

DOES TRANSFORMATIONAL LEADERSHIP AFFECTING THE INNOVATIVE SKILLS OF STUDENTS?

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ABSTRACT:

This research aims to determine the influence of transformational leadership on innovative behavior through psychological empowerment as a mediation variable. This study used quantitative methods. The data collected by interviews and questionnaires. The samples were taken using a saturated model from 42 responden of student association of Islamic Education Management Study Program, UIN Sulthan Thaha Saifuddin Jambi . The data were analyzed using descriptive, regression, and path analysis. The results showed that transformational leadership significantly influenced students' innovative behavior directly or mediated by psychological empowerment variables. The resulting impact of pathway coefficients on psychological empowerment has a considerable effect on the innovative behavior of students with a p-values value of $0.003 < 0.05$; transformational leadership has a substantial impact on innovative behavior through psychological empowerment with a p-values value of $0,000 > 0.05$. It shows that improving students' innovative behavior can be achieved with transformational leadership roles through psychological empowerment variable in student association of Islamic Education Management Study Program, UIN Sulthan Thaha Saifuddin Jambi. The association of students are expected to pay attention to students needs and activities, create a comfortable organizational environment to optimizing student activities.

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ABSTRAK:

Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan transformasional terhadap perilaku inovatif mahasiswa melalui psychological empowerment sebagai variabel mediasi. Penelitian ini menggunakan metode kuantitatif dengan pengumpulan data menggunakan wawancara dan kuesioner. Pengambilan sampel menggunakan sampel jenuh sebanyak 42 responden dari Himpunan Mahasiswa Program Studi Manajemen Pendidikan Islam UIN Sulthan Thaha Saifuddin Jambi. Data dianalisis menggunakan analisis deskriptif, analisis regresi, dan analisis jalur (path analysis). Hasil penelitian menunjukkan bahwa kepemimpinan transformasional memiliki pengaruh signifikan terhadap perilaku inovatif mahasiswa baik secara langsung maupun dimediasi oleh variabel psychological empowerment. Hasil pengaruh koefisien jalur pada psychological empowerment memiliki pengaruh signifikan terhadap perilaku inovatif mahasiswa dengan nilai pvalues $0.003 < 0.05$; kepemimpinan transformasional memiliki pengaruh signifikan terhadap perilaku inovatif melalui psychological empowerment dengan nilai pvalues $0.000 < 0.05$. Hal ini menunjukkan bahwa peningkatan perilaku inovatif mahasiswa dapat dicapai dengan peran kepemimpinan transformasional dan melalui variabel mediasi psychological empowerment pada Himpunan Mahasiswa Program Studi MPI UIN Sulthan Thaha Saifuddin Jambi. Himpunan Mahasiswa Program Studi diharapkan mampu memperhatikan kebutuhan dan kegiatan mahasiswa serta membuat lingkungan organisasi yang nyaman sehingga mahasiswa dapat melaksanakan kegiatan secara optimal.

Kata Kunci: *Kepemimpinan transformasional; perilaku inovatif; psychological empowerment.*

INTRODUCTION

The development of increasingly advanced technology requires every organization to innovate to compete and survive in an era of increasingly competitive competition (Silalahi & Sundiman, 2016). Organizations are encouraged to make changes to adapt to the current environment (Ardi & Sudarma, 2015). Innovation has a significant role in highly competitive competition and increasingly advanced technology (K. & L., 2005). Innovation is one of the essential elements as an effective tool for organizational survival and resilience (Yu et al., 2012). Innovation can help organizations in developing investors, identifying problems in performance, or as a goal to provide solutions to deal with issues that occur (Ahamad & Kasim, 2016).

Human resources are the part that supports and runs every process in the organization and the organizational innovation process. Excellent human resources with high quality become a demand for every organization to achieve the goals that have been set (Ardi & Sudarma, 2015). Students are



human resources that become an essential asset for every organization. It becomes a challenge for organizations to manage human resources well (Raharjo & Witiastuti, 2016). Student innovation is one of the best ways to drive innovation and organizational success (Mytelka & Smith, 2002). Individual creation begins with acknowledging a problem and issuing ideas or solutions, either new or adopting ideas (Scott & Bruce, 2017).

Behavioral science has techniques and programs that can more effectively guide students as human resources (Poernomo & Wulansari, 2015). The process of various individual activities and behaviors required at each stage regarding the idea of the idea due to social factors, then seeking support for the idea and trying to provide an understanding of the idea owned by his colleagues and realize the idea either in the form of a product or service called innovative behavior or innovative behavior (Scott & Bruce, 2017). Creative behavior includes innovation in organizations' products, services, and work processes (Jaberi, 2014).

In improving students' innovative behavior, each organization has a different way (Martins & Terblanche, 2003). To develop new ideas and multitasking processes, organizational leaders must support students in providing opportunities to produce quality products (Amabile et al., 2017). Leaders are the originators of the idea of goals, planning, organizing, mobilizing, and controlling all organizational resources so that goals can be achieved effectively and efficiently (Martono, 2013).

Leadership and leadership are everyday issues in community life, organizing, trying, nationhood, and statehood. The progress and decline of society, organization, business, nation, and state are influenced by its leaders. In an organization, the human element becomes one of the determining sources for change and the course of the organization. Students as human resources are understood as worthwhile goals and targets in the university context. In this regard, transformational leadership becomes the leadership style needed to develop and promote students.

Leaders with transformational leadership styles can raise awareness of people led and support higher quality work and more significant innovation (Bass, 1985). The behavior of influential leaders demonstrates transformational leadership in changing the basis of values, beliefs, and

attitudes shown in the organizational environment so that their followers are willing to improve their performance for the organization (Podsakoff et al., 1990). Transformational leadership helps students see corporate interests as more important than personal interests for the survival of organizations to innovate (Choi et al., 2016). Transformational leadership is identified as a proponent who has challenged assumptions, risk-takers and can inspire other individuals so that it is appropriate to apply in organizations that develop innovation (Jansen et al., 2009). Employees in organizations often need innovative behavior to face job challenges, gaining great authority in carrying out their duties and responsibilities (Prayudhayanti, 2014).

The influence of transformational leadership on innovative behavior continues to evolve. This research (2016) concluded that transformational leadership greatly influences the creative behavior shown by subordinates, thus providing convenience for organizations to build innovation. The same opinion is expressed by Ahamad & Kasim (2016) that transformational leadership has a solid relationship to innovative behavior. It proves that principals who implement transformational leadership exhibit caring behavior of teachers and students, set a good example, and inspire school residents to achieve desired goals. Leaders with transformational leadership strive to build the ordinary trust and potential that their members need for the organization's future success (Bass et al., 2003). Transformational leadership emphasizes building subordinate trust to increase knowledge sharing between subordinates and leaders in an organization.

There are exciting research results published by Pieterse et al. (2010) that analyze the influence or impact of applying transformational leadership and transactional leadership on improving innovative employee behavior. The study was conducted at a government agency in the Netherlands. The researcher identified that employees at government agencies engaged in service or business have low innovation behavior. In the study, researchers used a combination of two transformational and transactional leadership styles as factors influencing employees' innovative behavior with variable psychological empowerment as a mediator variable. The study's findings suggest that transformational leadership significantly affects creative behavior only when high psychological empowerment, whereas transactional leadership negatively affects innovative behavior.



There are some exciting things in this study, namely: 1) researchers include transactional leadership variables, and it turns out to have a negative influence on innovative behavior, which means that the application of transactional leadership styles will reduce the innovative behavior of employees, 2) the results show that there is no significant influence between transformational leadership and innovative behavior. It has a fundamental difference with the research results that reduce the effective study results, demonstrating a significant influence between transformational leadership and innovative behavior (Aryee et al., 2012; Kresnandito, 2012; Parashakti et al., 2016). This study explains that the pattern of transformational leadership relationships to innovative behaviors will only be effective if you like the variable psychological empowerment as a variable mediator.

The results of previous studies indicate an effect of transformational leadership on innovative behavior, and there is a relationship between transactional leadership and innovative behavior. It motivates researchers to examine innovative behavior's transformational and transactional impact through psychological empowerment as a mediator variable.

HMP (Student Association of Study Programs) MPI is also expected to innovate for the organization's future advancement. HMP was formed to support the vision and mission of the MPI study program as a locomotive of change and has a spirit of Islamic moderation and edupreneurship. This research is expected to be a reference to analyze the role of transformational leadership in improving innovative behavior through variable mediation of psychological empowerment.

METHODS

This research uses quantitative methods. The research population is a student of the MPI UIN Study Program Sulthan Thaha Saifuddin Jambi, an HMP (Student Association of Study Program) MPI organization numbering 42 respondents. Data analysis techniques use path analysis techniques with the help of PLS-SEM applications.

There are 4 (four) variables in the study, first, transformational leadership including: 1) idealized influence, 2) Inspirational motivation, 3) intellectual stimulation, 4) individual consideration (Bass & Riggio, 2006);

second, pshycological empowerment includes 1) meaning, 2) competence, 3) self-determination, 4) impact (Spreitzer, 1995); Third, innovative behavior includes 1) Opportunity Exploration, 2) Generativity, 3) Formative Investigation, 4) Championing, 5) Appllication (Kleysen & Street, 2001).

Data withdrawal for data processing purposes using questionnaires with instrument measurement scale using Likert scale 1-5. 5 = strongly agree, 4 = agree, 3 = Neither agree nor disagree, 2 = disagree, 1 = strongly disagree.

Tabel 1. Example of a Questionnaire Instrument for Each Variable

Variable	Questionnaire Instrument
Transformational leadership	Leadership encourages subordinates to think creatively and innovatively in carrying out activities
Psychological empowerment	I'm confident about my ability to do activities.
Innovative behavior	I can come up with ideas or solutions to solve problems in the organization.

FINDINGS

The results of the instrument reliability test are displayed in the reliability table construct below:

Table 2. Construct Reliability

	Cronbach's Alpha	rho_A	CR	(AVE)
Innovative behavior	0.709	0.735	0.650	0.502
Psychological behavior	0.838	0.831	0.746	0.532
Transformational leadership	0.777	0.811	0.812	0.600

Source: data processing results using SMART PLS application, 2021

Table 2 indicates that Cronbach's alpha value > 0.7 and the average variance (AVE) value > 0.5 which means all variables are reliable and meet reliability assumptions.



Table 3. Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (St. Dev)	T Statistics (O/STDEV)	P Values
Psychological empowerment > Innovative behavior	0.313	0.328	0.106	2.963	0.003
Transformational leadership > Innovative behavior	0.534	0.550	0.077	8.191	0.000
Transformational leadership > Psychological empowerment	0.654	0.535	0.108	6.018	0.000

Table 3. demonstrate that psychological empowerment has a significant influence on innovative behavior because the value of P values < 0.05; transformational leadership has a considerable effect on innovative behavior because the value of P values < 0.05. Transformational leadership has a significant influence on psychological empowerment because the value of P values < 0.05.

Table 4. Specific Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (St. Dev)	T Statistics (O/STDEV)	P Values
Transformational leadership > Psychological empowerment > innovative behavior	0.195	0.315	0.087	2.273	0.024

Table 4. Psychological empowerment has a significant influence as a transformational leadership mediation variable on innovative behavior because the value of P values < 0.05.

Table 5. R Square Adjusted

	R Square	R Square Adjusted
Innovative behavior	0.350	0.423
Psychological empowerment	0.699	0.788

Table 5. Adjusted R Square innovative behavior variable is 0.333, which means transformational leadership variable, and psychological empowerment can explain the variance of the innovative behavior variable by 43%. The Adjusted R Square value of the Psychological Empowerment variable is 0.789, which means the transformational leadership variable can explain the variance of the psychological empowerment variable by 79%.

DISCUSSION

Innovative behavior is the action of individuals who can support organizational management innovation. Students need transformational leadership and psychological empowerment as supporting mediation variables to achieve creative behavior.

The Impact of Transformational Leadership on Innovative Behavior

Based on the results of hypothesis testing, it is known that transformational leadership has a positive and significant influence on innovative behavior both directly and mediated by psychological empowerment variables. The results of this test mean that the more influential the application of the transformational leadership style of the student association chairman will stimulate students to behave innovatively.

Research related to the influence of transformational leadership on innovative behavior has not been widely found in educational institutions. The findings of more previous studies conducted on companies, such as Kresnandito (2012) and Parashakti et al. (2016), show a significant influence directly between transformational leadership variables on innovative behavior. Test results on radio and bank employees show that employees become more creative with implementing transformational leadership styles. These findings are slightly different from the results of the Günzel-Jensen et al. (2017) and Pieterse et al. (2010) studies showing that transformational leadership has no significant influence on innovative behavior and has considerable influence when mediated by psychological empowerment variables.

The transformational leadership of the chairman of HMP MPI is positively related to the performance of the duties of HMP members by simply predicting the perception of student compatibility to the activities carried out



at the level of the study program, i.e., when leaders display transformational leadership behavior towards their members. Students tend to view their tasks and activities as a suitable partner to realize planned activities and manage to feel confident that students are performing. They have the necessary ability to meet the requirements in carrying out their activities (Chi & Pan, 2012). Transformational leadership will improve with the performance of its members' tasks, but it will diminish over time. Transformational leadership is generally regarded as the desired leadership style, having a positive effect on the various outcomes of student activities. Still, its productivity is questionable because it ignores its relatively negative aspects.

The Impact of Transformational Leadership on Psychological Empowerment

Hypothesis testing results show that transformational leadership variables positively and significantly influence psychological empowerment. This finding strengthens previous research conducted by Attari (2013) in managing hospitals. His study recommends that hospital administrators develop and enhance transformational leadership skills to intermediate supervisors, especially head nurses, to empower nursing staff psychologically. Thus, hospital patients are satisfied with the services provided, and employee performance increases. Similarly, the research results conducted by Pradhan et al. (2017) showed that transformational leadership is a significant factor in psychological empowerment in the retail industry in India.

The transformational leadership of the chairman of HMP Prodi MPI can change its members to do tasks beyond what has been expected by providing the influence of idealism, thus inspiring in the decision-making process and daring to accept risks. The effect of idealism can foster the confidence of HMP members to carry out activities well. Self-efficacy is the self-perception of how well one can function in a given situation. Self-efficacy is associated with self-confidence having the ability to perform the expected actions. It means that transformational leadership can increase the confidence of its members in carrying out all activities. High student confidence will encourage psychological well-being characterized by self-development on campus and feel more meaningful academic life. In a previous study, Malik & Tariq (2015) revealed a positive relationship between transformational leadership and the psychological well-being of its members through self-confidence.

The Impact of Psychological Empowerment on Innovative Behavior

The results of hypothesis testing about the influence of psychological empowerment on innovative behavior show that psychological empowerment significantly influences innovative behavior. These results align with the findings of previous research conducted by Singh & Sarkar (2012), where the results showed that psychological empowerment has a significant effect on innovative behaviors.

Behavior that can arise from the relationship between leader-member exchange and psychological empowerment is innovative work behavior, a deliberate action to produce an innovation. Creative work behavior is designing and implementing ideas to create new products, services, business processes, methods, and policies. This process changes traditional attitudes to modern or advanced. High innovative work behavior will result in high organizational innovation. Innovation behavior is determined by an organization's ability to remove barriers to innovation, while the source of innovative ideas can come from the demand of members, students, and study programs. Creative work behavior needs to be applied to implement student activities in their academic life fully.

CONCLUSION

Transformational leadership significantly impacted students' innovative behavior directly and mediated by psychological empowerment variables. Psychological empowerment can improve students' innovative behavior. The managerial implications based on the findings of this study demonstrate the importance of leaders to implement transformative leadership styles reflected by charisma, able to motivate, stimulate intellectual abilities, and understand student personal in shaping or encouraging innovative student behavior.



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