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The Influence of Authentic Leadership on Teacher Creativity, Organizational Support, and Work Involvement of State Junior High School Teachers in Kendari City, Southeast Sulawesi

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Abstract

The purpose of this study is to analyze the influence of authentic leadership on creativity, organizational support, and work engagement, as well as the effects of teacher creativity and organizational support on work engagement, and the mediating role of organizational support and teacher creativity in the relationship between authentic leadership and work involvement in public middle schools in Kendari City. This research is based on the theory that authentic leadership can positively influence employee creativity, organizational support, and work engagement, and that teacher creativity and organizational support can also impact work engagement. Furthermore, it is hypothesized that organizational support and teacher creativity mediate the relationship between authentic leadership and work involvement. This study used a quantitative research design with a sample of 256 public junior high school teachers in Kendari City. The data was collected through surveys and analyzed using structural equation modeling (SEM). The results showed that authentic leadership has a positive and significant effect on creativity, organizational support, and work involvement, while teacher creativity had no significant effect on work involvement. Organizational support has a positive and significant effect on work involvement and teacher creativity. The study also found that authentic leadership has a positive and significant effect on work involvement mediated by organizational support and teacher creativity. This study provides insights into the importance of authentic leadership, organizational support, and teacher creativity in promoting work engagement and creativity among teachers in public middle schools. The findings can be used by school administrators to develop effective leadership and support strategies to improve work engagement and creativity among teachers. This study contributes to the existing literature on authentic leadership and work engagement by examining the mediating role of teacher creativity and organizational support in the relationship between authentic leadership and work involvement in public middle schools in Kendari City.

Keywords: *Authentic Leadership; Creativity; Organizational Support; Work Involvement; Teacher Creativity.*

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Introduction

One sector that has garnered focus in the Unitary State of the Republic of Indonesia is education. 20% of the APBN's budget is allocated to the education sector, which demonstrates the government's concern. This allocation demonstrates the Indonesian government's attempts to attain its educational objectives. The government is currently making maximum efforts to realize educational goals from various aspects. One of the government's efforts is to form and establish quality educational institutions (Respationo et al., 2022).

The ideals of the Indonesian people, which include educating the nation's life, must be realized in Indonesia's schools. The goals of national education provide the necessary detail: nurturing students' potential so that they may grow into people who believe in and laugh at God Almighty; who have a noble character; who are physically and mentally fit; who are creative and independent; and who are democratic and responsible citizens. This goal hopes that education results will form a complete Indonesian society. People with intellectual, spiritual, and emotional intelligence (Tabroni et al., 2022).

In several surveys, most organizations make involvement their main focus because only a few workers (between 17% and 29%) have high involvement with their work. This will impact the quality of education in educational units (schools). One example of teacher work involvement is the role of the teacher in carrying out the educational process at school (Arnetz et al., 2020). In addition, teacher work involvement is influenced by several factors, including authentic leadership. Several studies on the relationship between authentic leadership and work involvement stated that an authentic leadership relationship contributes to increasing work involvement (Chaudhary & Panda, 2018). Within the scope of the school, Mandraguna & Supriadi explain that the authentic leadership of the principal school influences teacher work involvement (discipline). In contrast to the research conducted by Andiyasari & Pitaloka, which revealed that authentic leadership does not positively affect work involvement (Zhang et al., 2021).

Much research has been done on teacher involvement because teacher involvement has been proven to positively impact the process of providing education. Involved teachers can make their students become more involved to create a more effective school atmosphere. Engaged teachers also show a degree of going the extra mile to make classroom activities more meaningful (Martin & Collie, 2019). Engaged teachers are willing to work with students on extracurricular activities so that students will bond with the school and develop their achievements. The study of the factors that influence teacher work engagement in this study will be limited to three factors: authentic leadership, teacher creativity, and organizational support (Skinner et al., 2022). Explanation of the findings of Victor Seco's study on the relationship between authentic leadership and employee engagement indicates that there is a relationship between authentic leadership and employee engagement. Other research findings suggest that authentic leadership requires the capacity to foster the creation of a shared "we" identity between leaders and communities. Organizational success in achieving its goals depends on the leadership process. Leaders can influence teachers to feel within the organization (Ji & Yoon, 2021).

Another factor that influences employee work engagement is the teacher. Hayatina states that a teacher has a positive attitude, such as being creative towards his work, so the teacher will always want to be involved in his work. Likewise, on the other hand, a teacher who has a negative attitude toward his work must only carry out his function and position as a mere routine (Zeng et al., 2019). So, it is necessary to instill a positive attitude towards the teacher's work considering the teacher's role in the educational environment is very central. The teacher's attitude toward work can be seen in the teaching creativity displayed. Teachers with a positive attitude towards work will certainly reflect a teacher who can work professionally (Main, 2018).

Concerning the teacher's learning method with low creativity, he will use the lecture method from the beginning to the end of the lesson. At the same time, the learning aids are markers and blackboards. Most of the teachers at SMPN 15 Kendari still use the lecture method from start to finish. Then learning media for most teachers use whiteboards, and their learning resources are glued to textbooks. Some of these things make the quality of learning in schools low. Schools should provide facilities for teachers to increase their creativity. Mainly related to supporting materials for teachers to make learning media and find learning resources. Some of the above phenomena prompted researchers to study the predictor variables of work engagement in teachers of public junior high schools in Kendari city. The predictor variables for teacher work engagement that will be studied in this study are authentic leadership, teacher creativity, and organizational support. Based on this, this study will reveal the effect of authentic leadership on teacher creativity, teacher work involvement, and organizational support in Public Middle Schools in Kendari City.

Literature Review

The Definition of Authentic Leadership

Bass, a well-known writer in the field of leadership, first used the term authentic leadership. Bass incorporated authentic leadership into his original model in response to objections surrounding the dark side of charisma and the possibility of narcissistic and authoritarian managers posing as transformative leaders (Gardner et al., 2021). Following Steidlmeier's statement in Bass and Steidlmeier's article, he argues that "truly transformational leaders" have high morals, because otherwise what happens is inauthentic leaders or pseudo-transformational leaders leadership. Thus, self-aggrandizing, fantasizing, and pseudo-transformational leaders can be labeled immoral leaders (Alvesson & Einola, 2019).

The concept of authenticity in leadership refers to the premise of "being true to one's self", and in this case, Bass and Steidlmeier try to explain authentic leadership as opposed to pseudo-transformational leadership. Bhindi, Riley, Smith, and Hansen define authentic leadership as a type of leadership in which the leader upholds moral and ethical values to improve his followers and themselves (Sidani & Rowe, 2018).

According to Yukl, leadership means the ability and process of influencing others to achieve specific goals. According to Dubrin, leadership is the endeavor to influence a large number of people through communication in order to accomplish goals and influence individuals with directives or orders. According to Siagian, leadership is the ability to persuade others (followers)

such that they desire to do the leader's will even if it is not loved personally (Bakti & Hartono, 2022).

Ilies, Morgeson, and Nahrgang tried to propose four authentic leadership model components: self-awareness, unbiased processing, authentic behavior/acting, and authentic relational orientation (Kosasih et al., 2020).

1. Self-awareness is a component of authenticity that refers to an individual's consciousness, beliefs, personal qualities, values, motivations, and cognitions. Self-awareness comprises knowledge of the contradictory self-aspects inherent to a person and the role these inconsistencies play in shaping one's thoughts, emotions, actions, and behavior. May argues that "knowing oneself and being true to oneself are essential qualities for authentic leadership" (Rivera et al., 2019).
2. Unbiased processing - refers to the processing of self-relevant information, which includes "not denying, not distorting, not exaggerating, or not ignoring private knowledge, internal and external experiences based on evaluative information". The unbiased processing component is at the heart of integrity and character. Both influence the decisions and actions of leaders and have implications for their own well-being (Puchalska-Wasył, 2022).
3. Authentic behavior/acting - authentic behavior refers to whether a person's actions are based on their true self (values, preferences, needs), not merely pleasing others or getting rewards, or avoiding punishment by "acting falsely" (Brezina, 2021).
4. Authentic relational orientation - evaluation and pursuit of openness and honesty (sincerity) in a relationship. Relational authenticity entails an active process of self-disclosure and the cultivation of reciprocal intimacy and trust, so that both the positive and negative parts of the genuine self are revealed. To achieve relationship authenticity, one must be genuine and not pretend in one's relationship with another (Kleynhans et al., 2021).

Definition of Organizational Support

Based on the underlying premise presented by Rhoades and Eisenberger, perceived organizational support has been established. Perception of organizational support is an employee's perception of the degree to which the organization values employee contributions and cares about the conditions and needs of employees (Shanock et al., 2019). This employee perception assesses that the organization values contributions listen to complaints, pays attention to the lives and welfare of employees, and treats employees fairly. The organization is viewed as a source of socioemotional needs such as admiration, care, and tangible advantages (pay and perks) (Bhatti et al., 2022).

Another understanding of organizational support is based on the theory of social exchange, which focuses on the study of the behavior of employees, where employees who feel supported and appreciated by the organization will provide feedback in the form of work results in line with company expectations (Zagenczyk et al., 2021). Labrague defines this organizational support as an effort made by the organization to value, reward, and care for employees. The real form of organizational support can be seen in various ways, such as support from superiors, opportunities to get more appreciation from the organization, non-discriminatory treatment, and a work

environment that supports employee development (Al-Hamdan & Bani Issa, 2021). Furthermore, perceptions of organizational support are considered essential for research because, in today's world of work, the relationship between organizations, superiors, and work groups is increasingly closely related due to the characteristics of modern organizations that are increasingly leaving the hierarchical principle. As a result, close communication between employees within the company can occur (Li et al., 2019).

Perceived organizational support relates to employees' impressions of the organization's appreciation for their contributions, support, and concern for their well-being. Maryati described Organizational support as the employee's belief that the organization manages and assesses every contribution to the organization's success. Meanwhile, according to Danish, organizational support is the employee's expectation that the organization appreciates the contribution and work that employees do properly (Salama et al., 2022). Furthermore, according to Erdogan & Enders, organizational support is the degree of individual trust in the organization that the organization cares about him, assesses every input given, and provides help and assistance for him. Suppose employees believe they receive a great deal of organizational support. These employees will then establish more positive interactions with and impressions of the organization as a result of their incorporation of membership into their self-identity (Hameed et al., 2019). The integration of membership in the organization with the employee's self-identity enables the employee to feel accountable for contributing to the organization/company and offering his best performance (Siderenkov et al., 2022).

According to Robbins, perceived organizational support is the extent to which employees believe that their contributions are valued and that the organization cares about their welfare. According to Wayen, perceptions of organizational support are global views created by employees on the level of organizational commitment to them (employees) as evidenced by the organization's respect for their efforts and its concern for their lives (Imran et al., 2020). In contrast, Milkovich stated that organizational support is the organization's responsibility which states organizational commitment to employees regarding rewards for their performance, either in the form of direct awards or personal recognition. Dawley defines organizational support as a response to the formation of organizational values as a contribution made by the company and concern for the welfare of employees based on the work performance possessed by these employees (Aggarwal et al., 2022).

Organizational support indicators, according to Rhoades & Eisenberg, are as follows:

1. Awards: the company provides awards or rewards for employee work achievements.
2. Development: the company pays attention to capabilities and provides employee promotion opportunities.
3. Working Conditions: concerning the physical and non-physical work environment.
4. Employee welfare: the company cares about the welfare of employees (Fristin & Supanto, 2022).

Definition of Work Involvement

Work involvement measures the degree to which a person is psychologically biased towards his work, participates actively in it, and considers his perceived performance as necessary as self-esteem. Employees with a high level of involvement will strongly side with the type of work being done and care about that type of work (Ko & Choi, 2019). For example, employees contribute ideas for the company's progress, are happy to comply with regulations, and support company policies and others. On the other hand employees who are less involved with their work are not in favor of the company (Islam et al., 2020).

Rabinowitz and Hall define work involvement into two categories. First, work involvement is seen as a "performance self-esteem contingency". According to this definition, work involvement is the degree to which an individual's self-esteem is influenced by his performance at work. Thus, lower or higher job involvement indicates lower or higher self-esteem obtained at work. Second, work involvement is a psychological identification with one's job (Hayes et al., 2022).

Other researchers such as Lodahl and Kejner explain that conceptually work involvement is the internalization of values regarding the goodness of work or work that is important to someone as the primary identity and self-esteem as an employee when working. Lawler and Hall argue that work involvement is closely related to self-concept and how essential needs are met (Silva et al., 2022). Theoretical work involvement is based on the theory of work role identity, which impacts psychological aspects and physical outcomes. Specifically, involvement with the employee's job role will psychologically affect results such as work comfort and physical consequences, namely good productivity (Wang et al., 2020).

Kanungo builds a work engagement measurement tool based on identifying psychological concepts in work because it includes involvement in work and fulfilling needs in work. So Kanungo built a work engagement measurement tool with 10 question items regarding attitudes, roles, and roles in the involvement of individuals in their work, including behavioral, attitudinal, and psychological aspects (Xu et al., 2022).

Schaufeli and Bakker say that work involvement refers to persistence and affective-cognitive that does not only focus on an object, event, individual, or behavior. According to Gryskiewicz, work engagement is a complicated term that is influenced by numerous aspects, such as workplace culture, organizational communication, leadership styles that elicit trust and admiration, as well as leadership styles embraced, and the company's reputation (Hapsari et al., 2019). Then Bakker, Schaufeli, Leiter, and Taris define work engagement as a positive and satisfying mental condition related to work that is characterized by passion, dedication, and appreciation (Suomäki et al., 2019).

Conceptual Framework

Relationship between variables of authentic leadership on creativity, authentic leadership on organizational support, authentic leadership on work engagement, teacher creativity on work engagement, organizational support on work engagement, organizational support on teacher creativity, authentic leadership influences work involvement mediated by organizational support, authentic leadership influence on work involvement mediated by teacher creativity at Public Middle Schools in Kenri City is described as follows:

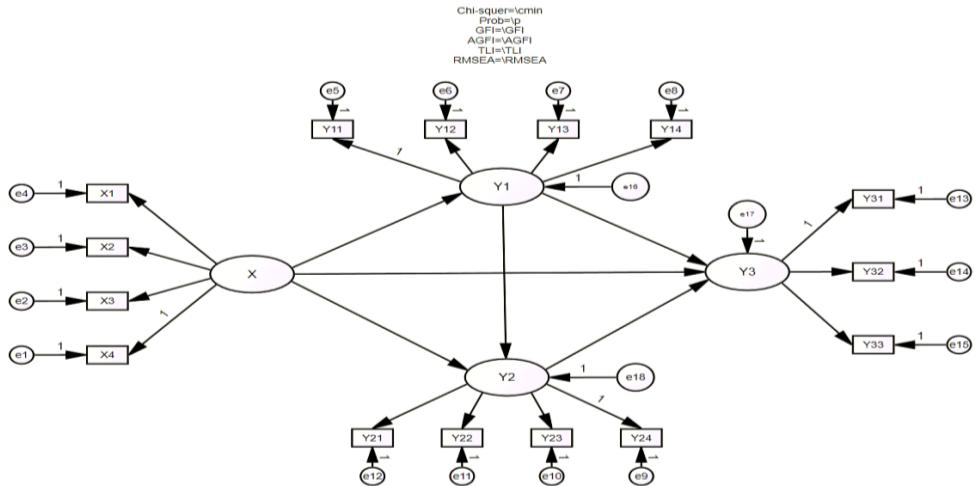


Figure 1. Conceptual Framework for Variables in Research

Hypothesis

Based on the framework, this study aims to analyze the effect of the independent variable (free) Authentic Leadership (Authentic Leadership) on the dependent variable (bound) Work Engagement (Creativity), then Perceived Organizational Support (Perceived Organization Support) as a mediator of the influence of the independent variable on the dependent variable. The hypotheses that will be proposed in this study are as follows:

1. H1: Authentic leadership positively and significantly affects the creativity of State Junior High School teachers in Kendari City.
2. H2: Authentic leadership positively and significantly affects organizational support in Kendari City State Junior High School.
3. H3: Authentic leadership has a positive and significant effect on the work involvement of State Junior High School teachers in Kendari City.
4. H4: Teacher creativity has a positive and significant effect on the work involvement of State Junior High School teachers in Kendari City.
5. H5: Perception of organizational support has a positive and significant effect on the work involvement of State Junior High School teachers in Kendari City
6. H6: Organizational support affects the creativity of State Junior High School teachers in Kendari City.
7. H7: Authentic leadership affects the work involvement of State Junior High School teachers in Kendari City mediated by organizational support.
8. H8: Authentic leadership affects the work involvement of State Junior High School teachers in Kendari City mediated by teacher creativity.

Method

The data analysis method used in this research is descriptive analysis and structural equation modeling (SEM) test using AMOS Release 25/26. The analytical technique used in this study uses the concept of Structural Equation Modeling (SEM) using the AMOS 25/26 program package. This is to enable a researcher to test several dependent variables as well as independent variables. The population in this study were teachers of public junior high schools in Kendari City. Then the samples in this study were teachers in charge of Public Junior High Schools in Kendari City, totaling 751 teachers. The distribution of the sample area is based on the criteria set by 23 schools with a population of 751 respondents, and the slovin formula determines the number of samples with a precision value of (ϵ) 5%. So, the number of samples in this study is rounded up to 256 respondents. Furthermore, for the distribution of samples in each work unit in public junior high schools throughout Kendari City, it is carried out on a proportional basis.

Result and Discussion**The Influence of Authentic Leadership Has a Positive and Significant Influence on the Creativity of Teachers at Public Middle Schools in Kendari City**

The results of testing authentic leadership on teacher creativity obtained an estimated path coefficient value of 0.217 in a positive direction. The path coefficient is positive, meaning authentic leadership's effect on teacher creativity is unidirectional. The significance results are proven by the q -value of $0.002 < \alpha = 0.05$, which is interpreted as a significant influence. Based on this, it can be concluded that authentic leadership has a positive and significant effect on teacher creativity which can be proven so that the first hypothesis (H1) is declared accepted.

This can be explained that authentic leadership is a type of leadership whose leaders highly uphold moral and ethical values to improve their followers and themselves, so that this leadership will shape creativity, especially for teachers, if the principal carries out this leadership (Ribeiro et al., 2021).

The Influence of Authentic Leadership on Teacher Organizational Support in State Junior High Schools in Kendari City

The results of the authentic leadership test on organizational support obtained an estimated path coefficient value of 0.327 with a positive direction. The positive path coefficient means that the effect of authentic leadership on organizational support is unidirectional. The significance result is the value of $0.002 < = 0.05$, which is interpreted as a significant influence. Based on this, it can be concluded that authentic leadership has a positive and significant effect on organizational support, which can be proven so that the first hypothesis (H2) is declared accepted.

Authentic leadership will respect values, morals, and ethics when carried out. When this is done, it will increase the employee's self-confidence so that the employee does a good job. When

employees do a good job, the organization pays attention, thus, this is a form of organizational support (Zeb et al., 2020).

Authentic leadership Has a Positive and Significant Effect on Teacher Work Involvement in Public Junior High Schools in Kendari City

The results of the authentic leadership test on work involvement obtained a path coefficient estimate value of 0.223 with a positive direction. The positive path coefficient means that the effect of authentic leadership on job involvement is unidirectional. The significance result is evidenced by the $-value$ of $0.001 < = 0.05$, which is interpreted as a significant influence. Based on this, it can be concluded that authentic leadership has a positive and significant effect on job involvement which can be proven so that the third hypothesis (H3) is declared accepted. With the nature of authentic leadership that the leader runs, it will make employees comfortable at work so that employees respond by bringing up an attitude of good work involvement in the organization to achieve organizational goals.

Teacher Creativity Has No Positive and Significant Influence on Teacher Work Involvement in Public Junior High Schools in Kendari City

The teacher's creativity test results on work involvement obtained a path coefficient estimate value of 0.137 with a positive direction. The positive path coefficient means that the influence of teacher creativity on organizational support is unidirectional. The significance result is the value of $0.003 < = 0.05$, which is interpreted as a significant influence. Based on this, it can be concluded that teacher creativity has a positive and significant effect on teacher creativity which can be proven so that the fourth hypothesis (H4) is declared accepted.

A teacher who has good creativity will cause the teacher to involve himself in all the work assigned to him. The teacher's creativity makes his work more professional, increasing his confidence. Self-confidence is one indicator of the teacher's work in achieving organizational goals (Anderson et al., 2021).

Organizational support Has a Positive and Significant Effect on Teacher Work Involvement in Public Junior High Schools in Kendari City

The results of organizational testing support for work involvement obtained an estimated path coefficient value of 0.321 with a positive direction. The positive path coefficient means that the influence of organizational support on organizational support is unidirectional. The significance result is the value of $0.004 < = 0.05$, which is interpreted as a significant influence. Based on this, it can be concluded that organizational support has a positive and significant effect on job involvement which can be proven so that the fifth hypothesis (H5) is declared accepted.

Organizations that pay attention to their employees in the form of organizational support will make these employees engage in work involvement to achieve organizational goals. Organizational goals can be achieved if employees have an attitude of work involvement. In this study, organizational support will affect work engagement. A principal who pays attention to the condition of the teachers will make the teacher show his work involvement (Le & Lei, 2019).

Organizational support Has a Positive and Significant Influence on the Creativity of Teachers at Public Middle Schools in Kendari City

The results of organizational testing support for work involvement obtained an estimated path coefficient value of 0.252 in a positive direction. The path coefficient is positive, meaning that the influence of organizational support on organizational support is unidirectional. The significance results are proven by the q -value of $0.001 < \alpha = 0.05$, which is interpreted as a significant influence. Based on this, it can be concluded that organizational support has a positive and significant effect on work involvement which can be proven so that the sixth hypothesis (H6) is declared accepted.

Organizational support for its employees makes them work with enthusiasm and commitment to a good organization. Someone who works well because of the organizational support factor will make the employee explore all his abilities for the organization. The ability to explore these abilities will increase creativity. A teacher who gets organizational support will make the teacher bring out his creativity at work (Li et al., 2019).

Authentic leadership Has a Positive and Significant Influence on Work Involvement Mediated by the Organizational Support of Teachers at Public Middle Schools in Kendari City

Based on the formula for using z-statistics developed by Sobel, the mediating effect of the variable organizational support in bridging the influence of authentic leadership on work involvement can be seen from the results of the Sobel test based on the path coefficient values that have been analyzed previously, namely a z value of 1.020 is obtained, this indicates that the z value is smaller than the value of 1.96 with a significance level of 5%, so this can prove that organizational support is unable to mediate the influence of authentic leadership on work involvement, so the eighth hypothesis (H8) in this study is rejected.

Organizational support for its employees cannot mediate authentic leadership on work involvement. This is quite reasonable if it happens in educational institutions because authentic leadership runs and, without organizational support, can make the teacher express his involvement in work. The essence of work for teachers is how authentic leadership can be upheld because the organizational support referred to in it is authentic leadership (Aldabbas et al., 2021).

Authentic leadership Has a Positive and Significant Effect on Work Involvement mediated by Teacher Creativity in Public Junior High Schools in Kendari City

Based on the formula for using z-statistics developed by Sobel, the mediating effect of the teacher's creativity variable in bridging the influence of authentic leadership on work engagement can be seen from the results of the Sobel test based on the path coefficient values that have been analyzed. Based on the results of Sobel's calculation, the z value is 2.332, because the z value obtained is $2.332 > 1.96$ with a significance level of 5%, it proves that teacher creativity can mediate the effect of authentic leadership on work engagement.

Thus, the eighth hypothesis (H8) is declared accepted. Teacher creativity can bridge authentic leadership and work engagement. This means that when authentic leadership is done well, it will

increase teachers' creativity, increasing the sense of belonging in work engagement for the better (Zhang et al., 2022).

Conclusion

Authentic leadership has a positive and significant effect on creativity, and authentic leadership has a positive and significant impact on organizational support, authentic leadership has a positive and significant effect on work engagement, teacher creativity has no positive and significant effect on work engagement, organizational support has a positive and significant effect on work engagement, organizational support has a positive and significant effect on teacher creativity, authentic leadership has a positive and significant effect on work involvement mediated by organizational support, authentic leadership has a positive and significant effect on work involvement mediated by teacher creativity in Public Middle Schools in Kendari City.

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