

# The Effect of Innovative, Creative Characteristics and Principal's Commitment on Teacher Performance with Motivation as an Intervening Variable

Burhanuddin<sup>1</sup>, Husain Syam<sup>2</sup>, Abdul Saman<sup>3</sup>

<sup>1</sup>Department of Educational Science, Universitas Negeri Makassar  
South Sulawesi, Indonesia  
Email: bur.oke [AT] gmail.com

<sup>2</sup>Department of Educational Science, Universitas Negeri Makassar  
South Sulawesi, Indonesia  
Email: husainsyam [AT] unnm.ac.id

<sup>3</sup>Department of Educational Science, Universitas Negeri Makassar  
South Sulawesi, Indonesia  
Email: abdulsaman [AT] unnm.ac.id

---

**ABSTRACT---** *This study aims to determine the effect of innovative, creative character, principal's commitment to the performance of SMK teachers in Soppeng Regency where teacher motivation is an intervening variable. This research is quantitative research with a correlational design through the survey method. The sampling technique is probability sampling with a total sample of 200 people spread over ten vocational schools in Soppeng Regency, South Sulawesi, Indonesia. The data analysis technique is structural equation modeling with the Amos 24 application. The results showed that the partial hypothesis test that innovative character had no significant effect on teacher performance either directly or indirectly, creative character and partial commitment had a significant effect on teacher performance either directly or indirectly. Teacher motivation has a significant effect on teacher performance. Simultaneously innovative, creative, and commitment characters have a positive and significant effect on teacher motivation. Innovative, creative character, commitment and motivation of teachers simultaneously have a positive and significant effect on teacher performance.*

**Keywords:** Innovative character, creative, commitment, teacher motivation, teacher performance

---

## 1. INTRODUCTION

To create a quality education, as the spearhead in the forefront of the school scope, teachers must show good performance. Good teacher performance is strongly influenced by the attitude and motivation of the principal as a leader [1–4]. Principal leadership affects teacher performance, teacher work motivation affects teacher performance [5].

Motivation plays an important role in determining teacher performance. Motivation is a process that explains the intensity, direction and persistence of an individual to achieve his goals [6]. Intensity describes how hard a person tries. High intensity will not bring the desired results unless the effort is directed towards a goal that benefits the organization. In other words, motivation must have a directional dimension. Efforts to persevere in advancing towards organizational goals is an effort that must be cultivated. Motivation has a persistence dimension, which is a measure of how long a person can maintain his or her efforts. Motivated individuals will stay on the job to achieve their goals.

From the explanation above, it is shown that teacher performance is determined by two factors, namely psychological influence (motivation) and situational influence. The situational influence in this case is the principal's character in playing the role of entrepreneurial competence. Why is this entrepreneurial character important? Because entrepreneurship is not just about creating a business, but how to take advantage of opportunities, take risks beyond security and have the tenacity to push ideas into reality. combine into a particular perspective [7]. These opportunities exist in the school environment. This opportunity must be maximized by the principal, so that innovative, creative and committed characters are needed. According to Sham [8]

Entrepreneurs are individuals or groups of people who have character or nature, are creative, innovative, confident, take initiative, have leadership qualities, dare to take risks and like challenges. Therefore, an entrepreneur is a change creator who always sees opportunities with confidence.

The results of research by Suyitno et al [9] on the entrepreneurial leadership of vocational school principals in Indonesia concluded that principals whose leadership is based on entrepreneurial leadership values hold entrepreneurial values in school management such as being visionary, creative, innovative, showing schools that are more competitive than other vocational schools. The implication of this research is to be able to compete in this competitive era by having an innovative, creative and highly committed character.

## 2. THEORETICAL BASIS

### 2.1. Innovative character

Innovation requires good leadership and management at the organizational level. At the organizational level in schools, the principal is the leader of change. Good leaders will stimulate people to be more active and interested in their work, and in turn, will lead to a generation of better ideas. The innovative character of leaders is needed for change to occur and change brings the need for leaders. As Adair [10] that Innovation calls for good leadership and management at all levels of the organization. Good leaders will stimulate people to be more 'hands on' and interested in their work, and in turn, this will lead to the generation of more good ideas. Managerial leaders are needed for change to be able to happen and change brings about the need for leaders.

Having an idea is important for an individual, let alone a leader or principal. But the ideas are not enough if they cannot be implemented or turned into useful, practical and commercial products or services. As by Adair [10] that innovation is more than having new ideas; it is about successfully implementing them – turning ideas into useful, practical and commercial products or services. Research results by [11–14]; that there is a positive influence of innovation ability on performance.

In the theory of motivation, there are two things that affect a person's motivation, namely intrinsic motivation and extrinsic motivation. One theory of motivation that can explain why people are attracted to do something because of the goal itself. Goal setting theory is a theory of motivation that explains what causes some people to perform better on work-related tasks than others [15]. Goal setting theory is a motivational theory that explains what causes some people to do better jobs than others.

Colquitt, Lepine & Wesson [16] in the Integrative Model of Organizational Behavior explains that motivation as an individual mechanism is directly influenced by individual characteristics such as abilities, personality and culture. Motivation is also directly influenced by group mechanisms such as leader style, leader behavior, leader strength, team processes, team characteristics. Likewise, motivation is directly influenced by organizational mechanisms, including organizational culture and organizational structure.

The principal is a leader within the school environment. As a leader, of course, his leadership is expected to influence teacher motivation which in turn has an impact on improving teacher performance. Related to this, the path-goal theory of leadership developed by Robert House says that Leader behavior is acceptable to subordinates to the degree that they see it as a source of satisfaction now or as a step toward future satisfaction. Leader behavior influences the motivation of subordinates when it makes the satisfaction of their needs contingent on successful performance; and it provides the guidance, support, and rewards needed for effective performance [17].

### 2.2. Creative character

According to Amabile [18] in his book *The Social Psychology of Creativity* " Creativity is generally defined as the production of novels, useful ideas or problem solutions. It refers to both the process of idea generation or problem solving and the actual idea or solution". Creativity in general is the existence of a new product, ideas that are useful for solving a problem. Creativity refers to the process of forming ideas or solving problems and implementing those ideas.

Scarborough & Cornwall [19] say " *Creativity is the ability to develop new ideas and to discover new ways of looking at problems and opportunities.* Creativity is the ability to develop new ideas and find new ways of looking at problems and opportunities. It further said that creative thinking is at the core of business skills, and entrepreneurs take the lead in developing and applying those skills.

Research by [20] found that creative engagement of leaders is positively related to creative performance of employees; [21] there is an effect of work involvement on employee performance at PT Bangun Wenang Beverages Company Manado.

The results of Yakup's research, [22] show that job involvement has a positive and significant effect on employee job satisfaction. This means that the higher the level of work involvement carried out by employees in the implementation of tasks in community service, the higher the level of employee satisfaction. Job satisfaction is an important aspect of an employee in the organization because with the existence of job satisfaction in an employee at work and will further stimulate his motivation in every activity to achieve organizational goals.

### **2.3. Commitment**

According to Allen & Meyer [23] there are three dimensions of commitment, namely affective, continuance and normative dimensions. Affective commitment refers to employees' emotional attachment, identification, and involvement in the organization. Employees with strong affective commitment continue to work with the organization because they want to do so. Continuity commitment refers to an awareness of the costs associated with leaving the organization. Employees whose primary relationship with the organization is based on a continuing commitment remain because they need to. Meanwhile, normative commitment reflects the feeling of obligation to continue the work. Employees with a high level of normative commitment feel that they must remain with the organization.

The results of research conducted by [24] that commitment (Affective, Normative, Sustainable) is significantly related to organizational performance; [25] job satisfaction, motivation and organizational commitment simultaneously affect employee performance; [26] organizational commitment affects organizational performance through ethical values; [27] organizational commitment has a positive impact on work performance; organizational commitment has a positive effect on job satisfaction; Job satisfaction has a positive impact on performance when organizational commitment is controlled.

### **2.4. Teacher motivation**

Motivation according to [6] "motivation as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal". There are three main keys, namely: intensity, direction and persistence. Intensity describes how hard a person tries. High intensity will not bring the desired results unless the effort is directed towards a goal that benefits the organization. In other words, motivation must have a directional dimension. Efforts to persevere in advancing towards organizational goals is an effort that must be cultivated. Finally, motivation has a persistence dimension. It is a measure of how long a person can sustain his efforts. Motivated individuals will stay on the job to achieve their goals.

Based on the theoretical explanation above, it can be concluded that work motivation is an effort that arises from oneself to do work and channel all the skills possessed so that the goals of the organization can be achieved. If someone has high motivation then he will do the work to the maximum and vice versa, if someone does not have the motivation to work then there will be no new things, he can do in order to achieve the organization's targets. Research results by [28] [28–31] that motivation has a positive effect on performance.

### **2.5. Teacher performance**

Performance is seen as the result of the link between effort, ability, and role perception. Effort, resulting from being motivated, refers to the amount of energy (physical and/or mental) that an individual uses in performing a task. Ability, is a personal characteristic used in doing a job. Perception, role (task) refers to the direction in which individuals believe that they should channel their efforts on their work [32]

Teacher performance according to Supardi [33][33] is the ability of a teacher to carry out learning tasks at school and be responsible for students under his guidance by increasing student learning achievement. Thus, the teacher's performance as a condition that shows the ability of a teacher in carrying out his duties at school and describes the existence of an act that is displayed by the teacher in or during learning activities. Related to this, this study will look at teacher performance on the dimensions of work quality, work accuracy, initiative in work, work ability and communication [34].

Based on some of the theoretical reviews above, several hypotheses are proposed as follows:

H1: The principal's innovative character has an effect on teacher performance.

H2: The principal's innovative character has an effect on teacher motivation.

H3: the principal's innovative character affects teacher performance through motivation.

- H4: The creative character of the principal affects the teacher's performance  
H5: The creative character of the principal affects the teacher's motivation  
H6: The principal's creative character affects teacher performance through motivation  
H7: The principal's commitment character affects teacher performance  
H8: The principal's commitment character has an effect on teacher motivation  
H9: The principal's commitment character affects teacher performance through motivation  
H10: Innovative, creative character, and principal's commitment affect the motivation of SMK teachers in Soppeng district  
H11: Innovative, creative, commitment, and teacher motivation have an effect on the performance of SMK teachers in Soppeng District

### 3. RESEARCH METHODS

#### 3.1. Research type and design

This type of research is quantitative research with a correlational research design. The method used is the Survey method.

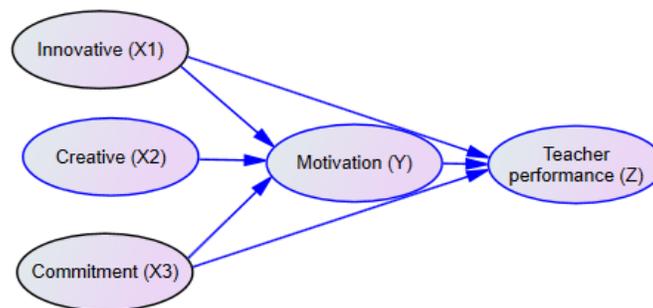


Figure 1. Research Design

#### 3.2. Research time and place

This research was conducted from February to May 2021 with the research location, namely the Vocational High School in Soppeng Regency, South Sulawesi, Indonesia.

#### 3.3. Research variable

The principal's innovative character has 3 (three) dimensions, namely: generating ideas, harvesting ideas and developing and implementing the ideas. Creative variables have 3 (three) dimensions, namely: motivation to do the task, skills in the task domain and skills in creative thinking. The commitment variable has three dimensions, namely affective commitment, continuance commitment and normative commitment . The teacher motivation variable has five dimensions, namely goal content, goal intensity, magnitude, strength and generality and the teacher performance variable have five dimensions, namely work quality, work accuracy, initiative at work, work ability and communication.

#### 3.4. Population and sample

The population in this study were all teachers at vocational schools in Soppeng Regency , South Sulawesi, Indonesia totaling 410. The sample taken was a total of 200 teachers with the sampling technique used was probability sampling, namely the sampling technique provided equal opportunities for each element (member) of the population. to be selected as a member of the sample.

### 3.5. Data collection and data analysis techniques

The data collection technique in this research is a survey using data collection tools, namely questionnaires or questionnaires. The questionnaire is in the form of closed questions/statements given to respondents directly at their respective schools.

Data analysis techniques are descriptive analysis and statistical inferential analysis with SEM (structural equation modeling) analysis. SEM analysis in this study was carried out using a two-step approach (Two-Step Approach). The first stage is done by re-specifying a hybrid model or a full model as a CFA (Confirmatory Factor Analysis) model in order to obtain an acceptable CFA model of each exogenous and endogenous construct. The CFA model can be accepted if it has a good fit of the validity and reliability model data [35]. The second stage of the two-step approach is to combine the CFA model from exogenous and endogenous constructs that have been accepted into one overall model (hybrid model) or full model to be estimated and analyzed in order to see the overall fit of the model and evaluate the structural model in order to obtain a full acceptable model.

Confirmatory factor analysis is designed to test the unidimensionality of a theoretical construct. Confirmatory factor analysis is used to test whether the indicators forming the latent variable are significant and valid [36]. The latent variables that the researcher uses in this study are formed based on theoretical concepts with several indicators or manifest variables. Confirmatory analysis wants to test whether the indicators and dimensions forming the latent construct are valid indicators and dimensions as a measure of the latent construct.

This research consists of 3 (three) exogenous constructs and 2 (two) endogenous constructs. Innovative, creative and committed character variables are exogenous constructs, while the work motivation and teacher performance variables are endogenous constructs where teacher motivation is the intervening variable. The CFA test refers to the model fit criteria contained in the following Goodness of Fit Index table:

**Table 1. Goodness of fit index**

No	Goodness of Fit Index	Cut off value (Limit value)	Criteria
	DF	> 0	Over identified
	Chi-Square	< .df	good fit
	Probability	> 0.05	good fit
	CMIN/DF	< 2	good fit
	GFI	0.90	good fit
	AGFI	0.90	good fit
	CFI	0.90	good fit
	TLI or NNFI	0.90	good fit
	NFI	0.90	good fit
	IFI	0.90	good fit
	RMSEA	0.08	good fit
	RMR	0.05	good fit

Source: [36]

## 4. RESULTS AND DISCUSSION

### 4.1. Research result

#### Descriptive statistical analysis results

The descriptive results above show that on the innovative character variable the highest indicator is found in the second indicator, namely improving existing ideas with an average of 4.04. Furthermore, the highest average dimension of 3.94 is found in the first dimension, namely the dimension of generating ideas. Overall, the average innovative character variable is 3.86 which indicates that the respondents' assessment of the innovative character variable is in the good category.

variable is found in the first indicator, namely involvement in work with an average of 4.16. Furthermore, the highest average dimension of 4.09 is found in the first dimension, namely the Intrinsic motivation to do the task dimension. Overall, the average creative character variable is 4.00, which indicates that the respondents' assessment of the creative character

variable is in the good category.

In the character variable, the highest indicator commitment is found in the sixth indicator, namely the belief in responsibility for the organization with an average of 4,27. Furthermore, the highest average dimension of 4.12 is found in the third dimension, namely the dimension of normative commitment. Overall, the average commitment character variable is 3.77 which indicates that the respondents' assessment of the commitment character variable is in the good category.

The variable of teacher motivation with the highest indicator is the first indicator of the level of clarity with specific objectives of 4,47. Furthermore, the highest average dimension of 4.35 is found in the first dimension, namely the goal content dimension. Overall, the average teacher motivation variable is 4.24 which indicates that the respondents' assessment of the teacher motivation variable is included in the very good category.

highest average is found in the sixth indicator, namely planning teaching with an average of 4.51. Furthermore, the highest dimension of 4.37 is found in the first dimension and the second dimension, namely the quality of work and accuracy of work. Overall, the average teacher performance variable is 4.20 which indicates that the respondents' assessment of the teacher performance variable is in the very good category.

*Testing SEM assumptions (structural equation modeling)*

The assumptions that must be met by the SEM model in this study include the normality test, multicollinearity test, and outlier test.

**Table 2. Data Normality Test Results**

<i>Variable</i>	<i>min</i>	<i>max</i>	<i>skew</i>	<i>cr</i>	<i>kurtosis</i>	<i>cr</i>
<i>KIN5</i>	2,250	5,000	-.325	-1.874	-.362	-1.045
<i>KIN4</i>	2,000	5,000	-.201	-1.159	-.086	-.248
<i>KIN3</i>	3.083	5,000	-.219	-1.265	-.482	-1.391
<i>KIN2</i>	3.182	5,000	-.243	-1.401	-1.096	-3.164
<i>KIN1</i>	3.333	5,000	-.243	-1.404	-.972	-2.807
<i>MOT5</i>	2,000	5,000	-.331	-1.912	.282	.813
<i>MOT4</i>	2,500	5,000	-.108	-.622	-.194	-.560
<i>MOT3</i>	3,000	5,000	-.270	-1,559	-.240	-.694
<i>MOT2</i>	2,667	5,000	-.301	-1,740	-.268	-.775
<i>MOT1</i>	3.143	5,000	-.227	-1.311	-.933	-2,694
<i>KOM1</i>	2,000	5,000	-.092	-.529	-.525	-1.515
<i>KOM2</i>	1,667	5,000	.122	.703	-.030	-.086
<i>KOM3</i>	2,333	5,000	-.376	-2.173	-.497	-1.434
<i>KRE1</i>	2,556	5,000	-.340	-1,965	-.899	-2,595
<i>KRE2</i>	1,667	5,000	-.346	-1,995	-.673	-1,942
<i>KRE3</i>	2,333	5,000	-.222	-1.283	-.961	-2.775
<i>IN1</i>	2,333	5,000	-.321	-1.856	-.441	-1.273
<i>IN2</i>	2,000	5,000	-.230	-1,327	-.881	-2.543
<i>IN3</i>	1,500	5,000	-.251	-1.446	-.354	-1.022
<i>Multivariate</i>					43.108	8,629

Based on the normality assumption test table above, it shows that each variable indicator in this study has a critical ratio (CR) value of less than  $\pm 2.58$ . Therefore, the variable indicator data proved to be normally distributed.

Mediation test requires correlation between independent variables. Correlation analysis is used to measure the strength relationship between two variables (sometimes more than two variables) with certain scales. To find out the correlation between the independent variables in this study can be seen from the results of the table as follows:

**Table 3. Correlation between Independent Variables**

		Innovative	Creative	Commitment	Motivation
Innovative	Pearson Correlation	1	.408 **	.293 **	.307 **
	Sig. (2-tailed)		.000	.000	.000
	N	200	200	200	200
Creative	Pearson Correlation	.408 **	1	.524 **	.633 **
	Sig. (2-tailed)	.000		.000	.000
	N	200	200	200	200
Commitment	Pearson Correlation	.293 **	.524 **	1	.545 **
	Sig. (2-tailed)	.000	.000		.000
	N	200	200	200	200
Motivation	Pearson Correlation	.307 **	.633 **	.545 **	1
	Sig. (2-tailed)	.000	.000	.000	
	N	200	200	200	200

Based on the table of multicollinearity test results it can be seen the correlation between variables  $< 0.9$ . This means that there is no multicollinearity between variables.

The *outliers test* in this study is explained based on a comparison between the value of the mahalanobis distance with a chi-square value table using  $df = 21$  (the number of *unobserved variables*) and the error rate  $r = 0.001$  ( $21 ; 0.001 = 46,797$ ). In the table above, the highest value of mahalanobis distance is 45.341. Based on these criteria, it can be seen that the highest value of the *mahalanobis distance value* is 45.341 which is smaller than *the chi-square table*, so it can be stated that the data in this study proved to be free from the problem of *outliers*.

**Table 4. Convergent Validity Test Results**

Indicator			Estimate
IN3	<---	Innovative	.873
IN2	<---	Innovative	.907
IN1	<---	Innovative	.759
KRE3	<---	Creative	.849
KRE2	<---	Creative	.752
KRE1	<---	Creative	.679
KOM3	<---	Commitment	.689
KOM2	<---	Commitment	.691
KOM1	<---	Commitment	.913
MOT1	<---	Motivation	.777
MOT2	<---	Motivation	.772
MOT3	<---	Motivation	.763
MOT4	<---	Motivation	.694
MOT5	<---	Motivation	.620
KIN1	<---	Performance	.834
KIN2	<---	Performance	.848
KIN3	<---	Performance	.644
KIN4	<---	Performance	<u>.710</u>
KIN5	<---	Performance	.772

The Standardized Regression n Weight value in table 4 above shows the loading factor value (Estimate) above 0.5, this means that the indicator can explain the existing construct.

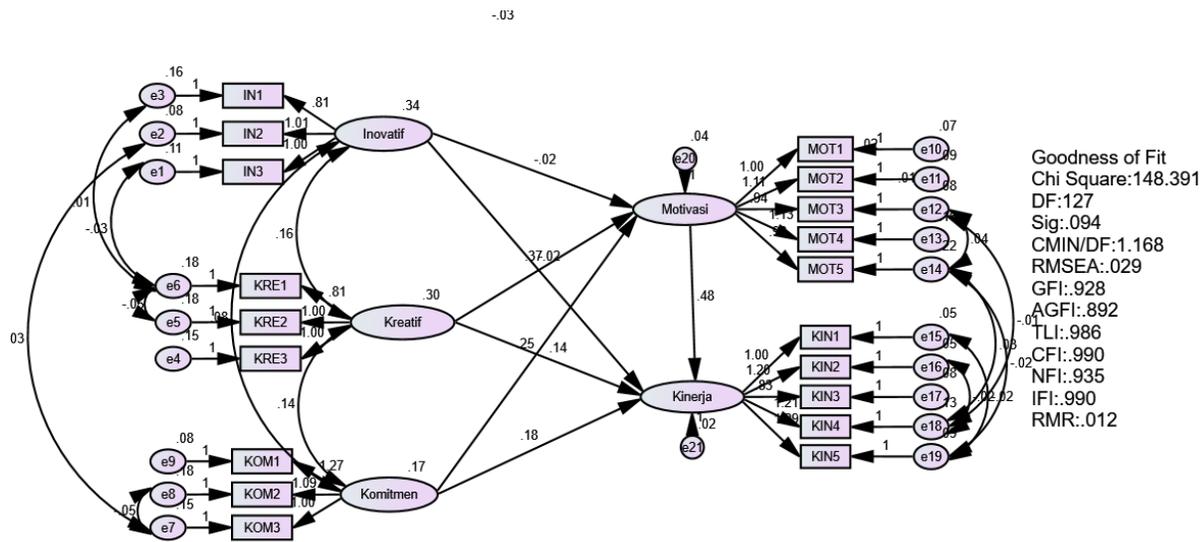
There are 2 reliability tests, namely Composite (Construct) reliability and Variance extracted. Based on the results of the CR and VE calculations, they are presented as follows:

**Table 5. Square Root Value of AVE**

Variable	CR	VE
Innovative character	0.885	0.720
Creative character	0.806	0.582
Commitment character	0.812	0.595
Teacher motivation	0.848	0.530
Teacher performance	0.875	0.586

The results in table 5 above show that the CR value of all variables is > 0.700 and the VE value is > 0.500. Thus, it can be concluded that all variables are reliable and feasible.

*Structural equation modeling*



**Figure 2. Image of full SEM model**

Based on the picture above, several things can be explained as follows:

1. X<sup>2</sup> - Chi-Square Statistics

X<sup>2</sup> chi-square is 148,391 smaller than the value 154.302. This value indicates that the tested model is accepted in the fit category.

2. Probability

The resulting probability value is 0.094 which is greater than the cut-of value, which is 0.05. This value indicates that there is no significant difference between the data covariance matrix and the estimated covariance matrix, so that the model is accepted in the fit category.

3. The Minimum Sample of Discrepancy Funtion Divide with Degree of Freedom (CMIN/DF)

The data in the image above shows that the CMIN/Df value of the full SEM model in this study is 1.168, which is smaller than the cut-of value of 2.00 which indicates that the model is accepted in the fit category.

4. Goodness-of-Fit Index (GFI)

Referring to the results of the goodness of fit test, it is known that the GFI value is 0.928 which is greater than the cut of value which is 0.90. This value indicates that the level of suitability of the weighted proportion of the variance of the sample covariance matrix described by the estimated population matrix is accepted in the fit category.

5. Adjusted Goodness of Fit Index (AGFI)

Furthermore, the AGFI full SEM model value from this study is 0.892 which is also smaller than its cut of value which is 0.90. This AGFI value indicates that the fit between the weighted proportions of the variance in the sample matrix described by the estimated population matrix is accepted in the marginal category.

6. Comparative Fit Index (CFI)

The CFI value in this research model is 0.990, which is greater than the cut of value, which is 0.90. The value indicates that the suitability of the index that compares a model which is calculated against the baseline the model is accepted in the fit category.

7. Tucker Lewis Index (TLI)

The results of the goodness of fit model test show that the TLI value is 0.986, which is greater than the cut of value, which is 0.90. The TLI value indicates that the level of conformity of the incremental index which compares the model with the baseline model is accepted in the fit category.

8. Normal Fit Index (NFI)

The AGFI value in the full SEM model from this study is 0.935 which means is also greater than its cut of value which is 0.90. This NFI value indicates that the model criteria are accepted in the fit category.

9. IFI

The results of the goodness of fit model test show that the IFI value is 0.990, which is greater than the cut of value, which is 0.90 . The IFI value indicates that the level of conformity of the incremental index which compares the model with the baseline model is accepted in the fit category.

10. The ROOT Mean Square Error of Approximation (RMSEA)

The data also shows that the RMSEA value is 0.017, which is smaller than the cut of value, which is 0.080. This value shows the index accepted by the model which shows a close fit of the model based on the degree of freedom in the fit category.

11. RMR

The data also shows that the RMR value is 0.012, which is greater than the cut of value, which is 0.050. This value shows the index accepted by the model which shows a close fit of the model based on the degree of freedom in the fit category.

Based on the results of the compatibility test above, it can be concluded that this model is feasible to use.

*Hypothesis test*

The direct effect in SEM analysis is known through the significance value and t-test which are commonly used in regression analysis.

Based on the output of the full SEM model analysis, then a summary of the results of the causal relationship between the variables in this study can be made as shown in table 6 below:

**Table 6. Direct Effect**

<i>Influence</i>			<i>Coefficient</i>	<i>CR</i>	<i>P</i>	<i>Information</i>
<i>X1</i>	→	<i>Y</i>	-0.017	-0.418	0.676	Not significant
<i>X2</i>	→	<i>Y</i>	0.369	6,123	***	Significant
<i>X3</i>	→	<i>Y</i>	0.247	3,572	***	Significant
<i>X1</i>	→	<i>Z</i>	-0.017	-0.557	0.577	Not significant
<i>X2</i>	→	<i>Z</i>	0.141	2,505	0.012	Significant
<i>X3</i>	→	<i>Z</i>	0.182	3,254	0.001	Significant
<i>Y</i>	→	<i>Z</i>	0.480	4,736	***	Significant

Note: \*\*\* = 0.000 significant at a significance value of 0.01

Based on the summary of the results of the SEM analysis on the direct effect, several things can be explained as follows: The critical ratio (CR) value for the influence of the innovative character variable on teacher motivation is 0.418 which is smaller than the t table value (1.960) and the significance value is  $0.676 > 0.05$  and coefficient value of 0.017 with a negative direction. This means that the innovative character has no effect on teacher motivation. Furthermore, the value of the critical ratio (CR) for the influence of the creative character of the principal on teacher motivation of 6.123 greater than the value of t table (1.960) and a significance value of  $0.000 < 0.05$  and a coefficient value of 0.369 with a positive direction. This means that creative character has an effect on teacher motivation. Based on the results of the t test, the character of commitment to motivation has a CR value of 3.572 which is greater than t table (1.960) and a significance value of  $0.000 < 0.05$  and a coefficient value of 0.247 with a positive direction. Thus, the hypothesis which states that there is a positive effect of principal's commitment on the motivation of SMK teachers in Soppeng Regency, is accepted by the results of empirical research. The critical ratio (CR) value for the influence of innovative character variables on performance is 0.557 smaller than the t table value (1.960), the significance value is  $0.577 > 0.05$ , and the coefficient value is 0.017 in a negative direction. Thus, the hypothesis which states that there is a positive influence on the innovative character of the principal on the performance of SMK teachers in Soppeng Regency is not accepted. The critical ratio (CR) value for the effect of creative character variables on teacher performance of 2.505 is greater than the value of t table (1.960) and a significance value of  $0.012 < 0.05$  and the coefficient value is 0.141 with a positive direction. Therefore, it can be stated that there is a positive influence on the creative character of the principal on the performance of vocational school teachers in Soppeng Regency. The critical ratio (CR) value for the effect of the commitment character on teacher performance is 3.254, which is greater than the t table value (1.960) and the significance value is  $0.001 < 0.05$  and the coefficient value is 0.182 in a positive direction. This means that the character of commitment has an effect on teacher performance. The results of the direct influence on the SEM analysis can be seen that the teacher motivation variable on teacher performance has a CR value of 4.736 which is greater than t table (1.960) and a significance value of 0.000 and a coefficient value of 0.480 in a positive direction. Therefore, then the hypothesis which states that there is a positive influence of teacher motivation on the performance of vocational school teachers in Soppeng Regency, is accepted.

Indirect influence in this study using the Sobel test which is presented as follows:

**Table 7. Indirect Effect (Sobel Test)**

<i>Connection</i>	<i>t count</i>	<i>t table</i>	<i>Information</i>
$X1 \rightarrow Y \rightarrow Z$	-0.416	1,960	Not significant
$X2 \rightarrow Y \rightarrow Z$	3,560	1,960	Significant
$X3 \rightarrow Y \rightarrow Z$	2,767	1,960	Significant

Based on the indirect effect table, it can be seen that the t-value for the influence of the principal's innovative character variable on teacher performance through teacher motivation is 0.416 which is smaller than the t-table value (1.960) and the significance value is  $0.677 > 0.05$ . Therefore, it can be stated that the hypothesis which states that there is a positive influence on the innovative character of the principal on teacher performance through the motivation of SMK teachers in Soppeng Regency, is not accepted. Based on the summary of the results of the Sobel test, the t-count value for the influence of the principal's creative character on teacher performance through teacher motivation is 3.560, which is greater than the t-table value (1.960) and the significance value is  $0.000 < 0.05$ . This means that creative character affects teacher performance through teacher motivation. Furthermore, the effect of principal's commitment on teacher performance through teacher motivation from the results of Sobel analysis shows that the critical ratio (CR) value of 2.767 is greater than the t table value (1.960) and the significance value is  $0.006 < 0.05$ . Thus, the hypothesis which states that there is a positive effect of principal's commitment on teacher performance through the motivation of SMK teachers in Soppeng Regency, is accepted.

Simultaneous testing in this study was used to determine the simultaneous effect of innovative, creative and commitment characters on teacher motivation and the simultaneous effect of innovative, creative, commitment and teacher motivation on teacher performance. Simultaneous test results are presented as follows:

**Table 8. Simultaneous Effect (Test F)**

<b>Simultaneous Effect</b>	<b>F count</b>	<b>F table</b>	<b>R Square</b>	<b>Information</b>
$X1, X2, X3 \rightarrow Y$	111,722	2,650	0.631	Significant
$X1, X2, X3, Y \rightarrow Z$	183,393	2,147	0.790	Significant

The results of the SEM analysis on the simultaneous effect table show that the calculated F value for the influence of the variables of innovative character, creative character, commitment character on teacher motivation of 111,722 which is greater than the value of F table (2,650). Therefore, it can be stated that there is a simultaneous influence between innovative character, creative character, and commitment character on teacher motivation. The value of r square of 0.631 means that the innovative, creative, and commitment character of the principal contributes to the motivation of teachers by 63.1%, the remaining 26.9% is influenced by other factors.

Based on the simultaneous effect, it shows that the calculated F value for the influence of the variables of innovative, creative, commitment, and teacher motivation on teacher performance of 183.393 which is greater than the value of F table (2.417). Therefore, it can be stated that there is a simultaneous influence between innovative, creative, commitment, and teacher motivation on teacher performance. It was concluded that, the hypothesis which states that there is a positive effect of the total influence of innovative, creative, commitment, and teacher motivation on the performance of SMK teachers in Soppeng Regency, is accepted. The value of r square of 0.790 means that the innovative, creative character, commitment of the principal and teacher motivation contribute to teacher performance by 79.0%, the remaining 21.0% is influenced by other factors.

#### **4.2. Discussion**

Based on the results of testing the hypothesis that the innovative character has no significant effect on teacher performance either directly or indirectly as well as the principal's innovative character on teacher motivation. These results indicate that the principal's innovative character does not have a positive and significant effect on increasing teacher motivation and performance. Support for other variables is needed to improve teacher performance. According to Adair [10] in innovative organizations, managers must limit their natural instincts to control everything. Control is an important function of leadership or management, but must be exercised with skill and sensitivity. Thus, principals in an effort to apply concepts, ideas or ideas need to have skills in the task domain (skills in the task domain) . The skill is how the principal has factual knowledge related to facts, principles, opinions about various problems in carrying out tasks to solve problems. This skill is in the creative character of the principal.

Likewise, the innovative character has no significant effect on teacher motivation. For this reason, it is necessary to relate why people are motivated to do something. This is where goal setting theory is important. Goal setting theory is a motivational theory that explains what causes some people to do better jobs than others. Locke & Latham [15] say that the goal itself is the primary source of a person's motivation. This is related to what Sa'ud [37] that one of the strategies for implementing innovation is a facilitative strategy, meaning that to achieve the goals of social change that has been determined, the provision of facilities is prioritized so that the social change program will run easily and smoothly. . Furthermore, it is said that this strategy can be implemented properly if the client/teacher knows the problem at hand and realizes the need to find a target for change (goal).

Related to the views mentioned above, it is associated with the insignificance of the innovative character to motivation, it is possible because the ideas or ideas of the principal are weak in their application, due to the support of facilities, inadequate infrastructure. A good concept but not supported by infrastructure in its implementation will be less than optimal, especially if the goals to be achieved are not clear to the teacher.

The results of this study do not support the results of research by [12–14,38]; that there is a positive influence of innovation ability on performance. On the other hand, the results of this study are in line with research findings [39,40]; innovation has no effect on organizational performance; [41]; The influence of organizational culture (one indicator is innovation) is not significant on teacher performance).

The principal's creative character in this study was built by three dimensions, namely (1) intrinsic motivation to do the task; (2) Skills in the task domain; and (3) Skills in creative thinking. The results of this study are in line with research [42] that the creative involvement of leaders is positively related to the creative performance of employees. The higher the value of the principal's creative character, the higher the teacher's performance, and vice versa, the lower the principal's creative character, the lower the teacher's performance. Therefore, if you want to improve teacher performance, the steps that can be taken by policy makers is how to optimize the creativity of the principal. Principals who involve themselves in work, not only ordering, will have an impact on teacher performance. Principals who have more curiosity will have a positive impact on teacher performance. Likewise, principals who enjoy the work they are doing will certainly provide positive energy for teachers. Leader attributes, specific behaviors, and psychological states can be transmitted from the leader level to the employee level in the organization [43]; such as the leader's own creativity self-efficacy [44]; [44]work engagement [45].

The principal's commitment character in this study was built by three dimensions, namely: (1) affective commitment; (2) continuance commitments; and (3) normative commitment. In the dimension of affective commitment built by indicators, 1)

trust in the organization, 2) proud to be part of the organization, 3) willingness to contribute energy and thoughts to organizational goals. Furthermore, the dimension of continuance commitment is built by indicators, 4) losses if leaving the organization, 5) willingness to maintain themselves in the organization. Meanwhile, the normative commitment dimension is constructed by indicators, 6) belief in responsibility to the organization, 7) obligation to the organization.

Based on the summary of the results of the SEM analysis on the direct effect, it can be seen that the critical ratio (CR) value for the influence of the commitment character variable on teacher performance is 3.254, which is greater than the t table value (1.960) and the significance value is  $0.001 < 0.05$  and the coefficient value is 0.182 with a positive direction. This means that the character of commitment has an effect on teacher performance.

The results of this study are in line with research [24,26,27] which shows that there is a significant influence and contribution of commitment to performance. Explaining the relationship between organizational commitment and performance, [46] found that employees with higher organizational commitment had higher performance expectations, which turned out to be higher performance in reality. In the sphere of principals who have a high commitment tend to feel that they can manage a larger workload. Principals who are committed certainly do their job better than those who are less committed, because they participate and think about the work being done.

The latent variable of teacher motivation in this study was constructed by five dimensions, namely: (1) goal content; (2) goal intensity; (3) magnitude; (4) strength; (5) generality. In the dimension of goal content, the indicators are constructed by: 1) Goal specificity/clarity level of accuracy (clarity) with specific objectives, 2) Goal difficulty is the level of difficulty of the goal to be achieved. In the dimension of goal intensity constructed by indicators: 3) goal intensity/persistence (level of intensity how to achieve goals), 4) goal commitment, the level of commitment to achieve goals. The magnitude dimension is constructed by indicators: 5) individual's belief in his ability to the level of task difficulty, 6) behavior selection based on the obstacle or level of difficulty of a task or activity. On the dimension of strength constructed by indicators, 7) The level of strength of individual beliefs or expectations of their abilities. While the generality dimension is built by indicators, 8) individual beliefs about their ability to carry out tasks in various activities.

From the results of the hypothesis test the direct influence of motivation on the performance of SMK teachers in Soppeng Regency shows a critical ratio value of  $4.736 > t$  table 1.960 and a significance value of 0.000 less than 0.05 with a positive direction coefficient value. This indicates that the higher the latent variable of teacher motivation, the better the teacher's performance.

The results of this study are in line with research [28,30,47,48] that motivation has a positive effect on performance. Regarding performance according to [49] is a function of ability + motivation + opportunity [50]. Thus, performance is determined by how the individual's ability, how motivated the individual is and how much opportunity there is in him. Seeing the results of this study that motivation affects teacher performance at SMK Soppeng Regency with the manifest self-efficacy variable as the largest contribution to the latent variable of motivation, it is in line with the opinion [51] that the strength of motivation with performance effects The strongest is self-efficacy/competence, because people who feel confident from within tend to outperform those who doubt their abilities.

The results of this study are in line with the research of Amanda & Suryono [52]; the higher the teacher's self-efficacy, the higher the teacher's performance, Berliana & Arsanti [53]; The greater the self-efficacy possessed by a teacher in the learning and teaching process, the greater the performance that will be generated.

## **5. CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. Conclusion**

Based on the proposed research hypothesis, several research conclusions were obtained as follows:

1. The principal's innovative character has no significant effect on teacher performance, either directly or indirectly.
2. The creative character of the principal has a significant effect on teacher performance, either directly or indirectly.
3. The principal's commitment character has a significant effect on teacher performance, either directly or indirectly.
4. Teacher motivation has an effect on teacher performance.
5. Innovative, creative, and committed characters have a positive and significant effect simultaneously on teacher motivation.

6. Innovative, creative, commitment, and teacher motivation have a positive and significant effect simultaneously on teacher performance.

## **5.2. Suggestion**

Based on the conclusions of the research above, some suggestions can be made as follows:

1. In an effort to build an innovative character, the principal should sort out ideas/ideas, evaluate them for further implementation.
2. It is expected that the principals of SMK in Soppeng Regency, South Sulawesi, Indonesia, are expected to maintain active involvement in work and improve skills in task dimensions such as factual knowledge regarding facts, principles, opinions about various problems in carrying out tasks to solve problems. In addition, the principal should improve technical skills in solving problems at school.
3. In order to maintain the level of commitment of the principal in the school, it is expected to maintain the belief in responsibility for the organization, obligations to the school organization and put the interests of the school above personal interests.
4. To maintain and increase teacher motivation, the principal should maintain clarity of each goal to be achieved, increase teacher persistence and continue to increase teacher confidence in their ability to carry out tasks in various activities.
5. Teacher performance is a variable that is influenced by the variables of motivation and innovative, creative and commitment character. Therefore, to improve teacher performance, principals should trigger, stimulate, improve and maintain teacher motivation. Teachers who have been motivated ultimately have a positive impact on their performance.

## **6. BIBLIOGRAPHY**

1. Farida, Kristiawan M, Fitria H. The Influence of Teacher's Professionalism and School Principal Leadership on Teachers' Performance. SSRN Electronic Journal. 2020;2(Ii):111–25.
2. Titin Damayani, Yasir Arafat SEdy. Pengaruh Kepemimpinan Kepala Sekolah Dan Motivasi Kerja Terhadap Kinerja Guru. Jurnal Administrasi Pendidikan : Program Pascasarjana Unsyiah. 2020;5(3):46–57.
3. Renata, Wardiah D, Kristiawan M. The influence of headmaster's supervision and achievement motivation on effective teachers. International Journal of Scientific and Technology Research. 2018;7(6):44–9.
4. Andriani S, Kesumawati N, Kristiawan M. The influence of the transformational leadership and work motivation on teachers performance. International Journal of Scientific and Technology Research. 2018;7(7):19–29.
5. Widodo A. Jurnal Revitalisasi Jurnal Ilmu Manajemen Vol. 5, Nomor 4, Desember 2016. CoreAcUk. 2016;5:23–31.
6. Robbins SP, Judge TA. Organizational Behavior.Global Edition Fifteenth Edition. Vol. 1. England: Pearson Education limited; 2013. 105–112 p.
7. Kuratko DF, Connor AO, Frederick H. Entrepreneurship, Theory Process And Practice 4th Edition. Australia: Cengage Learning; 2016.
8. Syam H. Entrepreneurship Strategi Menuju Sukses Edisi Revisi. Makassar: Badan Penerbit UNM; 2019.

9. Suyitno S, Sonhadji A, Arifin I, Ulfatin N. Entrepreneurial Leadership of Vocational Schools Principals in Indonesia. *International Journal of Learning and Development*. 2014;4(1):59.
10. Adair J. *The Concise Adair on creativity and innovation*. London: Thorogood Publishing Ltd 10–12 Rivington Street; 2004.
11. Lintukangas K, Kähkönen AK, Hallikas J. The role of supply management innovativeness and supplier orientation in firms' sustainability performance. *Journal of Purchasing and Supply Management*. 2019;25(4):100558.
12. Hernández-Perlines F, Ariza-Montes A, Han H, Law R. Innovative capacity, quality certification and performance in the hotel sector. *International Journal of Hospitality Management*. 2019;82(November 2018):220–30.
13. Ferreira J, Coelho A, Moutinho L. Dynamic capabilities, creativity and innovation capability and their impact on competitive advantage and firm performance: The moderating role of entrepreneurial orientation. *Technovation*. 2018;(July):1–18.
14. Hardiansyah, Mardianti E, Najwa L. *Jurnal Visionary (VIS) Prodi AP UNDIKMA 2020*. 2020;9(April):44–52.
15. Locke E, Latham G. *New Developments in Goals Setting and Task Performance*. New York: Routledge part of the Taylor and Francis Group; 2013.
16. Colquitt JA, Lepine JA, Wesson MJ. *Organizational behavior Improving performance and Comiment in the Workplace*. PPI Pulp and Paper International. New York: McGraw-Hill Education; 2019. 609 p.
17. Rue LW, Byars L. *Management (Skills and Application). Thirteenth Edition*. Boston: Irwin McGraw- Hill; 2009.
18. Amabile TM. The social psychology of creativity: A componential conceptualization. *Journal of Personality and Social Psychology*. 1983;45(2):357–76.
19. Scarborough NM, Cornwall JR. *Essentials of Entrepreneurship and Small Business Management*. Eighth Edition. Vol. 1. England: Pearson Education Limited; 2016. 722 p.
20. Zhao H, Guo L. The trickle-down effects of creative work involvement: The joint moderating effects of proactive personality and leader creativity expectations. *Personality and Individual Differences*. 2018;142(February):1–8.
21. Sendow G, Tumbel A, Kakinsale A. Pengaruh Keterlibatan Kerja, Lingkungan Kerja, Dan Kompensasi Terhadap Kinerja Karyawan Pada Pt. Bangun Wenang Beverages Manado. *Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*. 2015;3(1):900–11.
22. Yakup Y. Pengaruh Keterlibatan Kerja, Budaya Organisasi dan Motivasi Kerja terhadap Kepuasan Kerja Pegawai. *Perisai : Islamic Banking and Finance Journal*. 2017;1(3):273–90.
23. Allen NJ, Meyer JP. *Commitment In The Work Place, Theory Research And Application*. California: Sage Publications, Inc.; 1997.

24. Andrew A. Employees' Commitment and Its Impact on Organizational Performance. *Asian Journal of Economics, Business and Accounting*. 2017;5(2):1–13.
25. Hidayah T, Tobing DSK. The influence of job satisfaction, motivation, and organizational commitment to employee performance. *International Journal of Scientific and Technology Research*. 2018;7(7):122–7.
26. Budur T. The Impact of Al-Ghazali's Virtues on Organizational Commitment and Performance: A Case Study at Private Education Institutions in Kurdistan Region of Iraq. *International Conference on Accounting, business, Economics and Politics*. 2018;196–208.
27. Loan LTM. The influence of organizational commitment on employees' job performance: The mediating role of job satisfaction. *Management Science Letters*. 2020;10(14):3307–12.
28. Aji AP, Martono S, Fakhruddin. The Effect of Teacher Motivation in Mediating Commitment and Professional Competence on Teacher ' s Performance of Vocational School in Blora Regency. *Educational Management*. 2019;8(2):150–6.
29. Neha Sharma AS. Relationship Between Employee Motivation and Performance of the Employees Working in Retail Sector in Jaipur. *Journal of Management Engineering and Information Technology (JMEIT)*. 2017;4(2):10–7.
30. Khushk AA. Impact of Training, Mood and Motivation on Employee performance in Universities of Sindh, Pakistan. *Journal of Management Info*. 2021;7(4):219–31.
31. Muna LF, Yusuf A. Determinants on Performance of Junior High School Teachers with Work Motivation as Mediation. 2020;9(2):126–36.
32. Byars LL, Rue LW. *Human Resources Management (Tenth Edition)*. New York: McGraw-Hill; 2011.
33. Supardi. *Kinerja Guru*. Jakarta: Raja Grafindo Persada; 2013.
34. Uno HB, Lamatenggo N. *Teori Kinerja dan Pengukurannya*. Jakarta: PT. Bumi Aksara; 2014.
35. Wijanto SH. *tructural Equation Modeling dengan Lisrel, Konsep dan Tutorial*. Jakarta: Graha Ilmu; 2008.
36. Ghozali I. *Model Persamaan Struktural, Konsep dan Aplikasi dengan Program AMOS 24*. Semarang: Badan Penerbit Universitas Diponegoro; 2017.
37. Sa'ud US. *Inovasi Pendidikan*. Bandung: Alfabeta; 2015.
38. Lintukangas K, Kähkönen AK, Hallikas J. The role of supply management innovativeness and supplier orientation in firms' sustainability performance. *Journal of Purchasing and Supply Management*. 2019;25(4):100558.
39. Rofiaty R, Noviyanti T, Mulyanto AD. Pengaruh Knowledge Management Terhadap Inovasi, Implementasi Strategi dan Kinerja Organisasi (Studi Pada RS Lavalette Malang). *Iqtishoduna*. 2016;1(1):11–9.
40. Puryantini N, Arfati R, Tjahjadi B. Pengaruh Knowledge Management Terhadap Kinerja Organisasi Dimediasi Inovasi Di Organisasi Penelitian Pemerintah. *Berkala Akuntansi dan Keuangan Indonesia*. 2017;2(2):21–38.

41. Indajang K, Jufrizen, Juliandi A. Pengaruh Budaya organisasi dan kepemimpinan kepala Sekolah terhadap Kometensi dan Kinerja Guru pada yayasan perguruan Sultan Agug Pematangsiantar. *Jurnal Pendidikan Ilmu-ilmu Sosial*. 2020;12(2):393–406.
42. Zhao H, Guo L. The trickle-down effects of creative work involvement: The joint moderating effects of proactive personality and leader creativity expectations. *Personality and Individual Differences*. 2019;142(May):218–25.
43. Ambrose ML, Schminke M, Mayer DM. Trickle-down effects of supervisor perceptions of interactional justice: A moderated mediation approach. *Journal of Applied Psychology*. 2013;98(4):678–89.
44. Huang L, Krasikova D V., Liu D. I can do it, so can you: The role of leader creative self-efficacy in facilitating follower creativity. *Organizational Behavior and Human Decision Processes*. 2016;132:49–62.
45. Ten Brummelhuis LL, Haar JM, Roche M. Does Family Life Help to be a Better Leader? A Closer Look at Crossover Processes From Leaders to Followers. *Personnel Psychology*. 2014;67(4):917–49.
46. Meyer JP, Allen NJ, Smith CA. Commitment to Organizations and Occupations: Extension and Test of a Three-Component Conceptualization. *Journal of Applied Psychology*. 1993;78(4):538–51.
47. Sharma N, Sharma A. Relationship Between Employee Motivation and Performance of the Employees Working in Retail Sector in Jaipur. *Journal of Management Engineering and Information Technology (JMEIT)*. 2017;4(2):10–7.
48. Muna LF, Yusuf A. Determinants on Performance of Junior High School Teachers with Work Motivation as Mediation. 2020;9(2):126–36.
49. Purcell J, Kinnie N, Hutchinson S, Rayton B, Swart J. Understanding the People and Performance Link: Unlocking the Black Box [Internet]. London, U. K.: Chartered Institute of Personnel and Development; 2003 [cited 2022 Apr 8]. Available from: <http://www.cipd.co.uk>
50. Armstrong M. Performance management key Strategies and Practical Guidelines. 3rd Edition. London: Kogan Page Limited; 2006.
51. Stajkovic AD, Luthans F. Self-efficacy and work-related performance: A meta-analysis.: Carlos Albizu Virtual Library. *Psychological Bulletin*. 1998;124(2):240–61.
52. Amanda RS, Suryono Y. Hubungan Kemampuan Manejerial Kepala Satuan PAUD dan Self-Efficacy Guru dengan Kinerja Guru di Kecamatan Bukit Kerman Kabupaten Kerinci Provinsi Jambi. *Jurnal Akuntabilitas Manajemen Pendidikan*. 2018;204–14.
53. Berliana V, Arsanti TA. Analisis Pengaruh Self-efficacy, Kapabilitas, dan Perilaku Kerja Inovatif terhadap Kinerja. *Jurnal Maksipreneur: Manajemen, Koperasi, dan Entrepreneurship*. 2018;7(2):149–61.