

## The Influence of Organizational Culture and Visionary Leadership on Instructor Innovation at the Vocational Training and Productivity Center in the Ministry of Manpower

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### Abstract

The purpose of this research is to find ways and strategies to enhance innovation for the achievement of organizational goals through the identification and strengthening of Organizational Culture and Visionary Leadership variables. This study employs a survey method with a quantitative approach, with a sample of 142 respondents. The data collection technique involves the use of a questionnaire. The data analysis steps in this research include: First, analyzing the correlation and linear regression aspects of each pair of variables and second, calculating the path coefficient using the product-moment correlation coefficient between each pair of research variables. The results indicate that (1) there is a direct positive influence between Organizational Culture ( $X_1$ ) and Innovation ( $Y$ ); (2) there is a direct positive influence between Visionary Leadership ( $X_2$ ) and Innovation ( $Y$ ). The conclusion of this research states that organizational culture and visionary leadership have a positive influence on innovation.

**Keywords:** Organizational culture, Visionary Leadership, Educator Innovation

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## INTRODUCTION

Education plays a crucial role as an instrument to drive the economy and build the civilization of a nation. This is because education has the potential to create positive changes in society and have a significant long-term impact. Education helps shape individual character, promotes ethics, tolerance, and mutual respect, and strengthens awareness of universal human values (Ellitan & Mulia, 2019). Through quality education, a country can create excellent and qualified human resources, foster sustainable economic growth, and shape an inclusive, responsible, and civilized society (Atika et al., 2021; Girmanová et al., 2022).

However, there are numerous challenges in creating excellent human resources through the education system in our country. These challenges include issues related to the quality of educator human resources, disparities in education between regions, mismatch between learning outcomes and the qualifications demanded by the labor market, the need for agile curriculum design to adapt to technological leaps and shifts in market competition, educational facilities unable to keep up with the progress of the times, and insufficient education budgets to provide and maintain quality education (Alrasheedi et al., 2016; Oflaz, 2021).

To address these issues, the role of instructors as innovative educators in labor training centers is crucial. Instructors are civil servants appointed as functional officials with duties, responsibilities, authority, and rights to carry out activities related to training implementation and development (Regulation of the Ministry of PANRB No. 82 of 2020). Furthermore, the innovation of educators in labor training centers, as mentioned above, in carrying out their functions in training implementation following the guidelines of the Ministry of Manpower and Transmigration Regulation No. 8 of 2014, is closely related to the phenomenon of high unemployment rates in Indonesia, especially in the West Java region. This motivates researchers to conduct studies on the innovation of educators. Moreover, researchers have found data indicating that studies on educator innovation in Job Training Centers have not been extensively conducted.

Furthermore, there are several studies on innovation related to other variables. (Caliskan & Zhu, 2020) state the results of their research, indicating that organizational culture influences students' perceived needs for innovation, their views on innovative instructional approaches, responsiveness to instructional innovation, and the perceived level of implementation of educational innovation. The study also concludes that hierarchical structure, lack of open communication and autonomy, workload, lack of financial resources, and support are significant obstacles to educational innovation in Turkish universities. Additionally, Setyaningsih et al. (2020) found that strengthening Visionary Leadership can enhance teachers' performance in learning innovation. This is supported by the findings of a study (Ashlan, 2022) indicating that Visionary Leadership and innovation influence teachers' performance.

Based on the above background, this research aims to find ways and strategies to enhance innovation for the achievement of organizational goals through the identification and strengthening of Organizational Culture and Visionary Leadership variables. Additionally, this study is expected to generate practical strategies and recommendations that can be applied to strengthen these factors and effectively enhance innovation to achieve organizational goals.

## **RESEARCH METHOD**

This research employs a survey method with a quantitative approach, focusing on revealing causal relationships among variables. The dependent variable in this study is innovation (Y), and the two independent variables are Organizational Culture ( $X_1$ ) and Visionary Leadership ( $X_2$ ).

The population of this study includes all educators in BBPVP Bekasi, Bandung, and BPVP West Bandung, totaling 220 individuals. Sampling is a portion or representative of the population under study (Arikunto, 2010). The sample determination is done using the Taro Yamane formula, with an error level and confidence level of 5% (Sugiyono, 2017). Based on the calculation using this formula, the research sample consists of 142 respondents.

The data collection technique in this study uses a questionnaire. According to Sugiyono (2013), a questionnaire is a data collection technique that involves providing a set of written questions or statements to respondents for them to answer. Educator innovation in this research is measured with indicators (a)

Process, (b) Method, (c) Product, and (d) Service obtained through a research instrument in the form of a questionnaire given to instructors using a rating scale with values: always (5), often (4), sometimes (3), rarely (2), and never (1), resulting in scores. The validity of this research instrument is tested using the Pearson Product Moment correlation test. The reliability of the instrument is tested using the Cronbach's Alpha technique.

The data analysis steps in this study include: First, analyzing the correlation and linear regression aspects of each pair of variables. Second, to calculate the path coefficient, the product-moment correlation coefficient is used between each pair of research variables. The prerequisites before conducting causal analysis include the linearity of the relationship between each pair of variables in the causality. Prerequisite tests are conducted with normality, homogeneity, linearity, and significance tests.

## RESULTS AND DISCUSSION

### Description of Research Variable Data

The description of the data in this research aims to provide a general overview of the distribution or data spread. The data is processed using descriptive statistical techniques, including the mean, median, mode, standard deviation, frequency distribution, variance, lowest and highest scores, the range between the lowest and highest scores, data variability (sample variance), and the total score (sum) of the research variable. The presentation of each variable is as follows:

#### *Description of Innovation Variable Data (Y)*

The measurement results of the Innovation variable data (Y) through the research instrument yielded the following results: the sum of data is 16423, the count is 142, the maximum score is 163, the minimum score is 70, the mean score is 115.65, the median is 116, the mode is 115, the range is 93, and the standard deviation is 21.251. The data can be explained through the table below.

Table 1. Descriptive Statistics of the Innovation Variable (Y)

No	Statistical Measure	Result
1	Number of Data	142
2	Mean	115,65
3	Median	116
4	Mode	115
5	Standard Deviation	21,251
6	Variance	451,603
7	Range	93
8	Minimum Score	70
9	Maximum Score	163
10	Number of Classes	8
11	Class Interval	12
12	Total	16423

***Description of Organizational Culture Variable Data (X<sub>1</sub>)***

The measurement results of the Organizational Culture variable data (X<sub>1</sub>) through the research instrument yielded the following results: the sum of data is 29061, the count is 198, the maximum score is 180, the minimum score is 69, the mean score is 146.7, the median is 146.5, the mode is 142, the range is 111, and the standard deviation is 16.12. The data can be explained through the table below.

Table 2. Descriptive Statistics of the Organizational Culture Variable (X<sub>1</sub>)

No	Statistical Measure	Result
1	Number of Data	142
2	Mean	122,09
3	Median	122,00
4	Mode	119
5	Standard Deviation	22,233
6	Variance	587,233
7	Range	114
8	Minimum Score	59
9	Maximum Score	173
10	Number of Classes	8
11	Class Interval	14
12	Total	17337

***Description of Visionary Leadership Variable Data (X<sub>2</sub>)***

The measurement results of the Visionary Leadership variable data (X<sub>2</sub>) through the research instrument yielded the following results: the sum of data is 18947, the count is 142, the maximum score is 189, the minimum score is 38, the mean score is 133.43, the median is 130.00, the mode is 131, the range is 151, and the standard deviation is 27.408. The data can be explained through the table below.

Table 3. Descriptive Statistics of the Visionary Leadership Variable (X<sub>2</sub>)

No	Statistical Measure	Result
1	Number of Data	142
2	Mean	122,09
3	Median	122,00
4	Mode	119
5	Standard Deviation	22,233
6	Variance	587,233
7	Range	114
8	Minimum Score	59
9	Maximum Score	173
10	Number of Classes	8
11	Class Interval	14
12	Total	17337

## Preliminary Test

### Normality Test

The normality test of the estimated standard error using the Liliefors test. The  $L_{table}$  value for  $N=142$  with  $\alpha=0,05$  is 0.0789 at a significance level of 0.05. The requirement that the estimated standard error comes from a population that is normally distributed is fulfilled when  $L_{calc} < L_{table}$ . The calculation using the Liliefors test resulted in  $L_{calc}= 0,0723$ , while from the Liliefors table for  $\alpha = 0,05$  and  $n = 142$ , the  $L_{table}= 0,0789$ . Since the  $L_{calc} < L_{table}$ ,  $H_0$  is accepted, meaning that the conclusion is that the estimated standard error of the Organizational Culture variable ( $X_1$ ) on Innovation (Y) comes from a population that is normally distributed. Details can be seen in Table 4 below:

Table 4. Normality Test of Estimated Variable Organizational Culture ( $X_1$ ) on Innovation (Y)

Number	L calc	L table $\alpha = 0,05$	Conclusion
1	0,0723	0,0789	Normal

**Normal distribution requirements are  $L_{calc} < L_{table}$ .**

The normality calculation of the Visionary Leadership variable ( $X_2$ ) using the Liliefors test resulted in  $L_{calc} = 0,0422$ , while from the Liliefors table for  $\alpha = 0,05$  and  $n = 142$ , the  $L_{table}= 0,0789$ . Since the  $L_{calc} < L_{table}$ ,  $H_0$  is accepted, meaning that the conclusion is that the estimated standard error of the Visionary Leadership variable ( $X_2$ ) on Innovation (Y) comes from a population that is normally distributed. Details can be seen in Table 5 below:

Table 5. Normality Test of Estimated Variable Visionary Leadership ( $X_2$ ) on Innovation (Y)

Number	L calc	L table $\alpha = 0,05$	Conclusion
1	0,0422	0,0789	Normal

**Normal distribution requirements are  $L_{calc} < L_{table}$ .**

### Homogeneity Test

The homogeneity test results for the Organizational Culture variable ( $X_1$ ) using the Bartlett test are as follows:

Table 6. Homogeneity Test of Innovation Variable (Y) on Organizational Culture Variable ( $X_1$ )

Box's M	4,720
Approx.	1,553
df1	3
df2	28767,599
Sig.	,199

Tests null hypothesis of equal population covariance matrices

Based on the Bartlett test calculation, the (sig.) value obtained is 0.199, while the significance level used is 0.05. The homogeneity data requirement is fulfilled if the sig value > the significance level of 0.05. Therefore, the Innovation variable (Y) on the Organizational Culture variable (X<sub>1</sub>) comes from populations with equal variances (homogeneous). Furthermore, the homogeneity test results for the Visionary Leadership variable (X<sub>2</sub>) using the Bartlett test are as follows:

Table 7. Homogeneity Test of Innovation Variable (Y) on Visionary Leadership Variable (X<sub>2</sub>)

Box's M	7,653
Approx.	2,307
df1	3
df2	355,619
Sig.	,076

Tests null hypothesis of equal population covariance matrices

Based on the Bartlett test calculation, the (sig.) value obtained is 0.076, while the significance level used is 0.05. The homogeneity data requirement is fulfilled if the sig value > the significance level of 0.05. Therefore, the Innovation variable (Y) on the Visionary Leadership variable (X<sub>2</sub>) comes from populations with equal variances (homogeneous).

### **Linearity Test**

The analysis of the Linearity test can be conducted using the ANOVA table by examining the significance value of Deviation from Linearity. The Linearity test requirement is fulfilled if the significance value > 0.05. If this is satisfied, it indicates a significant linear relationship between the Organizational Culture variable (X<sub>1</sub>) and the Innovation variable (Y). Once the Linearity test is met, it can proceed to the linear regression test. Using the ANOVA table at a significance level of 0.05, the analysis of the linear regression model between the Organizational Culture variable (X<sub>1</sub>) and the Innovation variable (Y) data yields the following:

Table 8. ANOVA Test of Organizational Culture Variable (X<sub>1</sub>) on Innovation Variable (Y)

		Sum of Squares	df	Mean Square	F	Sig.
1	Between	(Combined)	44050,932	71	620,436	2,449 ,000
	Groups	Linearity	27073,440	1	27073,440	106,866 ,000
		Deviation from Linearity	16977,492	70	242,536	,957 ,572
	Within Groups	17733,800	70	253,340		
	Total	61784,732	141			

Based on the table above, the Deviation from Linearity has a sig value of 0.572. Since the sig value (0.572) > 0.05,  $H_0$  is accepted. It is concluded that the regression between the Organizational Culture variable ( $X_1$ ) and the Innovation variable (Y) is linear. Thus, it can be proven that there is a significant linear relationship between the Organizational Culture variable ( $X_1$ ) and the Innovation variable (Y). With the proven Linearity relationship, it can proceed to the linear regression test.

Furthermore, the analysis of the linear regression model between the Visionary Leadership variable ( $X_2$ ) and the Innovation variable (Y) yields the following:

Table 9. ANOVA Test of Visionary Leadership Variable ( $X_2$ ) on Innovation Variable (Y)

		Sum of Squares	df	Mean Square	F	Sig.
I	Between (Combined)	45055,516	76	592,836	2,303	,000
	Groups Linearity	28418,337	1	28418,337	110,417	,000
	Deviation from Linearity	16637,179	75	221,829	,862	,734
Within Groups		16729,217	65	257,373		
Total		61784,732	141			

Based on the table above, the Deviation from Linearity has a sig value of 0.734. Since the sig value (0.734) > 0.05,  $H_0$  is accepted. It is concluded that the regression between the Visionary Leadership variable ( $X_2$ ) and the Innovation variable (Y) is linear. Thus, it can be proven that there is a significant linear relationship between the Visionary Leadership variable ( $X_2$ ) and the Innovation variable (Y). With the proven Linearity relationship, it can proceed to the linear regression test.

### Hypothesis Testing

#### *Testing the Influence of Organizational Culture Variable ( $X_1$ ) on Innovation Variable (Y)*

The analysis of the linear regression model test for the Organizational Culture variable ( $X_1$ ) on the Innovation variable (Y) yields the following:

Table 10. Linear Regression Test (t-test) of Organizational Culture Variable ( $X_1$ ) on Innovation Variable (Y)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	42,016	6,696		6,275	,000
	BO_x1	,603	,054	,688	11,211	,000

From Table 10, the slope constant (a) is 42.016, and the coefficient (b) for X1 is 0.603. Therefore, the regression equation formed between the Organizational Culture variable (X<sub>1</sub>) and the Innovation variable (Y) is  $\hat{y} = 42.016 + 0.603 X$ . The significance value (sig) from the output above is  $0.000 < \alpha (0.05)$ . It can be concluded that the influence of the Organizational Culture variable (X<sub>1</sub>) on the Innovation variable (Y) is significant. To determine the contribution of Organizational Culture (X<sub>1</sub>) to the Innovation variable (Y), the coefficient of determination (ry<sub>21</sub>)<sup>2</sup> can be examined, as seen in the following SPSS test result:

Table 11. Coefficient of Determination of Organizational Culture Variable (X<sub>1</sub>) on Innovation Variable (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,688 <sup>a</sup>	,473	,469	15,48147

a. Predictors: (Constant), BO\_x1

Based on Table 11, the contribution of Organizational Culture (X<sub>1</sub>) to the Innovation variable (Y) (rx<sub>21</sub>)<sup>2</sup> is 0.473, meaning that 47.3% of the Innovation (Y) can be explained by Organizational Culture (X<sub>1</sub>). The remaining 52.7% is the contribution of other factors outside Organizational Culture. With reference to the interpretation of the correlation coefficient, the relationship between Organizational Culture and Innovation is strong (R=0.688).

**Testing the Influence of Visionary Leadership Variable (X<sub>2</sub>) on Innovation Variable (Y)**

The analysis of the linear regression model test for the Visionary Leadership variable (X<sub>2</sub>) on the Innovation variable (Y) yields the following:

Table 12. Linear Regression Test (t-test) of Visionary Leadership Variable (X<sub>2</sub>) on Innovation Variable (Y)

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	43,076	6,360		6,773	,000
	VL_x2	,544	,047	,702	11,648	,000

From Table 12, the slope constant (a) is 43.076, and the coefficient (b) for X<sub>2</sub> is 0.544. Therefore, the regression equation formed between the Visionary Leadership variable (X<sub>2</sub>) and the Innovation variable (Y) is  $\hat{y} = 43.076 + 0.544 X$ . The significance value (sig) from the output above is  $0.000 < \alpha (0.05)$ . It can be concluded that the influence of the Visionary Leadership variable (X<sub>2</sub>) on the Innovation variable (Y) is significant. To determine the contribution of Visionary Leadership (X<sub>2</sub>) to Innovation (Y), the coefficient of determination (r<sup>2</sup>)<sup>2</sup> can be examined, as seen in the following SPSS test result:

Table 13. Coefficient of Determination of Visionary Leadership Variable (X<sub>2</sub>) on Innovation Variable (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
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1	,702 <sup>a</sup>	,492	,489	15,19814
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The contribution of Visionary Leadership ( $X_2$ ) to Innovation (Y) ( $r_{x_2y}$ )<sup>2</sup> is 0.492, meaning that 49.2% of the Innovation (Y) can be explained by Visionary Leadership ( $X_2$ ). The remaining 50.8% is the contribution of other factors outside Visionary Leadership. With reference to the interpretation of the correlation coefficient, the relationship between Visionary Leadership ( $X_2$ ) and Innovation (Y) is strong ( $R=0.702$ ).

The research results indicate a direct positive influence between Organizational Culture ( $X_1$ ) and Innovation (Y). In other words, a high Organizational Culture ( $X_1$ ) will lead to an increase in Innovation (Y). According to Schein, organizational culture encompasses three levels: artifacts and visible outcomes, espoused values held together, and the basic underlying assumptions (Hussainy, 2022). A positive organizational culture, such as teamwork, appreciation for new ideas, and support for experiments, can create an environment that stimulates innovation (K et al., 2019).

This study shows that when positive values and openness to change drive organizational culture, employees tend to feel more comfortable innovating. This aligns with the idea that an organization should emphasize the importance of a culture that encourages continuous learning and adaptation to change (Soparidah et al., 2021a, 2021b). In organizations that implement a learning culture, innovation becomes an integral part of the evolution process, where employees feel supported to contribute to creative ideas that can enhance organizational performance (Etikariena & Kalimashada, 2021; Susanti & Indrati, 2022).

An organizational culture that meets social needs and recognizes creative contributions can be a trigger for intrinsic motivation, which, in turn, enhances innovation levels. Organizational culture can also encourage creative thinking and experimentation, seen as a form of new "rationality" that supports innovation (Don et al., 2021; Yantu, 2018). In this framework, cultural aspects like flexibility, open communication, and acknowledgment of failure as part of learning can be understood as efforts towards efficiency through innovation (Ependi et al., 2020; Widyaningsih et al., 2021).

The research results also indicate a direct positive influence between Visionary Leadership ( $X_2$ ) and Innovation (Y). In other words, high Visionary Leadership ( $X_2$ ) will increase Innovation (Y). The concept of visionary leadership, involving a leader's ability to articulate long-term vision, inspire, and guide team members toward common goals, has been a primary focus in management literature. The transformational leadership theory by James MacGregor Burns states that transformational leaders tend to create an environment that encourages innovation by motivating subordinates to achieve higher performance levels and think creatively (Hartini, 2017; Rinel, 2018).

According to Burns, visionary leaders not only focus on daily needs or tactical goals but are also capable of shaping and communicating a vision that inspires team members. In the context of innovation, this vision can be a powerful source of motivation to explore new solutions, create innovative products or services, and overcome challenges that may arise during the innovation process (Irwana, 2017; Sutriyati et al., 2023). The Transformational Leadership Theory

also includes four key dimensions relevant to the correlation between Visionary Leadership and Innovation. These dimensions involve idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence relates to a leader's ability to be a respected role model followed by subordinates, while inspirational motivation highlights a leader's ability to motivate and inspire the team to achieve high goals, including innovative goals (Komariah et al., 2023; Rais et al., 2022).

In addition to transformational theory, situational or contingency leadership theory also provides insights into the relationship between Visionary Leadership and Innovation. According to Paul Hersey and Ken Blanchard, situational theory states that effective leadership styles can vary based on the situation and characteristics of team members (Malaret et al., 2021). In the context of innovation, visionary leadership may be more effective when organizations face challenges that require creative solutions or significant changes. Warren Bennis also emphasizes the importance of vision in leadership. Bennis argues that visionary leaders can guide organizations through transformation by communicating a clear vision, bringing about change, and encouraging innovation (Cobanoglu, 2021; Komariah et al., 2023). According to him, a solid and inspirational vision can motivate team members to achieve higher levels of creativity, stimulate collaborative spirit, and enhance the organization's ability to adapt to market changes (Malaret et al., 2021; Rais et al., 2022).

## CONCLUSION

Based on the results and discussion of the research above, it can be concluded that (1) there is a direct positive influence between Organizational Culture ( $X_1$ ) and Innovation (Y), meaning that high Organizational Culture ( $X_1$ ) will result in increased Innovation (Y); and (2) there is a direct positive influence between Visionary Leadership ( $X_2$ ) and Innovation (Y), meaning that high Visionary Leadership ( $X_2$ ) will increase Innovation (Y). Thus, it can be concluded that organizational culture and visionary leadership have a positive effect on innovation.

Based on the conclusions above, this research implies that if there is a desire to enhance educator innovation at the training center, efforts can be made to strengthen organizational culture. Strengthening Organizational Culture can be achieved by improving and enhancing the indicators of Organizational Culture itself. Furthermore, if there is a desire to enhance educator innovation at the training center, efforts can be made to strengthen visionary leadership. Strengthening Visionary Leadership can be achieved by improving and enhancing the indicators of Visionary Leadership itself. Improvement and enhancement should be prioritized for indicators of Visionary Leadership that have not yet reached optimal scores.

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