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Analysis of Principal Transformational Leadership, Organizational Climate, and Interpersonal Communication Against Innovative Behavior of Elementary School Teachers

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ABSTRACT

Scientific studies on innovative behavior say that creating ideas, conveying ideas and realizing ideas are part of the basis for forming an assessment of a person's work or performance. New rules related to the values of flexibility and independence that a teacher must have in providing educational material to students have recently encouraged them to upgrade contemporary thinking to keep up with the times. The question is, was the teacher born with the intended characteristics and values, or were there other conditional factors outside of him that had a significant influence? Based on these questions, this study will examine three factors that can influence the innovative character of an elementary school teacher in terms of the principal's transformational leadership style, organizational climate, and interpersonal communication.

This study used an inferential quantitative method involving 142 elementary school teacher respondents in Bolaang Mongondow Selatan Regency. The results of hypothesis testing state that there is a direct or indirect positive influence between the independent variables on the dependent variable. This means that the innovative behavior of elementary school teachers can be influenced by other factors from outside themselves, including the transformational leadership of the principal, organizational climate and also interpersonal communication.

Keywords: *Transformational Leadership, Organizational Climate, Interpersonal Communication, Innovative Behavior*

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INTRODUCTION

Why is the innovative behavior of the State Civil Service (ASN) especially elementary school teachers worth studying. Innovative work behavior is the action of individuals who are able to create new ideas, products, problem solving and technologies. The most important thing from an innovative work behavior is how employees can look for creative ideas, then seek support and end with the application of work practices. Janssen (2000) describes three dimensions of aspects of innovative behavior for measuring innovative behavior in the workplace, namely: 1. Creating Ideas (Idea Generation) Employees are able to recognize problems that occur in the organization and then create new ideas or solutions that are useful in any field. These ideas or solutions can be original or modified from existing products and work processes. 2. Sharing Ideas (Idea Promotion). Employees share new ideas or solutions that have

been created with colleagues, so that the idea can be accepted. In addition, there is also a gathering of support so that the idea has the power to be implemented and realized in the organization. 3. Idea Realization. Employees produce a prototype or model from their ideas into real products and work processes so that they can be applied in the scope of work, groups, or the organization as a whole so as to increase the efficiency of the organization's work. This identifies that the result of a framework is an idea or innovation that can be used and felt by himself or others.

When the President of the Republic of Indonesia Joko Widodo drew Nabiel Makarim (Mas Minister) as Minister of Education and Culture for the 2019-2024 period, education actors and observers wondered where the children and the future of this nation were going to be under. Some are pessimistic but some are very optimistic. During a speech without text in front of the big

family of the University of Indonesia, "Mas Menteri" (Early December 2019), put forward 4 (four) main ideas, three of which are: 1. Preparing future leaders, 2. Titles not related to competence and 3. Going to school does not guarantee learning. Furthermore, 2 main points related to teachers and lecturers are put forward, namely: 1. Independent Learning and 2. Activating Teachers / Lecturers. It is explained that teachers and lecturers who drive have characteristics, including: 1. Proud if their students are more "smarter" than they are, 2. In Learning Activities (KP) Asking more than teaching, 3. Trying to keep looking for new knowledge, 4. Recording his voice before implementing KP and 5. Doing work outside the campus that involves students.

Teachers and lecturers who actually drive in practice are innovative teachers and lecturers. Because someone who is classified as innovative has various characteristics that are shown from the behavior of the *pengerak* teacher / lecturer. The question is, whether the teacher and lecturer "movers" are born by themselves or are determined by conditional factors outside of themselves. Each person is the result of the convergence process of external and internal factors (Noor Syam, 1983: 41-42). The theory of empiricism which was initiated by John Locke (1632-1704) explains that personal development is determined by environmental factors, especially the educational environment. For John Locke, the experience factor that comes from the environment determines a person's personality. The theory of Nativism founded by Arthur Schopenhauer (1788-1860) holds that personal development is determined only by heredity, internal factors that are natural. It is emphasized that, the innate factors which are natural from birth that cannot be changed by the influence of the environment or education are the human personality. Heredity potentials are a person. The convergence theory found by William Stern (1871-1938) argues that personal development is actually the result of a collaborative process of both internal factors (potential for heredity) and external factors (environment, education).

By making 3 (three) "big" theories in educational philosophy as described earlier as a basis for thinking, it can be stated that, the development of the potential, personality and competence of a person or group of people, for example being categorized as "driving" teachers and lecturers is determined by a combination or combination of educational and environmental factors and heredity factors (heredity). If so, if it is desired to have a teacher / lecturer "driving" today and in the future then it is necessary, then create an educational environment that focuses on developing a variety of competencies based on the heredity potential of students and students. If we draw a straight line with the theme of this research, the statements of the 3 philosophers above refer to the conclusion that the factors of a person's innovative behavior are not only influenced by internal factors (internal ones) but also factors from outside oneself (external ones), which in the study We will discuss the factors of principal transformational leadership, organizational climate factors and interpersonal communication factors.

Transformational leadership, which is characterized by, among others: exemplary, creativity, fighting spirit and integrity which have an impact on the creation of an organizational climate that ensures social solidarity, cooperation and mutual assistance will create quality relationships among peers as co-workers, clearly this condition will enable the realization of teachers. -a teacher who will have the characteristics as a teacher "Movers". In an organization it is possible to have a mutually influencing relationship between the various parties. Interpersonal and interpersonal communication is part of the process of two or more people to convey certain information, thoughts and attitudes with the aim of achieving mutual understanding so that it is hoped that changes in behavior and new concepts of thinking will occur. The quality of this communication will affect various things including the ability to create innovative ideas which ultimately leads to the performance of the institution as an organization.

Interpersonal communication is a process of exchanging meaning between people who communicate with each other. In interpersonal communication there are opportunities to talk about what we like, or about ourselves. It is very interesting to have a discussion about our own feelings, thoughts and behavior. By talking about ourselves with others, we provide a tremendous source of feedback to our feelings, thoughts, and behavior, being able to understand more about ourselves and the other people we communicate with. In interpersonal communication, there are also opportunities to change the attitudes and behavior of others. The quality of interpersonal and interpersonal relationships that exist in an organization also determines the inner atmosphere of the various interacting parties. Harmonization that is built on shared awareness to build a superior performance organization is imperative for assessing organizational climate.

Organizational climate is an important factor that determines the life of an organization. Organizational climate is the quality of the organization's internal environment which is relatively ongoing experienced by members of the organization, influencing their behavior and can be described in terms of a set of organizational characteristics or characteristics. Organizational climate reflects the internal conditions of an organization because climate can only be felt by members of the organization, and climate can be a means to find the causes of negative behavior that arise in employees. Every action taken by a leader or manager affects the organizational climate, such as rules, policies, and organizational procedures, especially issues related to personnel issues, distribution of rewards, communication styles, methods used to motivate, disciplinary techniques and actions, interactions between management and groups, interactions between groups, attention to problems that employees have from time to time, and the need for employee satisfaction and welfare. Employee behavior affects the climate through their personality, especially their needs and the actions they take to satisfy those needs. Employee communication plays an important part in shaping

climate. The way a person communicates determines the success or failure of human relationships.

Not enough teachers in primary school level have the competence and characteristics as "movers" teachers. Competence has a determining contribution for each employee or educator to carry out their duties professionally. Without competence, it will be difficult for an employee, especially an educator, to carry out their duties in accordance with the demands of the professional code of ethics. Principal's Transformative Leadership which influences the organizational climate which is the reference of ideas, feelings and behavior for those involved in the organization, becomes a trigger and booster of work enthusiasm to carry out tasks in accordance with professional demands. SD as an educational institution that serves the learning needs of citizens in the formal school system, plays an important role in realizing social justice for the community, especially those who are less fortunate or classified as poor. Organizational climate and elementary school teacher competence as the center and focus of this research study are considered urgent because it will find out how the relationship between organizational culture and the competence of elementary school teachers and how big it contributes to organizational culture to the competence of elementary school teachers. With these findings, it is hoped that the government will consider or refer to PKBM which has an organizational culture that determines the competence of educators who ultimately carry out their duties professionally which leads to an output having knowledge, attitudes and functional technical skills as a provision for life in the future.

METHOD

This study has 4 variables, namely Transformational Leadership (X1) Organizational Climate (X2) Interpersonal Communication (X3) and Innovative Behavior (Y). This study uses inferential quantitative research methods used to prove the four hypotheses as formulated above.

The population in this study were all elementary school educators in Bolaang Mongondow Selatan Regency. The pre-survey data obtained found that there were 255 elementary school teachers (Dinas Diknas, Bolaang Mongondow Selatan Regency, 2020). The research data source sample is determined by the sampling area sampling technique and sampling quota. Referring to the formula put forward by Isaac and Michael in (Sugiyono, 2012: 86-87) for an error rate of 5% of the 256 teachers, the total population, the data source sample is 142 elementary school teachers in Bolaang Mongondow Selatan Regency.

The research data was collected using a questionnaire technique consisting of 1) data about the Principal's Transformational Leadership 2) Interpersonal Communication, (3) Organizational Climate and 4) Teachers' Innovative Behavior. Before being used to capture the data, the four instruments were subjected to a test item to determine the level of validity and consistency of each question item. The research instrument was arranged in the form of a closed list of questions where each respondent only had that answer choice. The weighted values for the answer choices range from 1 to 5 depending on the formulation of the question whether in positive or negative form. If the question is in positive form, the value of the answer choice is 5, otherwise if the question is in

the negative form, the value of the answer choice is 1.

RESULTS

Simple Regression Testing Between Research variables

Below is presented the results of a simple regression analysis of the effect of the 4 research variables in the form of a linear effect (Table 1). The effect of the two variables is said to be very significant if the significance value (Sig.) < 0.01 ; It is said to be significant if the significance value (Sig.) ≤ 0.05 , and it is said to be insignificant if the significance value (Sig.) > 0.05 .

The results of simple regression analysis are in Table 4.13 (see page 135):

1. There is a strong and very significant influence between the Principal's Transformational Leadership and Organizational Climate ($r = 0.636$ with p value < 0.0001).
2. There is a very strong and very significant influence between Principal Leadership and Interpersonal Communication ($r = 0.653$ with p value < 0.0001).
3. There is a weak but very significant influence between Leadership and Teacher-Teacher Innovative Behavior ($r = 0.312$ with p value = 0.008).

Table 1. Simple Regression Matrix Between Research Variables

Variabel	Climate Organization	Interpersonal Communication	Innovative Behavior of Elementary School Teachers
Principal Leadership	$r = 0,626$ ($p < 0,0001$)	$r = 0,653$ ($p < 0,0001$)	$r = 0,340$ ($p = 0,008$)
Organizational Climate		$r = 0,643$ ($p < 0,0001$)	$r = 0,459$ ($p < 0,0001$)
Interpersonal Communication			$r = 0,368$ ($p = 0,001$)

Calculation and Testing of Path Coefficients

Based on the research hypothesis and the influence between exogenous and endogenous

variables contained in Chapter II, there are six path coefficients, namely ρ_{21} , ρ_{32} , ρ_{31} , ρ_{41} , ρ_{42} , and ρ_{43} . There are three structural models to be analyzed. The results of data analysis based on the structural model are presented in the following.

Structural Model Testing 1

The structural model 1 is as follows:

$$X2 = \rho_{21}X1 + e1$$

Based on linear regression analysis, the results are presented in Table 2. The results in the following table show the path coefficient $\rho_{21} = 0.626$ with the Sig. <0.0001. Graphically, the effect of variable X1 on X2 according to structural model 1 is presented in Figure 4.7. These results indicate that there is a significant direct effect of X1 on X2.

Table 2. Path Analysis Results of the Influence of X1 on X2

Model	Koefisien Regresi	Koefisien Beta	Nilai Uji t	Signifikansi
Konstanta	26.522		2.092	
X1	0.775	0.626	6.163	Sig. < 0.0001

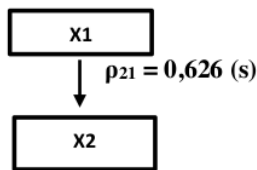


Figure 1. Path analysis of the effect of X1 on X2

Information:

- X1 = Principal Leadership Variable
- X2 = Organizational Climate
- s = significant

Structural Model Testing 2

The structural model 2 is as follows:

$$X3 = \rho_{31}X1 + \rho_{32}X2 + e1$$

Based on multiple linear regression analysis, the results obtained path coefficient $\rho_{31} = 0.354$ with the value of Sig. = 0.003 and the path coefficient $\rho_{32} = 0.462$ with the Sig. <0.0001. These results indicate that there is a significant direct effect X1 on X3 and there is a significant direct effect X2 on X3. Graphically, the effect of the variables X1 and X2 on X3 according to structural model 2 is presented in Figure 2.

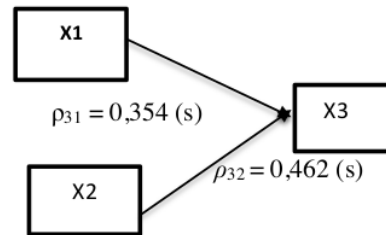


Figure 2. Influence Model Between Variables After Structural Model Testing 2

Information

- X1 = Principal Leadership Variable
- X2 = Organizational Climate Variable
- X3 = Interpersonal Communication Variable
- s = significant

Structural Model Testing 3

The structural model 3 is as follows:

$$Y = \rho_{y1}X1 + \rho_{y2}X2 + \rho_{y3}X3 + e1$$

Based on multiple linear regression analysis, the path coefficient $\rho_{y1} = -0.014$ was obtained with the value of Sig. = 0.932; path coefficient $\rho_{y2} = 0.368$ with the value of Sig. = 0.034; and the path coefficient $\rho_{y3} = 0.145$ with a value of Sig. = 0.404. Graphically, the effect of the variables X1, X2, and X3 on Y according to structural model 3 is presented in Figure 3.

Table 3. Results of Path Analysis of the Influence of X1, X2, and X3 on Y

Model	Koefisien Regresi	Koefisien Beta	Nilai Uji t	Signifikansi
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Konstanta	54.063	-	2.611	
X1	-0.020	-0.014	-0.086	Sig. = 0.932
X2	0.437	0.368	2.167	Sig. = 0.034
X3	0.257	0.145	0.840	Sig. = 0.404

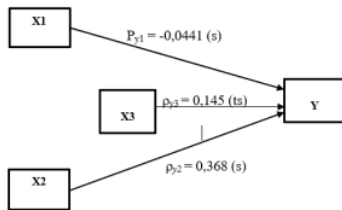


Figure 3. Influence Model Between Variables After Structural Model Testing 3

Information:

- X1 = Primary Principal Leadership Variable
- X2 = Organizational Climate Variable
- X3 = Interpersonal Communication Variable
- Y = Elementary Teachers Innovative Behavior
- s = significant
- ts = insignificant

Multicollinearity examination X1 and X2

In the analysis of the line of examination, whether or not multicollinearity between independent variables needs to be done, because it will have an impact on the effect of each independent variable on the dependent variable. One of the impacts will cause the effect to be insignificant or even contrary to theory. For example, the influence should be positive, but a negative influence.

Multicollinearity examination can be tested by examining the Tolerance, VIF, Eigenvalues, Condition Index, Standard Error, simple regression coefficient (r), or 95% Confidence Interval value for each variable. It is said that multicollinearity does not occur if: 1) Tolerance value > 0.1, or 2) VIF value < 10, or 3) Eigenvalue > 0.01, or 4) Condition Index < 30, or 5) Standard Error < 1, or 6) The regression coefficient (r) < 0.8, or 7) 95% confidence index which is quite wide.

Based on the results of previous calculations of regression between independent variables (X1 and X2), it was obtained $r = 0.626$ with a Sig. < 0.0001. Furthermore, from the results of the multicollinearity examination, it turns out that none of the 7 examinations stated above stated that there was multicollinearity between the variables X1 against X2.

Therefore, based on the results of data calculations in Tables 2 and 4 it can be concluded:

1. The effect of X1 on X2 obtained the path coefficient $\rho_{31} = 0.354$ with the value of Sig. = 0.003 < 0.01. These results indicate that there is a very significant direct effect X1 on X2.
2. The effect of X2 on X3 is obtained by the path coefficient $\rho_{32} = 0.462$ with the Sig. < 0.0001. These results indicate that there is a very significant direct effect of X2 on X3.

Table 4. Multicollinearity Examination Results on Structural Model 2

Model	Std. Error	Ki 95%	Tolerance	Vif	Dimensi	Eigenvalue	Condition Index
X1	0.094	0.105 – 458	0.608	1.644	1	2.987	1.000
X2	0.076	0.157 – 462	0.608	1.644	2	.008	18.961
					3	0.005	25.126

Multicollinearity examination X1, X2, & X3

Based on the results of previous calculations of regression between independent variables (X1, X2, and X3), it was obtained $r_{12} = 0.626$ with the Sig. <0.0001 ; (table 1); $r_{13} = 0.462$ with the Sig. <0.0001 (table 2); and $r_{23} = 0.145$ with the Sig. <0.404 (table 3). Furthermore, from the results of the multicollinearity examination (Table 5), it turns out that from the examinations

stated above, in Dimension 4 the value of Condition Index = $36,128 > 30$. This indicates that there is multicollinearity between the three independent variables (X1, X2, and X3). The existence of this multicollinearity causes the path coefficient from X1 to Y is negative, which is $\rho_{41} = -0.014$.

Table 5. Multicollinearity Examination Results on Structural Model 2

Model	Std. Error	KI 95%	Tolerance	VIF	Dimensi	Eigenvalue	Condition Index
X1	0.238	-0,497 – 0.456	0.521	1.918	1	3.984	1.000
X2	0.202	0.033 – 0.840	0.474	2.110	2	0.008	21.897
X3	0.306	-0.356 – 0.871	0.457	2.189	3	0.005	28.992
					4	0.003	36.128

Based on the results in Table 5., it can be stated:

1. The effect of X1 on Y obtained the path coefficient $\rho_{y1} = -0.044$ with the Sig. $= 0.932 > 0.05$. These results indicate that there is a significant direct effect X1 on Y.
2. The effect of X2 on Y obtained the path coefficient $\rho_{y2} = 0.368$ with the value of Sig. $= 0.034 < 0.05$. These results indicate that there is a significant direct effect X2 on Y.
3. The effect of X3 and Y obtained the path coefficient $\rho_{y1} = 0.145$ with the value of Sig. $= 0.404 > 0.05$. These results indicate that there is no direct and insignificant effect of X3 on Y. If structural models 1, 2, and 3 are combined, then graphically a model is obtained as shown in Figure 3.

Research Findings

After testing the effect of exogenous variables on endogenous variables is said to be significant if the Sig. ≤ 0.05 . In this study, the significance assessment used the results of statistical program data processing, namely the Sig. The results of the path coefficient analysis presented in Figure 3 states that based on the research hypothesis and statistical hypothesis, the following results are obtained:

Hypothesis 1: There is a direct and significant positive effect of principal leadership on organizational climate in elementary schools in Bolaang Mongondow Selatan district. Based on the results of the analysis, the path coefficient $\rho_{21} = 0.626$ was obtained with the value of Sig. <0.0001 . These results state that hypothesis 1 is acceptable, so there is a direct and significant positive effect of the Principal's Transformational Leadership on Organizational Climate in Elementary Schools in Bolaang Mongondow Selatan Regency.

Hypothesis 2: There is a direct and significant positive influence of the principal's leadership on the interpersonal communication of teachers in Bolaang Mongondow Selatan district. Based on the results of the analysis, the path coefficient $\rho_{31} = 0.054$ was obtained with the value of Sig. $= 0.003$. These results suggest that hypothesis 2 is acceptable, so there is a significant direct positive effect of the Principal's Transformative Leadership on Interpersonal Communication of Elementary School Teachers in Bolaang Mongondow Selatan Regency.

Hypothesis 3: There is a direct and significant positive effect of the transformational leadership of the principal on the innovative behavior of elementary school teachers in Bolaang Mongondow Selatan district. Based on the results of the analysis, the path coefficient $\rho_{32} = 0.462$

with the value of Sig. <0.0001. These results suggest that hypothesis 3 is acceptable, so there is a direct and significant positive effect of the Principal's Transformational Leadership on the Innovative Behavior of Elementary School Teachers in Bolaang Regency, South Mongondow.

Hypothesis 4: There is an indirect effect of Transformational Leadership on the Innovative Behavior of Elementary School Teachers through Organizational Climate in Bolaang Mongondow Selatan Regency. ($X1 \square X3 \square Y$). Based on the results of the analysis, the path coefficient $\rho_{31} = 0.354$ is obtained with the value of Sig. = 0.003 and the path coefficient $\rho_{y3} = 0.145$ with the Sig. = 0.404. These results state that hypothesis 4 is accepted because there is an effect, although not significant, the Transformational Leadership of the Principal on the innovative behavior of teachers. So, there is an indirect positive effect of Principal Leadership which is not significant on the Performance of the Tutor through Organizational Climate.

Hypothesis 5: There is an indirect effect of transformational leadership on the innovative behavior of elementary school teachers through interpersonal communication in Bolaang Mongondow Selatan district. ($X1 \square X2 \square Y$). Based on the results of the analysis, the path coefficient $\rho_{31} = 0.626$ with the value of Sig. <0.0001 and the path coefficient $\rho_{y2} = 0.368$ with the Sig. = 0.034. These results indicate that hypothesis 5 is acceptable. So, there is an indirect positive effect of Headmaster Transformational Leadership on Innovative Behavior of Elementary School Teachers in Bolaang Mongondow Selatan Regency through Interpersonal Communication.

Hypothesis 6: There is an indirect effect of organizational climate on innovative behavior of elementary school teachers through interpersonal communication in Bolaang Mongondow Selatan district. ($X1 \square X2 \square X3 \square Y$). Based on the results of the analysis, the path coefficient $\rho_{21} = 0.626$ was obtained with the value of Sig. <0.0001, the path coefficient $\rho_{32} = 0.462$ with the Sig. <0.0001, and the path coefficient $\rho_{y3} = 0.145$ with the Sig. = 0.404. These results state that hypothesis 6 is

acceptable because there is an effect, although not significant, the Transformative Leadership of the Principal on the Innovative Behavior of Elementary School Teachers in Bolaang Mongondow Selatan Regency through Interpersonal Communication. So, there is an indirect but insignificant positive influence of the Principal's Transformative Leadership on Innovative Behavior through Organizational Climate and Interpersonal Communication on Elementary School Teachers in Bolaang Mongondow Selatan District.

DISCUSSION

The following descriptions examine the research findings in sequence as follows.

The results of the study found that there was a direct and significant positive influence of the principal's leadership on organizational climate in elementary schools in Bolaang Mongondow Selatan district. Based on the results of the analysis, the path coefficient $\rho_{21} = 0.626$ was obtained with the value of Sig. <0.0001.

Principals, especially the Principals of Primary Schools in research locations as leaders, clearly play an important role in creating an organizational climate that supports the performance of teachers in carrying out their main duties and functions. Transformative leadership as the meaning it contains, where the followers of a transformational leader feel the trust, admiration, loyalty, and respect for the leader, and they are motivated to do more than initially expected them. Such leaders are able to transform and motivate followers by making them more aware of the importance of the results of a job, encouraging them to place more importance on the organization or team than their own interests, and activating their higher needs. Transformational leadership is a charismatic leader and has a central role and strategy in bringing the organization to achieve its goals. Transformational leaders also have the ability to equate a vision of the future with those of their subordinates, and enhance the needs of subordinates to a higher level than what they need.

As it is known, transformational leadership behaviors include: Charismatic (charismatic), which is a leader who influences followers by generating strong emotions and identification with the leader. a. It depends on the followers' reaction to the leader and the emotional-cognitive aspects of the leader. b. Being able to shape and expand their followers through energy, belief, ambition and assertiveness, as well as seizing opportunities. Intellectual stimulation, which is a process where leaders increase followers' awareness of problems and influence followers to view a problem from a new perspective. The characteristics of the leader of intellectual stimulation a. Has potential (general intelligence, cognitive, creativity and experience) b. Has a directional orientation (rational, empirical, existential and idealistic). Individual attention, namely the ability and responsibility of a leader to provide satisfaction and boost the productivity of his followers. Leaders tend to be friendly, informal, close and treat their followers or employees with the same treatment, providing advice, helping and supporting and encouraging the self-development of their followers. Inspirational inspiration or motivation (inspirational), namely the extent to which a leader communicates the extent to which the vision is attractive.

The results of the study found that there was a significant direct positive effect of the principal's transformational leadership on the interpersonal communication of teachers in Bolaang Mongondow Selatan district. Based on the results of the analysis, the path coefficient $\rho_{31} = 0.054$ was obtained with the value of Sig. = 0.003.

Quality relationships between teachers that are built on the basis of achieving common goals in an organization are clearly impossible to manifest by themselves, but occur because of a variety of variables that are interrelated or influence one another, one of which is the leadership pattern applied by leaders. in this case specifically by the principal. Principals who are able to apply transformational leadership patterns are naturally very likely to create relationships between teachers and teachers between teachers and administrative staff and between teachers and principals as well as

between teachers and students. The latter relationship is the key word for the realization of the educational dialogue that manifests between teachers and students in the learning process. A quality relationship atmosphere will certainly affect the realization of quality educational process outcomes. The key word is that the principal must be able to apply a transformative leadership pattern.

The study found that, there was a direct and significant positive effect of the transformational leadership of the principal on the innovative behavior of elementary school teachers in Bolaang Mongondow Selatan district. Based on the results of the analysis, the path coefficient $\rho_{32} = 0.462$ with the value of Sig. <0.0001.

Innovative behavior, especially played by teachers, is a must for these educators. The teacher in carrying out his service as a "giver of knowledge" for his students is asked to keep trying to transform the newest and best things as a result of a combination of several things or something that is the latest. Of course, this innovative behavior must be supported by a transformative leadership pattern where the principal is not a role model, not merely rhetoric, conveying things that he does not do, or just looking for a sensation that what he is doing or doing is quality.

The research findings confirm that, there is an indirect effect of transformational leadership on the innovative behavior of elementary school teachers through organizational climate in Bolaang Mongondow Selatan district. ($X1 \square X3 \square Y$). Based on the results of the analysis, the path coefficient $\rho_{31} = 0.354$ is obtained with the value of Sig. = 0.003 and the path coefficient $\rho_{y3} = 0.145$ with the Sig. = 0.404.

It is clear that the innovative behavior of teachers will not be possible by itself without the influence of various variables either independently or interconnected between saytu and others. This study found that the innovative behavior of the teachers occurs when there is transformational leadership from the principal who must create an organizational climate that allows teachers to work

actively, without pressure, especially from the principal.

The findings of this study are as follows: There is an indirect effect of transformational leadership on the innovative behavior of elementary school teachers through interpersonal communication in Bolaang Mongondow Selatan district. ($X1 \square X2 \square Y$). Based on the results of the analysis, the path coefficient $\rho_{31} = 0.626$ with the value of Sig. <0.0001 and the path coefficient $\rho_{y2} = 0.368$ with the Sig. $= 0.034$.

The innovative behavior of teachers does not happen by itself, except through one or several conditions that are deliberate or unintentional in terms of being carried out by the leaders, including the leadership pattern adopted by the principal. But the teachers' innovative behavior is not directly related to the leadership pattern applied by the principal, but must go through a relationship between individual teachers or personal teachers, meaning that first, build a quality relationship between teachers because it will be the basis or reason. so that teachers can behave innovatively.

The findings of this study are that there is an indirect effect of organizational climate on innovative behavior of elementary school teachers through interpersonal communication in Bolaang Mongondow Selatan district. ($X1 \square X2 \square X3 \square Y$). Based on the results of the analysis, the path coefficient $\rho_{21} = 0.626$ was obtained with the value of Sig. <0.0001 , the path coefficient $\rho_{32} = 0.462$ with the Sig. <0.0001 , and the path coefficient $\rho_{y3} = 0.145$ with the Sig. $= 0.404$.

Organizational climate has a relationship with teachers' innovative behavior but must be through interpersonal communication among them. Thus, between organizational climate and interpersonal communication are two variables that determine the innovative behavior of teachers. Quality relationships between teachers are linked to an organizational climate that allows everyone to work thoroughly. This means that, if it is desired that teachers be able to behave innovatively, it is necessary to develop a climate of organization and quality interpersonal communication in advance.

CONCLUSIONS AND SUGGESTIONS

Conclusion

By making the previous description as a basis for thinking, the following conclusions are formulated.

1. The results of the study found that the Principal's Transformative Leadership had a direct and significant positive effect on Organizational Climate at SD in Bolaang Mongondow Selatan Regency. This shows that the Principal of Elementary Schools in Bolaang Mongondow Selatan Regency in carrying out their duties as a leader can apply transformative leadership patterns.
2. Principal leadership has a significant direct positive effect on Interpersonal Communication of Elementary School Teachers in Bolaang Mongondow Selatan Regency. This explains that the Principal of Elementary Schools in Bolaang Mongondow Selatan Regency is capable of applying Transformative leadership characteristics.
3. Leadership Transformation of Principals has a direct positive effect on innovative behavior of elementary school teachers in Bolaang Mongondow Selatan district. This explains that in carrying out his leadership duties, the Principal of Elementary Schools in Bolaang Mongondow Selatan Regency, is able to apply the principles of Transformative leadership.
4. The Principal's Transformational Leadership affects Elementary School Teachers' Innovative Behavior through Organizational Climate in Bolaang Mongondow Selatan Regency. This explains that the indicators of Transformative Leadership can be applied by Primary School Principals in Bolaang Mongondow Selatan Regency.
5. The Principal's Transformative Leadership affects the innovative behavior of elementary school teachers through interpersonal communication to elementary school teachers in Bolaang Mongondow Selatan district. This shows that the principal can build interpersonal communication so that elementary school

teachers in Bolaang Mongondow Selatan district can behave innovatively.

6. Organizational climate influences the innovative behavior of elementary school teachers through interpersonal communication for elementary school teachers in Bolaang Mongondow Selatan district. This explains that the organizational climate and interpersonal communication have been realized among elementary school teachers in Bolaang Mongondow Selatan district, so that they behave innovatively.

Suggestion

Starting from the research conclusions described earlier, the following suggestions are formulated.

1. If an Organizational Climate is desired in SD in Bolaang Mongondow Selatan Regency, then the Principal in carrying out his leadership duties should apply the Transformative Leadership pattern.
2. The Principal's Transformative Leadership Pattern has a direct and significant positive effect on the Organizational Climate at SD in Bolaang Mongondow Selatan Regency. Thus, the Transformative Leadership pattern should be applied by Primary School Principals so that an Organizational Climate can be realized in every Elementary School.
3. Interpersonal communication also determines the quality of the performance of the State Civil Service (ASP), especially Elementary School Teachers. Interpersonal Communication is also influenced by Transformative Leadership. Therefore, every Primary School Principal is expected to be able to apply these leadership characteristics in carrying out their main duties and functions.
4. If the Transformational Leadership of the Principal is desired to affect the Innovative Behavior of Elementary School Teachers through the Organizational Climate in Bolaang Mongondow Selatan Regency, then the indicators of Transformative Leadership should be able to be applied by the Primary School Principal in carrying out its main tasks and functions.
5. In order for elementary school teachers' innovative behavior to be realized, the primary school principal should apply a transformative leadership pattern through interpersonal communication to elementary school teachers in Bolaang Mongondow Selatan district.
6. In order for the Organizational Climate to affect the innovative behavior of Elementary School Teachers through Interpersonal Communication for Elementary School teachers in Bolaang Mongondow Selatan District, Interpersonal Communication and Organizational Climate should be the concern of every leader, including the Principal of Elementary Schools.

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