

The Effect of Organizational Innovation Through Self-Concept on the Performance of Senior High School Teachers in Kendari City

La Ode Amaluddin¹, Izlan Sentryo^{2*}

¹ Universitas Halu Oleo Kendari, Indonesia; laode.amaluddin@uho.ac.id

² Universitas Halu Oleo Kendari, Indonesia; izlansentryo@uho.ac.id

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ABSTRACT

This research aims to analyse and describe the influence of Organizational Innovation (OI) through Self-Concept (SC) on teacher performance (TP) at Senior High School (SMAN) in Kendari City. Utilise Proportional Stratified Random Sampling to do Probability Sampling. Data retrieval was accomplished using instruments developed by the researchers based on ideas developed by experts and empirically tested on eighty teachers to determine their validity and reliability. The following data analysis methodologies were used: 1) Analyst prerequisite tests, including the normalcy test, univariate and multivariate outliers, evaluation of multicollinearity, evaluation of Goodness-of-fit criteria, reliability and variance extract; 2) Structural equation modelling; and 3) Factor analysis. The results of this study indicate that organisational innovation through self-concept has a positive and significant impact on teacher performance. This research suggests incorporating organisational innovation via self-concept mediation will enhance teacher effectiveness. This is also demonstrated by the indirect effect test (indirect effect), which indicates a direct influence of organisational innovation on the self-concept of 0.255 and a direct influence of self-concept on teacher performance of 0.260. The p-values for the Sobel test (0.033), Aroian test (0.038), and goodman test (0.028) are all less than =5%. The results of the indirect effect test on organisational innovation through self-concept have a considerable impact on teacher performance according to the three tests.

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***Corresponding Author:**

Izlan Sentryo

Universitas Halu Oleo Kendari, Indonesia; izlansentryo@uho.ac.id

1. INTRODUCTION

Multiple influencing variables contribute to the inadequate quality of schooling. Input, instructional environment, educational process, and educational output are the components that determine the quality

of education as a system. Improving the quality of education requires optimising the activities of instructors instructing, students learning, administrative management systems, and principal leadership mechanisms. There are two reasons why previous efforts to improve the quality of education were insufficient or unsuccessful. Initially, the present approach to education development places a greater emphasis on inputs (Firdaus et al., 2021). When all educational inputs, such as the availability of books (teaching materials) and other learning instruments, have been satisfied, a plan is more standardised with the premise that educational institutions (schools) will offer the anticipated quality outputs. The input-output approach that was established by the education production function has been observed to not perform effectively in educational institutions (schools), but it does function properly in economic and industrial institutions (Riinawati, 2022). Second, the management of the educational system is becoming increasingly macro-oriented and is being guided by the central bureaucracy. As a direct consequence of this, many of the factors forecasted at the macro (central) level did not materialise or work in the way anticipated at the micro (school) level. In other words, the central bureaucracy is frequently unable to consider the complexity of educational problems fully and precisely (Rifai, 2016; Yuliah, 2020).

Observation and interaction with the environment shape one's sense of self. Consequently, several factors play a significant role in shaping self-perception. According to Hoeve, Jansen, & Roodbol (2014), children's sense of identity is shaped by their interactions with the people and things around them. Interactions can be formed based on the capabilities of each individual (Hamre, Hatfield, Pianta, & Jamil, 2014). In this instance, due to the child's advancing age, its self-concept will be increasingly detected or studied through its behaviour.

Regarding educational policy, "lifelong learning," which refers to education that continues throughout a person's lifetime, is given special consideration during the planning, preparation, and formation stages. Hence, educational organisations as one of the foundations for knowledge wealth production encouraged by applying ideas, information, concepts, and methods to improve organisational performance and create new processes, products, and services, which refers to organisational innovation (Dee & Wyckoff, 2015). A person's ability to innovate is certainly influenced by the development of self-concept, which ultimately determines the actions or changes that must be taken to achieve a goal.

A person's view or evaluation of himself, whether physical, social, or psychological, is obtained from the results of his interactions with other people is considered to be their self-concept. A person's behaviour is conceived on his self-concept, making one's self-concept a highly significant factor in intrapersonal communication (Jalaluddin, 2012). Here, self-actualisation will have a major effect on various aspects of life, which go hand in hand with the values and norms that apply in the surrounding environment (Perkins & Arvinen-Muondo, 2013).

The teacher is the most significant person in the learning process since teaching in front of a class is the physical embodiment of interaction in communication. Their role will determine whether or not the student learning process is effective. Therefore, in order to attain the intended results, such as a good and quality performance by the teacher, constant procedure and management are essential (Biesta, 2015; Biggs, 2012).

Improving the performance of educators is an absolute requirement in the field of education if one wants to see an advance in the overall standard of education. An earlier study found that good performance among a group of teachers differentiated by their education level boosts the effort made to generate more effective teaching and learning circumstances (Dee & Wyckoff, 2015). The capacity to cultivate an atmosphere conducive to effective instruction accounts for the majority of a teacher's overall performance in the classroom. If the instructor is capable to successfully managing both the students and the teaching facilities, as well as maintaining a pleasant atmosphere in the classroom while maintaining control, optimal learning circumstances can be established (Sutrisno, 2021). Teachers that have strong performance will be able to promote better excitement and drive to learn among their students. This, in turn, will have the potential to improve the quality of learning as well as the quality of education that is offered in schools.

According to the findings of this study, there are several factors that contribute to a teacher's ability to serve as an example of an effective educator or teacher. One of the factors that can influence how well a teacher does their job is organisational innovation (Gijoh, 2013; Lunenburg, 2012). In the meantime, the senior high schools inside the city of Kendari have not successfully carried out the input-process-output-planned school programs. The community of Kendari has certain expectations regarding the level of education attained by those who graduate from the city's high schools, but those expectations have not been reached. The ineffective management of the system has had a negative influence, which has led to inadequate school administration. There is a connection between this and the poor performance of teachers in the senior high schools of Kendari. We refer to "organisational innovation" as one of the reasons of these incidents in high schools. From the description above, the purpose of this study is to measure and describe Organizational Innovation (OI) influence through Self-Concept (SC) on teacher performance (TP) at SMAN in Kendari City.

2. METHODS

The Kendari City State Senior High School was the site of this study. Preliminary research suggested that Kendari City State Senior High School teachers were to blame for choosing the schools. There was a quantitative method used in this investigation. All of the public high school educators in Kendari City were included in this study's sample population. The city's eleven public high schools collectively served 470 students. In order to choose representative samples, a probability sampling method was employed. A total of 216 teachers were selected using a stratified random sampling method. The characteristics of the principal's leadership style and the teachers' work quality were gathered through a closed questionnaire in this research. The information was analysed using structural equation modelling (SEM).

3. FINDINGS AND DISCUSSION

3.1. Description of Research Data

According to the study's findings, the third category of work culture among the 216 teachers analysed met the good requirements. With a modest standard deviation, the tendency is to approach the mean, indicating that organisational innovation through self-concept is nearing good standards. Of the three indicators of organisational innovation, personnel administration, archive management, and presence (attendance) (X3.2) have the highest score, the indicator of Work Equipment and Work Equipment (X3.1) has the second highest value, while the indicator of Excellence Program, creativity and the leadership pattern (X3.3) has the lowest values.

The results of the analyst prerequisite tests, namely the normality test, evaluation of univariate outliers and multivariate outliers, evaluation of multicollinearity, evaluation of Goodness-of-fit criteria, reliability and variance extract tests, and Structural Equation Modeling, were utilised to test hypotheses.

3.2. Hypothesis Testing Results

1) Confirmatory Factor Analysis of organisational innovation

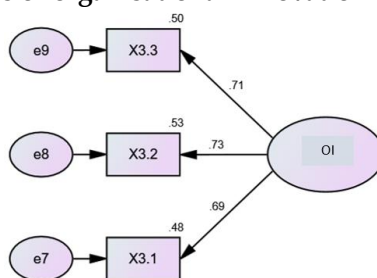


Figure 1 Confirmatory Factor Analysis of organisational innovation
(Source: SPSS Amos 23, 2019)

Table 1 Loading Organizational Innovation

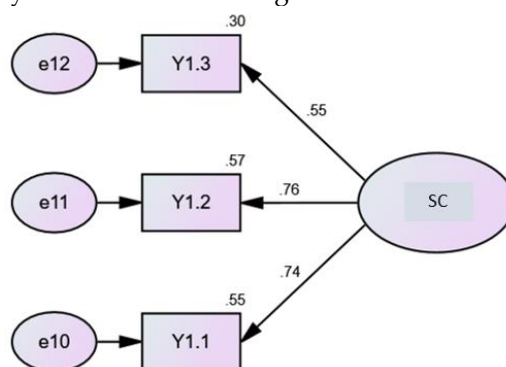
No	Indicator	Estimate
1.	Work equipment (X3.1)	0,69
2.	Personnel administration, records management, and attendance (X3.2)	0,73
3.	Excellent program, creativity and leadership pattern (X3.3)	0,71

Source: SPSS Amos 23, 2019

Table 1 demonstrates that the factor loading of the three indicators of organisational innovation variable is ≥ 0.4 , indicating that the three indicators can serve as a study variable for organisational innovation. Indicators of staffing administration, archive management, and presence (attendance) (X3.2) contribute the most to organisational innovation with a loading factor of 0,73; Indicators of superior programs, creativity, and leadership patterns (X3.3) contribute the second most with a loading factor of 0,71; and Indicators of work equipment and work equipment (X3.1) contribute the least with a loading factor of 0,69. It can be inferred that the three indicators reveal unidimensionality for the latent variable of organisational innovation.

2) Confirmatory Factor Self-Concept Analysis

Confirmatory factor analysis results and loading factor of the Self-Concept variable;



(Source: SPSS Amos 23, 2019)

Figure 2 Confirmatory Factor Analysis Self-Concept

Table 2. Indicators of the self-concept

No	Indicator	Estimate
1.	Understanding of everything related to knowledge of the physical, psychological and social environment (Y1.1)	0,74
2.	Self-understanding in relation to the relationships of the people around him, friends at school and in the community, academic achievement, motivations, interests, happiness, and intelligence (Y1.2)	0,76
3.	Assessing himself in terms of social and performance as a leader (Y1.3)	0,55

Source: SPSS Amos 23, 2019

Table 2 demonstrates that the loading factor of the four indicators of the self-concept variable is ≥ 0.4 , allowing the three indications to serve as research variables for the self-concept variable. Indicators of self-understanding concerning the relationships of the people around him, friends at school and in the community, academic achievement, motivations, interests, happiness, and

intelligence (Y1.2) are the factors that give the first biggest contribution to self-concept with loading factor 0,76; Furthermore, the indicator of understanding everything related to physical, psychological and social knowledge (Y1.1), provides the second largest contribution to self-concept with a loading factor of 0,74, indicators of understanding relationships such as academic achievement, motivations, interests- interest, happiness, and intelligence (Y1.3) provide the third largest contribution in self-concept with a loading factor of 0,55. It can be concluded that these three indicators together present unidimensionality for the latent variable of self-concept.

3) Confirmatory Factor Analysis of Teacher Performance

The findings of the confirmatory factor analysis as well as the loading factor for the variables measuring teacher performance;

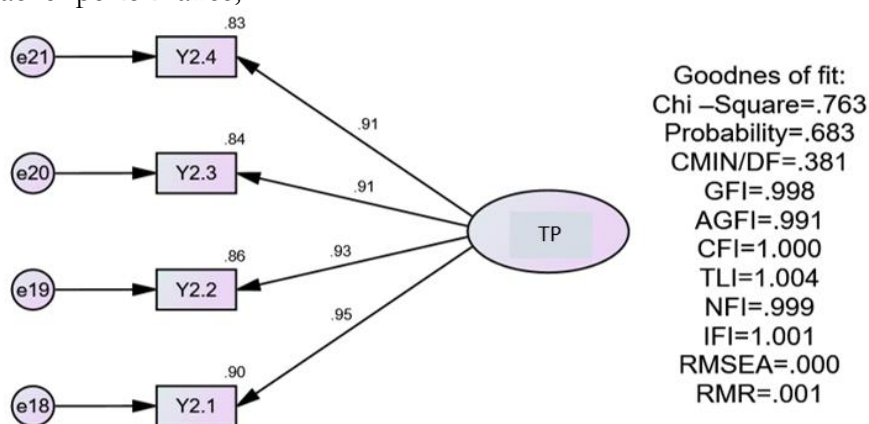


Figure 3 Confirmatory Factor Analysis of Teacher Performance (Source: SPSS Amos 23, 2019)

Table 3 Goodness of Fit Model Test for Teacher Performance Variables

Goodness of Fit Index	Cutt-off Value	Model Results	Information
X ² -Chi Square	< 251,286	0,763	FIT
Probability	≥ 0,05	0,683	FIT
CMIN/DF	< 2	0,381	FIT
GFI	≥ 0,90	0,998	FIT
AGFI	≥ 0,90	0,991	FIT
CFI	≥ 0,90	1,000	FIT
TLI	≥ 0,95	1,004	FIT
NFI	≥ 0,90	0,990	FIT
IFI	≥ 0,90	1,001	FIT
RMSEA	≤ 0,08	0,000	FIT
RMR	≤ 0,05	0,001	FIT

Source: Data processed by SPSS Amos 23, 2019

According to table 3, if the values of Chi-square, Probability, CMIN/DF, GFI, AGFI, CFI, TLI, NFI, IFI, RMSEA, and RMR are all within the range of predicted values, then the model is approved. As a result, it is possible to assert that the results of this test provide satisfactory validation of the factor dimensions and the causation linkages between factors.

Table 4 Loading Factors of Teacher Performance

No	Indicator	Estimate
1	Making lesson plans (Y2.1)	0,95
2	Carry out teaching and learning activities (Y2.2)	0,93
3	Formulate test (Y2.3)	0,91
4	Assessing student achievement (Y2.4)	0,91

Source: SPSS Amos 23, 2019

According to the data presented in the table above, the loading factor of each of the four indicators of the teacher's performance variable is ≥ 0.4 . This indicates that each of the indicators can, when applied to research, provide an accurate reflection of the teacher's performance variable. Indicator Making lesson plans (Y2.1) is a factor that gives the greatest contribution to teacher performance with a loading factor of 0,95; in addition, the indicator Carrying out teaching and learning activities (Y2.2) provides the second largest contribution to teacher performance with a loading factor of 0,93; in addition, the indicator Formulating tests (Y2.3) Assessing student achievement (Y2.4) gives the third largest equal contribution to teacher performance with a loading factor of 0,95. When all four indicators are taken into consideration at the same time, it is possible to arrive at the conclusion that the latent variable of teacher performance is represented by a unidimensionality.

Table 5 Estimation of Regression Parameters through Mediation Variables

	Estimate	S.E.	C.R.	P
OI \rightarrow SC	0.297	0.097	3.071	0.002
SC \rightarrow TP	0.172	0.058	2.977	0.003

Source: SPSS AMOS 23, 2019

Table 6. Estimation of Direct Regression Parameters Without Mediation Variables

	Estimate	S.E.	C.R.	P
OI \rightarrow TP	0.093	0.059	1.571	0.116

Source: SPSS AMOS 23, 2019

The table that can be found above contains both an estimation of the regression parameters and a description of the causal link between the latent variables that were investigated in this study. The significance of the causal relationship between the latent variables of the influence of organisational innovation on self-concept and self-concept on teacher performance can be seen from the t-statistic value (critical ratio) or based on the p-value with a significance level of $= 0,05$ or 5% and has a t-statistic (critical ratio) that is greater than the t-table 1,96. This indicates that the relationship is significant. Furthermore, the significance of the causal relationship between the latent variables can be seen based on the basis of these values. The findings of the model causality test could be summarised as follows:

1. Organisational innovation has a significant effect on self-concept at the significance level $= 5\%$ with p-value $\alpha = 0.002$ smaller than 0,05 and the t-statistic value (critical ratio) $= 3.071$ greater than t-table 1,96.
2. Self-concept has a significant effect on teacher performance at a significance level of $\alpha = 5\%$ with a p-value of $\alpha = 0.003$, which is smaller than 0,05 and a t-statistic (critical ratio) $= 2.977$ which is greater than the value of t-table 1,96.
3. Organisational innovation has no significant effect on self-concept at the significance level $\alpha = 5\%$ with p-value $\alpha = 0.116$ greater than 0,05 and the t-statistic value (critical ratio) $= 1.571$ smaller than the t-table value 1,96.

Table 7. Interpretation of Research Results

Hypothesis	Direct Influence		Indirect Influence	Information
	With Mediation Variable	No Variable Mediation		
OI → SC → TP	0,255	0,116	0.066	Partial Mediation

Source: Hypothesis interpretation, 2019

In accordance with the data shown in the table that came before it, we can reach the following conclusion about the hypothesis that will guide this research: Organisational innovation, as mediated by self-concept, has a positive and statistically significant effect on teacher performance by 0.066%, with a significance threshold of $\alpha = 5\%$ and a p-value of 0.033. This influence is statistically significant.

Although in a causal relationship there are conditions to prove a variable as an intervening variable, in practice, if the coefficients a and b are significant, it is sufficient to prove the existence of mediation even though the coefficient c is not significant. This is the case in situations in which the independent variable affects the moderator and the moderator affects the dependent, despite the fact that the independent variable does not significantly affect the dependent (Rottman & Hastie, 2014). Partial mediation occurs when there is both significant mediation and a statistically significant coefficient c' (Rottman & Hastie, 2014). Thus, the self-concept variable is the intervening variable the influence of organisational innovation on teacher performance and is a partial mediation.

Discussion

According to the findings of this research, the influence of organisational innovation through self-concept on teacher performance has a beneficial and discernible impact on the effectiveness of the teaching job. Based on these findings, it can be deduced that the incorporation of organisational innovation via self-concept mediation will lead to improvements in teacher performance. This is also demonstrated by the findings of the test for the indirect effect, which can be found in table 5.23. The p-values of the Sobel test (0,033), Aroian test (0,038), and Goodman test (0,028) are all lower than the value of $\alpha = 5\%$, which indicates that the indirect impact is significant. According to the results of all three tests, the indirect effect test on organisational innovation through self-concept having a major effect on teacher performance is recognised as a valid hypothesis. This conclusion was reached based on the findings of test number three. This is in line with the opinion of Sari (2019), who defines innovation is any new concept, method, product, or service that is successfully implemented and widely adopted. The innovation possessed by the individual forming the organisation is an impetus to improve quality which can have a positive impact on performance or ongoing processes. In contexts where new approaches to managing, coordinating, and supervising employees, activities, and responsibilities are being developed (Griffin, 2021), innovation can be said to be taking place (Hollen, Van Den Bosch, & Volberda, 2013). The existence of this innovation has a good impact on improving performance. Previous research has proven that innovation is significantly related to performance (Tang, Park, Agarwal, & Liu, 2020).

An organisation is formally a social entity that is directed by goals and built on purpose (Daft & Albers, 2012). The social entity itself means consisting of two or more people. Goal-directed means designed to achieve a specific goal. Built intentionally means that there is a division of tasks and responsibility for achieving these tasks is assigned to members of the organisation. This definition applies to both profit organisations (private companies) or nonprofits (government organisations). In economic performance, Trevlopoulos et al. (2021) reveal the relationship between innovation and the

perspective of organisational output, where there are two aspects, namely financial and non-financial aspects.

Accordingly, this research's findings align with those of prior studies. Organisational structure has a direct and significant positive impact on organisational creativity (Asbari et al., 2020); innovation within a business is significantly influenced in a direct and positive manner by organisational culture (Sidabutar, Siburian, & Bintang, 2017); Innovation inside a company is significantly influenced in a positive direct way by leadership (Gunawan, Surya, & Bagus, 2015); The development of strategic alliances has been demonstrated to have a significant positive direct impact on the innovativeness of businesses (Ardiyanto, 2016); There is a significant and direct positive relationship between organisational structure and performance (Yari, 2022); organisational culture has a direct and significant positive effect on performance (Sokro, 2012); Leadership has a significant direct positive impact on performance (Tucunan, Supartha, & Riana, 2014); and Performance is significantly improved as a direct result of significant positive effects caused by organisational innovation (Noruzy, Dalfard, Azhdari, Nazari-Shirkouhi, & Rezazadeh, 2013).

The innovation possessed by the individual forming the organisation is an impetus to improve quality which can have a positive impact on performance or ongoing processes. Where innovation has the characteristics of new methods in managing, coordinating, and supervising employees, activities, and responsibilities (Griffin, 2021). The existence of this innovation has a good impact on improving performance. Likewise, previous research has revealed that innovation is significantly related to performance (AlQershi, Abas, & Mokhtar, 2019; Astuti, Sanawiri, & Iqbal, 2020; Hanif & Asgher, 2018).

Self-concept is a hypothetical concept that refers to a complex set of characteristics of a person's physical, behavioral, and psychological processes. The behaviour shown by someone through self-actualisation is indicated to have an impact on performance. Where performance is a quantitative and qualitative measure that describes the level of achievement of a predetermined target or goal by taking into account indicators such as input, process, and output. Thus, performance is an individual's ability to contribute to work. Where whether or not the individual contribution is seen from the concrete results or the level of achievement obtained. The combination of self-concept in accordance with the rules or norms that apply in an organisation can have an impact on performance it does.

According to the findings of this research, an improvement in one's sense of self-concept is possible through implementing both suitable and effective organisational innovation. There are a great number of other factors, both internal and external, that play a role in improving one's self-concept. Self-concept can then be influenced by differences ranging from race, skin, environment, descent and others. As noted by Graham-Bailey, Richardson Cheeks, Blankenship, Stewart, & Chavous (2019) that minority racial groups and low socioeconomic groups tend to have low self-concepts. Hence, this has the effect of pressure and also various problems towards them compared to the majority racial group and high socioeconomic group. In addition to gender, there are differences in self-concept between women and men, causing the self-concept to be different from those living in a different environment. Self-concept discusses the more factual side of an individual's life, such as knowing what they like or how the individual thinks.

The results of this research are in line with the findings of previous studies, which suggest that organisational innovation has a significant bearing on the level of performance that is achieved by organisations (Arif & Akram, 2018). Similarly, innovative behaviour can be achieved through the self-conceptual constructs of perceived insider status and organisational affinity (Zeng & Xu, 2020).

This research results can prove that organisational innovation has an impact on self-concept and based on the previous research results in terms of self-concept, it is necessary to build a harmonious relationship between leaders and subordinates and between fellow subordinates together within the framework of a solid system to support the achievement of optimal performance. This conclusion is in line with many personality theories, which state that self-concept occupies an important position which is seen as the core or primary personality factor that has a major influence on behaviour. Hence, by having a good self-concept, it is expected that performance can be achieved optimally (Trisnawati,

2017). As the essence of personality, self-concept determines an educator's ability to effectively address life's challenges. This is because self-concept is a frame of reference for individual behaviour (internal frame of reference).

As a result, it is possible to conclude that the hypothesis given in this study can be accepted or demonstrated. Appropriate organisational innovation can optimise both individual and corporate performance. Therefore, organisational innovation must be capable of coordinating and motivating individuals or groups to reach the intended goals or instructor performance; innovation occurs not only in open societies and larger communities but also in organisations. Innovation is a change that is planned by the company with activities geared toward the creation and implementation of new ideas so that they can become useful and lucrative. The innovation process in an organisation faces a number of good and negative obstacles, such as the sensitivity of organisational members to the innovation and the size of the organisation, which impacts whether innovation is embraced or not.

4. CONCLUSION

According to the findings of this study, organisational innovation through self-concept has a positive and significant effect on teacher performance. In other words, including organisational innovation through self-concept mediation will improve teacher effectiveness. This means that organisational creativity, as measured by self-concept, corresponds positively with instructor performance in the education unit. In an effort to improve educational quality, this finding can be used by the Department of Education and Culture to establish policies to improve the quality of teaching and learning in the education unit, in addition to contributing to the growth of educational science. Nonetheless, the study's focus on senior high schools from a specific region (Kendari City) and its limited number of parameters limit its scope. Hence, the findings of this study are expected to be a resource for future researchers who will be able to create more inclusive concepts and objects for educational research.

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