

The Role of Situational Leadership, Knowledge Management and Self-Efficacy on Innovation

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Abstract

Innovation is one of the key success factor for a training institution in conducting the successful training program. The trainers or instructors are required to provide innovative ways in delivering the training product, media, method, procedure and its services. There are many factors can influence the trainers' innovation or innovative behavior. The objective of this research tried to find out the influences of Supervisor's Situational Leadership, trainers' Knowledge Management and Self-Efficacy on trainers' Innovation. This research conducted in 13 training institutions in Bogor City, used 127 sample of trainers taken randomly from its population. The questionnaires used to measure the supervisors' Situational Leadership, trainers' Knowledge Management and Self-Efficacy and the trainers' Innovation. The path analysis technique used PLS-SEM program to analyze the research data collected. The research findings generated conclusions that Situational Leadership of supervisors, trainers' Knowledge Management and Self Efficacy had a positive influence on trainers' Innovation.

1. Introduction

Recently the competitive situation become more intense in the training business industry. The training institutions had to develop their owned innovations in order to survive in the industry. On becoming a competitive one, the training institution have to drive their trainers or instructors to develop more innovative ways in delivering the training products, methods, procedure and its services. There are many factors that influenced the trainers in motivating and creating their innovations. Research from Semuel, Siagian and Octavia (2017) generated a finding that Leadership had direct effect on Innovation. Fadillah et al (2020) stated that leadership style had positive influence on innovation capability. More specifically research from Chairunnas, Hardhienata and Rubini (2019) had generated a finding that Situational Leadership had a positive influence on teachers' innovation. Researches from Hidayat and Lee (2018), Hosseini et al (2019), and Syed et al (2020), derived a conclusion that knowledge Management had a positive influence on Innovation. Researches from Cundawan, Marchyta and Santoso (2021), also from Indriyani, Noerchoidah and Latif (2022), generated finding that employees' Self-Efficacy had a positive influence on their innovative work behavior. Those research findings above mentioned partially showed that Situational Leadership, Knowledge Management and Self-Efficacy had a positive influence on Innovation. This research try to investigate the influences of Situational Leadership, Knowledge Management and Self-Efficacy on individual Innovations in a simultaneously research framework used the path analysis technique and applied Partial Least Square – Structural Equation Model (PLS-SEM) program to analyze the research data collected. The

research objectives are to investigate the direct influence of Situational Leadership, Knowledge Management and Self-Efficacy on Innovation as well as the indirect influence of Situational Leadership on Innovation through Knowledge Management and Self-Efficacy. This research conducted at 13 training institutions in Bogor City, used 127 trainers as a research sample which taken randomly from 184 trainers as the population.

2. Theoretical Review And Hypotheses Formulation

2.1. The Innovation

Tang and Werner (2017) defined Innovation as the intentional introduction and application within a role, group or organization of ideas, processes or procedures, new to the relevant unit of adoption, designed to significantly benefit the individual, group, organization or wider society. There are 3 dimensions of Innovation (a) *Product Innovation* refer to the preparing, developing and implementing new or renew products, (b) *Process Innovation* refer to the improved ways of doing things, include the procedures, methods and system, and (c) *Service Innovation* refer to the communication processes to provide benefits at one or more people or customer. Taylor (2017) defined Innovation as the creative process or effort whereby new or improved ideas are successfully developed and applied to produce outcomes that are practical and of value. There are 3 dimensions of Innovation (a) *Product Innovation* refer to the developing new product through product development or/and diversification, (b) *Process Innovation* refer to the creating or establishing new standard, system and method of production, and (c) *Service Innovation* refer to the new socialization activities of organization's services toward customers. Applying those description in the educational setting It can be stated that Innovation involved activities of new or renew product planning, learning media used, learning method applied, learning procedure proceeded, communication process, and new socialization activities of the educational services. This research tried to find out how Situational Leadership, Knowledge Management and Self-Efficacy influenced Innovation which described below in order to formulate the research hypotheses

2.2. Situational Leadership and Innovation

Robbins and Judge (2018) explained that Situational Leadership theory described that the leader apply certain style based on followers' condition. If followers are *unable* and *unwilling* to do a task, the leader needs to give clear and specific directions (apply Directing Style); if they are *unable* but *willing*, the leader needs to display a high task orientation to compensate for followers' lack of ability, and a high relationship orientation to get them to "buy into" the leader's desires (apply the Selling Style). If followers are *able* but *unwilling*, the leader needs to use a supportive and participative style (apply Supporting Style); if they are both *able* and *willing*, the leader doesn't need to do much (apply Delegeting Style). McShane and von Glinow (2018) stated that the situational leadership model identifies four leadership styles - telling, selling, participating, delegating - which each style showing the most appropriate style under different circumstances. Leader who apply a proper leadership style which considering the different condition of followers will encourage followers' performance in a better way. Research from Chairunnas, Hardhienata and Rubini (2019) generated a finding that Principal who applied a proper style of Situational Leadership considering varied condition of the teachers had a positive relationship ($r = 0.256$ $p < 0.01$) with teacher Innovation. Research from Sriyanta, Notosudjono and Rubini (2019) derived a conclusion that Principals' Situational Leadership had a positive relationship ($r = 0.486$ $p < 0.01$) with teachers' Innovation. Based on those theory and finding it can be assumed that Situational Leadership have a positive influence on Innovation.

2.3. Knowledge Management and Innovation

Ode and Ayavoo (2020) stated that Knowledge Management is used to describe processes that obtain and use knowledge from within and outside the organization in ways that can lead to the achievement of organizational objectives. Bolisani and Bratianu (2018) described the process of Knowledge Management in the following steps (a) Knowledge Acquisition is the first activity in the broader activity of accepting knowledge from the external environment, (b) Knowledge Storage or Retention by codification and documentation, (c) Knowledge Refinement or Creation to be used in the organizational processes, (d) Knowledge Sharing among working units or individuals, and (e) Knowledge Application as an input in improving performance and innovation. It can be described that the process of Knowledge Management will encourage employees to improve their performance in a better way. Research from Abdi et al (2018) generated a finding that Knowledge Management had a direct influence ($b = 0.304$ $p < 0.000$) on Innovation. Research from Hamidah et al (2021) generated a finding that Knowledge Management had a direct positive influence ($\beta = 0.726$ $p < 0.000$) on Innovative Behavior. Research from Santoso, Moeins and Sunaryo (2022) generated a finding that Knowledge Management had a positive influence ($\beta = 0.227$ $p < 0.000$) on Employees' Innovation. Based on those findings it can be assumed that Knowledge Management had a direct positive influence on Innovation.

2.4. Self-Efficacy and Innovation

Colquitt, Lepine and Wesson (2019) defined self-efficacy as the belief that a person has the capabilities needed to execute the behaviors required for task success. Employees feel more efficacious when they analyzed that their job were attractive (challenging and high level of expected success), they had found a model of success for doing the job, they had experiences on similar jobs, they would achieve a pride of success while finishing the job, they believed his supervisor and colleagues will give support, and they had an optimism to accomplish an achievement. Bratton (2021) explained that people with high Self-Efficacy have a belief about their ability to perform specific situation task successfully. In that case people with high Self-Efficacy have a motivational drive to exercise innovative work behavior for accomplishing success. Research from Rahmah et al (2022) derived a conclusion that Self-Efficacy had positive influence ($\beta = 0.345$ $p < 0.000$) on Innovative Work Behavior. Research from Indrayani, Noerchoidah and Latif (2022) generated a finding that High (creative) Self-Efficacy had a positive influence on Innovative Work Behavior ($\beta = 0.620$ $p < 0.000$). Based on those theories and research findings it can be assume that Self-Efficacy have a positive influence on Innovation.

2.5. Situational Leadership and Knowledge Management

As it already explained that Leader who apply a proper leadership style which considering the different condition of followers will encourage followers' performance in a better way, and also explained that people who conducting the process of Knowledge Management will improve their performance in a better way. Research from Tang (2017) generated a finding that leadership behavior had a positive relationship ($r = 0.882$ $p < 0.01$) with Knowledge Management. Research from Pringgabayu and Ramdlany (2017) more specifically derived a conclusion that Situational Leadership had a positive influence ($\beta = 0.357$ $p < 0.000$) on Knowledge Management. Based on those finding it can be assume that Situational Leadership have a direct positive influence on Knowledge Management.

2.6. Situational Leadership and Self-Efficacy

As it already explained that Leader who apply a proper leadership style which considering the different condition of followers will encourage followers' performance in a better way, and people with high Self-Efficacy have a motivational drive to exercise innovative work behavior for accomplishing success. Research from Niyogi and John (2017) derived a finding that Leadership Effectiveness had a positive relationship ($r = 0.416$ $p < 0.01$) with Self-Efficacy. Leader who applied an effective style to their subordinates would improve their subordinates' Self-Efficacy in performing their jobs. Research from Osman (2020) derived a finding that Leadership Style had a direct positive influence ($\beta = 0.407$ $p < 0.000$) on followers Self Efficacy. Leader who considered the situation of his followers' job would adjust his leadership style to this situation in order to improve his followers' Self-Efficacy. Based on those findings it can be assumed that applying Situational Leadership Style had a direct positive influence on followers' Self-Efficacy.

2.7. The Indirect Influence of Situational Leadership on Innovation through Knowledge Management

Based on the research findings that Situational Leadership had a direct positive influence on Innovation (Chairunnas, Hardhienata and Rubini 2019; Sriyanta, Notosudjono and Rubini, 2019), Situational Leadership had a direct positive influence on Knowledge Management (Tang, 2017; Pringgabayu and Ramdlany, 2017) and Knowledge Management had a direct effect on Innovation (Hamidah et al, 2021; Santoso, Moeins and Sunaryo, 2022). It can be assumed that Situational Leadership had an indirect positive influence on Innovation through Knowledge Management.

2.8. The Indirect Influence of Situational Leadership on Innovation through Self-Efficacy

Based on the research findings that Situational Leadership had a direct positive influence on Innovation (Chairunnas, Hardhienata and Rubini 2019; Sriyanta, Notosudjono and Rubini, 2019), Situation Leadership had a positive relationship with Self-Efficacy (Niyogi and John, 2017; Osman, 2020) and Self-Efficacy had a direct positive influence on Innovation (Rahma et al, 2022; Indrayani, Noerchoidah and Latif, 2022). It can be assume that Situational Leadership had an indirect positive influence on Innovation through Self-Efficacy.

3. The Research Framework And Hypotheses

Based on theoretical review and research findings above mentioned it can be formulated this research framework as it is figured below.

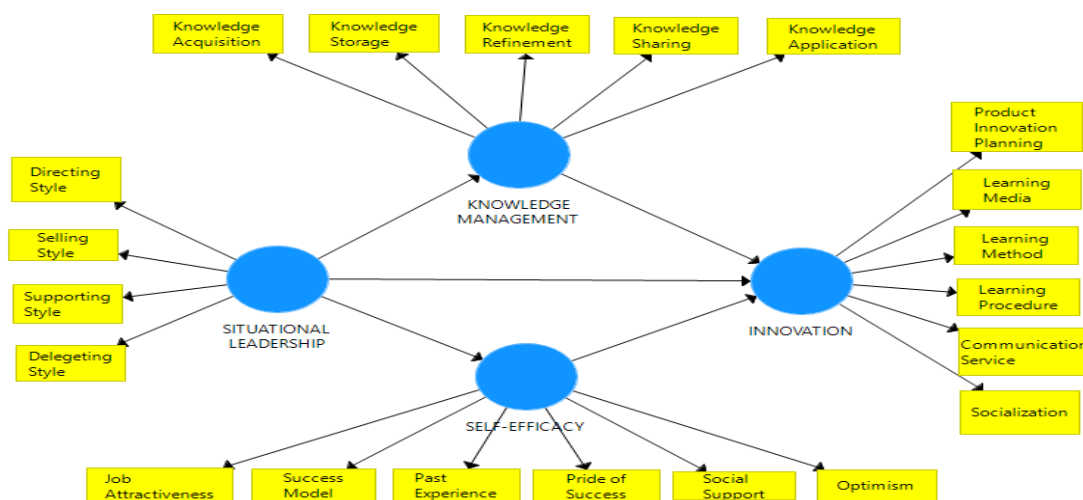


Figure 1: The Research Framework of Innovation

Based on this Research Framework it can be formulated the research hypotheses as follows:

1. There is a direct positive influence of Situational Leadership on Innovation.
2. There is a direct positive influence of Knowledge Management on Innovation
3. There is a direct positive influence of Self-Efficacy on Innovation
4. There is a direct positive influence of Situational Leadership on Knowledge Management.
5. There is a direct positive influence of Situational Leadership on Self-Efficacy.
6. There is an indirect positive influence of Situational Leadership on Innovation through Knowledge Management
7. There is an indirect positive influence of Situational Leadership on Innovation through Self-Efficacy.

4. Research Method.

4.1. Population and Sample

The scope of this research involved 13 training institutions in Bogor City which covered a population of 184 trainers. The research sample of 127 trainers took from that its population which calculated by Slovin Formula at 0.05 significance level. This sample of 127 trainers taken by proportional random sampling technique from each training institution.

4.2. The Research Instruments

The instruments used Questionnaire form which measured trainers' Innovation, Supervisors' Situational Leadership, Trainers' Knowledge Management and trainers' Self-Efficacy. Each questionnaire initially had 40 items and already tried out (used 30 trainers from its population). The item validity coefficient (correlation of item scores with total scores of each variable) calculated by Pearson's Product-Moment Correlation formula at 0.05 significant level (Nolan and Heinzen, 2012). Some items were dropped-out, and the rest are the valid items that were used as instruments in this research as described in table below.

Table 1: *Questionnaire's Item Analysis Results.*

No	Questionnaire of	Initial Sum of Items	Sum of Valid Items
1	Innovation	40	26
2	Situational Leadership	40	35
3	Knowledge Management	40	28
4	Self-Efficacy	40	30

4.3. Data Analysis.

This research used Path Analysis Technique to investigate the direct influence among the research variables and used Smart PLS-SEM 3.3 software to analyze the data (Hair et al, 2017), and used a formula to calculate the indirect influence of independent variables on dependent variable through intervening variables (Supardi, 2013).

5. Research Findings

5.1. Reliability and Average Variance Extracted (AVE)

Reliability of each variable show the high coefficient in term Cronbach's Alpha and Composite Reliability (more than 0.700) and also Average Variance Extracted (AVE –

measured the convergent validity) of each variable have met the criteria of validity (more than 0.500) as described in the table below.

Table 2: Reliability and AVE

No	Variables	Cronbach's Alpha	Composite Reliability	AVE
1	Innovation	0.804	0.863	0.522
2	Situational Leadership	0.921	0.944	0.809
3	Knowledge Management	0.841	0.862	0.619
4	Self-Efficacy	0.869	0.891	0.577

5.2. Path Coefficients

Path Coefficients on Research Framework of Innovation can be described in figure below.

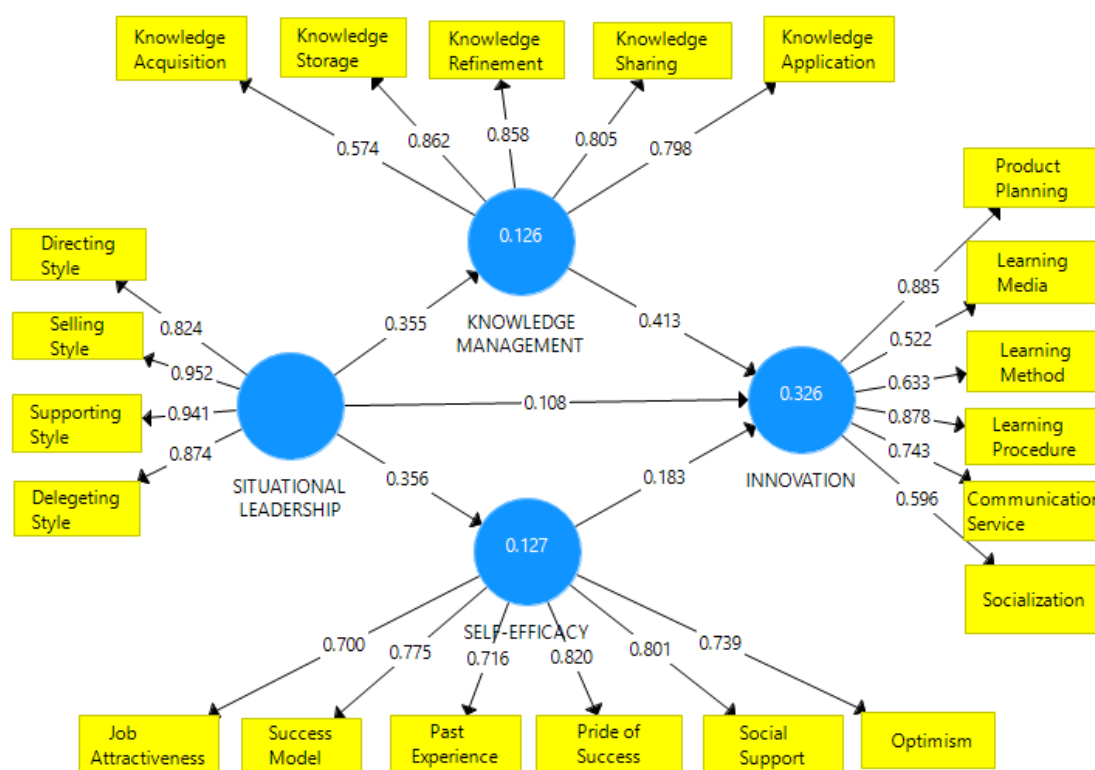


Figure 2: Path Coefficients on Research Framework of Innovation

Table 3: Summary of Direct Path Coefficients

No	Path Analysis	Path-Coefficient	p-value <
1	Situational Leadership >> Innovation	0.108	0.000
2	Situational Leadership >> Knowledge Management	0.355	0.000
3	Situational Leadership >> Self-Efficacy	0.356	0.000
4	Knowledge Management >> Innovation	0.413	0.000
5	Self-Efficacy >> Innovation	0.183	0.000

Note: all Path Coefficients are significant at $p < 0.000$

5.3. Research Hypotheses Tested

Based on the path coefficients mentioned above it can be found that all research hypotheses were tested as described on the Table 4 below.

Table 4: Hypotheses Tested

NoHypoteses	Path Coefficients	Significant Level	Results
1 The direct positive influence of Situational Leadership on Innovation.	0.108	p<0.000	Accept the Hypothesis
2 The direct positive influence of Knowledge Management on Innovation	0.413	p<0.000	Accept the Hypothesis
3 The direct positive influence of Self-Efficacy on Innovation	0.183	p<0.000	Accept the Hypothesis
4 The direct positive influence of Situational Leadership on Knowledge Management.	0.355	P<0.000	Accept the Hypothesis
5 The direct positive influence of Situational Leadership on Self-Efficacy	0.356	p<0.000	Accept the Hypothesis
6 The indirect positive influence of Situational Leadership on Innovation through Knowledge Management	(0.355)(0.413) = 0.146	p<0.000	Accept the Hypothesis
7 The indirect positive influence of Situational Leadership on Innovation through Self-Efficacy	(0.356)(0.183) = 0.065	p>0.050	Reject the Hypothesis

Accepting the hypothesis that Situational Leadership had a direct positive influence on Innovation had supported by research findings from Chairunnas, Hardhienata and Rubini (2019) and also from from Sriyanta, Notosudjono and Rubini (2019). Accepting the hypothesis that Knowledge Management had a direct positive influence on Innovation had supported by research findings from Hamidah et al (2021) and also from Santoso, Moeins and Sunaryo (2022). Accepting the hypothesis that Self-Efficacy had a direct positive influence on Innovation had supported by research findings from Rahmah et al (2022) and also from Indrayani, Noerchoidah and Latif (2022). Accepting the hypothesis that Situational Leadership had a direct positive influence on Knowledge Management had supported by research findings from Tang (2017) and also from Pringgabayu and Ramdlany (2017). Accepting the hypothesis that Situational Leadership had a direct positive influence on Self-Efficacy had supported by research finding from Niyogi and John (2017) and also from Osman (2020). This research finding had accepted the hypothesis of an indirect positive effect Situational Leadership on Innovation through Knowledge Management. This research finding had rejected the hypothesis of an indirect positive effect Situational Leadership on Innovation through Self Efficacy.

6. Conclusions And Recommendations

There is a direct positive influence of Situational Leadership on Innovation with the implication that strengthening Principals' Situational Leadership will have a direct positive influence on increasing teachers' Innovation. Strengthening Principals in applying each style of Situational Leadership considered the teachers' condition will have a positive influence on increasing teachers Innovation. Conducting the Principal Situational Leadership Training Program becomes an alternative way to strengthen Principals Situational Leadership style in order to increase teachers' Innovation.

There is a direct positive influence of Knowledge Management on Innovation with the implication that strengthening teachers' Knowledge Management will have a direct positive influence on increasing teachers' Innovation. The Training Program for teachers that

strengthening each step of Knowledge Management (Knowledge Acquisition, Storage, Refinement, Sharing and Application) will have a positive influence on increasing teachers' Innovation.

There is a direct positive influence Self-Efficacy on Innovation with the implication that strengthening teachers' Self-Efficacy will have a direct positive influence on increasing teachers' Innovation. Conducting the Self-Efficacy Training Program in order to strengthening teachers' belief in their capacity to execute behaviors necessary to produce performance achievement on their jobs will have a positive influence on increasing teachers' Innovation.

There is a direct positive influence Situational Leadership on Knowledge Management with the implication that strengthening Situational Leadership will have a direct positive influence on increasing Knowledge Management. Conducting the Principal Situational Leadership Training Program becomes an alternative way to strengthen Principals Situational Leadership style in order to improve teachers in applying each step of Knowledge Management.

There is a direct positive influence of Situational Leadership on Self-Efficacy with the implication that strengthening Principals' Situational Leadership will have a direct positive influence on increasing teachers' Self-Efficacy. Strengthening Principals in applying each style of Situational Leadership considered the teachers' condition will have a positive influence on increasing teachers Self-Efficacy. Conducting the Principal Situational Leadership Training Program becomes an alternative way to strengthen Principals Situational Leadership style in order to increase teachers' Self-Efficacy.

There is an indirect positive influence of Situational on Innovation through Knowledge Management where this indirect influence ($\beta = 0.146$) is stronger than the direct effect of Situational Leadership on Innovation ($\beta = 0.108$). It has an implication that Knowledge Management has effectively performed as intervening variable in the relationship between Situational Leadership with Innovation. It means that increasing teachers' Innovation will be more effective through strengthening teachers' Knowledge Management than increasing teachers' Innovation by strengthening Principals' Situational Leadership alone. Conducting the Principal Situational Leadership Training Program and Teacher Knowledge Management Training Program simultaneously will become more effective way.

There is a non-significant indirect positive influence of Situational Leadership on Innovation through Self-Efficacy where this indirect influence ($\beta = 0.065$) is less than the direct influence of Situational Leadership on Innovation ($\beta = 0.108$). It has an implication that Self-Efficacy has not effectively perform as an intervening variable in the relationship between Situational Leadership with Innovation. It means that Principals' Situational Leadership and teachers' Self-Efficacy each becomes the independent role on influencing teachers' Innovation. Conducting the Principal Situational Leadership Training Program and the Teacher Self-Efficacy Training Program in separate ways will be able to increase teaches' Innovation.

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