The Role of Innovation Leadership in Teacher Commitment: A Study of Organizational Culture

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Abstract: This study aimed to investigate the influence of innovation leadership on teacher commitment through organizational culture as a mediating variable. A quantitative approach using the survey method was used, and the sample was selected using proportional random sampling. The respondent consisted of 180 teachers from public vocational schools in Magelang. In addition, data were collected by questionnaire and analyzed by a structural equation model (SEM). The result showed that innovation leadership influenced organizational culture with a t-value of 2.95 > ttable (1.98) at .26. In contrast, organizational culture influenced teacher engagement with .27 and a t-value of 3.10 > ttable (1.98). Innovative leadership directly affected teacher commitment at .31 with a t-value of 3.41 > ttable (1.98) due to organizational culture being a mediating variable at .07. The overall influence on teachers' commitment through the organizational culture is .38. The analysis results explain that organizational culture can successfully mediate the relationship between innovation leadership to teachers' commitment. Therefore, these variables can be developed and implemented in schools to increase student achievement quality.

Keywords: *Innovation leadership, organizational culture, teacher commitment.*

Introduction

Higher vocational education plays a strategic role in promoting national development. The existence of vocational high schools (VHS) can produce a skilled workforce that meets the demands of the labor market. VHS should be aware of its function of having a capable and qualified labor force and pay more attention to improving the quality of learning in theory and practice. The Asian Development Bank (2009) found that technical and vocational education and training (TVET) can boost economic growth and competitiveness by improving individual, entrepreneurial, and national productivity.

Innovation is essential in the era of globalization and is viewed from different angles. Many organizations, including educational institutions, are trapped in the old working system. The old way of execution is constantly improved without trying the new plan for better results. In the meantime, the role of school leadership is to build an organizational culture and develop the quality of teachers' commitment to improving the quality of learning. School leaders who focus on the importance of innovation will consistently build a harmonious relationship with all stakeholders to find and seek new ideas.

Subsequently, Papa (2012) affirmed that a school leader's role is to plan and execute new strategies that help teachers and students understand and integrate the teaching and learning process in the classroom. An innovative style can help a leader lead the organization more effectively and efficiently and play a critical role in organizational matters. As a leadership style, visionary leadership plays an important role in achieving the school's vision and mission. Leaders need to think strategically and innovatively to improve the quality of education (Ariratana et al., 2019). An innovative leadership style can contribute to greater success, growth, and sustainability. Innovation also deals with education development since the school leader is expected to build the quality of organizational culture to improve the learning environment. The school's organizational culture can influence teachers' performance (Zulhelmi et al., 2018).

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Furthermore, Warrick et al. (2016) explained that organizational culture illustrates the environment where people work and influence how they feel, think, and act. On the contrary, Horowitz (2019) confirmed that building a culture is more complex than just attempting to bend people to one's will. This culture derives from different genders, social backgrounds, races, and eras. In contrast, Stoll (2012) gave a different perspective that organizational culture disturbs climate constraints on change and improvement.

The commitment of teachers to executing their responsibility as an educator is crucial in improving their performance quality. As a result, they can create new methods to teach their students and construct their classroom environment as comfortably as possible. Meanwhile, Zareie and Navimipour (2016) stated that employees' commitment is a terminology of human resource organization to reflect their performance in reaching the vision of organizations. Brzeziński and Bąk (2015) confirmed that employees' high commitment would positively influence the organization's increasing productivity and efficiency.

Innovation leadership performs a fundamental role in improving school quality (Ubaidillah et al., 2018). It can be implemented when all the components of schools are ready to change because innovation requires a change in leadership, behavior, culture, and performance. On the contrary, in educational leadership practice, Hamel (2001) stated that the main focus of many companies lies in continuous improvement instead of leaving the old method, which will generate a far better result. Creating new work systems for a better outcome is easy, but the problem is the different implementation methods (Ancok, 2017). For innovation leadership, school leaders should have a strategy to build a harmonious relationship with all stakeholders to find and search for new ideas to develop a quality school culture and the teacher's commitment. Then, the innovative behavior will be reflected in how they do their job constructively, creatively, objectively, and rationally to improve their school's performance. The research aims to reveal the role of innovation leadership on the teacher's commitment through organizational culture as a mediating variable. Does innovation leadership affect teacher commitment directly and indirectly through organizational culture as a mediating factor?

Literature Review

Innovation Leadership

Many organizations search for strategies to push and create innovative behavior. One of the ways is leadership innovation to boost the innovative organization. With the framework of implementing this function as an innovator, the principal should search, find, and renew the vocational school program to adapt to the development of knowledge, technology, and the labor market. One of the essential factors of the organization's competitiveness (including school institutions) is innovation. Building innovation is the most crucial determinant of the performance of an organization. The leader has a strategic role in influencing innovative behavior in the company. The behavior in growing the innovative culture must be open to new ideas and opinions and employee initiatives for better organizational change. Moreover, the leader should trust the employees to realize the positive impact of innovation (Kozioł-Nadolna, 2020). Furthermore, Hansen (2014) stated that innovation plays a very important role in increasing competitive advantage.

In line with innovation leadership, the principle should have competency in managing and developing the organization by considering many factors. These factors include creative and critical thinking, innovative organizational culture, and building teamwork (Ariratana et al., 2019). Several obstacles will be faced in developing schools without innovative behavior (McEntire & Greene-Shortridge, 2011). In addition, Northouse (2007) confirmed the relationship between leadership and change and the collaboration between leaders and followers. Although leaders play an important role in creating change, they cannot be separated from their followers.

Dimmock and Walker (2005) confirmed that quality school improvement deals with influential school leaders' role in constructing and shaping organizational cultures to increase the quality of teaching and learning. Effective leadership is one of the characteristics of innovation school leadership. Furthermore, school leadership should create a competitive advantage through innovation to improve the quality of learning by developing strong school culture and teacher commitment.

Papa (2012) explained the essence of technology for school leaders in line with innovation. It was suggested that school leaders play a more responsive and proactive role in using technology and, especially, interface human and application information technology.

Leaders who implement innovation leadership should push the followers to act, think out of the box, be more creative, and offer new ideas dealing with the organization's growth. Choi et al. (2016) stated that a suitable environment can be considered a supportive factor in increasing employee performance and satisfaction. Therefore, it can be the bridge to innovative activities. Leaders' pioneer and implement changes that support an organization to get innovation more effectively and efficiently. Leadership is central to creating innovation through strategic decisions, rules, and policies (Prasad & Junni, 2016). Furthermore, leaders can drive organizational innovation by increasing the spirit and capability of organizational members to act creatively and innovatively.

Organizational Culture

Innovative leaders should build a school culture to support improving teaching and learning. School leadership needs to grow the values, norms, beliefs, rules, habits, and traditions to tie the school members to work and cooperate. According to Dimmock and Walker (2005), culture is the values shaped by the members of an organization that differentiate them from others. Culture is shaped by school leaders and members, teachers, and students to work together to achieve the school's vision. Therefore, culture can positively impact the performance of schools. Schools are built by cultural practices and core values to describe the norms and habits of society (Hollins, 2015). The patterns of a culture strongly impact performance and influence how people think, behave, and feel. Moreover, school culture drives improvement, professional development, collaboration, and staff-student learning (Deal & Peterson, 2009).

A qualified school organizational culture will influence the quality of education and the relationship between teachers and students to make the school conducive (Ubaidillah et al., 2018). On the other hand, Hargreaves (2012) confirmed that cultures could describe leaders' values. Therefore, in dealing with leadership and change of culture inside the school, Hargreaves (2012) recommends changing behavior as changes in attitude. This change can motivate the school members to adopt new working methods, build a collaboration climate, and explain the unique qualities of school culture.

Leading the school organization to achieve quality improvement and doing things differently leads to a change in the school organization's culture and the leader's role (Santos Rego et al., 2017). Subsequently, the school leader has a vital role in building a school culture that is conducive and comfortable to provide the best teaching and learning practices.

Innovation leadership indirectly influences the followers and the organization's performance by providing a suitable and conducive environment where followers can work efficiently and effectively, building culture and commitment to organizational objectives. Avery (2004) further explained that significant leadership duties shape and develop a culture and conducive environment. Blanchard (2007) stated that an organization can reach greatness with a strong and differentiated culture, which ensures its readiness for change. Moreover, DuFour (2007) revealed that culture develops collaboration, collegiality, and communication.

According to Robbins and Judge (2008), culture constructs real distinctions between organizations and builds a sense of identity. It drives a stronger commitment to the organization and orients the attitude and behavior of employees.

Wei et al. (2013) confirmed that an innovation culture means the organization is experimenting with alternatives to empower resources and create new products for the organization's performance. Rao and Weintraub (2013) explained that the innovation culture consists of resources, processes, values, behavior, climate, and success. Leadership should be able to empower all resources available in school to increase the quality of the learning process.

Teacher's Commitment

Bierema (2016) stated that organizational commitment means an emotional sense developed by a closer relationship between employees and employers. The employees' commitment reflects their organization's attitudes, values, loyalty, and beliefs. Organizational commitment can be described as an employee's involvement to work together and not leave the organization. Organizational commitment can also increase the performance of employees in carrying out their responsibility to reach the organization's goal (Bano et al., 2019). Meyer et al. (1993) noted three theoretical models of organizational commitment: affective, normative, and continuous. Cerit (2010) reported that employees with high organizational commitment perform their jobs more satisfactorily and productively (Roncesvalles & Gaerlan, 2021). Oyewobi et al. (2019) found that organizational commitment is important in increasing performance.

Brzeziński and Bąk (2015) confirmed that employees who exhibit high commitment would influence the organization's performance and improve efficiency and effectiveness. In dealing with education contexts, teachers' commitment plays a significant role in increasing the teacher's performance. The teachers who are highly committed to their profession have loyalty, passion, attitude, and value culture to develop their knowledge and teaching skills to increase the students' achievement.

Besides, teaching commitment stimulates teachers to continuously explore new approaches to improve their teaching performance (Altun, 2017). Moreover, the responsibility of teachers will deal with building a qualified learning climate in which students develop their achievements. They also spend their time and energy promoting school and increasing student achievement. Most teachers are committed to their responsibility when the school leader can build a good climate. On the other hand, the school leader who is ineffective and inefficient may cause many teachers to leave their school (Fiore, 2013).

Organizational commitment is a behavior that reflects how far the individuals understand and tie with their organization (Griffin & Moorhead, 2014). Meanwhile, Robbins and Judge (2017) opined that it is a condition where the employees take sides with the organization and hope to maintain their membership.

The strong commitment of the teacher in executing professional tasks as an educator is essential because high performance can be actualized when there is a strong work commitment. A teacher with strong commitment will be able to perform his work optimally and follow the rules and values of the organization (Zulhelmi et al., 2018).

Meanwhile, Zareie and Navimipour (2016) opined that employee commitment refers to the human resource perspective to achieve the organization's vision. Brzeziński and Bąk (2015) confirmed that employees with a great commitment would positively influence performance, enhancing effectiveness and better building customer relationships. Moreover, committed teachers are very important for school organizations to grow innovative behaviors. Bawuro et al. (2018) revealed that organizational commitment impacted shaping conditions, allowing teachers to perform innovatively.

Methodology

Research Design

This research used a quantitative approach with a survey design to measure innovation leadership, organizational culture, and teacher commitment. The objects consisted of three public vocational education schools in Magelang. Meanwhile, the samples and population comprised 180 and 327 teachers of the vocational educational school, respectively. The sample selection process consisted of proportional random sampling with the Taro Yamane formula. The data was collected through a questionnaire as an instrument of research and analyzed by SEM with Lisrel 8.8. First, the questionnaire on innovation leadership was measured by Vlok (2012). Then, Sashkin and Rosenbach (2013) adopted the organizational culture. Subsequently, the teacher's commitment was measured using the Organizational Commitment Questionnaire (Allen & Meyer, 1996). The measurement model was evaluated using confirmatory factor analysis (CFA). Evaluation of the goodness of fit criteria was used to determine the suitability of the index and its cut of value to assess a model's acceptance or rejection. Validity was measured by using Confirmatory Factor Analysis (CFA). Indicators were determined by loading factor > .50. Construct reliability can be assessed from the value of Cronbach's alpha and composite reliability of each construct. The recommended composite reliability and Cronbach's alpha values were more than 0.7 (Ghazali, 2011; Hair et al., 2010). This research consisted of two independent variables: innovation leadership (X1) and Organizational culture (X2), and one dependent variable, teacher's commitment. It was conducted from August to October 2021.

Validity and Reliability Test Result

Innovation Leadership

A second-order measurement in Figure 1 measures the Innovation Leadership variable. The first order uses four constructs: Strategist, capability builder, matchmaker, and achiever. The second order uses multiple manifests to reflect the construct used in the first order in Figure 1.
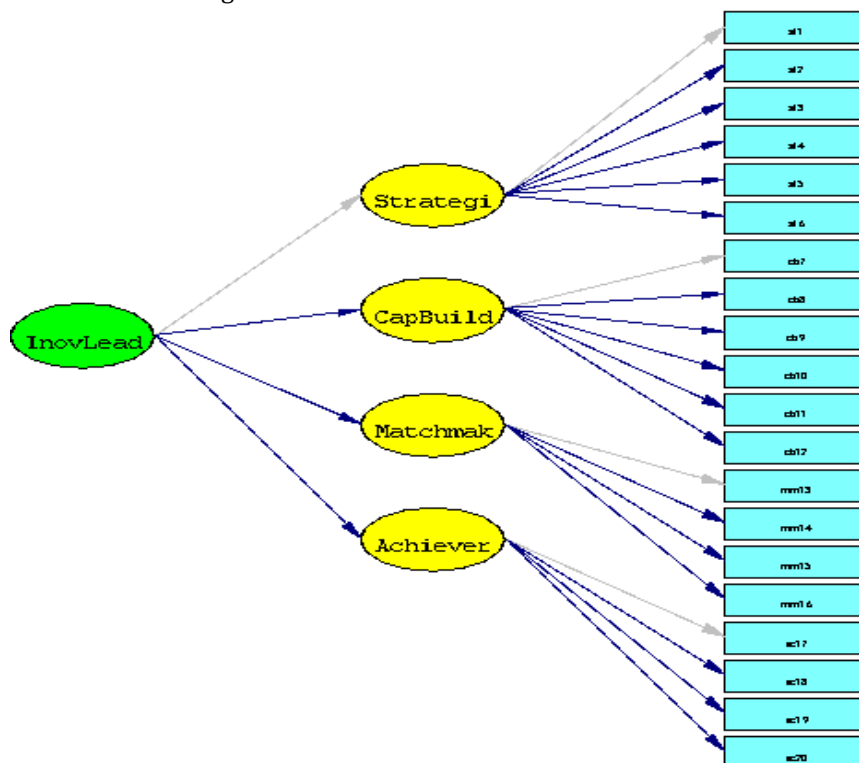

Figure 1. Innovative Leadership Measurement Model

The validity test results on the first order got a factor loading coefficient (γ) .77 - .95, each having a t_{value} of more than 2, indicating valid. Reliability testing got a Cronbach's alpha coefficient of .805, showing reliability, and the construct reliability coefficient of .925, indicating one-dimensional character. The results of the second order test also got a factor loading coefficient and reliability, which shows that it is valid and reliable in Table 1.

Table 1. The Results of the Innovation Leadership Instrument Test

No	First Order Constructs	γ	t-val	Second Order Manifest	λ	t-val	Alpha	Construct Reliability
1	Strategist	.77	Ref	st1 - st6	.53 - .68	6.13 - 7.64	.814	.807
2	Capability Builder	.81	6.40	cb7 - cb12	.67 - .87	8.55 - 11.12	.863	.873
3	Matchmaker	.94	6.31	mm13 - mm16	.66 - .72	7.74 - 7.97	.761	.782
4	Achiever	.95	6.12	ac17 - ac20	.54 - .67	6.75 - 7.05	.753	.718

Cronbach's alpha = .805
Construct reliability = .93

Organizational Culture

The Organizational Culture variable is measured by second-order measurement in Figure 2. The first order uses five constructs to reflect, namely: managing change, achieving a goal, coordinated teamwork, customer orientation, and cultural strength. The second order uses multiple manifests to reflect the construct used in the first order in Figure 2.
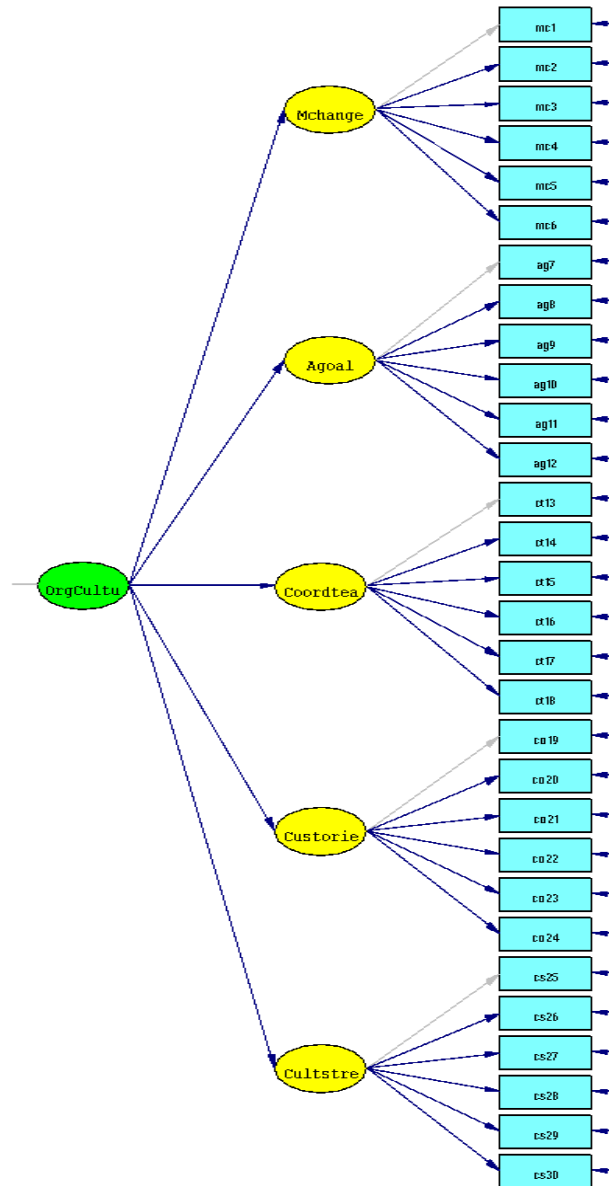

Figure 2. Organizational Culture Measurement Model

The validity test results in the first order got a factor loading coefficient (γ) of .73 - .85, each having a t_{value} of more than 2, indicating valid. Reliability testing got Cronbach's alpha coefficient of .873, telling reliability, and construct reliability coefficient of .901, showing one-dimensional character. The results of the second order test also got the factor loading coefficient and reliability, which indicate validity and reliability in Table 2.

Table 2. Results of Testing Organizational Culture Instruments

No	First Order Constructs	γ	t-val	Second Order Manifest	λ	t-val	Alpha	C. Reliability
1	Managing Change	.83	Ref	mc1 - mc6	.69 - .82	9.64 - 11.82	.897	.893
2	Achieving Goal	.78	7.85	ag7 - ag12	.65 - .84	9.29 - 11.93	.896	.891
3	Coordinated Teamwork	.85	8.54	ct13 - ct18	.58 - .83	7.82 - 11.38	.869	.855
4	Customer Orientation	.73	7.73	co19 - co24	.76 - .90	11.83 - 14.49	.917	.925
5	Cultural Strength	.82	7.85	cs25 - cs30	.65 - .79	8.62 - 10.58	.881	.884

Cronbach's alpha= .873
Construct reliability = .901

Teacher's Commitment

The teacher's commitment variable is measured by second-order measurement in Figure 3. The first order uses three constructs to reflect, namely: Affective commitment, continuance commitment, and normative commitment. The second order uses multiple manifests to reflect the construct used in the first order in Figure 3.
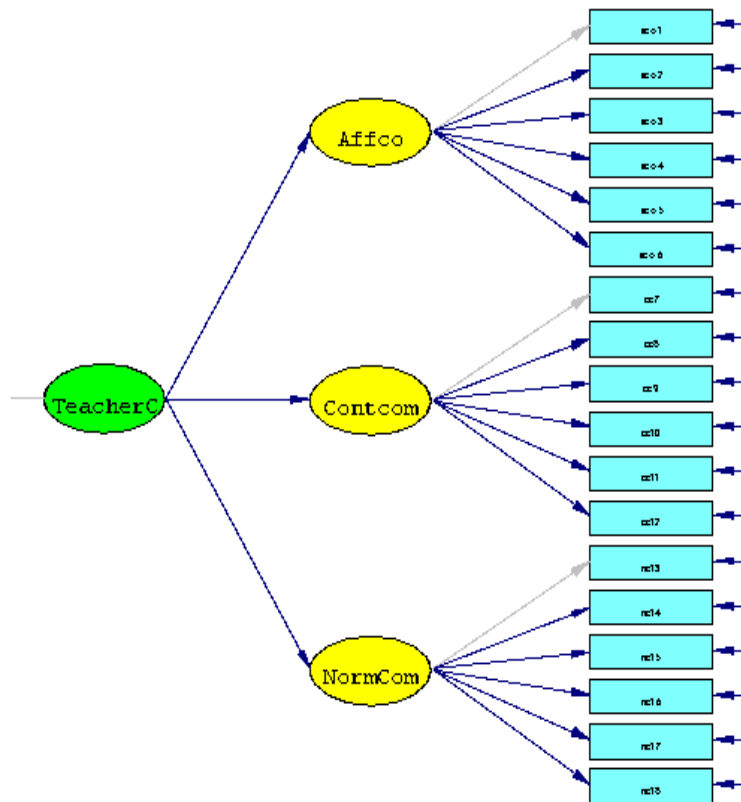

Figure 3. Teacher's Commitment Measurement Model

The validity test results on the first order got a factor loading coefficient (γ) from .77 to .95, each having a t_{value} of more than 2, indicating valid. Reliability testing got Cronbach's alpha coefficient of .805, indicating reliability, and the construct reliability coefficient of .890, indicating one-dimensional character. The results of the second order test also got the coefficient of factor loading and reliability, which shows that it is valid and reliable in Table 3.

Table 3. Results of Testing the Teacher's Commitment Instrument

| No | First Order Constructs | γ | t-val | Second Order | | | | |
				Manifest	λ	t-val	Alpha	Construct Reliability
1	Affective Commitment	.85	1	aco1 - aco6	.63 - .76	7.89 - 9.42	.854	.855
2	Continuance Commitment	.82	9.31	nc13 - nc18	.55 - .81	7.1 - 10.42	.863	.879
3	Normative Commitment	.89	9.51	nc13 - nc18	.55 - .81	7.1 - 10.42	.863	.859

Cronbach's alpha = .817
Construct reliability =.890

Hypothesis Test Results

The Fit Indices of the Model

The coefficient X^2 is 64.849 with a probability (p) of .092, the acquisition of p >.05 indicates that the model has empirical support or has a good fit. The model also has a low error (RMSEA) or less than .08 and a high predictive ability in Table 4.

Table 4. Results of Goodness of Fit Indices Model

No	Indices	Cut-off Value	Results	Statement
1	Chi-Square		64.849	
	(p)	(p >.05)	p = .092	Good
2	CFI	≥ .950	0.988	Good
3	GFI	≥ .900	0.943	Good
4	AGFI	≥ 0.900	0.912	Good
5	RMSEA	≤ 0.080	0.039	Good

Interpretation of Structural Model
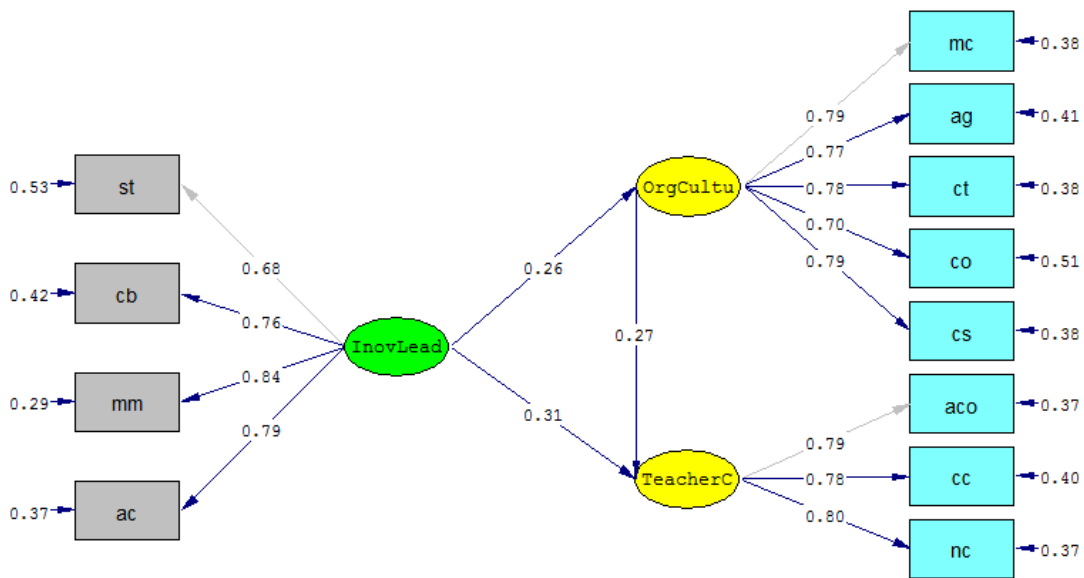
Chi-Square=64.85, df=51, P-value=0.09202, RMSEA=0.039

Figure 4. Structural Model

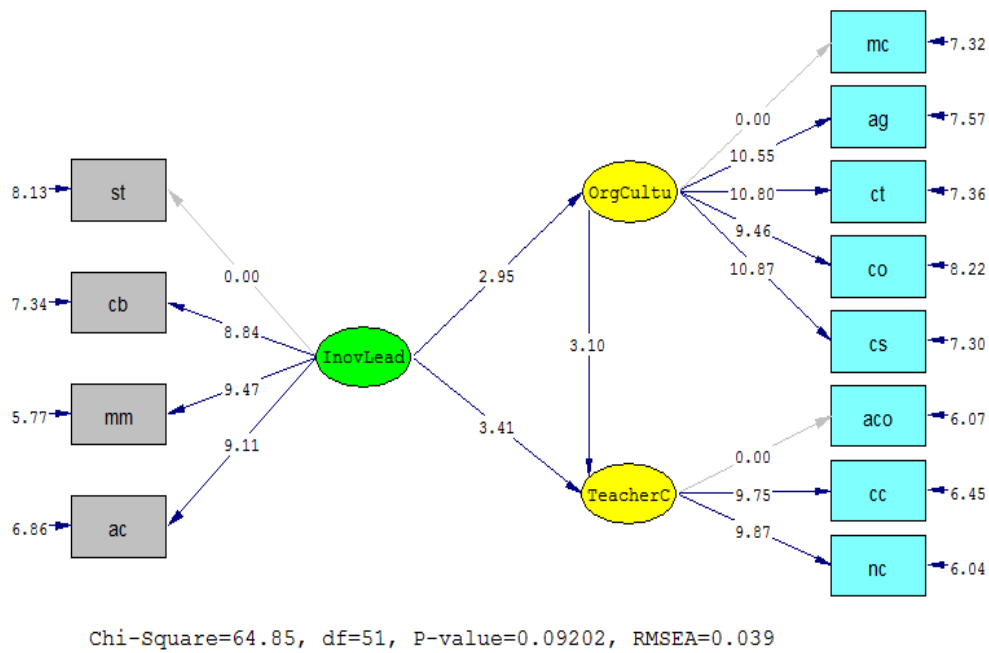Chi-Square=64.85, df=51, P-value=0.09202, RMSEA=0.039

Figure 5. Structural Model

Based on Figures 4 and 5 above, and also in Table 5, the influence coefficient of innovation leadership on the organizational culture was .26 with a t_{value} of 2.95 > t_{table} (1.98). Therefore, innovation leadership significantly influences organizational culture, and the influence coefficient was .31 with a t_{value} of 3.41 > t_{table} (1.98). The influence coefficient of organizational culture on teachers' commitment was .27 with a t_{value} of 3.10 > t_{table} (1.98). Therefore, organizational culture significantly influences teachers' commitment. Moreover, the influence of innovation leadership has direct and indirect values of .31 and .07. Organizational culture can successfully mediate the relationship between innovation leadership and teachers' commitment. The total effect of innovation on teacher commitment through organizational culture is .38

Table 5. Results of Structural Testing

	Dependent	Independent	B	γ	tvalue	Category
1	Organizational Culture	Innovative Leadership	-	.26	2.95	Sig
2	Teacher's Commitment	Innovative Leadership	-	.31	3.41	Sig
		Organizational Culture	.27	-	3.10	Sig

Discussion

The Influence of Innovative Leadership on the School Culture

This research found that the influence of innovation leadership on the school culture is .26 with a t_{value} of 2.95 > t_{table} (1.98). Therefore, it is interpreted that school leaders' innovation leadership plays a significant role in creating school culture. This result is consistent with Riveras-León and Tomàs-Folch (2020) that leadership style correlates with organizational culture and promotes innovation in the school.Moreover, the collaboration between the school leader and the teachers plays an important role in shaping organizational culture, which is part of innovation. They think for themselves and do not just follow the rules blindly (Ariratana et al., 2019). Therefore, the leadership style can create an innovative culture (Mekpor & Dartey-Baah, 2017). However, organizational culture cannot create innovation without a supportive leadership style.

Sallis (1993) stated that the strategic role of leadership in building and developing a quality culture shows a high commitment to educational improvement. Ur Rehman et al. (2019) found that organizational performance is influenced by leadership style, which positively impacts the culture of innovation. Therefore, leadership style is critical to shaping and developing an organizational culture of innovation.This result aligns with the findings of Faraz et al. (2018) that leadership determines innovative culture. The role of innovation leadership for continuous improvement of schools needs innovation conducted through changes as a requirement (Ubaidillah et al., 2018). The result confirms that the innovation leadership of school leaders plays a paramount role in building organizational culture as a strength to improve the quality of learning. Additionally, Dimmock and Walker (2005) confirmed that effective leadership could create a strong organizational culture based on norms, values, habits, traditions, and values conducive to strengthening collaboration in improving the quality of teaching and learning.

Riveras-León and Tomàs-Folch (2020) revealed the role of leadership practices in building an innovation culture, handling management change, and solving a problem. Successful leadership depends heavily on an individual's capability to effectively and proactively respond and drive change (Puccio et al., 2011). In this globalization era and social change, the school organization should be able to react and fall into line with the change. For this point, school organizations should have the capability and capacity to innovate.Innovation organizations are expected to be internalized and institutionalized to strengthen performance.

Innovative leaders grow a critical culture and creative thinking to encounter challenges. They push for change, open their schools to welcome different ideas, and adopt new knowledge and technology development. This research also implies that innovation leaders are the agent of change in school, driving shifts in culture that successfully allow the process of innovation.

The Influence of School Culture on Teacher's Commitment

Organizational culture's influence on the teacher's commitment was .27 with a t_{value} of 3.10> t_{table} (1.98). It confirmed that the success of creating school culture deals with the role of the leader to provide qualified work-life habits, values, norms, and beliefs to empower teachers' commitment and improve the quality of teaching with learning. This finding is in line with the research of (Khan et al., 2018), where an innovative culture can increase creative thinking and motivate employees to develop interpersonal relationships within the organization. The focus is on strengthening internal systems by encouraging openness to new ideas. To achieve improvement through re-cultivation, resolving the relationship between school culture and change management is necessary. This outcome involves building new values, beliefs, and norms that include unique strategies for teaching and new ways for teachers to be professional (Dimmock & Walker, 2005).

Organizational culture depicts the conditions employees work and affect how they think, feel, and behave. The changing of education systems happens quickly and drives teachers to adapt to the school's culture (Warrick et al., 2016). Therefore, it is difficult for school leaders and teachers to quickly change and move to the modern, professional, qualified culture. A positive and constructive culture will facilitate and strengthen the teachers' commitment to increasing the quality of learning and improving the students' achievement.

Colquitt et al. (2018) explained that organizational commitment allows employees to stay and remain as part of the organization or leave to search for another job. Moreover, Luthans (2011) further confirmed that those with high commitment could increase their performance, discipline, and loyalty. This result is subsequently possibly built through organizational culture. Schein (2004) revealed that culture influences and makes the commitment. The teachers are committed to a school with meaning, values, traditions, norms, and an ennobling purpose.

On the contrary, Zhao et al. (2018) revealed different findings that organizational culture does not influence the performance of employees. A similar result by Zulhelmi et al. (2018) reported that organizational culture positively influences performance; however, it is not significant. Subsequently, Warrick et al. (2016) reported that organizational culture significantly affects the performance of employees. Based on the result, school leaders can use innovative leadership as a model to create organizational culture enabling teachers to increase their performance and commitment.

The Influence of Innovation Leadership on the Teacher's Commitment

This research revealed that school leaders' innovation leadership directly influenced the commitment by .31 with a t_{value} of 3.41 > t_{table} (1.98). This finding explains that innovation leadership significantly affects teachers' dedication. The result confirms that the role of innovative leadership will impact the teacher's commitment. These findings align with the research of Bernarto et al. (2020), where the leadership style can determine employees' commitment. Meanwhile, Zulhelmi et al. (2018) revealed that innovative leadership behavior positively influences performance. Moreover, innovation leadership plays a paramount role in showing a different model in organizational school to support teachers' commitment to work creatively with new ideas and solutions (Ariratana et al., 2019). Subsequently, Amtu et al. (2021) conveyed that organizational commitment is influenced by leadership. Kozioł-Nadolna (2020) found that leadership is essential in pushing and promoting the employees' innovative behavior. Innovation leadership is closely related to transformational leadership, which influences teachers' commitment. Moreover, the transformational leadership style can be described as the most crucial for creativity and commitment. Previous research revealed that transformational leadership influenced the innovation behavior of employees (Oke et al., 2009).

Innovative leadership should create innovative employees. Meanwhile, their behavior increases the productivity and performance of the organization (Naqvi et al., 2017). Innovative leadership is expected to drive followers to determine the problems in new and different ways.

Schools that drive change and risk-taking develop people looking for innovative practices and experimenting with new methods. In constructive cultures, teachers and staff plan and execute new practices.

Innovative leadership means shaping different approaches in school organizations to generate creative opinions, services, and solutions to the learning process (Ariratana et al., 2019). It is becoming mandatory to have a store of skills and knowledge in developing and managing teachers' commitment effectively and efficiently.

On the contrary, principals do not clearly understand how their leadership influences teacher job performance. It was reported that organizational commitment does not affect the performance of employees. A similar finding by Habba et al. (2017) revealed that organizational commitment does not positively influence employees' performance. Utami et al. (2021) also reported that teachers' responsibility is essential to improving education quality. Therefore, school leaders should monitor and supervise teachers' commitment to improving school quality. Teachers are expected to be innovative to enhance the smooth running of the teaching-learning process, increase students' achievement, and produce qualified graduates. In this case, the role of innovative leadership is essential to building teachers' behavior and commitment. The result explains the strategic role of innovation leadership in developing and empowering the teacher's commitment as a necessary component of education.

Mediating Role of Organizational Culture between Innovation Leadership and Teachers' Commitment

The innovative leadership, directly and indirectly, influenced the teacher's commitment at .31 with a t_{value} of 3.41 > t_{table} (1.98) and indirectly through organizational culture with a coefficient of .070. The total influence through the organizational culture is .38 or 14.44 % affecting innovation leadership and teachers' commitment.

Moreover, organizational culture acts successfully as a mediating variable for the influence of innovation leadership on teacher commitment. Many results of previous research do not support this. Amtu et al. (2021) found that organizational culture mediates and contributes to the relationship between leadership style and commitment. Meanwhile, Riveras-León and Tomàs-Folch (2020) revealed that leadership style correlates with organizational culture. The collaboration between the school leader and the teachers plays an important role in creating an organizational culture and commitment. Innovative leadership is paramount in showing a different model to support teachers' commitment to working creatively with new ideas and solutions (Ariratana et al., 2019). Teachers with strong commitment will be able to perform their work optimally and follow the rules and values of the organization. They have a high responsibility to do their duties (Zulhelmi et al., 2018). Robbins and Judge (2008) stated that culture constructs real distinctions between organizations.

Furthermore, it builds a sense of identity and drives a stronger commitment to the organization. The school's culture and the leader's job are transformed when the company is led to better quality (Santos Rego et al., 2017). Therefore, it is difficult to quickly change and move to the modern, professional, qualified school culture and teachers' commitment. The positive and constructive culture of the school will facilitate and strengthen the teachers' commitment to increasing the quality of learning to improve the student's achievement. Organizational culture effectively mediates the influence of innovation leadership on teachers' commitment, as discussed above. The research findings explain that organizational culture has an important and strategic role in increasing and empowering teachers' commitment.

Conclusion

This study examined the influence of innovation leadership and organizational culture on teacher commitment. The results showed a significant impact of innovation leadership on organizational culture, and organizational culture influenced teacher commitment. This study found that organizational culture successfully mediates the relationship between innovation leadership and teacher commitment. This result is an empirical finding for the strategic role of principals' innovation leadership in designing and building an organizational culture to enhance teacher engagement. This finding implies that innovation leadership is essential in developing continuous school quality improvement. In the context of appointment, school leaders should respond and adapt to labor market demands by innovating their policies to produce qualified, capable employee candidates.

Other findings related to the innovative leadership of school leaders positively impact organizational culture. Organizational culture should be created as an anchor for providing best practices to improve student learning. In addition, innovation leadership outcomes influence teacher engagement. Therefore, school leadership should enhance the quality of education by maximizing teacher engagement and competency.

Recommendations

Theoretically, the results in this study mean that it is important to develop a theory that emphasizes the role of innovation leadership as a model for building strong organizational culture and teacher commitment. This information means creating a skilled and capable workforce that meets the labor market's rapidly changing and evolving demands. Further research should be conducted by expanding the scope of objects, allowing more cities to be included, populating not only the public vocational school but also the private vocational school, and adding variables such as charismatic leadership, decision support systems (DSS), or information systems for school leader innovation.

Limitations

This research has some limitations, such as the scope of the object, only one city, and limited variables. Moreover, it incorporates only one leadership style, which may not be enough to explore the organizational culture and teachers' commitment deeply.

Authorship Contribution Statement

Sutiyatno: Conceptualization, design, analysis, and writing. Susilo: Editing/reviewing, critical revision of manuscript and supervision. Santoso: Editing/reviewing, and supervision.

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