The Effect of Principal's Agile Leadership on Generation-Y Teacher's Performance with Wellbeing as Mediator in SMPK XYZ Under Vuca Context

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Article Info	Abstract
	In the 21st century where technology rapidly develop, COVID-19 attacked education result in rapid changes together with anxiety due to uncertainty. This VUCA affects the wellbeing and performance of workers like generation Y teachers in SMPK XYZ. School principal needs agile leadership for guiding generation Y teachers in their wellbeing and performance in facing VUCA. Mixed method approach is used in this survey study to identify the impact of SMPK XYZ principal's agile leadership towards generation Y teachers' performance with wellbeing as mediation. Data gathering was done with questionnaire towards 19 generation Y teachers under the leadership of SMPK XYZ principal and interview with 6 chosen interviewees afterwards. Data is processed through validity and reliability analysis, descriptive statistics, path analysis, and interview thematic analysis. This study shows 11.91% direct and 19.17% indirect positive effect from SMPK XYZ principal's agile leadership towards generation Y teachers' performance with wellbeing as mediation. This study also shows positive direct effect of SMPK XYZ principal's agile leadership towards generation Y teachers' wellbeing by 22.75%, and the wellbeing towards generation Y teachers' performance by 84.29%. Thematic analysis supports this statistic analysis and adds that the indirect positive effects from SMPK XYZ principal's agile leadership towards generation Y teachers' performance go through all wellbeing dimension, except spiritual wellbeing.
Artikel Info	Abstrak
	Pada abad ke-21 di mana teknologi berkembang dengan cepat, COVID-19 menyerang dunia pendidikan menghasilkan kecemasan karena ketidak-jelasan. Kondisi VUCA berdampak pada wellbeing dan kinerja para pekerja seperti guru generasi Y di SMPK XYZ. Agile leadership dibutuhkan kepala sekolah dalam membimbing para guru generasi Y menjaga dan meningkatkan wellbeing serta kinerjanya dalam menghadapi VUCA. Pendekatan campuran digunakan dalam penelitian survei untuk mengetahui pengaruh agile leadership kepala sekolah SMPK XYZ terhadap kinerja guru generasi Y dengan mediasi wellbeing. Pengumpulan data dilakukan dengan kuesioner terhadap 19 guru generasi Y di bawah kepemimpinan kepala sekolah SMPK XYZ dan wawancara terhadap 6 narasumber terpilih setelahnya. Data diolah dengan analisis validitas, reliabilitas, statistik deskriptif, analisis jalur, dan analisis tematik wawancara. Penelitian ini menunjukkan pengaruh positif secara langsung sebesar 11.97% dan tidak langsung sebesar 19.17% dari agile leadership kepala sekolah SMPK XYZ terhadap kinerja guru generasi Y dengan mediasi wellbeing. Penelitian juga menunjukkan pengaruh langsung agile leadership kepala sekolah SMPK XYZ terhadap wellbeing guru generasi Y sebesar 22.75% dan wellbeing terhadap kinerja guru generasi Y sebesar 84.29%. Analisis tematik mendukung analisis statistik ini dengan menambahkan bahwa agile leadership kepala sekolah SMPK XYZ secara tidak langsung mempengaruhi kinerja guru generasi Y melalui semua dimensi wellbeing kecuali spiritual wellbeing.

I. INTRODUCTION

VUCA (Volatile, Uncertain, Complex, dan Ambiguous) is condition where change happen rapidly resulting in the decrease of performance. Volatile means the change that cannot be predicted due to lack of information. Uncertain means the unclarity due to difficulty in interpreting how the situation might affect the organization. Complex means various elements that occur resulting in the difficulty in looking at the big picture. Ambiguous means that old data cannot be used anymore in making decision (Krawczyńska-Zaucha, 2019, pp.223-225).

Academic world in the 21st century, where decision must be created very quickly, due to the development of technology and COVID-19, face the challenge to keep their teacher's performance meeting the standard. Indonesia, as DINAS

KOMINFO PROVINSI JAWA TIMUR (2021) and KEMENKO PMK (2021) said, that in facing VUCA condition, people have to be adaptive, responsive, innovative, dan collaborative. In SMPK XYZ, where all teachers come from the background of Y Generation, require a principal that can be agile in leading them in facing VUCA (Naufaldi & Sofia 2021, p.2). It is also the responsibility of principal to take care of their teacher's wellbeing, as it is affecting their performance (Saputra, 2019, p.124).

In facing VUCA, the generation Y teacher's wellbeing affect their performance (Suryani, Mujib, and Sardjijo, 2021; Dima et al., 2021; Stankevičiūtė, Sanchez-Hernandez, and Staniškienė, 2021; Setiawati, 2021). Considering wellbeing is also the responsibility of principal, wellbeing can be seen as mediation variable in this study. Wellbeing is seen as important factor in determining how well generation Y can work (Yüceol et al. 2021, p.278). Performance can be seen as the result of one's work in a duration of time according to its responsibility or role (Setiawati, 2021, p.3124). This can also be seen as achievement (Maruf, Arsyad, and Mas, 2022, p.291). Teacher's role does not differ no matter what year they are born. There are three main role of being teacher, which are teaching, guiding, and doing administrative works Jaya (2021, p.1287). In measuring one's performance, it can be seen in the knowledge and attitude aspect, or in other words are cognitive, affective, and psychomotor Gaol and Siburian (2018, pp.69-70). Another way to see one's performance is to see their contribution towards the goal or target (Stankevičiūtė, Sanchez-Hernandez, and Staniškienė, 2021, p.3). Basically, every activity that the teacher does according to his role and responsibility shows his performance (Gong, Chen, dan Wang, 2019, p.3). Five measurement that can be used in measuring performance are from: (1) quality; (2) quantity; (3) efficiency; (4) effectivity; (5) independency (Setiawati, 2021, p.3124 and Azahari et al., 2021, p.119).

Wellbeing can be defined as how someone think or feel of their life, work and relation (Stankevičiūtė, Sanchez-Hernandez, and Staniškienė, 2021, p.3). Wellbeing does not necessarily mean not experiencing problem, but more to able to go through the problem well. It can be said to be our ability to suffer well, struggle well, survive well, strive well, and thrive well (Green, 2020, pp.44-45). Clifton and Harter (2021, p.24) give three categories of wellbeing, which are thriving, struggling, and suffering. In

other words, wellbeing means the ability someone has in understanding their condition and ability to face pressure, and problem so that they can work productively and contribute to the community (Donaldson, van Zyl, and Donaldson, 2022, p.3). Five areas of wellbeing based on Clifton and Harter (2021, p.30) are: (1) career wellbeing; (2) social wellbeing, (3) financial wellbeing, (4) physical wellbeing, (5) Community Wellbeing. Eight domans of wellbeing are: (1) mental; (2) emotion; (3) physic; (4) spiritual; (5) social; (6) culture; (7) environment; and (8) economy (Green 2021, 47-50). Basically, there are two big groups of wellbeing, which are subjective and objective wellbeing. Objective wellbeing refer to the tangible or visible things like wealth, things, and health. While subjective wellbeing refer to the value of the person himself and experienced psychologically (Stankevičiūtė, Sanchez-Hernandez, and Staniškienė, 2021, p.3).

This study put emphasis on subjective wellbeing, where it is represented by the existence of positive emotion, that is overcoming the negative emotion. There is also life satisfaction in it (Dilekçi and Limon, 2020, p.8). Subjective wellbeing can positively affect work satisfaction which can also positively affect performance. This means good wellbeing will be followed by good performance (Song, Gu, and Zhang, 2020, p.6). The way how someone see their work can also affect how much effort they put and this means the performance will be affected (Li, Pan, dan Hu, 2021, pp.2 and 6). Considering some characters of Generation Y which put special consideration on some aspects of wellbeing, together with the values of the school, wellbeing in this study is measured through three dimensions: (1) phsychological wellbeing; (2) spiritual wellbeing; (3) interpersonal wellbeing.

Generation Y teachers is known to be teachers born between 1980-2000 (Bucuta (2015, as in Akar, 2020, p,1227); Putriastuti and Stasi, 2019, p.97; Setiawati, 2021, p.3125). SMPK XYZ based on the government data (DAPODIK), has 100% generation Y teachers. Even the principal of SMPK XYZ is a generation Y principal and have experienced as principal for 3 years. Generation Y born in the rapid development of technology era are often described as generation that is creative, innovative, wanting meaningful work, high payment, work-life balance, and are ready to change their work when their needs are unfulfilled. Generation Y is known to be generation that put an emphasis on interaction

between friends or colleagues. In order to fulfill the needs of generation Y in facing VUCA, principal should adapt a leadership style which is visionare, easy in adapting with change, understanding the teachers working under him, and lead with integrity. Generation Y often ask a leadership character that is communicable, respectful, visionare, influencing, trustworthy, integrity, and collaborative (Graybill (2014, as in Putriastuti dandan Stasi, 2019). Generation Y teachers want their leader to be able to facilitate happiness and fun in the their working environment. They want to be heard and work together (Seaman et al., 2018, p.9).

Being a leader means leading or influencing others to reach a target or goal (Azahari et al., 2021, p.118; Fachrunnisa et al., 2020, p.69). Agile leader is a leader that have characteristics like fast, responsive, able in making decision, risk-taker, open to critic. With this characters, agile leader can unify the team and give clear instruction (Prasongko dan Adianto, 2019, pp.128-132). A leader that is visionare, understanding, clear, and agile in facing changes through VUCA is needed to take care the wellbeing of teacher as teacher's welleging will help them in thinking creatively, flexibly, tough, and more mature. (Green, 2020, p.38). Studies done by Naufaldi & Sofia (2021, p.7) and Setiawati (2021, p.3130), give out the same conclusion where agile leadership give positive and significant effects toward the teacher's performance.

According to Yukl (2013) as in Kok and Van Den Heuvel (2019, p.27), there are three factors affecting leadership's effectiveness, which are the leader, follower, and context. This means that leadership style should consider who are being led and in what context. In this study, the context is VUCA, while the ones being led are generation Y teachers, while the principal is the leader. Agile leadership is the ability to respond change with a quick action. An agile leader should be humble, adaptable, and involved (Setiawati, 2021, p.3124). Agile leader should also be capable in creating target, facilitating ownership, learn quickly, and design healthy habits (Koning 2020, xviii-xix). This study look at SMPK XYZ Principal's Agile leadership from these four dimensions: (1) Visionaire; (2) Facilitating Ownership; (3) Adaptable; (4) Creating Healthy Habits.

In the increasing studies of leadership, agile leadership is a powerful topic to be studied in the relevance to VUCA condition requiring such style of leadership (Al-Asfour and Lettau, 2014, pp.64-65). The leadership of SMPK XYZ principal is seen as a variable that can increase the performance of the generation teacher (directly or indirectly). Indirect effect from the leadership is studied with the mediation of wellbeing of the generation Y teacher.

This study aims to identify and measure the effects of SMPK XYZ principal's agile leadership towards the generation Y teachers' performance with the mediation of wellbeing. This study is done in the VUCA condition felt in the SMPK XYZ.

II. METHOD

This survey study is non-experimental quantitative research with confirmative nature. Survey research aims to look at the trend, attitude or opinion of the population about certain object, action, or phenomenon by getting numeric data (Creswell, 2014, p.201; Lawrence, 2003, as in Sugiyono, 2017). The steps taken in this study are: (1) Planning; (2) Data Gathering; (3) Daya Analysis; (4) Formulating Conclusion. Cohen, Manion, and Morrison (2018, p.334) emphasize that survey study gather data on one time to describe the nature of the situation, identify standard, or determine the relationship between several incidents. In this study, statistic hypothesis is not created as the sample in this study is population itself.

The subject of research in this study is a private Junior High Christian school in BSD, Tangerang, Banten. This SMPK XYZ has population of 19 generation Y teachers, whom all are involved in this study as census. Census, a non-probability sampling, means that in the study, all population is the sample of the study (Priyono, 2008; Mertens, 2010, p.337; and Levy and Lemeshow, 1999, p.4). The leader of SMPK XYZ is a generation Y principal with about three years experiences as principal. This study is done from February 2022 starting with preparation of instruments, until July 2022 where all analysis was done. Report was then written afterwards until November 2022.

Data gathering is done using two instruments, which are questionnaire and interview. Questionnaire is given to all respondents (19 generation Y teachers – those who were born in 1980-2000) in form of Google Forms. This questionnaire is validated by two experts in the fields of leadership, education, and psychology, meaning this instrument has content validity (Jamaris, 2015, p.238; Bolarinwa, 2015, pp.196-197). The questionnaire is also tested for its reliability using Cronbach-alpha and test-retest reliability using spreadsheet software Ms. Excel. Test-retest is done by giving the questionnaire in two times

with one month interval to ensure its stability. Interview as qualitative data instrument is in the form of semi-structured interview. Six intervie-wees are chosen based on the result of questionnaire to represent the whole population.

Using questionnaire, data gathered is in form of numeric data (Cohen, Manion, and Morrison, 2018, p.471; Newby, 2014, p.340). Likert-scare from one to five (very disagree to very agree, with neutral in the middle) is used to gather self-report data of the generation y teachers to see the attitude, opinion or perception of the teachers towards about their performance, wellbeing and their SMPK XYZ principal's agile leadership (Indrawan and Yaniawati, 2017, p.117). Using semi-structured interview, main questions are created first and given to inter-viewee to prepare and follow up questions will be given. Interview is conducted one on one, on-site in SMPK XYZ (Newby, 2014, pp.356-359). Semi-structured interview is used to give flexibility for researcher so that the researcher can focus deepening interviewee's answer and experience, rather than theory (Galletta, 2013, p.24). Interview is conducted individually to ensure that interviewee does not feel pressure and can answer honestly. Other than that, all questions have considered ethics and avoid any question that can offend SARA (Indrawan dan Yaniawati, 2017, p.138).

In analyzing all data and reach to conclusion, the researcher uses mixed method approach, explanatory sequential, where gathered quanti-tative data from questionnaire is analyzed first as primary data using statistic descriptive and path analysis and then qualitative data is gathered from interview and analyzed. This qualitative analysis is done to support or give additional explanation on the statistical analysis or the relation (effect) between variables. Johnson and Christensen (2014, pp.792-795) give out some procedures to be done:
1. Reducing Data
2. Displaying Data
3. Modifying Data
4. Correlating Data
5. Solidifying Data
6. Comparing Data
7. Integrating Data

In this study, there is one independent variable, one dependent variable, and one media-tion variable which are thought to have effect on one another, such as:
1. SMPK XYZ principal's agile leadership (X) has positive effect towards the generation y teachers' performance (Y).
2. Generation y teachers' wellbeing (M) has positive effect towards the generation y teacher's performance (Y).
3. SMPK XYZ principal's agile leadership (X) has positive effect towards the generation y teachers' wellbeing (M).
4. SMPK XYZ principal's agile leadership (X) has positive effect towards the generation y teachers' performance (Y) with the mediation of generation y teachers' wellbeing (M).

This study use path analysis to examine the three effects that Nayebi (2020, 47–56) categorize in a causal model where there is one direction affect between these variables, such as:
1. Raw effect
   Correlation effect, done using "PEARSON" function in Ms. Excel.
2. Direct effect
   Direct effect from one variable to another, done using "MINVERSE", "MMULT", "TRANSPOSE", "SQRT", "POWER", "PRODUCT", and "SUM" in Ms. Excel.
3. Indirect effect
   Effect from independent variable to depen-dent variable through another independent variable (mediated effect) done by multiplying direct effect from (X->M) and (M->Y) in Ms. Excel.

This study uses these steps in analyzing the qualitative data gathered by interview (Lodico, M., Spaulding, D. & Voegtle, 2010, p.180):
1. Preparing and Organizing Data
2. Reviewing Data
3. Coding and Categorizing
4. Creating description of the interviewees and their activities
5. Formulating theme and testing hypothesis
6. Reporting and interpreting data

Coding used in this qualitative analysis is deductive coding using preexisting codes or a priori codes. After coding, researcher formulate the theme based on the affect between variables and then create table and network diagram describing the interpretation (Galletta, 2013, pp.150-152).

III. RESULT AND DISCUSSION

79 questions in questionnaire have been tested for its reliability using Cronbach-alpha with the starndard 0.60 and tes-retest reliability with 0.70. In conclusion, the questionnaire is considered reliable, using both reliability test.

Below are the result of the reliability test of this questionnaire:

Table 1. Reliability Test

	Cronbach Alpha		Stability – Test-retest (Pearson)	
KGY	0.94	High	0.56	Medium
W	0.94	High	0.51	Medium
AL	0.93	High	0.78	High

A. Result

1. Statistic Descriptive

Based on statistic descriptive, it is found out that for all three variables, which are SMPK XYZ principal's agile leadership, generation y teacher's performance and wellbeing, 19 respondents show result that 79% with very good category for each variable, and 21% with good category for each. Even though the number is the same, the one saying very good for one variable is not always the same with the others. The result in table is as below:

Table 2. Statistic Descriptive Analysis Result

	AL	KGY	W
Very Good	14	14	14
Good	5	5	5
Neutral	0	0	0
Not Good	0	0	0
Very Not Good	0	0	0

2. Path Analysis

Using spreadsheet software, Ms. Excel and elaborating multiple functions, the researcher examines all raw effect, direct effect and indirect effect with SMPK XYZ principal's agile leadership (X), generation y teacher's performance (Y) and generation y teacher's wellbeing (M).

3. Raw Effect

With the correlation coefficient, which is above 0, this study determines that all variables have positive correlation. Below is the result:

Table 3. Raw Effect Between Variables

	AL	W	KGY
AL	1	0.61	0.21
W	0.61	1	0.71
KGY	0.21	0.71	1

4. Direct Effect

Using Path analysis and 0 as the standard to determine the positive effect of a variable to to another, researcher did this path analysis two times, X and M toward Y, and X and Y towards M. With this, the researcher are able to get information regarding three important direct effect in this study, which are SMPK XYZ principal's agile leadership to generation y teacher's performance (11.91%), generation y teacher's wellbeing to generation y teacher's performance (84.29%), and SMPK XYZ principal's agile leadership to generation y teacher's wellbeing (22.75%). As the result, X and M does give direct positive effect to Y, and X gives positive effect to M.

**Table 4.** Direct Effect from X and M to Y

Var	Direct Effect towards KGY	Indirect Effect		Total
		AL	W	
AL	11.91%		-19.17%	-7.26%
W	84.29%	-19.17%		65.12%
Total direct effect from X & Y				57.86%
Effects from other variables (implicit)				42.14%
Total				100.00%

Table 5. Direct Effect from X and Y to M

Var	Direct Effect towards W	Indirect Effect		Total
		AL	KGY	
AL	22.75%		6.11%	28.86%
KGY	37.08%	6.11%		43.19%
Total direct effect from X & M				72.05%
Effects from other variables (implicit)				27.95%
Total				100.00%

5. Indirect Effect

With the existence of direct positive impact from X to M and Y and X to M, therefore calculation in order to examine indirect effect of X to Y through M can be done by multiplying the direct effect from X to M and M to Y, which are 22.75% * 84.29, resulting in 19.17%. This means that the indirect effect from SMPK XYZ principal's agile leadership towards generation y teachers through the mediation of generation y wellbeing is 19.17%. From the results above, the research conclude that SMPK XYZ principal's leadership affect generation y teacher's performance directly and also indirectly through the mediation of generation y teachers's wellbeing as below:
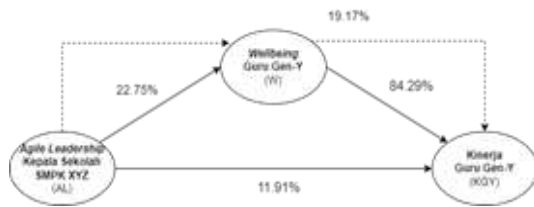
Picture 2. Path Analysis Result

B. Discussion

1. Positive Effect from SMPK XYZ Principal's Agile Leadership Towards Generation Y Teachers Performance

Although having the smallest number compared to other effect, the fact that the result is above 0 prove that SMPK XYZ Principal's Agile Leadership give positive effect towards Generation Y Teachers Performance by 11.91%. Based on qualitative data analysis, most interviewee point out how the principal show his concern about teacher's healthy habits improve their performance. In the other hand, the generation y teacher performance decreeses due to inability of principal creating quick decision by himself due to system bureaucracy of a centralized school, where a lot of decisions come from the head office or have to get approval from the superior leader first.

2. Positive Effect from Generation Y Teachers Wellbeing Towards Generation Y Teachers Performance

Generation y teachers' wellbeing is proven to be the variable directly affecting the generation y teachers' performance in this study by 84.29%. Most of the interviewee admit how they cope with stress enable them to handle their work more effectively or do their work better. A lot of them also mentioned how having the community where they can share and communicate helps them a lot in their work, including getting help and inspiration. Some of them also mentioned how understanding the reason behind their work as service to God enable them to give more effort in their role as a teacher.

3. Positive Effect from SMPK XYZ Principal's Agile Leadership Towards Generation Y Teachers Wellbeing

SMPK XYZ principal's agile leadership is proven to have the second biggest direct impact in this study by 22.75%. Most interviewee emphasize how the additional

tasks that are a lot become burden that decrease their psychological wellbeing. Some interviewee mention that the principal show concern on the healthy habits of the teacher, by setting a balance work-life regulation, communication procedure, and showing integrity or being role model. These healthy habits built by principal improve their wellbeing.

4. Positive Effect from SMPK XYZ Principal's Agile Leadership Towards Generation Y Teachers Performance Through the Mediation of Generation Y Teachers Wellbeing

Quantitatively analyzed, there is a positive effect that come from the SMPK XYZ principal's agile leadership towards the generation y teachers' performance through their wellbeing by 19.17%. Qualitative analysis shows how the principal give out additional tasks to teacher positively affect the generation y psychological wellbeing, which in result will result in how effective the teacher work on their main role as teacher. Other than that, the way how principal facilitate communication and collaboration between teachers, and between principal-teachers, allow their interpersonal wellbeing to be better, which result in better performance. In this study, qualitative analysis show there is no positive effect through spiritual wellbeing as most of spiritual activities and decisions are seen as the result of the head office or the spiritual department and not the principal. Below is the network diagram describing the positive effect mediated by wellbeing.

Picture 3. Network Diagram-Mediated Effect of Generation Y Teacher's Wellbeing

IV. CONCLUSSION AND SUGGESTION

A. Conclussion

This study shows that there is positive effect from SMPK XYZ principal's agile leadership towards generation y teachers' performance directly and indirectly with the mediation of generation y teacher's wellbeing. This study also shows that the mediated effect through the generation y teachers' wellbeing rather than the agile leadership itself towards the generation y teachers' performance.

This study also shows that mediated effect comes from the psychological wellbeing is the biggest, followed by interpersonal wellbeing, and then spiritual wellbeing. The non-existence of positive effect through spiritual wellbeing is seen due to school's bureaucracy system as a centralized school where spiritual activities or decisions are not handled by principal.

B. Suggestion

The result of this study can be used to improve the generation y teacher's perfor-mance in SMPK XYZ, especially by the junior high principal knowing how much wellbeing can affect generation y teacher's performance can impact how and what decision is made in the school. As this study is done in the VUCA context, this study can help the principal in facing the rapid change that happens due to rapid development of technology, leadership demand of generation y teachers, or pandemic.

Further study can be done by having a larger population, which can be a whole school or junior high level of several schools so that the result can be generalized. The point where there are about 50% other variables affecting generation y teacher's performance encourage other study involving other possible variables such as servant leadership, transformational leadership, authentic leadership, working environment, teacher's motivation, teacher's satisfaction, or teacher's self-efficacy. Other than these, the quantitative analysis can be done using PLS. Lastly, the study can also have pilot test to test the validity and reliability, which this study cannot do due to time limitation.

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