	0.890	0.912	0.564
X2.1	0.758				
X2.2	0.725				
X2.4	0.752				
X2.5	0.774				
X2.6	0.749				
X2.7	0.747				
X2.8	0.756				
X2.9	0.744				
Tutor Performance (Y)		0.915	0.916	0.929	0.567
Y1	0.726				
Y2	0.730				
Y3	0.746				
Y5	0.733				
Y6	0.729				
Y7	0.765				
Y8	0.771				
Y9	0.815				
Y12	0.758				
Y13	0.756				
Creativity (Z)		0.836	0.840	0.884	0.606
Z1	0.821				
Z2	0.768				
Z4	0.782				
Z7	0.710				
Z8	0.805				

Notes: LF = loadings factor; CA = Cronbach's alpha; PA = rho\_A; CR = composite reliability and, AVE = average

variance extracted

Source: processed data 2024

Next, the validity was tested using the Fornell-Larcker Criterion by considering that a variable is deemed distinct from other constructs if the square root of its AVE is greater than its correlation with other latent constructs, as shown in Table 5. The results in Table 6 indicate that the Heterotrait-Monotrait Ratio of Correlations (HTMT) is lower than the threshold value of 0.90, and thus, we conclude that discriminant validity is achieved.

Table 5. Summary for discriminant validity (Fornell-Lacker criterion)

Constructs/dimensions	X1	X2	Y	Z
Organizational Leadership (X1)	<b>0.847</b>			
Emotional Intelligence (X2)	0.838	<b>0.851</b>		
Tutor Performance (Y)	0.844	0.822	<b>0.853</b>	
Creativity (Z)	0.789	0.800	0.802	<b>0.878</b>

Source: processed data 2024

Table 6. Summary for discriminant validity (Heterotrait-Monotrait Ratio of Correlations)

Constructs/dimensions	X1	X2	Y	Z
Organizational Leadership (X1)				
Emotional Intelligence (X2)	0.853			
Tutor Performance (Y)	0.835	0.809		
Creativity (Z)	0.824	0.802	0.811	

Source: processed data 2024

Next, we assessed the structural model. According to the study by (J. F. J. Hair et al., 2017) there are sequential steps for evaluating the structural model, including the assessment of collinearity, significance of path coefficients, evaluation of R-square (R<sup>2</sup>), and predictive relevance (Q<sup>2</sup>). Before conducting the analysis, it is important to test for collinearity using the variance inflation factor (VIF). The inner VIF results indicate that each construct has a value of less than 3, suggesting that there are no collinearity issues. Furthermore, examining the coefficient of determination (R<sup>2</sup>), tutor performance (0.778) shows moderate predictive accuracy, and creativity (0.688) also indicates moderate predictive accuracy. According to (J. F. Hair et al., 2019), an R<sup>2</sup> value above 0.67 represents moderate predictive behavior, while an R<sup>2</sup> value below 0.67 indicates low accuracy. The R<sup>2</sup> value represents the strength of predictive power within the sample. We also performed blindfolding to assess the predictive relevance of Q<sup>2</sup> or out-of-sample predictive power using the cross-validated redundancy approach (J. F. Hair et al., 2019). The results show that the Q<sup>2</sup> values for emotional intelligence (0.386), tutor performance (0.427), and creativity (0.406) are greater than zero, indicating that the exogenous constructs have predictive relevance for the

endogenous constructs. This means that all criteria for evaluating the structural model have been met.

Furthermore, the significance test assessment criteria use SEM-PLS bootstrapping. The significance values used (two-tailed) t-value are 1.65 (significance level = 10%), 1.96 (significance level = 5%), and 2.58 (significance level = 1%). This study uses a significance level of 5% with a value of 1.96 with a P value equal to or less than 0.05. The path coefficient can be separated into two forms, namely the direct coefficient and the indirect coefficient (mediation). The results of the hypothesis testing and path coefficient values are presented in Table 7.

Table 7 shows that all hypotheses are accepted because they have a P-value <0.05. The results of the analysis of the relationship between variables show that organizational leadership style has a positive and significant influence on tutor performance (P-Values = 0.000), thus hypothesis one in this study is accepted. This means that a good organizational leadership style will have a good impact on tutor performance.

**Tabel 7. Results for Direct Effects and Mediating Effect**

Relationships	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistics (T)	P-Values	Result	Conclusion
<b>Direct effects</b>							
Organizational Leadership > Tutor Performance	0.415	0.417	0.088	4.736	0.000	Positive and Significant	Accepted
Emotional Intelligence > Tutor Performance	0.265	0.265	0.091	2.903	0.004	Positive and Significant	Accepted
<b>Mediating effects</b>							
Organizational Leadership > Creativity > Tutor Performance	0.105	0.105	0.047	2.222	0.027	Positive and Significant	Accepted
Emotional Intelligence > Creativity > Tutor Performance	0.122	0.118	0.042	2.893	0.004	Positive and Significant	Accepted

Source: processed data 2024

The success of the leadership implemented by the leaders of the Community Learning Activity Center (PKBM) in Padang City is in accordance with the opinions of several experts on leadership theory and style. In line with research (Hidayat et al., 2024; Latif & Sunarto, 2023; Putri et al., 2023) stated that leadership style is one way for leaders to influence subordinates, so that they are willing to work together productively to achieve organizational goals. According to Rivai (2014) leadership style is a series of characteristics used by leaders to influence subordinates to achieve organizational goals. Research results (Al & Sudarwati, 2021; Hasyim, 2024) show that leaders play a very important role in improving employee performance, with a disciplinary role. The implementation of this role is very much felt by tutors and greatly helps them in completing their tasks as well as possible, both in the learning process and other tasks (Misbahuddin et al., 2021).

Furthermore, emotional intelligence has a positive and significant effect on tutor performance (P-Values = 0.004), thus hypothesis two in this study is accepted. This means that good emotional intelligence will have a positive impact on tutor performance. Emotional intelligence according to Golamen (2000) states that emotional intelligence is the ability to recognize our own feelings and the feelings of others. The results of the study (Amin et al., 2024) revealed that emotional intelligence has a positive and significant effect on employee performance. The findings are also in line with research conducted by (Septiana & Abdullah, 2024) self-awareness, self-regulation, motivation, empathy, and social skills have a significant effect on employee performance. And so is the research conducted by (Ekaristiyani & Yanti, 2024; Jeffry & Handayani, 2024; Nggiri & Sedyastuti, 2024) revealed that there is a significant relationship between emotional intelligence and employee performance.

The results of the analysis presented in Table 6 show that there is a significant influence between organizational leadership style and tutor performance, which is mediated by creativity. This is reinforced by a significant p value (p = 0.027), which confirms that creativity mediates the relationship between organizational leadership style and tutor performance of equivalency education at PKBM in Padang City. Thus, hypothesis 3 in this study is accepted. Creativity is defined as a person's ability to produce something new, either in the form of ideas or real works that are relatively different from what has existed before. In this study (Ulfiana & Nurali, 2024) Employee creativity has a significant contribution to improving employee performance, employee creativity plays an important role in mediating the relationship between intrinsic motivation and employee performance. Leadership style is also mediated by organizational commitment in improving employee performance (Samuel & Haeba Ramli, 2024). In addition, creativity mediates the relationship between sharing and competition, which can improve teacher performance (Budiono, Muryati, 2024).

Furthermore, there is a significant influence between emotional intelligence and tutor performance, which is

mediated by creativity. This is reinforced by a significant p value ( $p = 0.027$ ), which confirms that creativity mediates the relationship between emotional intelligence and tutor performance of equivalency education at PKBM in Padang City. Thus, hypothesis 4 in this study is accepted. The results of the study from (Devi & Soedjarwo, 2021) explains that increasing creativity in teaching tutors will have a positive effect on increasing learning motivation of package B students at SKB Gudo Jombang. (Psyche & Baltazar, 2022) expressing emotional intelligence has skills in problem solving. Creativity also improves the completion of tasks that require teamwork (Raymundo, 2020). (Hameli & Ordun, 2022) The results of the study showed that emotional intelligence is positively related to self-efficacy and self-efficacy is positively related to organizational commitment.

#### IV. CONCLUSIONS

This study explores the relationship between organizational leadership style and emotional intelligence with the performance of tutors of equivalency education at PKBM in Padang City, as well as the mediating role of creativity in the relationship between organizational leadership style and the performance of tutors of equivalency education at PKBM in Padang City. Then, the mediating role of creativity in the relationship between emotional intelligence and the performance of tutors of equivalency education at PKBM in Padang City. Based on the results of the study and the findings, organizational leadership style has a positive and significant influence on the performance of tutors of equivalency education at PKBM in Padang City. In addition, emotional intelligence has a positive and significant influence on the performance of tutors of equivalency education at PKBM in Padang City. Furthermore, the creativity possessed by the tutor acts as a positive and significant mediation in improving the relationship between organizational leadership style and the performance of tutors of equivalency education at PKBM in Padang City. Finally, the creativity of the tutor also acts as a positive and significant mediation in the relationship between emotional intelligence and the performance of tutors of equivalency education at PKBM in Padang City. So the importance of having organizational leadership style, emotional intelligence, and tutor creativity to improve the performance of tutors of equivalency education at PKBM in Padang City.

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