



The Effect of Digital Transformational Leadership, Creative Self-Efficacy on Innovative Behaviour Mediated by Perceived Organizational Support

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Article Info	Abstract
Article History Received: 2022-06-20 Revised: 2022-07-28 Published: 2022-08-06 Keywords: <i>Digital Transformational Leadership;</i> <i>Creative Self-Efficacy;</i> <i>Perceived Organizational Support;</i> <i>Innovative Behaviour.</i>	The Covid-19 pandemic crisis creates many hardships in organizations and unlocks numerous opportunities for organizational growth. Innovation is an essential aspect of creating a sustainable future, and it depends on the individual innovative behaviour in the organization. Although there are many opportunities to innovate, not all schools can accomplish it. School leaders are expected to overcome gaps in digitizing school systems and learning processes. This study aims to measure the positive effect of <i>digital transformational leadership</i> and <i>creative self-efficacy</i> on <i>innovative behaviour</i> with <i>perceived organizational support</i> as a mediator. The 25 items of the questionnaire were distributed to 104 teachers and employees at a XYZ school in Tangerang. Data were processed and analyzed using PLS-SEM method. The results indicated that <i>digital transformational leadership</i> and <i>creative self-efficacy</i> positively affected <i>innovative behaviour</i> . The results also show that <i>perceived organizational support</i> as a mediating variable positively affects <i>innovative behaviour</i> .
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2022-06-20 Direvisi: 2022-07-28 Dipublikasi: 2022-08-06 Kata kunci: <i>Kepemimpinan Digital Transformational;</i> <i>Creative Self-Efficacy;</i> <i>Persepsi Dukungan Organisasi;</i> <i>Perilaku Inovatif.</i>	Krisis pandemi Covid-19 menciptakan banyak kesulitan dalam organisasi dan membuka banyak peluang untuk pertumbuhan organisasi. Inovasi merupakan aspek penting dalam menciptakan masa depan yang berkelanjutan, dan inovasi tergantung pada perilaku inovatif individu dalam organisasi. Meskipun ada banyak peluang untuk berinovasi, tidak semua sekolah dapat mewujudkannya. Pemimpin sekolah diharapkan dapat mengatasi kesenjangan dalam digitalisasi sistem sekolah dan proses pembelajaran. Penelitian ini bertujuan untuk mengukur pengaruh <i>digital transformational leadership</i> dan <i>creative self-efficacy</i> terhadap <i>innovative behaviour</i> dengan mediasi <i>perceived organizational support</i> . Kuesioner dengan 25 item pernyataan disebarkan kepada 104 orang guru dan karyawan di sekolah XYZ di Tangerang. Data diolah dan dianalisis menggunakan metode PLS-SEM. Hasil penelitian menunjukkan bahwa <i>digital transformational leadership</i> dan <i>creative self-efficacy</i> berpengaruh secara positif terhadap <i>innovative behaviour</i> . Hasil penelitian juga menunjukkan bahwa <i>perceived organizational support</i> sebagai variabel mediasi juga berpengaruh secara positif terhadap <i>innovative behaviour</i> .

I. INTRODUCTION

The Covid-19 pandemic since 2019 has had a significant impact on human life (Bank 2021, 10). Changes in life and work and even how the organization deals with its customers are new challenges for all parties. Crisis creates many hardships in organizations and unlocks many opportunities for organizational growth (Am dkk. 2020, 5). Although there are many opportunities to innovate, not all organizations can accomplish it because of their unpreparedness and lack of confidence in overcoming difficulties in adapting (Am dkk. 2020, 1). Innovation is a scorching topic today. Innovation is the key to organizational sustainability (Verbree 2021, 78) and growth that significantly impacts organizational performance (Etikariena dan Widyasari 2020; Klaijnsen, Vermeulen, dan Martens 2017;

Patterson, Kerrin, dan Gatto-Roissard 2009; Santoso dan Furinto 2018). Innovating means developing and modifying ideas because it is through them that organizations are expected to be able to turn crises into opportunities and create competitive advantages (Carmeli 2006, 76; Kozioł-Nadolna 2020, 3). One of the essential capitals is the capacity to innovate (ability to innovate) to support educational innovation (Phong Ba dan Lei 2019, 2). Without the capacity to innovate school leaders, it is difficult for schools to grow and even lose their competitive power in a dynamic world (Sena 2020, 2). Innovation capacity is a continuous effort to discover opportunities by increasing organizational capabilities and resources (Baharuddin, Ansari, dan ... 2020, 1940; Sena 2020, 2). According to De Jong & Hartog (2010, 23), the

capacity to innovate in organizations is affected by the innovative behavior of individuals. Innovative behavior is the ability and desire of individuals in the organization to create and implement ideas as solutions to problems. Several studies have shown that innovative behavior in organizations is influenced by several factors that can be categorized into three parts: leadership, personal, and environmental or organizational factors (Sena 2020, 3).

World Bank data (2020, 74) states that the skills possessed by school principals in Indonesia are currently not even able to properly manage their leadership roles and still need support in developing essential skills such as managing teachers, contracts, assessments, assessments, and mentoring, and promotions. School leaders have not received adequate professional training to lead schools, which is a challenge for Indonesian education in achieving educational goals. De Jong and Den Hartog (2010, 25) suggest in their research that leadership positively affects innovative behavior. The influence of school leadership to accelerate innovation is an important key and directly impacts the school's future. The leadership model that is considered to affect school innovation is transformational. A school leader is considered capable of providing a strong influence and motivation in creating organizational innovation. A leader is expected to overcome gaps in technology, access, and competence of educators and students and be skilled in leading the implementation of digitizing systems and learning processes. A transformative leader in the digital era must be a designer and change agent (Ardi dkk. 2020, 262). A technology-literate leader is needed in all organizations. Personal factors that influence innovative behavior are creativity and self-efficacy. Creativity cannot be separated from innovation. According to Coelho (Coelho, Augusto, dan Lages 2011, 1), "firms need creative employees to initiate organizational innovation." Creativity is essential in organizations generating innovation and increasing competitive advantage (Chiang, Hsu, dan Hung 2014, 1). Several studies have examined the factors that can stimulate creative ideas in the workplace (Hashim 2021; Santoso dan Furinto 2018; Sethumadavan, Hassan, dan Basit 2020; Widayani, Sarmawa, dan Dewi 2017; Zainal dan Matore 2021). In Zainal's research (Zainal dan Matore 2021, 3), self-efficacy influences innovative behavior. H. Santoso and Slatten (2019, 2306; 2014, 327) stated the results of their research that creative

self-efficacy has a positive effect on innovative behavior. There are some inconsistencies in previous studies. Some research argues that self-efficacy does not directly affect innovative behavior, even as a mediator (Widayani, Sarmawa, and Dewi 2017; Sethumadavan, Hassan, and Basit 2020). Nevertheless, in other studies, self-efficacy influences innovative behavior (Mohammed Afandi Zainal and Matore 2021).

Organizational factors that are also considered to affect innovative behavior are perceived organizational support such as school systems, procedures, and ways of working. It can motivate new ideas but also turn off individual creativity so that innovation will not be generated. A conducive, pleasant work environment and excellent support for problems and solutions at work will generate work enthusiasm and be able to develop creative ideas. A leader must create an organizational climate that is more flexible and open and supports the creation of creativity and innovation in schools. The lack of educational innovation during this pandemic certainly significantly impacts the satisfaction of parents and students. The role of school leaders is crucial in stimulating the innovative behavior of teachers and employees to create innovation in schools. Especially, in the context of XYZ School, it is not easy to develop innovation because this school is restricted by strict regulation and a centralized management system. The school is not flexible to the change, and this situation brings problems and challenges in the midst of school transformation. This study aims to determine the factors that affect innovative behavior in educational organizations. Although multi-factors influence innovative behavior, researchers decided on digital transformational leadership, creative self-efficacy, and perceived organizational support in this study based on several considerations: the literature review results, the underlying theories, and related empirical evidence. Transformational digital leaders with highly creative self-efficacy are presumed to affect individual innovative behavior positively. This research was conducted at a XYZ school to measure the effect of digital transformational leadership and creative self-efficacy factors on innovative behavior with perceived organizational support as a mediator.

II. METHOD

Researchers conduct non-experimental quantitative research by conducting research surveys (survey research). This research is exploratory

because there are not many robust theories that support this research, there are no assumptions (non-parametric), and there are no parameters for the accuracy of the prediction model of the R-Square value. The analysis technique is PLS-SEM (Structural Equation Model-Partial Least Square) with SmartPLS 3.2.9. The analysis process with the SEM model consists of two primary stages, namely the validation of the measurement model (outer model) and testing of the structural model (inner model). In this study, a path analysis was carried out. At the end of the research, the writer will conduct (1) descriptive statistical analysis – which describes research information related to specific data, circumstances, or phenomena; (2) inferential statistical analysis-which tests the validity and reliability (measurement model) and the relationship or influence between variables (structural model), mediation test, and research hypothesis testing. The unit of analysis for this research is a private school under the auspices of the Christian Foundation, located on Jalan BSD Boulevard, Tangerang, Banten. This school was founded in 2014 with 1,262 students (data as of December 2021) spread from kindergarten to high school in the 2021/2022 school year. This research data collection was carried out at the end of the odd semester of the 2021/2022 academic year, precisely at the beginning of November 2021. The processing and analysis of research data were carried out from January-February 2022. The research subjects were teachers who served at the kindergarten, elementary, junior high, and high school levels.

The population in this study is homogeneous because all members of the population have the same characteristics as each other, namely teachers and staff of Indonesian citizens who teach at XYZ school, with a total of 104 people. In this study, the researcher determined that the sample was the entire population of Indonesian teachers who teach at the kindergarten, elementary, junior high, and high school levels and staff who work in schools, as many as 104 respondents so this research can be categorized as a census study. Researchers collect data directly from research subjects. The data obtained are primary or original data through questionnaires or research questionnaires. The measurement scale used in this study is the Likert Scale, which consists of declarative statements made in positive statements (favorable). The Likert scale in this study has a range of 1-6, namely number 1 for "strongly disagree," number 2 for "disagree," number 3 for

"tend to disagree," number 4 for "tend to agree," number 5 for "agree," 6 for "strongly agree." In this study, there are two exogenous latent variables and two endogenous latent variables, namely:

1. The digital transformational leadership variable (X1) that affects the innovative behavior variable (Y2).
2. The creative self-efficacy variable (X2) affects the innovative behavior variable (Y2).
3. The perceived organizational support variable (Y1) is influenced by the latent variables exogenous digital transformational leadership (X1) and creative self-efficacy (X2).
4. The innovative variable behavior (Y2) is influenced by the perceived organizational support variable (Y1).

This quantitative study uses the path analysis method to examine the direct and indirect effects between one variable and another. Of the total 104 respondents who gave answers to the questionnaire, there were 11.5% (12 people) kindergarten teachers, 32.7% (34 people) elementary school teachers, 22.1% (23 people) junior high school teachers, 23.1% (24 people) high school teachers and 10.6% (11 people) staff (relation officer). From a total of 104 respondents who gave answers to the questionnaire, 91 teachers and staff (87.5%) aged between 25 and 40 years. The majority of teachers and school staff are workers in the millennial generation (born 1981-1996). Of the 104 respondents who answered the questionnaire, 75 teachers and staff (72.1%) were female, and 29 teachers (27.9%) were male. There are a total of 20 respondents (19.2%) who worked less than two years in school, 45 respondents (43.3%) who worked between 2 – 5 years in school, and 39 respondents (37.5%) who had worked more than five years in school. It can be concluded that there are 42 teachers and staff (40.4%) who have known their direct supervisor for less than two years, 50 teachers and staff (48.1%) who have known their direct supervisor for 3-4 years, and 12 teachers and staff (11.5%) who know their direct supervisor for more than five years.

III. RESULT AND DISCUSSION

1. Outer Model

Researchers tested the validity and reliability of latent variables in the measurement model test (outer model): convergent validity test, discriminant validity test, and reliability test.

2. Convergent Validity

The outer loadings factor value that meets the requirements must be greater than 0.708 (Hair et al. 2017, 128; 2019, 12; 2022, 150). The results of the convergent validity test of this study were shown by the outer loading factor value > 0.708, and all indicators had a high level of validity (Ghozali 2021, 71; Hair et al. 2022, 150).

3. Discriminant Validity

The discriminant validity test is the HTMT test; according to Henseler (2015) in Ghozali (2021, 69; Hair et al. 2022, 156), an excellent HTMT value is < 0.90, which means the discriminant validity level has been reached and is right between reflective variable pair. In this study, the HTMT value shows an HTMT value below 0.90, indicating that each variable has a valid indicator.

4. Reliability Test

Latent variables or variables with a composite reliability value of 0.70 (for exploratory research) are considered to have good reliability (Nunnally and Bernstein 1994). In this study, the composite reliability value is > 0.90 for all latent variables or variables.

5. Inner Model

a) Multicollinearity Test

Multicollinearity test was shown by the value of inner VIF < 5. This value indicates that the variables above, namely digital trans-formational leadership, creative self-efficacy, and perceived organizational support, are not correlated. The research model is good, and there are no problems in terms of multi-collinearity.

Table 1. Multicollinearity Test (VIF)

Variable	POS	IB	Description
DTL	3.240	4.210	No Multi collinearity Issues
CSE	3.240	3.618	
POS		3.353	

Source: SmartPLS

b) R² and R² Adjusted

The R² value for DTL and CSE on POS is 0.702, and the Adjusted R² value is 0.696. The two exogenous variables (X1 and X2) simultaneously affect the endogenous construct (Y1) by 69.6%, and other variables outside this study influence the rest. The conclusion is that if the value of Adjusted R² is <0.75, then the effect of the two exogenous variables on the endogenous variables is moderate. The R² value

for DTL and CSE on IB (Y2) is 0.804, and the Adjusted R² value is 0.799. Two exogenous variables (X1 and X2) simultaneously affect the endogenous construct (Y2) by 80.4%, and other variables outside this study influence the rest. The conclusion is the value of R² Adjusted > 0.75, then the influence of the two exogenous variables on the endogenous variables is a strong model.

Table 2. R² and R² Adjusted

Variable	R ²	R ² Adj	Description
POS	0.702	0.696	Moderate
IB	0.804	0.799	Strong

Source: SmartPLS

c) Effect Size

The effect value (Effect Size-f²) assesses whether there is a significant relationship when certain exogenous variables are omitted from the model and whether the omitted variables have a substantive impact on endogenous variables. The f² value of 0.02 means that the effect between variables is small; the value of 0.15 the effect of intervariable effects including moderate; and the value of 0.35 the effect of the effect between variables is large. Based on the table of f² values above, no variable has a large (>0.35) or small (<0.02) effect on other variables. All variables have a value of f² with a moderate effect between values 0.15-0.35.

Table 3. Effect Size

Variable	POS	IB
DTL	0.299	0.124
CSE	0.116	0.185
POS		0.118

Source: SmartPLS

d) Predictive Relevance

Based on the value of Q², the value of the relevance of the prediction of exogenous variables DTL (X1) and CSE (X2) to the variable IB (Y2) is 0.679, which means that the two exogenous variables are appropriately used as predictors of endogenous variables. Based on the value of Q², the value of the relevance of the prediction of exogenous variables DTL (X1) and CSE (X2) to the POS (Y1) variable is 0.614, which means that the two exogenous variables are appropriately used as predictors of endogenous variables.

Table 4. Q2 Predictive Relevance

Variable	Q ²
POS	0.614
IB	0.679

Source: SmartPLS

e) *Path Coefficient- β*

The research path coefficient value can be concluded as follows:

- 1) The direct effect of DTL (X1) on IB (Y2) is 0.320, meaning that if X1 increases by one unit, Y2 will increase by 32%. This influence is positive.
- 2) The direct effect of DTL (X1) on POS (Y1) is 0.538, which means that if X1 increases by one unit, Y1 will increase by 53.8%. This influence is positive.
- 3) The direct effect of CSE (X2) on IB (Y2) is 0.361, which means that if X2 increases by one unit, then Y2 will increase by 36.1%. This influence is positive.
- 4) The direct effect of CSE (X2) on POS (Y1) is 0.335, which means that if X1 increases by one unit, Y1 will increase by 33.5%. This influence is positive.
- 5) The direct effect of POS (Y1) on IB (Y2) is 0.278, which means that if Y1 increases by one unit, Y2 will increase by 27.8%. This influence is positive.

Table 5. Path Coefficient

Variable	β
DTL \rightarrow IB	0.320
DTL \rightarrow POS	0.538
CSE \rightarrow IB	0.361
CSE \rightarrow POS	0.335
POS \rightarrow IB	0.278

Source: SmartPLS

f) *Hypothesis Testing*

Testing the research hypothesis is done by analyzing the path coefficient or direct influence to measure whether the alternative hypothesis is supported or not supported. From the path coefficient analysis results, it can be concluded that the seven research hypotheses are supported because the path coefficient value is not equal to 0, and the path coefficient approaching +1 is strong and positive, whereas the path coefficient approaching 0 is weak and positive. The path coefficients for hypothesis 6 and hypothesis 7 in this study indicate that hypotheses 6 and 7 are supported and have

a positive (+) effect, meaning that the DTL and CSE variables indirectly affect the IB variable mediated by the POS variable. The magnitude of the indirect effect of DTL IB is 0.149, smaller than the direct effect (0.320) as well as the magnitude of the indirect effect of CSE IB is 0.093 and smaller than the direct effect (0.361).

Table 5. Hypothesis Testing

H	Track	β	Hypothesis
H ¹	DTL \rightarrow IB	0.320	Supported
H ²	CSE \rightarrow IB	0.359	Supported
H ³	DTL \rightarrow POS	0.538	Supported
H ⁴	CSE \rightarrow POS	0.335	Supported
H ⁵	POS \rightarrow IB	0.278	Supported
H ⁶	DTL \rightarrow POS \rightarrow IB	0.149	Supported
H ⁷	CSE \rightarrow POS \rightarrow IB	0.093	Supported

g) *Mediating Effect*

To calculate the mediating effect in the relationship between variables, the researchers tested the value of VAF (Variance Accounted For) to get information on whether POS has a mediating effect in the relationship between DTL and variables CSE against IB.

VAF: DTL \rightarrow POS \rightarrow IB

(Partial Mediation)

$$\frac{(\beta_1 * \beta_2)}{(\beta_1 * \beta_2) + (\beta_3)} = \frac{0.149}{0.149 + 0.320} = 0,317$$

VAF: CSE \rightarrow POS \rightarrow IB

(No Mediation)

$$\frac{(\beta_1 * \beta_2)}{(\beta_1 * \beta_2) + (\beta_3)} = \frac{0.093}{0.093 + 0.361} = 0,204$$

From the above results, it can be concluded that POS has a partial mediating effect in the relationship of the DTL variable to IB, and POS did not have a mediating effect in the relationship of the CSE variable to IB.

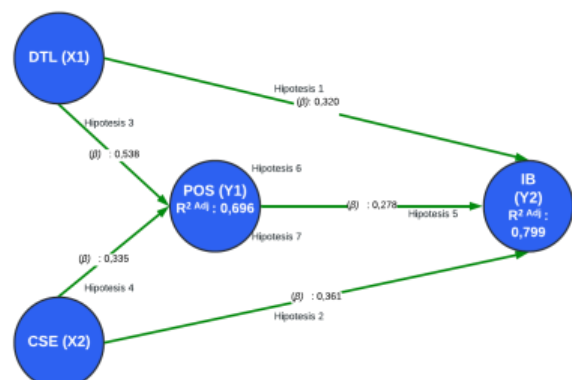


Table 1. Mediating Effect

POS	0.538 DTL 0.335 CSE 0.127 Others
IB	0.320 DTL 0.278 POS 0.361 CSE 0.041 Others

Source: SmartPLS

The perceived organizational support (POS) variable is more influenced by digital transformational leadership than creative self-efficacy because the DTL path coefficient is higher, reaching 53.8%, compared to CSE, which is only 33.5%. Another variable that affects POS is only 12.7%. CSE influences innovative behavior (IB) more by 36.1% than DTL (32%) and POS by 27.8%. Other variables outside of the above variables only affect IB by 4%. This study aimed to determine the effect of digital transformational leadership and creative self-efficacy on innovative behavior mediated by perceived organizational support at XYZ schools.

6. Digital transformational leadership to-wards innovative behavior

Based on the results of hypothesis testing, the path coefficient value is 0.320 0, and then research hypothesis 1 is supported, the path coefficient value (+) means that the relationship between digital transformational leadership and innovative behavior has a positive effect. Transformational school leaders who understand how to digitize learning systems and processes can influence teachers and employees in their schools to be creative and innovative in creating and implementing products, processes, positions, and paradigms as a form of educational innovation in schools. From the results of testing and analysis of research hypothesis 1 above, it can be concluded that digital transformational leadership has a positive influence on increasing innovative work behavior at XYZ schools.

7. Creative self-efficacy towards innovative behavior

Based on the results of hypothesis testing, the path coefficient value is 0.361 0, so research hypothesis 2 is supported, the path coefficient value (+) means that the relationship between creative self-efficacy and innovative behavior has a positive effect. School leaders who are creative and have high

self-efficacy have initiative and go the extra mile to propose, develop and modify ideas for the organization's good. The creativity of school leaders can produce educational innovations that are effective in the learning process, and an innovative employee-teacher community will be formed because they imitate creative school leaders who can work and have firm beliefs. From the results of testing and analysis of research hypothesis 2 above, it can be concluded that creative self-efficacy positively influences innovative work behavior at XYZ school.

8. Digital transformational leadership on perceived organizational support

Based on the results of hypothesis testing, the path coefficient value is 0.538, so research hypothesis 3 is supported, the path coefficient value (+) means that the relationship between digital transformational leadership and perceived organizational support has a positive effect. Leaders who are digital and transformational can have an important influence on the formation of perceptions of teachers and employees about how work support, care, and appreciation or appreciation of the organization can be felt through their leadership roles. Teachers and employees convey their perceptions of how procedural fairness they feel in XYZ school, for example, the leader's concern for individual performance, how the school responds to overtime work, support from superiors at work, and appreciation of performance leaders. From the analysis results, it can be concluded that digital transformational leadership positively affects perceived organizational support at XYZ schools.

9. Creative self-efficacy on perceived organizational support

Based on the results of hypothesis testing, the path coefficient value is 0.335 0, so research hypothesis 4 is supported, the path coefficient value (+) means that the relationship between creative self-efficacy and perceived organizational support has a positive effect. Teachers and employees who feel procedural fairness in their organization; feel direct leadership support when facing difficulties, and those who feel the organization's appreciation for their performance will certainly show a positive perception of the organization where they work. Eisenberger (1986) states that a high level of perceived organizational support can make

employees feel bound to their organization without pressure, and employees will tend to behave beyond their job descriptions. The results of this study previously stated that a high level of self-efficacy has a positive effect on perceived organizational support in organizations (Setyawati and Satiningsih 2020; Rockow et al. 2016; Caesens and Stinglhamber 2014), which means that if individuals have strong self-efficacy, the perception of to the organization is also high. Although no research discusses the effect of creative self-efficacy on perceived organizational support, the results of this study indicate that creative self-efficacy has a positive effect on perceived organizational support in XYZ schools.

10. Perceived organizational support for innovative behavior

Based on the results of hypothesis testing, the path coefficient value is 0.278 0, so research hypothesis 5 is supported, the path coefficient value (+) means that the relationship between perceived organizational support and innovative behavior has a positive effect. The greater the perceived organizational support, the higher the innovative behavior, the lowest outer loading value on the perceived organizational support variable is "My leader helps me develop myself in increasing my potential" of 0.926. The perceptions of teachers and employees on their self-development have little effect on the dimensions of perceived organizational support compared to other indicators. Three dimensions of perceived organizational support, procedural justice, superior support, and organizational rewards, influence innovative behavior in previous studies (Aslan 2019; Yildiz, Uzun, and Coskun 2017; Mete, Zincirkiran, and Tiftik 2014). From the analysis results, it can be concluded that perceived organizational support positively affects innovative behavior at XYZ school.

11. Digital transformational leadership on innovative behavior mediated by perceived organization support.

The results of this study indicate that digital transformational leadership positively affects innovative behavior mediated by perceived organization support, with a path coefficient value of $0.538 * 0.278$, for a total of 0.149. Perceived organization support can still be a variable that mediates (intervening) between digital transformational leadership and innovative behavior. Digital transforma-

tional leadership without being mediated by perceived organization support has a 32% effect on innovative behavior, but if it is mediated by perceived organization support, the effect becomes smaller, 14.9% on innovative behavior. That is, perceived organization support does not have a strong enough role in mediating digital transformational leadership behavior variables with innovative variables of teachers and employees in the organization. From the analysis results, it can be concluded that digital transformational leadership positively affects innovative behavior mediated by perceived organization support at XYZ schools.

12. Creative self-efficacy towards innovative behavior mediated by perceived organizational support

This study found that creative self-efficacy positively affects innovative behavior mediated by perceived organization support, with a path coefficient value of $0.335 * 0.278$, bringing the total to 0.093. Perceived organization support can still be a variable that mediates (intervening) between creative self-efficacy and innovative behavior. Creative self-efficacy without being mediated by perceived organization support only has an effect of 36.1% on innovative behavior, while it is mediated by perceived organization support, the effect is only 9.3% on innovative behavior. That is, perceived organization support is not strong enough to mediate creative self-efficacy with innovative behavior variables

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The results of this study indicate that digital transformational leadership positively affects innovative behavior at XYZ school. The formation of innovative behavior in XYZ school is influenced by digital and transformational leadership. The results of this study indicate that creative self-efficacy has a positive effect on innovative behavior. School leaders' high creativity and self-efficacy in their work can solve problems that occur in schools creatively so that educational innovations in schools can be developed according to the needs of stakeholders, especially during this pandemic. The creative self-efficacy of school leaders can influence the innovative behavior of teachers and employees who

work in schools. The results of this study indicate that digital transformational leadership has a positive effect on perceived organizational support. Leaders who become role models for their followers, who can provide motivation, and vision, and who pay attention to individuals can positively increase teachers' and employees' perception of the school and its leaders. Leaders who have good digital skills will also influence the perceptions of teachers and employees regarding organizational support that is realized through the support of school leaders in dealing with situations that occur. The results of this study indicate that creative self-efficacy has a positive effect on perceived organizational support. The creativity and self-efficacy of teachers and employees significantly affect the perception of teacher and employee organizational support for school leaders. The greater the leader's self-efficacy, the better the support felt by teachers and employees in the school environment to provide a positive perception in the teacher community.

The results of this study indicate that perceived organizational support has a positive effect on innovative behavior. Schools or organizations that care about and pay attention to all their employees can develop or influence the formation of innovative behavior in the existing environment, the better the perception of teachers and employees on organizational support, the better the formation of innovative behavior in the existing environment. The results of this study indicate that digital transformational leadership positively affects innovative behavior mediated by perceived organizational support. Perceived organizational support does not play a significant role in mediating digital transformational leadership on innovative behavior in the school environment. The results of this study indicate that creative self-efficacy positively affects innovative behavior mediated by perceived organizational support. Perceived organizational support mediates creative self-efficacy towards innovative behavior. The higher the level of self-efficacy, the more innovative behavior is reflected in each individual in the school environment.

B. Suggestion

The results obtained in this study have implications for XYZ schools, especially for

school leaders, namely the principal and coordinator of XYZ schools, school directors, and school foundations. The research results can be used as a database to improve school innovation, especially during the Covid-19 pandemic. If the XYZ school is expected to continue to produce educational innovations that are currently very much needed, then the role of the leader or principal is crucial. Without a transformative leader who understands digitalization, schools will not be able to produce educational innovations that should be a solution to the problems often faced. Further research can use qualitative and mixed research models (mixed method), such as videos, written documents, and interviews, to analyze the data more deeply and get more detailed research results. Further research can also be conducted to measure and analyze other variables that influence the innovative behavior of educators in schools apart from the variables specified in this study to expand the research.

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